University of Tsukuba
筑波大学

TSUKUBA STANDARDs

for Undergraduate Schools and Colleges

TSUKUBA
STANDARDs

Tsukuba Standards for Undergraduate Schools and Colleges

Discover Your Human Potential at TSUKUBA, a Hub of Knowledge

Based on our founding philosophy, we clarify our educational framework, including educational purpose and methods for achieving them in our bachelor programs and measures for improvement of educational content, and widely publicize it to society as the educational declaration of the University, which aims to guarantee and continuously improve the quality of degrees.

Concept

The University of Tsukuba aims to establish free exchange and close relationships in both basic and applied sciences with educational and research organizations and academic communities in Japan and overseas. While developing these relationships, we intend to pursue education and research to cultivate men and women with creative intelligence and rich human qualities.

The University of Tsukuba endeavors to contribute to the progress of science and culture. Formerly, Japanese universities tended to remain cloistered in their own narrow, specialized fields, creating polarization, stagnation in education and research and alienation from their communities.

The University of Tsukuba has decided to function as a university which is open to all within and outside of Japan. Toward this end, the university has made it its goal to develop an organization better suiting the functions and administration with a new concept of education and research highly international in character, rich in diversity and flexibility and capable of dealing sensitively with the changes occurring in contemporary society.

To realize this, it has vested in its staff and administrative authorities the powers necessary to carry out these responsibilities.

Code of Ethics on Education at the University of Tsukuba

The University of Tsukuba aims to be an open university in every sense. With its proactive initiatives to create a flexible education and research structure as well as a university system for the needs of the next generation, the University of Tsukuba is now a frontrunner of university reform in Japan. Universities are expected to act as bases of knowledge that hold the key to balanced development of human society. As a comprehensive university, the University of Tsukuba is capable of developing a wide range of educational research dealing with all aspects of knowledge. By setting "originality" and "independence" as the core educational concepts, our goal is to make students take the initiative for solving problems in the world. We established the "University of Tsukuba Education Standards (hereafter, "Tsukuba Standards"),"*1 as a guideline in order to achieve the goal. Faculty members need to comply with the following code of conduct*2 to meet the guideline.

1. Faculty members strive to develop every student's individuality and talents, and endow students with a rich sense of humanity and creative intellect as well as work with them to grow the shared base of knowledge.
2. Faculty members strive to respect student identity, promote their personal development and serve their best interests.
3. Faculty members strive to continuously improve the educational curriculum and methodology from general education to specialized education while supporting students' self-study.
4. Faculty members strive to clearly set a study guideline and grade evaluation system as well as adhere to a fair grade evaluation based on the study guideline.
5. Faculty members strive to consult with students sincerely and closely, and be open to their ideas and comments while keeping their personal information confidential.

NOTE:

*1: The Tsukuba Standards articulate the educational goals of the university based on its founding principles, and the path to achieve them. They consist of the following two divisions: Undergraduate Education and Graduate Education.

*2: Among this code of conduct, Article 1 defines the guideline for the whole, Article 2 ensures to respect student identity and protect the best interests of the students, Articles 3 and 4 set the obligation for continuous educational improvement, and Article 5 ensures to protect the personal information of students.

The Meaning of Degrees to be conferred by University of Tsukuba

University of Tsukuba is committed to fostering autonomous learning, cultivating ethical sensibilities that respect diverse personalities and cultures, and enabling every student to realize their unique personality and abilities.

Grounded in a broad intellectual foundation, information literacy, and both creative and critical thinking, our students learn to build trust across differences through dialogue, to act with integrity and sincerity toward the sustainable development of society, to cherish both humanity and nature, and to cultivate rich sensibilities through engagement with the arts and sports.

Building upon these foundations,

- The **Bachelor's degree** is conferred upon those who have demonstrated the ability to investigate and analyze data to understand global trends and the essence of contemporary challenges, and who possess the **creativity grounded in solid fundamentals and flexible thinking**, together with a **broad understanding of disciplines beyond their own specializations**. Degree recipients are recognized as individuals who continually renew their expertise, and who take **initiative in addressing issues within the international community** with insight, responsibility, and action.
- The **Master's degree** is conferred upon those who have undertaken academic inquiry to attain a profound understanding of global trends and challenges, and who have demonstrated either **the capacity for research that contributes to the discovery of truth and the creation of new value**, or **the ability to apply advanced, up-to-date expertise—including the latest academic findings—from an interdisciplinary perspective to address issues within the international community**. Recipients of the degree are thus recognized as individuals who embody both intellectual depth and creative engagement, capable of advancing knowledge and contributing meaningfully to the betterment of society through their scholarly and professional endeavors.
- The **Doctoral degree** is conferred upon those who, in addressing unresolved academic and societal challenges, have demonstrated **an independent capacity for research**—the ability to formulate their own questions, design interdisciplinary processes to overcome complex issues, and contribute to the **discovery of new truths and the creation of new value**.

  In addition, degree recipients are recognized as possessing **the emergent intellect** to reconcile and elevate conflicting ideas and values to a higher synthesis, together with **the ability to apply knowledge creatively and responsibly** to advance the progress of the international community.

  Such qualities embody the **creative wisdom** that defines the University's ideal of scholarly excellence and global contribution.

Information literacy: the ability to collect, evaluate, use, and disseminate information appropriately

Emergent intellect: the ability to create new concepts and values by sublimating and integrating different concepts with new ideas, without being bound by existing concepts that conflict with each other.

What are Tsukuba Standards?

The Tsukuba Standards are the educational declarations of the University. There are two types of standards, one for Undergraduate Schools and Colleges (announced in March 2008) and the other for graduate Schools and Programs (announced in June 2011). These standards clarify the aims of the University of Tsukuba in each course and how to achieve those aims, and announce to the general public the quality of education guaranteed by the University. As a tool to not only maintain quality, but also to constantly improve and continuously elevate it, the Tsukuba Standards play an important role within the university.

Definition of “degree program”

The degree program is an educational program that specifies the abilities to be achieved according to the level of the degree (bachelor, master, doctoral, etc.) and the academic field, and is systematically designed to enable students to acquire these abilities. In the traditional system where faculty members were fixed in educational organizations such as departments, and because programs were organized as the sum of classes offered by individual faculty members, the circumstances of the faculty members tended to take precedence over the demands of society and the needs of students. In contrast to this, a degree program is designed to provide educational content from the student's perspective, with faculty members gathered across the boundaries of internal and external organizations to create a program that is appropriate for a degree, with the degree positioned as proof of the student's internationally compatible abilities. By having an education system centered on degree programs, it becomes easier for students and society to see the educational objectives, content, and outcomes of the university.

Tsukuba Standards and degree programs

Since its inception, the University has implemented bachelor program education under a system that separates the education of students from the research of faculty members by establishing “Schools and Colleges” that differ from traditional departments. With this educational system, it is possible to deploy teachers from throughout the university according to educational needs without being closed within a single organization. It can be said that this is an educational system that embodies the idea of a degree program. In the 2011 academic year, we carried out organizational reforms to establish a new faculty member organization (Faculty), and in the 2020 academic year, we reorganized and restructured the graduate school and established a university-wide educational management system and framework, making a full transition to an educational system centered on degree programs. In the Tsukuba Standards, it clearly states the “Diploma Policy” and “Curriculum Policy” for each degree, as well as the measures to guarantee the quality of these policies for all educational organizations. These are consistent measures based on the founding philosophy of the University. Our entire faculty and staff are determined to push forward with educational reforms in order to establish our degree program system as an education system with international compatibility and collaborative capabilities and to pursue further improvements in the quality of education.

Educational Purpose of Bachelor Programs

The following are the educational purpose for nurturing global human resources with world-class intelligence, humanity, and resilience

- To cultivate creativity backed by solid fundamental skills and a flexible mindset to understand the essence

- To foster a rich education and communication skills that will become the cornerstone of international activities

- To cultivate the ability to appreciate art and sports, and to be moved by outstanding cultural activities

- To develop an attitude of compassion for nature and humanity, and to actively contribute to society

- To cultivate the ability to continuously learn and develop oneself independently throughout one's life

Policy 1

Guaranteeing the quality of degrees through a student-centered education system

We guarantee the quality of degrees through degree programs, appropriate academic work processes, and responsible educational implementation

Degree program

The University of Tsukuba has established five educational purpose aimed at fostering human resources who can play an active role in the global society, as well as six Generic Competences as specific knowledge and skills that all undergraduate students in Bachelor Programs should acquire in order to achieve the educational purpose. (Table 1)

The University of Tsukuba's Bachelor Programs have established an educational system that organically links common education and specialized education in each School and College as a university-wide educational framework to facilitate the acquisition of such knowledge and skills by students.

In addition, each School and College has three policies, based on a concrete vision of where and how students will be active following graduation: what specialized knowledge and skills will be cultivated in addition to Generic Competences (Diploma Policy), how the curriculum will be organized and implemented to achieve these goals (Curriculum Policy), and what qualities and aspirations will be desired in students who are suitable for such education (Admission Policy). In addition to the three policies, we clarify the mechanism for constant educational improvement and implement systematic education.

This approach of clarifying the three policies as a path to the awarding of degrees is extremely important in guaranteeing the quality of degrees, and degree programs are an educational system that further promotes this. The University of Tsukuba establishes degree programs that guarantee student academic achievement from a student-centric perspective.

Appropriate academic work processes

In order to guarantee the quality of degrees, it is necessary to guide students to undergo appropriate academic work processes through the practical application of the credit system and rigorous grading, as well as the development of systematic programs.

Each School and College and organization offering Common Foundation Subjects will clearly indicate to students the knowledge and skills to be acquired in each class, as well as the process of acquisition (including academic work before and after the class), and will develop classes in a planned manner. In judging the attainment level of students in each class, strict grading will be conducted based on clear grading standards.

By enriching the syllabus (course schedule), utilizing a grade point average (GPA), and effectively allocating graduate student teaching assistants, we will bring the student academic work process in line with international standards.

Responsible educational implementation

With regard to the formulation of basic education policies and basic plans for educational reform, liberal arts education, student life support, disabled student support, career support, etc., we have established a university-wide organization that oversees planning and implementation.

Each School and College has also established a system for systematically carrying out various tasks related to education and student support, and is responsible for their implementation.

In addition, thanks to the university-wide student organization and the small class size of approximately 20 students, we ensure that students' opinions are reflected and that they receive detailed guidance regarding their overall academic studies.

Generic Competences (Undergraduate Schools and Colleges)

Communication ability	Communication ability to use the mother tongue and foreign languages properly and make presentations, etc. using various media
Ability for critical and creative thinking	Ability to think critically and creatively based on systematic understanding of general and specialized knowledge
Data and information literacy	Ability to properly analyze and process various events and information using quantitative methods, computers, etc.
Broad perspective and international character	Ability to broadly understand culture, society, nature, and materials and understand and respect different cultures and be not only involved in one's own expertise
Mental and physical health, humanity, and ethics	Ability to maintain mental and physical health through the understanding, practice, etc. of arts and sports and be conscious of one's responsibility and put it into practice as a citizen with humanity and ethics
Cooperative, independent, and autonomous attitudes	Ability to keep learning and act autonomously while dealing with a situation through team work and leadership and practicing self-management

Table1. Generic Competences (Undergraduate Schools and Colleges)

Policy 2

Developing global talent through the TSUKUBA method

We nurture world-class intelligence, humanity, and resilience from a "student-centric perspective," an "international perspective," and a "future perspective."

Student-centric Perspective

The University of Tsukuba Bachelor Program curriculum cultivates solid expertise and a rich culture to support it throughout the entire academic period. To achieve this, we do not divide liberal arts education and professional education into two, but organize and implement a curriculum which combines the two from the perspective of student achievement. We have established a degree program system as an educational system that guarantees student academic achievement in line with their degrees.

As for the implementation of education, we emphasize active learning, in which faculty members, students, and fellow students interact with each other, and encourage students to actively and independently do academic work. In terms of extracurricular activities, in addition to supporting various extracurricular activity groups, we support students' voluntary activities through our proprietary "T-ACT" system. In addition, through the university-wide student organization, students and faculty members collaborate and work to enrich and improve education and student life.

International Perspective

We vigorously promote the development of schemes and environments for students to become globally-minded and acquire the qualities to play an active role in global society in all aspects.

In addition to implementing rich internationally-oriented, high-quality education in each specialized field, we have established "global courses" to cultivate the fundamentals needed to become global human resources, and have enriched and strengthened measures to support overseas study, thereby creating an academic work environment in which "the world is a place of learning."

We are also creating a campus environment that embodies the University's motto, "Internationalization in everyday life," by arranging academic work spaces where international students from various countries around the world and Japanese students can interact and collaborate on a daily basis without distinction of nationality, culture, or field of specialization, and also by providing cafes where students can interact in multiple languages.

Furthermore, in order to ensure the quality of education beyond national borders, we are taking the lead in building an education system that is internationally accepted and compatible. Also, through the Multicultural Campus Project Towards Social Impact adopted in FY2024, we are fostering global startup talent capable of proposing solutions to challenges in a global environment by implementing multicultural co-learning activities where Japanese and international students tackle issues together.

Future Perspective

In order to foster the ability to carve out the future in a rapidly changing global society, we proactively implement education in cooperation with industry. Through lectures by leaders in various industries and practical subjects such as practical training and internships in diverse fields, students cultivate the ability to grasp the essence of social issues and gain insight into the future.

Student career development support begins from the time of admittance. We systematically support students' career development through career-specific Foundation Subjects and the University's proprietary "Tsukuba Career Portfolio" to help students consider the connection between their future and their academic work at the University.

In this manner, students develop the ability to proactively contribute to society with individuality and self-reliance as the cornerstone, by overlapping the future of society with their own future and pursuing their academic work with an awareness of the issues and high motivation.

Global human resources with world-class intelligence, humanity, and resilience

International Perspective	Student-centric Perspective	Future Perspective
An academic work environment in which "the world is a place of learning"	Establishment of a degree program system that guarantees students' academic work achievement	Collaboration with industry and other areas to cultivate the ability to carve out the future in a global society
A campus environment that embodies "Internationalization in everyday life"	Students' independent and active academic work	Career development that overlaps the future of society and the student's own future
An education system that is internationally compatible	Collaboration between students and faculty members	

Developing global talent through the TSUKUBA method

Policy 3

Educational Philosophy for Bachelor Programs

Vertical development for learning in specialized fields and horizontal development in order to cultivate culture

Philosophy

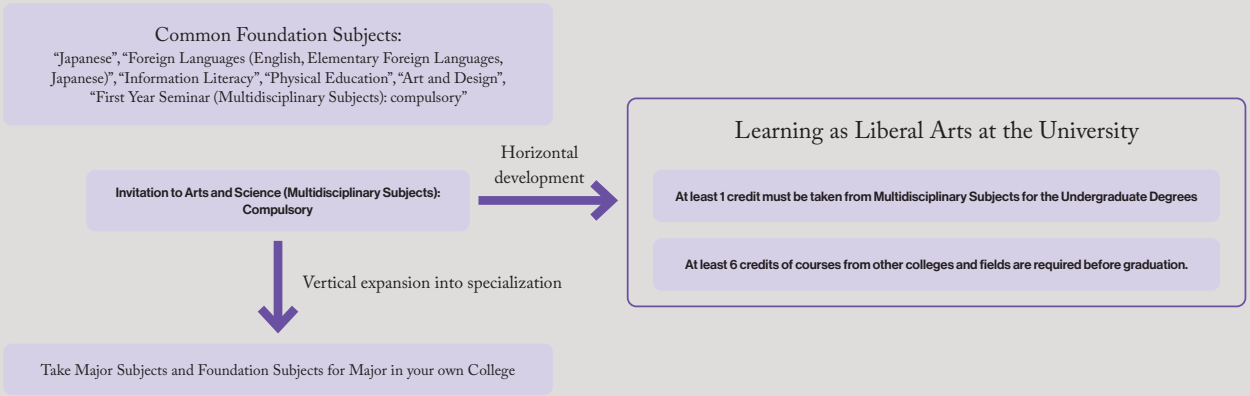
Our university, since its founding, has fostered students with advanced problem-solving skills based on a broad academic perspective through a liberal arts education that integrates the expertise of other Schools and Colleges by offering "Specific Foundation Subjects" in which students can take Major Subjects offered by other Schools and Colleges in addition to "Common Foundation Subjects."

Based on this spirit, we have developed an educational system based on the principle that students can acquire creative wisdom by cultivating both specialized knowledge and skills and general knowledge and skills. As shown in the diagram, we consider learning to deepen one's own expertise to be a vertical learning process, while learning as a liberal arts course at the University is considered to be a horizontal learning process. It is our philosophy that we can achieve an educational system that can put both of these into practice.

To realize our philosophy

At the heart of this horizontal and vertical structure, we have established "Invitation to Arts and Science" as Multidisciplinary Subjects (compulsory), through which our students first learn about the nature of learning at the university, the problems to be addressed, and the subjects of inquiry. On the other hand, students are able to understand the connection between a variety of society`s subjects of inquiry and academic disciplines by freely selecting and taking Multidisciplinary Subjects (bachelor's foundation courses), including cross-disciplinary content or courses essential for global human resources that deepen their thinking about academics. Also, the "Introductory Subjects" offered by each college and major school are structured in such a way that students belonging to the organization where the course is offered can learn the fundamentals of their specialization, while other students learn about fields different from their own area of specialization. By encouraging systematic studies, both horizontally and vertically, based on the curriculum policy of each educational organization, the Bachelor Programs will provide a well-rounded and consistent liberal arts education and advanced and in-depth specialized education. In this way, the programs cultivate the ability of each student to discover his or her own specialty from among multiple fields of study, and furthermore, to foster human resources with a broad perspective who can explain the position of his or her main field of specialty among various academic disciplines.

To further promote the implementation of this philosophy, we established the "School of Comprehensive Studies" in the 2021 academic year. In the School of Comprehensive Studies, following admittance, after one year of exposure to a variety of academic disciplines, students are able to select the undergraduate course to which they wish to belong.



Policy 4

Realization of university-wide quality management for teaching and learning

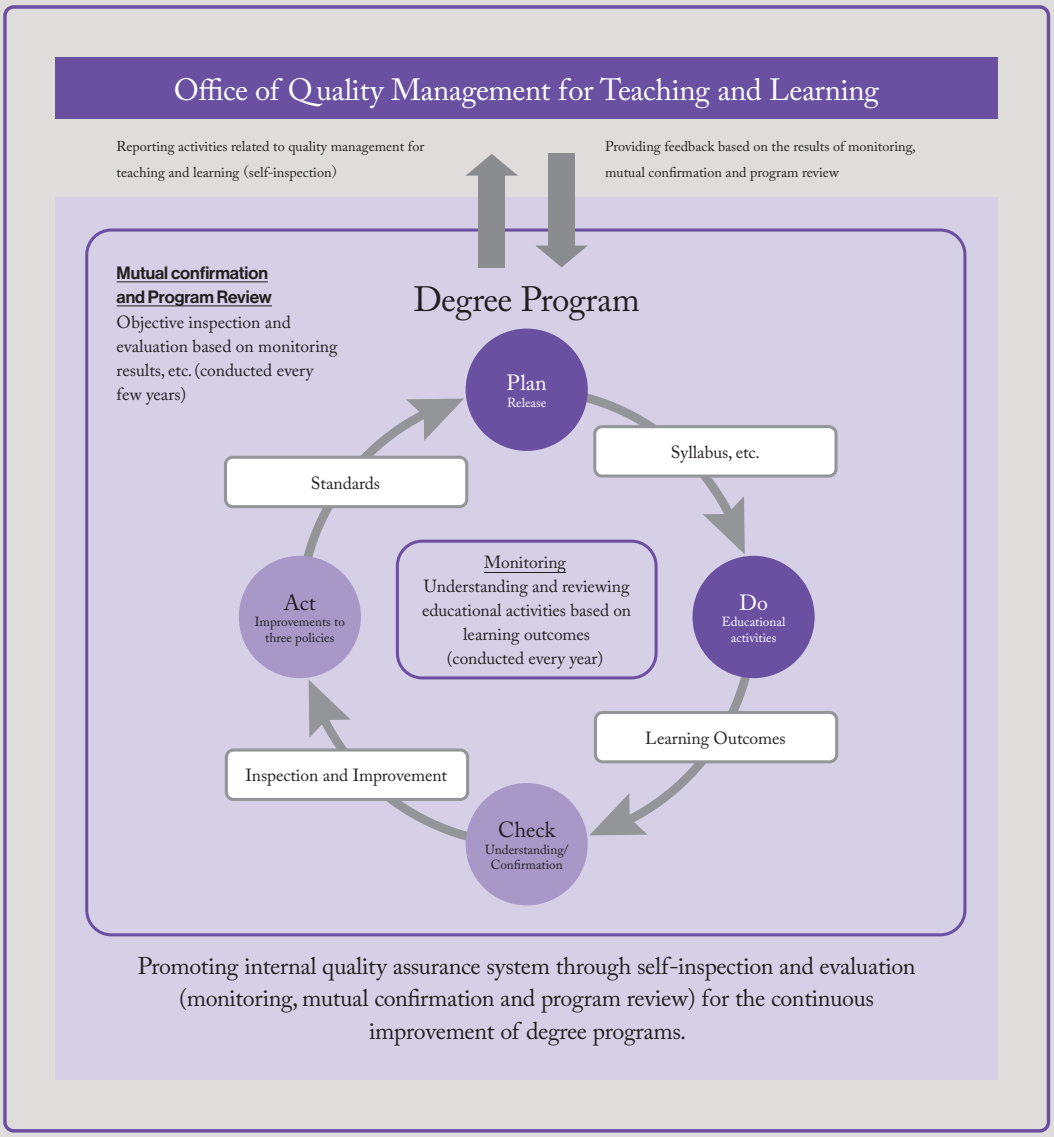
Promote continuous improvement in education by establishing internal quality assurance with monitoring and program review at its core.

Promotion of the PDCA cycle through university-wide academic management

The University establishes the Office of Quality Management for Teaching and Learning and realizes university-wide quality management for continuous assurance and improvement of quality of degree programs.

The Office of Quality Management for Teaching and Learning will undertake monitoring (self-inspection conducted every year) and program review (holistic review conducted every few years, scheduled for the seven-year cycle accreditation audit) of degree programs as well as quality review of degree program proposals, promotion of systematic faculty development activities, research in higher education for advancement of internal quality assurance.

Quality assurance model comprised of monitoring and program review



Promoting internal quality assurance system through self-inspection and evaluation (monitoring, mutual confirmation and program review) for the continuous improvement of degree programs.

General Contents

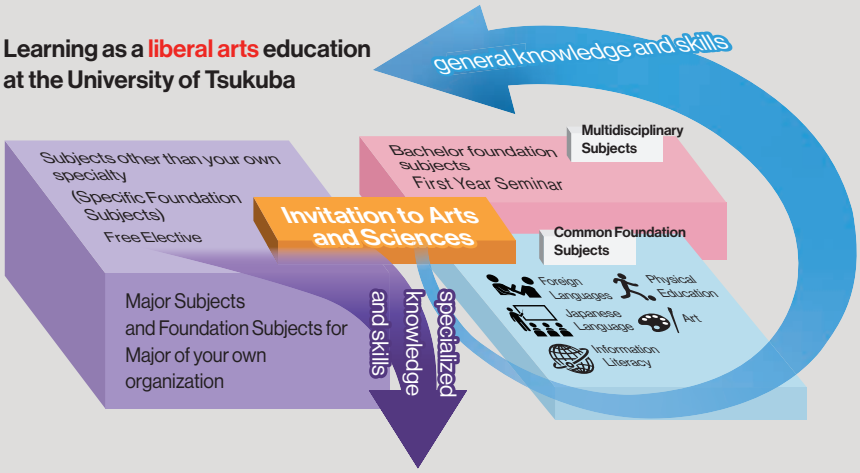
Creative Wisdom Education and Liberal Arts Education at the University of Tsukuba

Our university has established an educational system known as "Creative Wisdom Education" to nurture highly skilled individuals by fostering the balanced development of "specialized knowledge and skills," which are advanced knowledge and abilities acquired through specialized education and research in specific fields, and "general knowledge and skills," which are universal and cross-disciplinary and can be flexibly applied across diverse situations and fields. By integrating these two forms of knowledge and skills, the University aims to cultivate individuals equipped with "Creative Wisdom." Through this system, we cultivate individuals who possess both deep expertise and a broad perspective, and who can present flexible solutions to complex challenges in an increasingly unpredictable society and put those solutions into practice. The acquisition of knowledge, intellectual skills such as one's mindset, deep insights related to what it means to be human and how to live, and the ability to understand reality correctly, which are commonly in demand regardless of each student's field of specialization, will be a driving force to delve deeper into each student's field of specialization.

In addition to fostering knowledge of various academic fields and the ability to apply general-purpose social issues to academic fields through Multidisciplinary Subjects, the University provides a university-wide system that encourages students to take major subjects other than their own. This is considered to be the liberal arts education at the University and is also positioned as the University's liberal arts education, including Foreign Languages, Information Literacy, Physical Education, Japanese, and Art, which are studied on a university-wide basis. If the study of Foundation Subjects for Major or Major Subjects offered in each college or major school are vertically developed toward specialization, the study of liberal arts in this University can be said to be a horizontal development of liberal arts education. We are building a university-wide curriculum with both of these as the wheels of a car.

Through the design of courses with high degree of freedom, including courses offered by various colleges or major schools that meet the interests and needs of each student, students are able to integrate within themselves the knowledge they have acquired through education that deepens their expertise and fosters their liberal arts, and acquire advanced problem-solving skills based on a broad academic perspective as creative wisdom.

Creative wisdom education at the University of Tsukuba



Systems to guarantee the quality of education

To promote and improve the quality of our University's creative wisdom education, we have established the Creative Wisdom Education Promotion Committee as a university-wide organization. The Committee plans, organizes, and continuously improves School Common Foundation Subjects and Multidisciplinary Subjects to foster highly common general knowledge and skills, and develop well-balanced creative wisdom while strengthening organic cooperation with each undergraduate course that cultivates specialized knowledge and skills.

Positioning of Common Foundation Subjects in Liberal Arts Education

The purpose of the Common Foundation Subjects at the University of Tsukuba is to cultivate a broad and deep culture, comprehensive judgment, and rich humanity through the development of expressive, compositional, and communication skills that are fundamental to the acquisition of knowledge in specialized fields. In particular, while giving consideration to the composition of universal content that is not bound by academic frameworks, we have constructed a system of courses that enables students to acquire the academic and interdisciplinary background appropriate for university students.

Multidisciplinary Subjects

Educational purpose

From the first year to the senior year, it is our goal to help students adapt to the new study environment of a university and to form their careers independently while collaborating with them. Moreover, through contact with a wide range of academic disciplines related to nature and human beings, and diverse societies and cultures, students will learn the foundations of knowledge necessary for the future society that transcends existing frameworks, with the goal of acquiring deep insights into the true nature of human beings and their ways of life, as well as the ability to correctly perceive the world.

Educational Content

We offer small-group courses to help first-year students adjust to the new study environment of a university and support them as they begin to develop their careers independently, as well as a range of courses that provide a solid intellectual foundation for advancing into specialized fields by allowing students to think about the nature of academics. And their own relationship to it from a wide variety of perspectives over the course of their senior year.

First Year Seminar

This course is offered in the spring AB module as a unit for a class consisting of about 20 new students and one class instructor. In addition to supporting students to adjust to university life in terms of both studying and daily life, such as course planning, career development, and mental health, we also facilitate communication between students and faculty members and between students.

Invitation to Arts and Sciences

A course that clarifies the origins and expansion of academic disciplines at universities and their relationships with other disciplines through specific problems. This course will deepen students' understanding of the significance of the specialized fields they intend to major in, as well as the positioning of those fields in undergraduate courses.

Multidisciplinary Subjects for the Undergraduate Degrees

These courses are designed to motivate students to take a bird's eye view of their own learning at university by exposing them to diverse ways of thinking and living from a broad perspective of society and the world. Through taking these courses, students will be able to establish their own academic foundation. These courses include career-supporting content, cross-disciplinary content, content that promotes self-analysis and self-establishment, and content that cultivates adaptability to social life, so that students can think about academics in diverse ways.

Characteristics of educational methods

- In the First Year Seminar, students are divided into classes with small numbers of students, and class instructors provide careful guidance and care for first-year students.
- In Invitation to Arts and Sciences, students are able to get a sense of the breadth and depth of academic study at the university, and use the University's proprietary edited guidebook as a reference for choosing their own field of specialization and future course planning.
- In Multidisciplinary Subjects for the Undergraduate Degrees, students are able to choose from a variety of styles of courses, including relay lectures by researchers and notable figures from inside and outside the university who are active on the world's front lines, subjects in which graduates are invited to discuss their experiences in society, and subjects closely related to the traditions of the University.
- Diverse class methods, including the use of manaba and teaching assistants, are used to provide education that guides the entire university.

Standards that should be achieved

Cooperative, independent, and autonomous attitudes

Through the First Year Seminar, communication between students and faculty members, as well as among students, is encouraged to understand the importance of teamwork and leadership.

Broad perspective and international character

In Invitation to Arts and Sciences and Multidisciplinary Subjects for the Undergraduate Degrees, through contact with a wide range of knowledge and ideas related to nature and human beings, society and culture, students recognize the relative position of their major fields of study and acquire a holistic view, interdisciplinary perspectives, internationality and social adaptability.

Guaranteeing the quality of education

Enrichment of course guidance

We offer course guidance to ensure that students understand the philosophy and goals of the University's liberal arts education. Specifically, we provide detailed course guidance on Multidisciplinary Subjects during the orientation for each college or specialty school held after the admittance ceremony.

“Multidisciplinary Subjects” expert sub-committee

We examine the nature of Multidisciplinary Subjects, course content and grading guidelines.

FD Implementation

As a part of the Faculty Development, Students' evaluation for classes are administered and the results are fed back to each faculty member for self-assessment and improvement of Multidisciplinary Subjects.

Multidisciplinary Subjects

A total of at least 3 credits is required.

First Year Seminar	Invitation to Arts and Sciences	Multidisciplinary Subjects for the Undergraduate Degrees
1 credit is required.	1 credit is required.	At least 1 credit is required.

Physical Education

Educational purpose

Physical Education at the University of Tsukuba (Tsukuba Taiiku) aims to foster a healthy body, emotional richness, and strong spirit through the acquisition of sports skills for lifelong sports, knowledge and practical skills to maintain and improve health and physical fitness, fair thinking as a member of society, and understanding and communication with others through various sports practices based on leading-edge health and sport sciences. The Generic Competences to be acquired include "physical and mental health, humanity and ethics" and "Cooperative, independent, and autonomous attitudes"

Educational Content

The curriculum establishes academic work goals according to grade level: Basic Physical Education (First-year), Applied Physical Education (Sophomore), and Advanced Physical Education (Junior). The classes focus on practical exercises, but also include lectures on health, physical fitness, and the significance of sports.

Practical exercises

For practical exercises, we offer a variety of subjects including individual sports, ball sports, martial arts, outdoor sports, and dance. In addition, fitness training, refresh gymnastics, jogging and walking, and other practical exercises related to health and physical fitness are offered.

Lectures

In order to gain knowledge and skills to enjoy sports throughout life, students will learn about issues related to health and physical fitness, the significance of sports, as well as how to acquire sports skills.

Educational Methods

Classes at "authentic" sports facilities

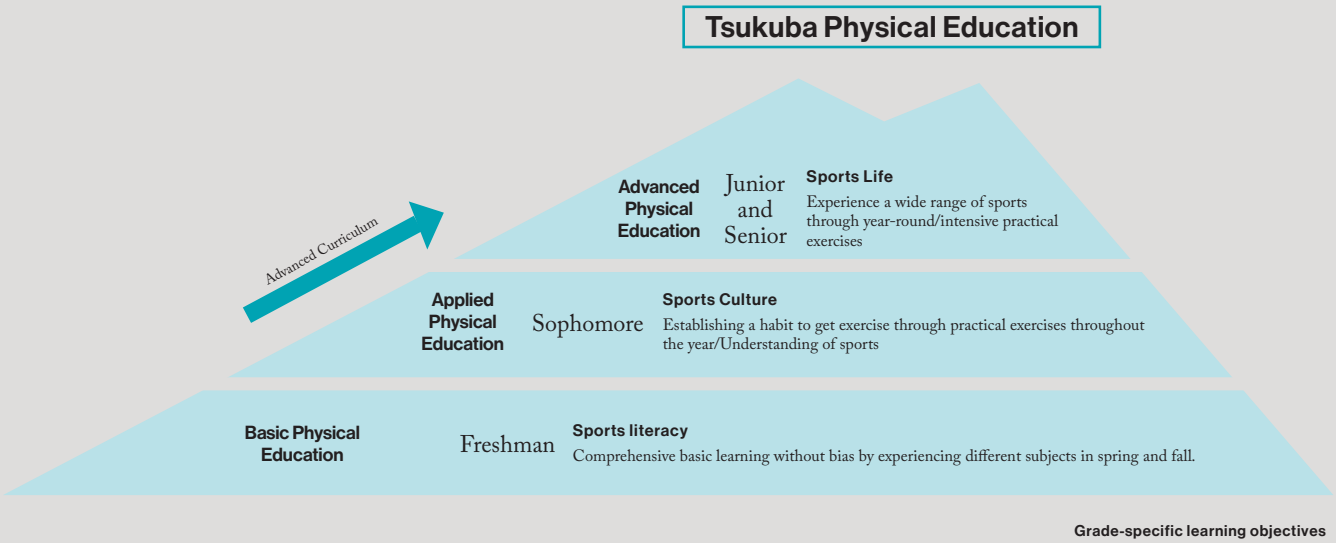
We have 16 outdoor facilities, including an athletic field that is capable of hosting official competitions, an artificial turf soccer field, tennis courts, and a jogging track that surrounds the campus, as well as 25 indoor facilities, including a central gymnasium and a heated swimming pool.

Wide variety of courses

In addition to popular sports such as tennis, volleyball, basketball, soccer, etc., we also offer more than 30 different subjects such as gymnastics using trampolines, bodywork to learn Qi Gong and breathing techniques, jogging and walking with the aim of completing the Tsukuba Marathon, trim exercise for students with injuries and other special needs, and judo and karate that can be used for self-defense.

Development of a wide range of seasonal sports subjects

We offer intensive seasonal courses in snowboarding, skiing, windsurfing and skin diving.



Courses by specialists

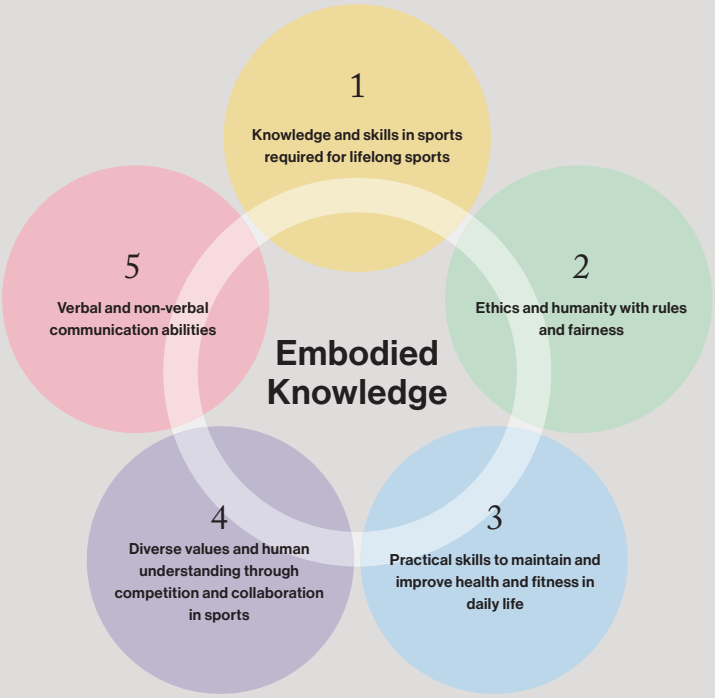
Courses are taught by experts in the subject. Courses are taught by top classes experts in their respective sports, including specialists who have won medals at the Olympics and World Championships.

Guaranteed quality of education

- Evaluation of classes by students is conducted independently in physical education courses. The classes of faculty members who received high scores in the evaluations are shared in peer training.
- Periodic evaluations by third parties outside the university are carried out, and improvement measures are taken in response.
- In classes where safety considerations are required or assistance is needed, faculty members and teaching assistants work together to conduct the class.
- The syllabus is published on the Bureau of Physical Education and Sports (former Physical Education Center) website in order that students can obtain information about the classes at any time.
- We conduct domestic and international research on University Physical Education curricula, and carry out research on curriculum models from new perspectives.

Standards that should be achieved

The five Embodied Knowledge acquired in Tsukuba Physical Education



Foreign Languages

Educational purpose

This research-oriented university has three goals for foreign languages. The first is for students to become proficient in foreign languages in their academic research activities. Second, by learning multiple foreign languages, students can understand the diversity of culture, society, and values, and cultivate their ability to think from multiple perspectives. Third, through improving their foreign language competences, students can enhance their communication skills and cross-cultural competences in their future activities in society.

Educational Content

Courses for English as the first or second foreign language and elementary foreign languages (German, French, Spanish, Russian, Chinese, and Korean) are offered. For international or returnee students studying in English programs, etc., Japanese language courses are offered.

English Language

The program emphasizes learning content through English rather than learning English itself, enabling students to become proficient in English for their academic and research activities.

- Compulsory Subjects

English Reading Skills and English Presentation Skills are offered as EGAP (English for General Academic Purposes) courses, which will be a bridge to undergraduate specialized academic English courses. In English Reading Skills, students read academic materials intensively and also acquire general academic vocabulary and expressions. In English Presentation Skills, students learn the basics of presentations in English necessary for academic communication activities.

- Elective and Free Elective Courses

Advanced courses or courses related to studying abroad such as English Academic Writing, English Academic Presentation, etc. are offered to suit students' diverse needs.

Elementary Foreign Languages

Through learning a specific foreign language for the first time, students learn about the diversity of the world's cultures and societies, acquire the ability to think with multiple perspectives, develop cross-cultural understanding, and use the target language in a practical way.

- Compulsory Subjects

In Basic [Language Name] courses, students learn the basic grammar and expressions of the target language, and in Language and Culture of [Language Name] Language Areas, students learn not only specific linguistic features but also social and cultural aspects of the language.

- Elective and Free Elective Courses

Foreign language courses such as Applied [Language Name] Language Reading and Applied [Language Name] Writing are offered for students aiming for intermediate to advanced levels.

Japanese Language

Japanese language courses are offered to international students and returnee students on a proficiency level basis. These courses are offered to meet the diverse academic needs of international students.

- Introductory and Elementary Courses

Students learn Japanese skills for living in Japan.

- Intermediate and Advanced Courses

Courses are offered in the four skills of reading, writing, listening, and speaking depending on students' learning objectives.

- Career Support Courses

Students will learn Japanese language skills that will help them to independently choose their own career path.

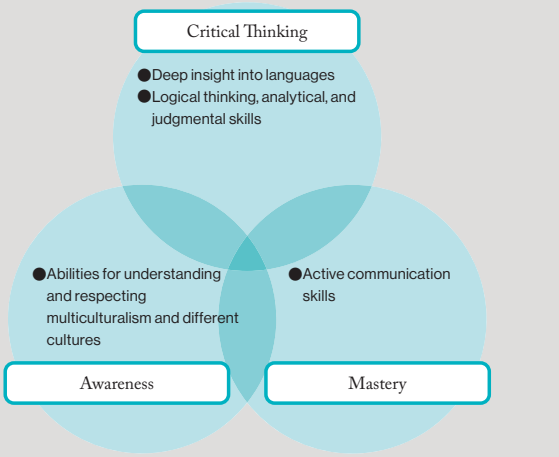
Characteristics of educational methods

- Courses that utilize both online and e-learning materials are offered.
- We have Academic Writing Support Desk to assist in improving English academic writing skills.
- Both English and some elementary foreign languages offer three to six week language training programs at partner universities overseas, which place emphasis on experiencing the target language and culture of the host country.
- Students receive certificates for their outstanding extracurricular foreign language activities including studying abroad, receiving good grades in foreign language proficiency tests and volunteer activities with foreign languages.

Achievement Standards

English Language

Three skills developed through EGAP



Elementary foreign languages

▌Abilities and qualities acquired through taking compulsory courses

・Basic grammatical knowledge and basic proficiency in speaking and conversation

▌Abilities and qualities acquired through courses in the second year or after

・Basic 4 skills (reading, writing, listening, and speaking)

・Skills for multifaceted thinking, skills for cross-cultural understanding, and attitudes of respecting linguistic and cultural diversity

・The ability to use the target foreign languages in academic research activities

Japanese Language

▌Cultivate abilities and qualities through course work

・Japanese language competence to conduct specialized research in Japanese

・Japanese language competence necessary for daily life

・Japanese language competence required for individual career paths in Japan

Guaranteeing the quality of education

▌Course syllabi, clearly stating the course contents and grading criteria, are publicly available.

▌Class evaluation questionnaires by students are administered and the results are given to faculty members to enhance their teaching methods.

▌Annual foreign language education FD training seminars are held to enhance the quality of education.

▌TOEIC® Listening & Reading IP tests are administered in the first and third years of each school, and the results are used to assess students' English proficiency over time and for curriculum development.

Information Literacy

Educational purpose

In addition to basic knowledge about computers and the Internet and their place in society, as necessity as a member of society living in an information society, the following four items are objectives for students to acquire basic ideas about the use of data to support the information society.

- To acquire the sense of ethics required in the information society, and to acquire essential information literacy for the use of Internet services
- To cultivate the ability to take responsibility for one's actions using computers and the Internet
- To acquire the ability to use computers, application software, and Internet services on one's own regardless of the situation in which they are used
- To acquire the ability to properly collect and manage data, and to use the collected data for data analysis

Educational Content

Information Literacy is made up of three subjects: "Information Literacy (Lectures)", "Information Literacy (Exercises)" and "Data Science".

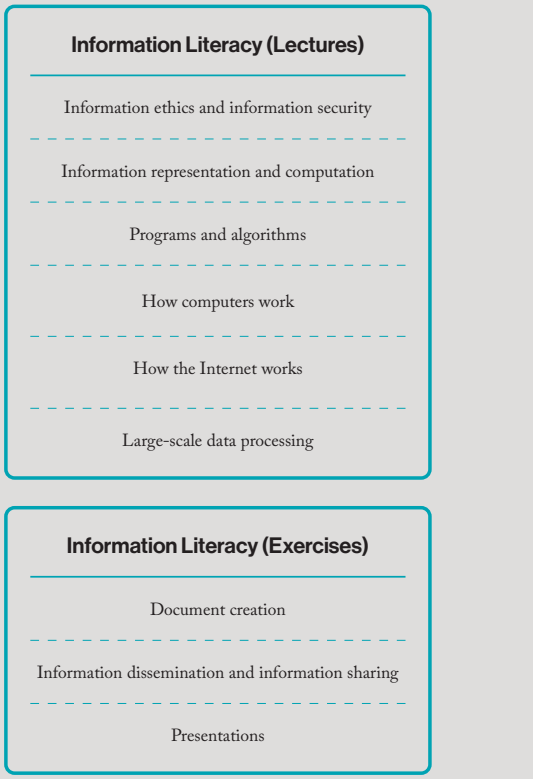
In "Information Literacy (Lectures)", through learning the basic concepts of computer-based information processing and the Internet, and in "Information Literacy (Exercises)", through mastering basic information use, sharing, and information technology using computers, students achieve the above educational purpose.

In "Data Science," students acquire the fundamentals of statistics and data engineering through lectures, and achieve the above educational purpose through repeated practice of data science through class exercises.

Characteristics of educational methods

- "Information Literacy (Lectures)" and "Information Literacy (Exercises)" are based on the following standard academic work topics. To suit the needs of each undergraduate course, the specific academic content is adjusted based on the following standard academic work topics. In "Information Literacy (Lectures)", students learn the "know-why" of basic concepts of information, and in "Information Literacy (Exercises)", they learn the "know-how" of using, sharing, and communication skills of information.

Standard academic work topics for "Information Literacy (Lectures)" and "Information Literacy (Exercises)"



- The following items are standard academic work topics for "Data Science". To suit the needs of each undergraduate course, the specific academic content is adjusted based on the following standard academic work topics.

Standard academic work topics for "Data Science"

Data Science

Data types and data collection

Data preprocessing

Data management

Advanced data utilization and big data

Data visualization

Qualitative data analysis

Quantitative data analysis

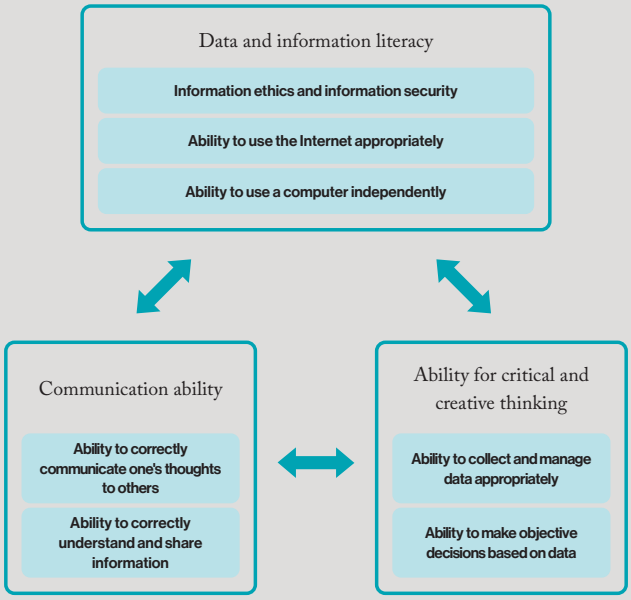
Analysis of various types of data

Artificial intelligence, generative AI and machine learning

Graduate students in Degree Programs in Systems and Information Engineering, etc. participate in classes as teaching assistants and provide detailed assistance to faculty members.

Standards that should be achieved

Through "Information Literacy (Lectures)", "Information Literacy (Exercises)" and "Data Science," students acquire basic skills related to the three Generic Competences of "Data and information literacy", "Ability for critical and creative thinking" and "Communication Skills."



Guaranteeing the quality of education

Based on the standard academic topics of "Information Literacy (Lectures)", "Information Literacy (Exercises)" and "Data Science", the course content and progress will be adjusted according to the needs of each college or specialty school.

Class questionnaires are administered and the results are fed back to each faculty member for class improvement.

We conduct round-table discussions with faculty members to discuss and share problems and issues in classes for course improvement.

Committee for the management of Information Literacy (consisting of representative faculty members from related organizations) discusses ways to improve classes and provides feedback to actual classes.

Japanese

Educational purpose

In order to survive in a globalized world and a knowledge-based society, it is necessary to acquire accurate knowledge of Japanese, their mother tongue, and to be able to use it properly to communicate their intent smoothly with others, as well as to be able to express and communicate their ideas clearly based on a variety of information. In Common Foundation Subject, "Japanese," the goal is to acquire these Japanese language skills that are essential for academic work at university and for being active in society.

Educational Content

- We offer "Japanese I" and "Japanese II" which cover from basic content to advanced issues.
- Classes are divided into classes of about 40 students per class, paying close attention to the needs of each student.
- In the undergraduate courses that designate compulsory subjects, classes are offered in consideration of the characteristics of these courses (for example: words in informed consent (Medicine and Nursing), Coaches and words (Physical Education)
- In the undergraduate courses that do not designate compulsory subjects, these are free courses, providing an environment in which students with different specialties can learn from each other.

Japanese Language I: Fundamentals of report (paper) writing

As a starting point for report preparation, students learn the necessary basic knowledge for problem awareness, originality, a writer's mindset, an objective stance in writing an argument, and expression, and receive practical training.

- Understand the idea of the paper, originality, issue awareness, and the significance and value of the main topic.
- Organize issues through the research, collection, organization, and examination of materials.
- Learn about proper and improper writing through revision and mutual criticism.

Japanese II: Applied and advanced course from "Japanese I"

This course builds on "Japanese I" to increase students' consciousness as independent writers.

- Clarifying the consciousness of problems and setting up a hypothesis.
- Understanding methods for searching literature and organizing information according to purpose.
- Critically reading previous research, examining its relevance to the subject, and verifying its arguments.
- Learning and executing honorifics and letter writing so that students can express themselves in a way that takes interpersonal relationships into consideration.

Characteristics of educational methods

We adopt class exercises-based educational methods.

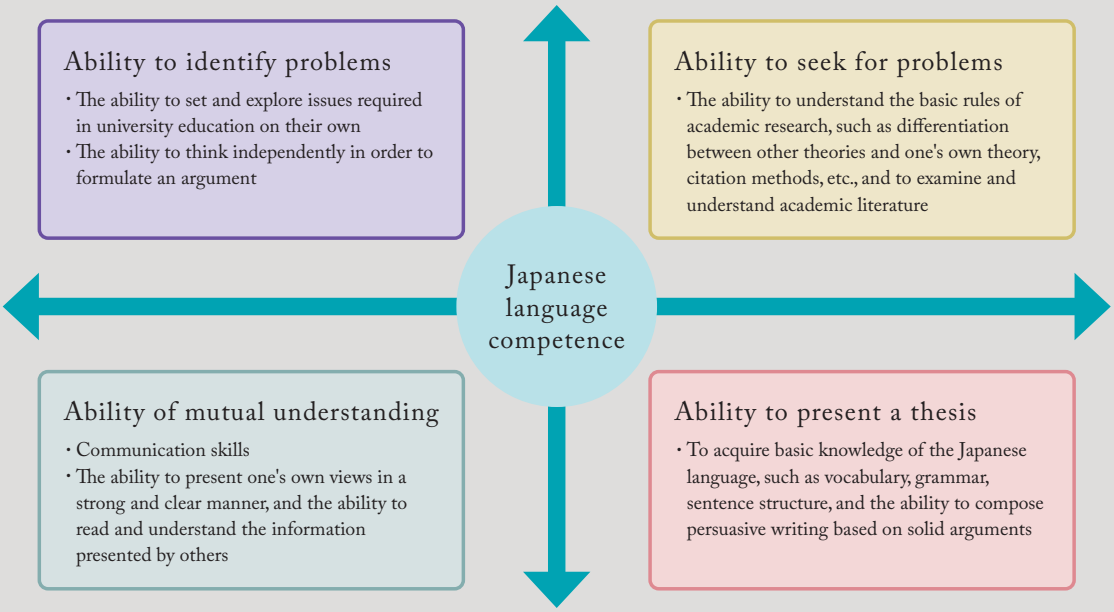
Through actually writing documents, making speeches, and critiquing each other's work, students aim to improve their Japanese language skills.

Education is conducted by utilizing the expertise of faculty members.

The classes are taught by specialists in Japanese linguistics, Japanese language education, etc., and the content of the classes is designed to leverage each of their specialties.

Standards that should be achieved

Achieve the four competences



Guaranteeing the quality of education

We make the syllabus available to the public, and clearly indicate the contents of the classes that are unique to each faculty member's expertise and the grading criteria.

We have an ample feedback system for improving classes, including class evaluation by students and surveys conducted by faculty and programs.

We have established a forum for regular discussions to improve the quality of our classes, taking into account the characteristics of each undergraduate course, and to ensure that the content of our classes is appropriate to the actual situation.

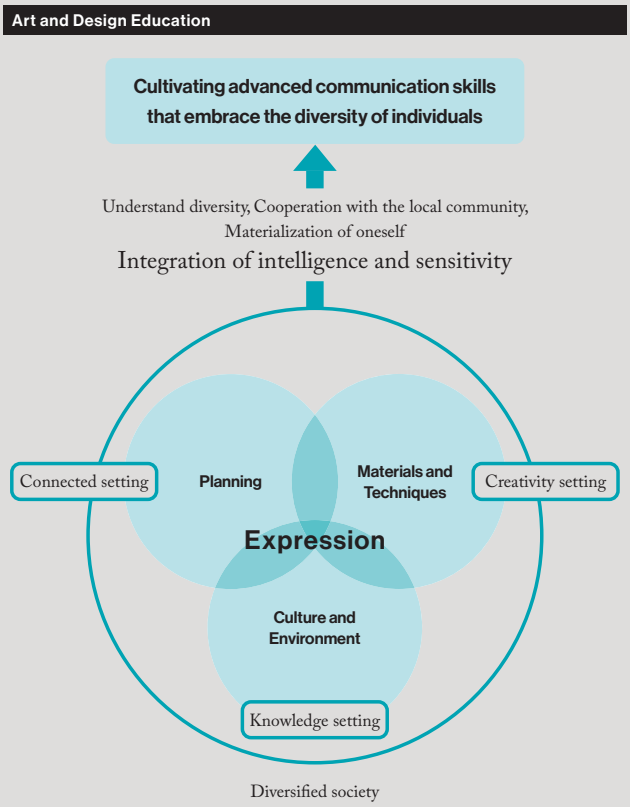
Art and Design

Educational purpose

The University of Tsukuba is the only comprehensive national university in Japan with its own education and research organization for nurturing professionals in Art and Design. The liberal arts education offered by the School of Art and Design leverages these characteristics to not only provide students with a broad knowledge of art and design, cultivate their aesthetic sensibilities, and experience the joy of expression, but also to foster higher-order communication skills that enable students to accept diverse individuals and values in a global society and to communicate their own ideas. The educational goal of the Common Foundation Subject "Art and Design" is to integrate intelligence and sensitivity, and to nurture the human ability to express oneself and to have a sense of balance that tolerates the ideas of others.

Educational Content

Art and Design education as a liberal arts education promotes the understanding of the background of different cultures and social values through the practical learning of traditions and art and design techniques and materials related to artistic expression. Students will learn specific methods and basic knowledge in order to understand how important it is for human beings to experience the joy of creating and appreciating art and design, such as drawing pictures and visiting museums, and will understand that it is something important for human beings to live as human beings. They will also aim to become citizens who act for the promotion of culture and art and design, seeking to engage with diversified local community and recognize the importance of art in developing all social infrastructures.



Characteristics of educational methods

Faculty members who are active as artists or researchers on the front lines of society will guide students to think deeply about their own individuality and qualities through "experiential knowledge" of art and design, instruction in techniques and expressions for "creation of works," and "practical experience" in society.

Students study in the same workshops and practical training rooms where students majoring in Art and Design study. By working on productions and projects together with students who major in the arts and design, students can take advantage of the mutual educational benefits of learning together.

Creative subjects: The joy of expression in a creative setting

Students will learn about materials, techniques, and expressions related to art and design. Students will learn the basic knowledge and basic concepts necessary for creating works of art and design, such as the basic names and methods of using materials, art supplies, and tools, selecting motifs and subjects to paint, setting themes and subjects of works, the flow of creating works of art and design from start to finish, the characteristics of techniques required at each stage of creation, honing one's sense of form, understanding forms, color expression, and mental preparation for creating works of art. and design

Workshops on Oil Painting
Workshops on Japanese-style Painting
Workshops on Sculpture
Practice: Calligraphy (A,B,C)

Practice:Picture Book

Problem-solving type courses...hands-on experience in society as a connected field

We offer problem-solving type classes through art and design in the local community. Students will actually organize a project using art and design, and learn what art and design can do for society.

Workshops on Art & Design Produce Studio. (1, 2, 3)

Standards that should be achieved

Understanding and deepening of art culture

Artistic expression is heavily influenced by the era and social context in which it is created. Students will understand regions that are receptive to artists, and understand culture as the soil in which people are nurtured and art is nurtured, and understand the depth of expression that cannot be obtained only through evaluation by the senses.

Practical Experience with Techniques and Materials

Students will strive to discover the possibilities of expression through observation of subjects and understanding of materials. Students will understand that they can express their inner thoughts and ideas through expressive activities, and that communication can be achieved through the medium of artwork.

Acquire methods to materialize one's intent

In problem-solving type classes, students will understand that practical planning for realizing expressions and attempts in hands-on experiences in society will lead to the utilization of art and design.

Guaranteeing the quality of education

We guarantee the quality of education through the provision of a forum for objective and relative self-evaluation as well as a sense of one's own achievement. As well as self-evaluation of their works, which are the tangible results of the class, the faculty member in charge will provide specific criticism in critique sessions, etc., and encourage each student to clarify their specific issues and establish their next goals.

While making efforts to understand the current situation by conducting class questionnaires, etc. for each subject, we will also keep an eye on the trial process of individual students and provide a forum for answering their questions.

The Curriculum Committee of the School of Art and Design will discuss the improvement of classes while referring to the questionnaires, etc., and provide feedback to the class instructors.

School of Comprehensive Studies

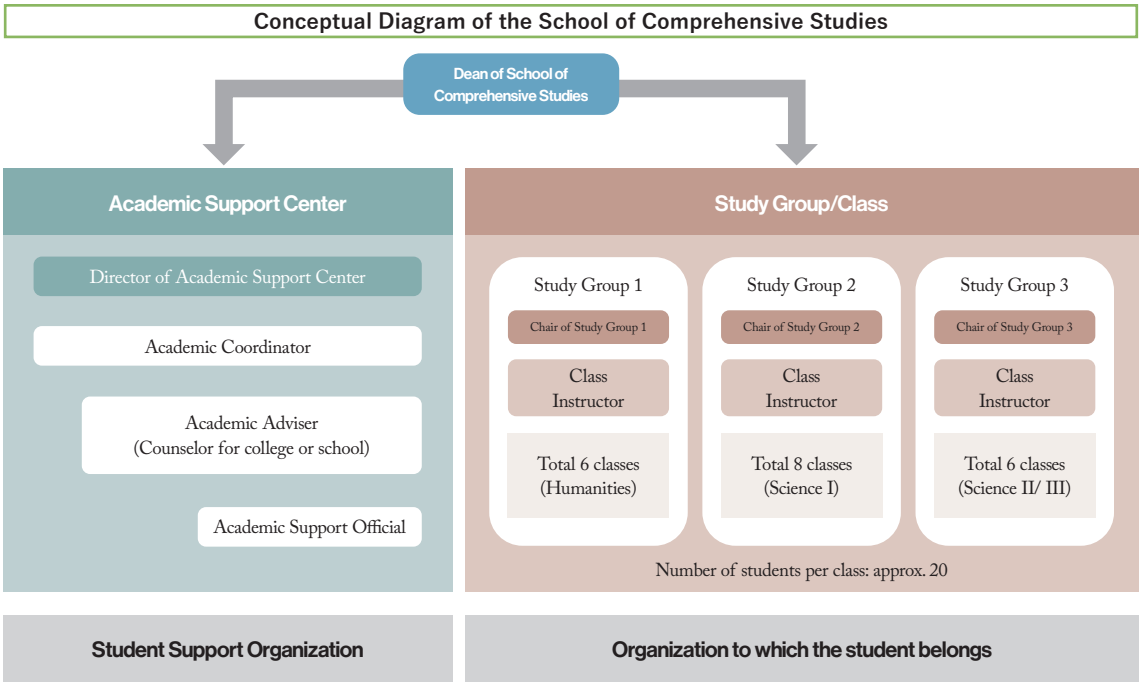
The School of Comprehensive Studies

Students who have been admitted through the Individual Achievement Test First Round (Comprehensive-Based) (hereafter Comprehensive-Based Selection) belong to the School of Comprehensive Studies. Comprehensive-Based Selection is a new entrance examination at the University, in which students are selected solely on the basis of the following categories: Humanities,and Science (which is subcategorized into three groups, Science I, II, III), beyond the boundaries of a college or a school .

In the School of Comprehensive Studies, there are three groups (Study Group 1, Study Group 2, and Study Group 3) corresponding to the admission categories, and students who are admitted through Comprehensive-Based Selection will belong to one of the three groups. Students will have academic work in a variety of specialized fields in their first year, then find the specialty they want to pursue, and from their second year onward, they will belong to a college or a school. This is called “transfer.” The decision on which college or school to transfer to is based on the student's preference, academic performance after admission and aptitude. Regardless of whether students select humanities or science entrance exam categories, it is possible for students to transfer from the School of Comprehensive Studies to any other college or school, except for the School of Physical Education, Health and Sport Sciences and the School of Transdisciplinary Science and Design.

Educational Objectives

The School of Comprehensive Studies aims, through academic support provided until the transfer of students admitted through Comprehensive-Based Selection based only on the distinction between humanities and science, to help them choose a specialist field from a wide range of academic disciplines and to cultivate their ability to proactively develop their own careers.



■ Post-enrollment Studies ■

Students in the School of Comprehensive Studies take Common Foundation Subjects such as Multidisciplinary Subjects, Foreign Languages, and Information Literacy, as well as Introductory Subjects offered by the college or school. In the first year, students do not belong to any college or school yet, but they do take courses organized by those colleges and schools.

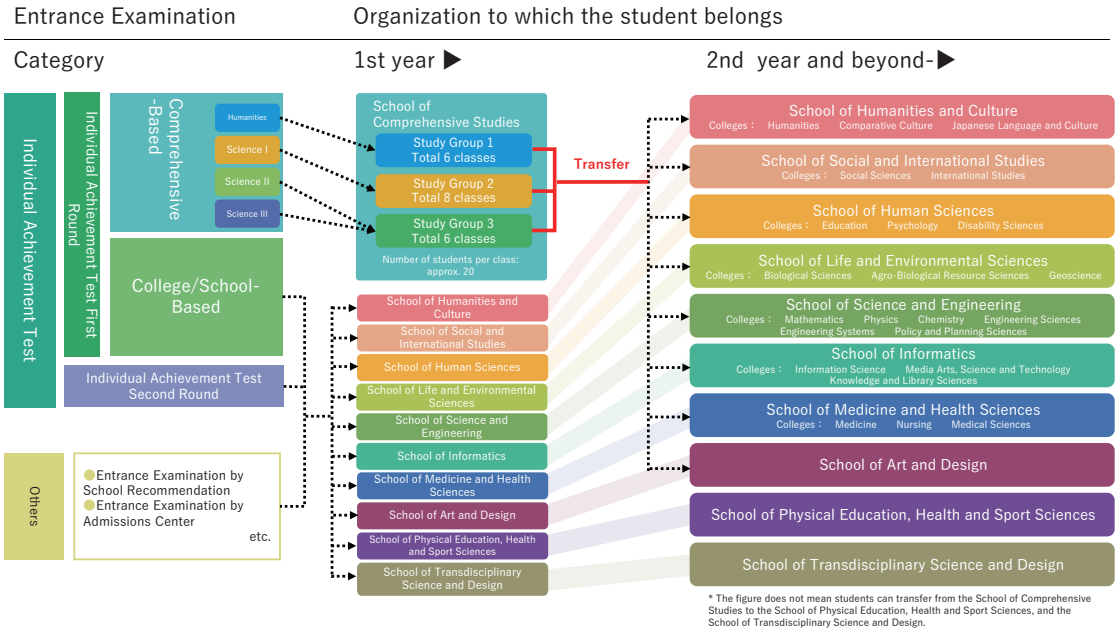
The specific courses that a student in the School of Comprehensive Studies will take other than those courses that are compulsory for all students will depend largely on the student's own interests and on which college or school the student wishes to transfer to in the second year and beyond. Introductory Subjects, which are introductory to each discipline, play an important role in helping students decide where they want to go.

■ Transition Procedures ■

In March of their first year, students are assigned to their second and subsequent years of study. This is determined by a combination of the order in which the student chooses to study and the order in which they are accepted by each college or school.

There is no limit to the number of colleges or schools a student can apply for, but depending on where they wish to study, they may be required to take certain courses.

The order in which students are admitted to each college or school is determined by their overall performance in the courses they have taken, as well as other factors such as external English language examinations and aptitude tests. In some colleges, priority is given to students who have been admitted in certain categories.



Admission Policy

Desired Student Profile	In Comprehensive-Based Selection, we seek applicants who possess a diverse range of intellectual curiosity and a strong desire to learn, backed up by the required and sufficient basic academic skills, which are necessary for students to develop their own careers independently, while gaining a bird's-eye view of the academic world and defining their own fields of specialization at university. In order to achieve this, we seek applicants who have acquired all the basic academic skills up to high school prior to enrollment, as well as those who possess the flexibility and sensitivity to deepen their own intellectual curiosity.	
Student Evaluation and Selection	Common Selection Process	While emphasizing foreign language proficiency and the ability to think, make judgments, and express ideas in areas where applicants excel, we will comprehensively evaluate the fundamental academic skills learned in high school.
	Humanities	At the time of admission, we select students with an orientation toward the humanities.
	Science I	At the time of admission, we select students with a science orientation, requiring a foundation in physics.
	Science II	At the time of admission, we select students with a science orientation that is not limited to any specific field.
	Science III	At the time of admission, we select students with a science orientation, placing emphasis on mathematics.

Learning Support Framework

Academic Support	We have established an Academic Support Center to assist students in the School of Comprehensive Studies. In addition to class instructors, faculty members and academic support officials at the Academic Support Center work together to provide detailed support for each student through interviews and consultations on both academic and personal matters. The Academic Support Center also offers individual course registration consultations, proposing study plans and subject selections tailored to students' interests and aspirations. Furthermore, to broaden students' options for their chosen field of study, we have appointed learning supporters who provide individual consultations on basic subjects such as mathematics, physics, chemistry, and biology. Learning supporters, drawn from the graduate student body, help promote students' everyday learning.

Opportunities for Peer Interaction	Within the First Year Seminar, designed to provide comprehensive guidance and support for incoming students, we promote interaction among students by conducting group work using the "Map for Your Interests" and holding joint classes across multiple groups. Through exposure to one another's interests and viewpoints, students deepen their own curiosity and discover new directions for learning. In addition, during the summer guidance session, we hold roundtable discussions with senior students who have already transferred, giving participants a chance to envision their future after the transfer. Furthermore, in March, we host a Transfer Ceremony as a milestone toward new learning. This event strengthens connections among students and fosters a supportive community through interaction with senior students, helping sustain learning after the transfer.
Opportunities for Student–Faculty Interaction	We have appointed academic coordinators and academic advisers to provide consultation on careers, future paths, and the educational content of each college and specialized program. In addition, during the spring and summer guidance sessions, faculty members from each college and school introduce their laboratories and research topics, conveying the breadth of academic fields and the appeal of research to inspire students' motivation for learning. Furthermore, as an opportunity to develop the foundational skills for interdisciplinary research from a broad academic perspective, we offer the "Interdisciplinary Research Project" initiated by students themselves. Students carry out and present their research with support from faculty members in related fields, fostering their awareness of issues and laying the groundwork for active engagement in learning and research activities after the transfer.

Approaches to Assuring and Enhancing Educational Quality

We hold class liaison meetings twice a year, where students and faculty members exchange opinions openly to address requests and work toward improvements.

In addition, we conduct surveys after various initiatives such as guidance sessions, as well as immediately before and after the transfer, and in each subsequent year, to continuously gather student feedback. The collected opinions and analysis results are reviewed by the School of Comprehensive Studies Steering Committee, which systematically ensures the quality of initiatives and promotes ongoing improvement.

School of Humanities and Culture

College of Humanities

- Bachelor of Arts

College of Comparative Culture

- Bachelor of Arts

College of Japanese Language and Culture

- Bachelor of Arts
- Bachelor of Arts in Japanese Language Education

Educational Objectives

We develop personnel who inherit advanced expertise of all ages and places in diverse academic fields the humanities and cultural studies and create new knowledge to tackle fundamental human challenges and contribute broadly to human culture and society with high intelligence, an international perspective, and excellent communication skills.

College of Humanities

Bachelor of Arts

Program Educational Objectives

We develop personnel who can proactively address the diverse social issues caused by humans and the challenges they face with insights from the humanities—such as philosophy, history, archaeology and folklore studies, and linguistics—and their imagination. We also strive to maintain and develop the humanities as a field of study dealing with these challenges.

Graduate Profile	– Students are trained to acquire specialized knowledge and unique methodologies in the humanities such as philosophy, history, archaeology, folklore, and linguistics, and conduct research from viewpoints of the humanities. – Students are trained to be able to logically and efficiently communicate their ideas to other people and understand other people's ideas from a broader perspective. – Students are trained to be actively and cooperatively involved in identifying challenges in society and finding their solutions. – Students are trained to be leaders and key figures in various fields, whether in local communities or in international communities.
Career Paths after Graduation / Completion	Students can pursue careers of researchers, international civil servants, national civil servants, local government officials, educators, curators, and more. They can also start their own business or take a leadership roles in private companies.

Diploma Policy

We grant diplomas for Bachelor of Arts to persons who have acquired the knowledge and skills for undergraduate students of the University of Tsukuba (Generic Competences) and those for educational purposes of the College (Specialized Competence).

Knowledge and Skills (Specialized Competences)	1. Specialized knowledge and unique methodologies in the humanities	Students will acquire specialized knowledge and unique methodologies in the humanities, and conduct academic research through reviewing the literature, collecting data and carrying out fieldwork.
	2. Thinking and reasoning abilities in the humanities	Students will be able to address the question “what is a human being?” based on specialized knowledge and unique methodologies in the humanities and develop their own ideas.
	3. Communication abilities	Making good use of foreign language skills and computer skills, students will be able to logically communicate their ideas to other people and reach a mutual understanding. They will do this through dialogues and sufficient understandings of the ideas of other people.
	4. Imagination	Students, from viewpoints of the humanities, will be aware of challenges in society and make an attempt to solve them.
Guidelines for Assessing Learning Outcomes	The graduation thesis is an integration of learning outcomes by students. Through the writing process and the final oral examination, it will be comprehensively evaluated to determine whether the knowledge and competences outlined in diploma policies have been acquired. – The graduation thesis will be reviewed by the supervising professor and at least one additional teacher specializing in the relevant field to confirm the achievement of learning outcomes. – More than one teacher will evaluate the achievement of learning outcomes through the student's engagement in the graduation research conducted within the courses “Research-a/-b” . – An oral examination for the graduation thesis is conducted in each track, and the achievement of learning outcomes is evaluated by multiple faculty members. – The final evaluation of learning outcomes is made based on a comprehensive judgment of the above results.	

Curriculum Policy

As a program for acquiring learning outcomes related to the Master of Arts (Humanities), the curriculum is organized and implemented based on the following principles.

Curriculum Design Framework

Comprehensive Policy

The program offers four main fields of study: Philosophy, History, Archaeology and Folklore, and Linguistics. Within each main field, courses are organized by specialized area (11 tracks in total). This provides a learning curriculum that progressively deepens specialized knowledge from the first year through graduation. Subjects are broadly categorized into foundational specialized subjects and specialized subjects. Foundational specialized subjects are introductory courses primarily related to "Humanities Knowledge and Research Methods" in the specialized competences. Specialized subjects consist of lectures, seminars, and practical training courses, related to the four specialized competences. Specifically, lecture-based courses focus on "Humanities Knowledge and Research Methods," while seminar and practical training courses are mainly concerned with "Humanities-Based Thinking Skills" and "Imagination," improving "Discussion Skills" as well. Students are required to complete a graduation thesis as an integrated achievement of their studies.

Major and course structure

Philosophy Major
Philosophy and Ethic
Religious Studies

History Major
Japanese History
Eurasian History
Historical Geography

Archaeology and Folklore Major
Prehistory and Archaeology
Folklore and Cultural Anthropology

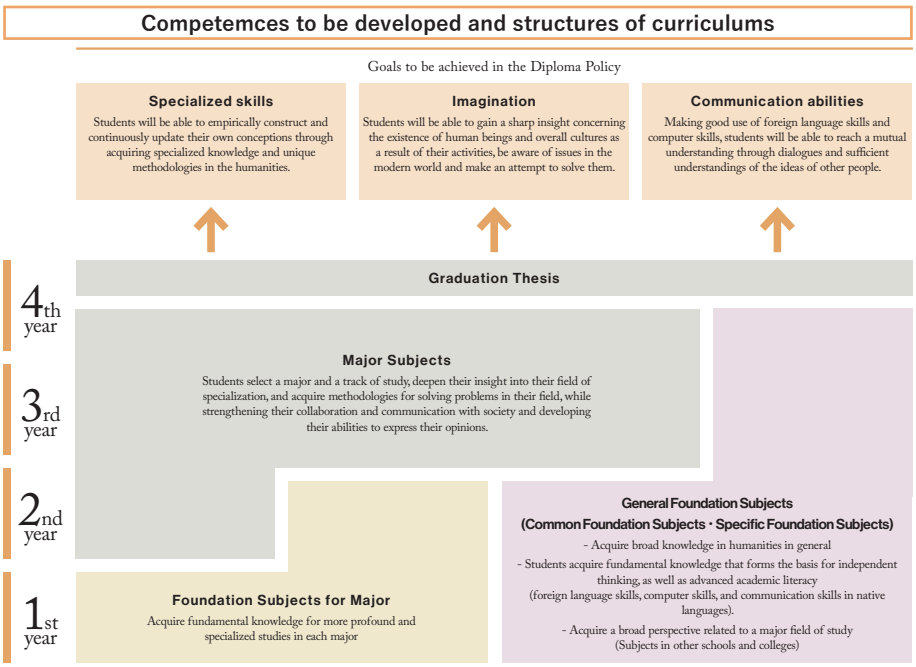
Linguistics Major
General Linguistics
Applied Linguistics
Japanese Linguistics
English Linguistics

Sequential Learning Approach

The first half of the curriculum prioritizes a rich educational experience based on the principles of "Comprehensive Intellectual Education," while also fostering basic skills relevant to specialized fields. The latter half guides students deeper into their specialized fields, leading them to conduct a graduation research.

- Over the first two years, students gain a wide range of knowledge in the humanities and develop basic skills necessary for specialized studies through courses such as "Specialized Foundation Courses."
- In the third year, students choose a major and a track. Through lectures, seminars, and practical training in "Specialized Courses," they master research methodologies in their respective fields and deepen their understanding of the humanities under the overarching question of "What is a human being?" Students are trained to find various challenges in human societies from a viewpoint of the humanities and take an interest in their resolution.
- In the fourth year, students unify their learning outcomes based on their acquired specialized abilities and their awareness of the problem. Specifically, they conduct graduation research in the "Research-a/-b" courses in each track to write a graduation thesis.

Teaching and Learning Methods	To systematically acquire the knowledge and research methodologies in the humanities necessary for conducting a graduation research, all students choose a major and a track in the third year, which guides them deep into their specialized fields. This educational system allows faculty members to closely monitor students' learning process and assign them appropriate assignments based on their learning stage. Also, students are in an environment that encourages active discussion with faculty members and fellow students. Furthermore, the curriculum allows students to take several additional classes from different majors, tracks and colleges to have an opportunity of broad learning, which can lead them to use their knowledge in the humanities and cultivate an interest in the society.



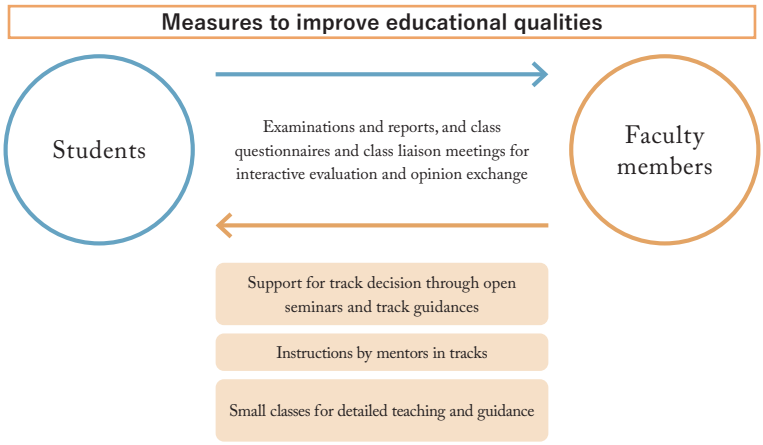
Admission Policy

Desired Student Profile	We seek individuals who not only have logical thinking skills and expressiveness required for the disciplines in the humanities but also have an ability and motivation to find and solve a problem through proactive learning and critical thinking, with an open-minded interest in the world's diverse cultures and histories.

Student Evaluation and Selection	Individual Achievement Test First Round	We select students with appropriate fundamental academic ability and thinking skills for study in the humanities.
	Individual Achievement Test Second Round	We select students who possess the ability to think logically and effectively express themselves, who have a strong thirst for knowledge and an inquisitive mind, and who demonstrate a suitability for engagement in the humanities.
	Entrance Examination by School Recommendation	We choose students who demonstrate a unique awareness of issues, high motivation, and a suitability for engagement in the humanities from among all applicants who have acquired a solid foundation for academic learning in high school.
	Entrance Examination by Admissions Center	We select for students who possess the ability to independently develop expertise related to fields in the humanities, refine their own judgement, and exercise creative problem-solving skills.
	Entrance Examination for IB Students	We select students with a strong interest in the humanities, who possess a strong thirst for knowledge and an inquisitive mind, and who have the potential to raise innovative questions from a more global perspective.
	Special Entrance Exam for Foreign School Graduates (Type 1)	We select students who demonstrate a strong interest in humanities-related studies and logical thinking skills, and possess the knowledge and Japanese language proficiencies necessary for academic success after enrollment.

Learning Support Framework

Academic Support	– Seminars and explanatory sessions on majors are held for first- and second-year students to ensure their smooth progression toward a major and a track from the third year onward. – Outstanding students in their third year are recognized to motivate them toward further studies in graduate school. – In addition to assigning one faculty member to a class for all four years of their undergraduate study, one faculty member in tracks is also assigned to oversee students from their third year onward, to ensure they have guidance pertinent to their specialization.
Opportunities for Peer Interaction	– Students organize a thesis presentation meeting and an interim thesis presentation meeting in which they stimulate each other across grades.
Opportunities for Student–Faculty Interaction	– There is a system established to continually improve the quality of education through the exchange of opinions between students and faculty at class liaison meetings held twice in a year.



Approaches to Assuring and Enhancing Educational Qualities

- We strive to improve the quality of our education through the aggregation of data on learning outcomes, regular testing, reporting, and class surveys, which provide students and faculty members with an opportunity assess interactively on how well they have achieved their educational goals.
- In seminars and preparation for the graduation thesis, a meticulous guidance is provided to small groups of students taking care of an of individual learning progress.
- In practicums, research results are shared with a local community in reports, and are used to improve classes.

College of Comparative Culture

Bachelor of Arts

Program Educational Objectives

Our objective is to cultivate individuals equipped with the following competences by acquiring diverse academic knowledge through comparing and examining the various cultures humanity has built, guided by the concerns of “interdisciplinarity” and “modernity.” These competences are: the ability to understand social issues within their broader context; the ability to interpret diverse data and critically examine it by connecting it with varied knowledge; the ability to communicate smoothly with people from diverse backgrounds based on advanced foreign language skills; and the ability to identify problems requiring resolution and derive practical solutions from them.

Graduate Profile	Individuals equipped with the ability to understand social issues within their broader context; the ability to interpret diverse data and critically examine it by connecting it with varied knowledge; the ability to communicate smoothly with people from diverse backgrounds based on advanced foreign language skills; and the ability to identify problems requiring resolution and derive practical solutions from them. Leveraging such capabilities, they excel in diverse fields: as employees of international corporations tackling global challenges, as staff members of institutions addressing social issues, as social entrepreneurs working to solve social issues, as public servants supporting diverse communities, as professionals such as researchers, curators, or secondary school teachers who pursue knowledge and share its outcomes, and as journalists and editors who articulate and promote collective efforts to address social issues.
Career Paths after Graduation / Completion	employees of international corporations tackling global challenges, staff members of institutions addressing social issues, social entrepreneurs working to solve social issues, public servants supporting diverse communities, professionals such as researchers, curators, or secondary school teachers who pursue knowledge and share its outcomes, journalists and editors who articulate and promote collective efforts to address social issues.

Diploma Policy

We grant diplomas for Bachelor of Arts to persons who have acquired the knowledge and skills in accordance with the educational purpose for undergraduate students of the University of Tsukuba(Generic Competences) and the knowledge and skills in accordance with that of the College of Comparative Culture (Specialized Competences).

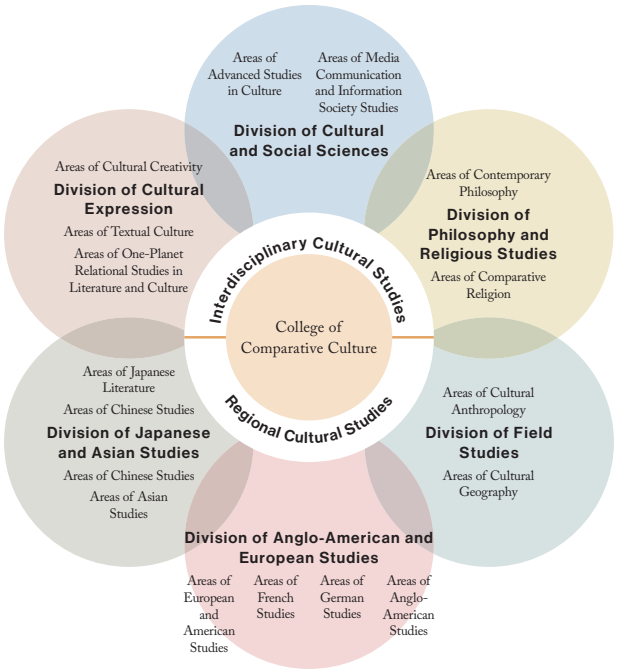
Knowledge and Skills (Specialized Competences)	1. Understanding of Cultural Phenomena	The abilities to understand the fundamental knowledge, methodologies, and central issues of diverse disciplines, primarily those related to culture, along with their contextual frameworks.
	2. Analytical Skills for Cultural Phenomena	The skills to analytically comprehend the content and logic of literature, historical materials, and various data, and critically examine them in conjunction with diverse knowledge.
	3. Ability to Address Cultural Issues	The abilities to identify challenges to be addressed, properly contextualize them, gather diverse data, and then provide realistic solutions.
	4. International Communication Skills	The abilities to use advanced foreign language proficiency to articulate one's own thoughts, understand others' perspectives, and effectively bridge both.
	5. International Initiative	The ability to communicate smoothly with people with diverse backgrounds and collaborate with them to solve problems.
Guidelines for Assessing Learning Outcomes	The faculty members in charge of courses, especially language learning courses, evaluate students' acquisition of competences through that course. At the end of the fourth year, we evaluate the acquisition of competences through credit acquisition and the actual mastery of each competence through the graduation thesis and oral examination. Regarding the graduation thesis, we confirm that students have acquired the abilities aimed for in the curriculum by conducting thorough midterm presentations and oral examinations on a course-by-course basis.	

Curriculum Policy

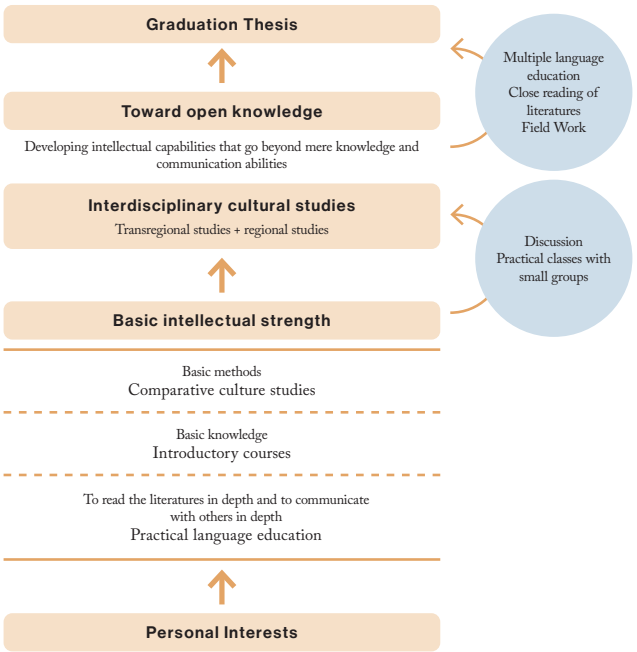
Curriculum Design Framework	As our **general policy**, we will build a curriculum with an interdisciplinary and flexible structure that responds to each student's issues of interest and career outlook. Furthermore, we will provide numerous opportunities, including classes, to help students acquire international communication skills and cross-cultural understanding. We also establish our **course sequence policy** as follows: In the first year, students take primarily introductory courses, along with Common Foundation Subjects such as foreign language courses, aiming to broadly acquire foundational knowledge across multiple disciplines. In the second year, students take introductory seminars and specialized courses in several areas of interest. They also take intermediate specialized foreign language courses to solidify international communication skills. And they receive guidance toward selecting their field and area of study. In the third year, students decide their field and area affiliation and begin full-fledged study of the specialized courses and thesis foundation seminars offered within that field and area. In the fourth year, centered on writing the graduation thesis, students engage in close reading of various texts, doing fieldwork, and discussing with other students. Through discussions with faculty, they develop their logical reasoning skills while completing their graduation thesis as the culmination of their studies. **Competences and courses correspond as follows.** – Understanding of Cultural Phenomena:The ability to understand the fundamental knowledge, methodologies, and central issues of diverse disciplines, primarily those related to culture, along with their contextual frameworks. Course division: Foundation Subjects for Major (Introductions and Studies in Comparative Culture), Major Subjects（Lectures and Special Studies） – Analytical Skills for Cultural Phenomena: The ability to analytically comprehend the content and logic of literature, historical materials, and various data, and critically examine them in conjunction with diverse knowledge. Course division: Major Subjects（Seminars and Fieldworks） – Ability to Address Cultural Issues: The ability to identify challenges that need to be addressed, properly contextualize them, gather diverse data, and then derive realistic solutions. Course division: Major Subjects（Fieldworks and Seminars） – International Communication Skills: The ability to use advanced foreign language proficiency to articulate one's own thoughts, understand others' perspectives, and effectively bridge both. Course division: Major Subjects（Languages, and Lectures and Seminars in international subjects and issues） – International Initiative: The ability to communicate smoothly with people from diverse backgrounds and collaborate with them to solve problems. Course division: Foundation Subjects and Major Subjects（Courses with active participation of students and discussion）

Teaching and Learning Methods	**Educational features** – "Understanding of cultural phenomena" is primarily acquired through lectures. – "Analytical skills for cultural phenomena" is acquired through both lectures and seminars. – "Ability to address cultural Issues" is acquired primarily through seminars and practices. – "International communication skills" is acquired mainly through language courses, lectures, seminars, and international study tours.

The Cosmos of the College of Comparative Culture



Structure of competences to be developed and curriculums



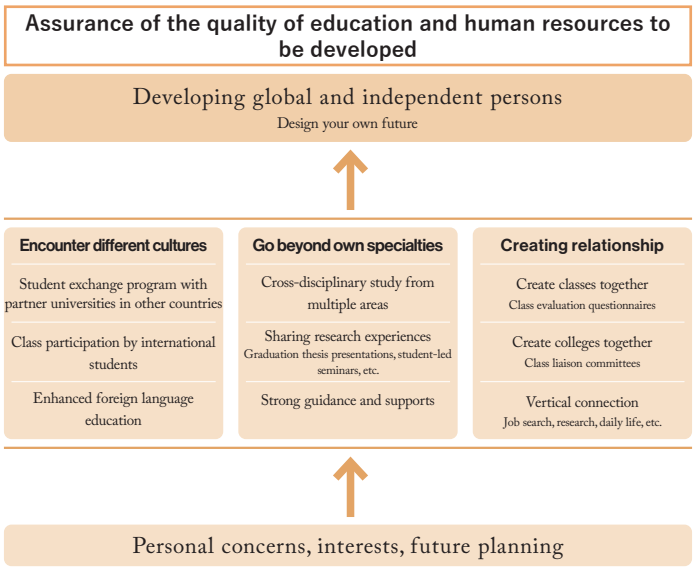
Admission Policy

Desired Student Profile	– Individuals who possess the motivation to study culture and society broadly and flexibly, drawing from their own concerns as a starting point while maintaining an interest in various academic fields. – Individuals who seek to acquire global communication skills grounded in cross-cultural understanding. – Individuals who wish to academically deepen the concerns they have developed through overseas experiences, social experiences, and other such opportunities.	
Student Evaluation and Selection	Individual Achievement Test First Round	Through written examinations (academic achievement tests), we select candidates who demonstrate strong interest and knowledge in culture and society, possessing the necessary abilities and knowledge. We particularly emphasize motivation for learning, logical thinking skills, and expressive abilities.
	Entrance Examination by School Recommendation	Through written examinations (short essays) and interviews, referencing high school evaluation reports, we select candidates who demonstrate strong interest and knowledge in culture and society, emphasizing their ability to express their ideas in their own words.
	Entrance Examination by Admissions Center	Through document screening and interviews, we select candidates who demonstrate strong interest and knowledge in culture and society, have set specific and unique themes within particular specialized fields, and have achieved original research results regarding their approach and content.
	Entrance Examination for IB Students	Through document screening, a written exam (essay), and an interview, we select candidates who possess the foundational academic skills necessary for our program, demonstrate a strong spirit of inquiry, and exhibit initiative and proactivity.
	Entrance Examination for Foreign School Students	Through document screening, a written examination (essay), and an interview, we select candidates who demonstrate a strong interest in cultural studies and logical thinking skills, and possess the knowledge and Japanese language ability necessary to pursue their studies after admission.

Learning Support Framework

Academic Support	– We introduce students to university-wide student support initiatives (such as writing support) and encourage their active use. – We introduce the fundamental learning skills and knowledge necessary for university studies in the First-Year Seminar. – We provide feedback related to course achievement, focusing primarily on reports and proficiency tests. – We explain study methods in guidance sessions for first, second, and third year students. Additionally, we meet with students as needed (class advisors do for first- and second-year students while faculty members of the area do for third- and fourth-year students). Class advisors, faculty members of the area, the Student Committee, the chair of the college, and support offices continuously share information about students and provide support as necessary.
Opportunities for Peer Interaction	– Through orientation programs, we support new students and transfer students from the School of Comprehensive Studies in becoming familiar with their academic departments and enhancing their motivation to study. – We hire students as tutors for international students, promoting mutual exchange and helping to boost their motivation to study. – By having students take the lead in planning and running open campus events and orientation activities, we encourage active participation, foster interaction among students, and help enhance their motivation to study. – We have a program supporting student-led initiatives called the “Hibun Project.” Additionally, year-specific guidance sessions bring all same-year students together, creating opportunities for interaction. – In classes (seminars, lectures, thesis seminars, etc.), we actively incorporate student discussions and collaborative work to promote cross-year interaction and enhance research quality. – We hire graduate students as teaching assistants (TAs) and let them actively provide advice to students, thereby helping to enhance motivation to study and research quality.

Opportunities for Student–Faculty Interaction	– For first- and second-year students, we enhance learning motivation and research quality through proactive communication with their class advisors. – We encourage enrollment in the Academic Exploration Tutorial course, where interaction with faculty and peers broadens their interests and boosts research motivation. – Primarily for first- and second-year students, we share student concerns with faculty through class liaison meetings and collaboratively devise measures to enhance learning motivation and research quality. – For third- and fourth-year students, we promote interaction between students and faculty while providing guidance for graduation theses within their fields and areas. – We publicize office hours and encourage two-way communication between students and faculty both during and outside of class, thereby improving learning motivation and research quality. – By actively involving students in college events like orientation and open campus, we will further smooth communication between students and faculty, thereby boosting motivation for learning.



Approaches to Assuring and Enhancing Educational Quality

– The Curriculum Guidance Committee evaluates learning outcomes of the students to verify the validity of the curriculum and the appropriateness of instruction.
– We annually assess competence acquisition status and hold class liaison meetings to check whether the curriculum aligns with the college's purposes of education and student circumstances.
– We conduct student course evaluation surveys for all classes. Feedbacks are provided to instructors to enhance educational quality.
– We conduct multi-stage checks of course syllabi by course/area/curriculum committee members to ensure if syllabi's content aligns with the college's purposes of education, if they provide necessary information to students, and if they represent the real content of the courses.

College of Japanese Language and Culture

- Bachelor of Arts
- Bachelor of Arts in Japanese Language Education

Program Educational Objectives

This program cultivates the ability to comprehensively grasp linguistic and cultural phenomena in Japan and understand them from a global perspective. This enables the cultivation of cultural creators who, with an eye toward a multicultural society, can share challenges with people from different linguistic and cultural backgrounds and with the next generation, and work together to solve them.

Graduate Profile	The Japanese Language and Culture Program cultivates diverse professionals equipped with a deep understanding of Japanese and global languages and cultures, capable of addressing the various challenges facing Japanese and international societies. These professionals include: – Individuals possessing specialized knowledge of Japanese language and culture, capable of working as Japanese language instructors both domestically and internationally – Individuals who can serve as Japanese language teachers capable of teaching Japanese to foreign students in junior high and high schools – Individuals who possess the knowledge to address and resolve issues surrounding foreign communities within Japan, and can serve as civil servants or staff members at NPOs, etc. – Individuals who can leverage their deep understanding of Japanese language and culture to contribute to solving problems related to language, values, and nonverbal communication within general corporations – Individuals who can serve as researchers in fields related to Japanese language and culture
Career Paths after Graduation / Completion	Japanese language instructors, Japanese language teachers, civil servants, NPO staff, private companies, researchers

Diploma Policy

The Bachelor of Arts degree is conferred upon those who have acquired the knowledge and skills (general competences) based on the educational objectives of the undergraduate program at the University of Tsukuba, as well as the knowledge and skills (specialized competences) based on the educational objectives of this College.

Knowledge and Skills (Specialized Competences)	1. Linguistic Phenomena 1	Can structurally analyze linguistic phenomena from a global perspective
	2. Linguistic Phenomena 2	Can understand linguistic phenomena in Japan within their social and human contexts, based on a global perspective.
	3. Cultural Phenomena 1	Can understand cultural phenomena textually, based on a global perspective.
	4. Cultural Phenomena 2	Can understand cultural phenomena in Japan within their social and human contexts, based on a global perspective.
	5. Intercultural Problem-Solving Ability	Can understand and resolve various challenges arising from linguistic and cultural differences
	6. Social Practice Ability	Can share challenges with people from different linguistic and cultural backgrounds and with the next generation, and resolve them practically
Guidelines for Assessing Learning Outcomes	The evaluation of learning outcomes places significant emphasis on the graduation thesis as the culmination of academic and research activities within this College. Alongside the assessment of the thesis itself, the acquisition of the knowledge and competences outlined in the degree conferral policy is evaluated through a guidance system centered on the thesis supervisor and co-supervisor.	

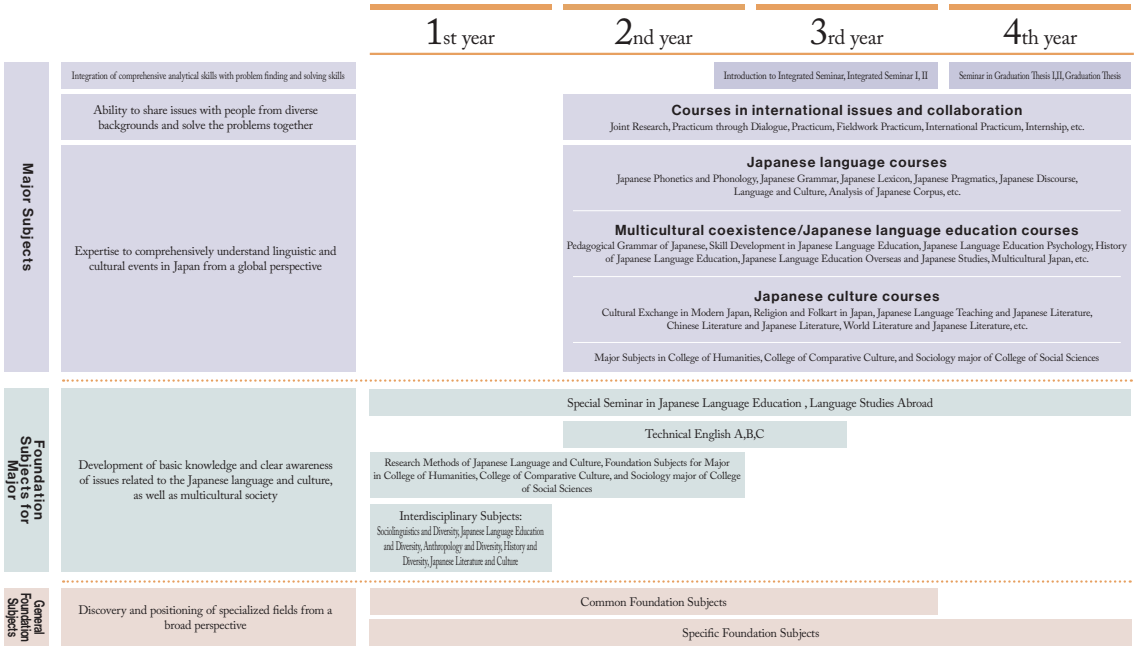
Curriculum Policy

As a program for acquiring learning outcomes related to the Bachelor of Arts (Literature), the curriculum is organized and implemented based on the following principles.

Curriculum Design Framework	**Comprehensive Policy** We employ a single-major system to ensure all students acquire broad knowledge in linguistics, Japanese language education, cultural anthropology, history, literature, and related fields. Beyond knowledge-based education, we offer courses emphasizing practical learning through fieldwork and internships. Furthermore, the curriculum is designed to foster an understanding of multicultural coexistence not only in field settings but also in everyday learning environments. This is achieved through international training programs abroad, collaborative classes conducted with international students, and a tutor system supporting international students. Courses beginning with AE13 (Japanese Language, Multicultural Coexistence/Japanese Language Education, Japanese Culture) are primarily designed to develop competences in Language Phenomena 1 & 2 and Cultural Phenomena 1 & 2. Courses beginning with AE14 (International/Collaborative) are primarily designed to develop competences in Intercultural Problem-Solving and Social Practice. **Sequential Learning Policy** – First Year... By broadly taking foundational courses from the common curriculum and other academic divisions, students discover and position their own specialized field within a broad perspective. – Second Year: Through specialized courses, students aim to acquire balanced knowledge in linguistics, Japanese language education, cultural anthropology, history, literature, and related fields. Furthermore, through practical courses such as internships, joint classes with international students, and international training, students cultivate an awareness of issues concerning their own language and culture through exposure to foreign languages and cultures. Simultaneously, through courses like Specialized English, students develop foreign language proficiency (particularly English) necessary for research and communication. – Third Year... While taking more specialized courses such as seminars, students acquire comprehensive and advanced knowledge and research methodologies to prepare for setting their graduation research topics. Furthermore, through practical courses like internships, they deepen their critical awareness and enhance their applied and practical skills for solving problems. – Fourth Year…Through writing the graduation thesis, students enhance their holistic and comprehensive analytical abilities, aiming to integrate problem identification and resolution skills. **Implementation Policy** – Hold grade-specific orientation sessions and provide regular overall guidance on the curriculum. – In the third year, a comprehensive seminar is established to provide guidance bridging specialized coursework to thesis writing. ・We provide tutorial guidance to strengthen the individual abilities required for thesis writing, while also conducting comprehensive research guidance through group instruction by multiple faculty members, leveraging each instructor's expertise. – Through international training and internships conducted overseas, fieldwork conducted domestically, and courses such as information literacy, we aim to help students acquire practical communication skills and problem-solving abilities in real-world settings.

Teaching and Learning Methods	– Starting in the fall semester of the second year, we introduce comprehensive seminars to prepare students for writing their graduation theses. We offer these seminars to support students in reliably acquiring analytical skills and research methodologies concerning linguistic and cultural phenomena. – We offer domestic and international practicum courses to support students in developing practical skills addressing social issues within intercultural and community contexts. – Leveraging our College's small class sizes, we foster close interaction between students and faculty, providing detailed guidance in practicums, thesis seminars, and other settings.

Structure of competences to be developed and curriculums



Admission Policy

Desired Student Profile	We seek individuals with a strong intellectual curiosity, a clear awareness of issues concerning Japanese language, Japanese culture, and the nature of multicultural coexistence societies, and the corresponding abilities to address them.

Student Evaluation and Selection	Individual Achievement Test First Round	We select candidates who possess sufficient foundational academic skills to engage in studies related to the Japanese language, Japanese culture, and the nature of multicultural societies, and who demonstrate the critical thinking and applied skills based on these foundations. (Common Test and individual academic examinations)
	Entrance Examination by School Recommendation	Based on the results of regular learning and activities in high school, we will comprehensively evaluate applicants' abilities and aptitudes. We will select individuals who demonstrate a clear sense of purpose and motivation for learning, along with adaptability to specialized fields related to Japanese language, Japanese culture, and the nature of multicultural societies. (Short essay and interview)
	Entrance Examination by Admissions Center	We select candidates based on their unique perspectives on Japanese language and culture, as well as approaches to multicultural coexistence, emphasizing their ability to identify and resolve problems independently. (First Selection: Document Screening; Second Selection: Interview and Oral Examination)
	Entrance Examination for IB Students	We select candidates who have obtained the International Baccalaureate qualification and possess a strong intellectual curiosity and clear awareness of issues concerning Japanese language, Japanese culture, and the nature of multicultural societies. They must demonstrate the ability to identify and solve problems independently from an international perspective. Communication skills, including language proficiency, are highly valued and evaluated. (Document screening, interview/oral examination, and short essay)

Learning Support Framework

Academic Support	– A homeroom teacher system, where one instructor consistently oversees students from their first to fourth year, provides continuous support for each student's academic progress and daily life. – We will hold an information session regarding the acquisition of the Registered Japanese Language Teacher qualification.
Opportunities for Peer Interaction	– The College supports and promotes a tutor system for international students enrolled in the Japanese Language and Japanese Culture program. – Student-led exchange events are held with international students and visiting student groups from overseas. – Exchange events are held with students transferring from the Integrated Academic Fields.

Opportunities for Student–Faculty Interaction	– We hold “lunch meetings” with faculty members several times a year. – We exchange opinions with faculty members at class liaison meetings. – During domestic and international internships, students can also engage in information exchange with faculty members beyond the scope of specific courses.

Close interaction between students and faculty members support high-quality education

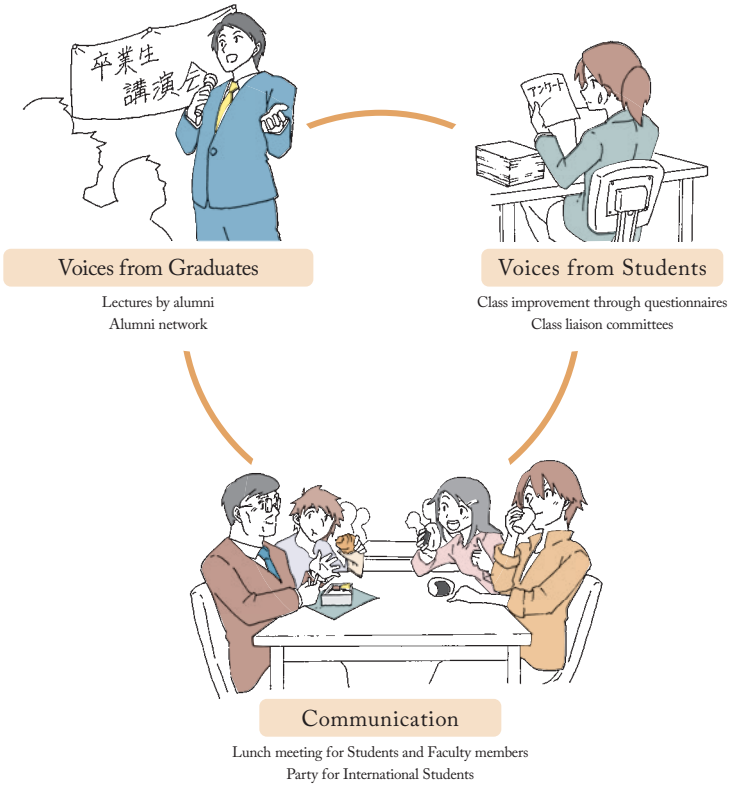


Illustration: Based on Daiya Hashimoto (student, College of Japanese Language and Culture)

Approaches to Assuring and Enhancing Educational Quality

- To ensure fair evaluation of student learning outcomes and achievement levels, each academic program establishes grading guidelines and publishes them on its website. By clarifying grading criteria and enabling students and faculty to jointly review learning outcomes, we facilitate appropriate instruction.
- In addition to conducting student course evaluations, all faculty members create and publish “Course Improvement Plans” based on these evaluations. This series of processes establishes a continuous feedback system for improving the curriculum and course content.
- The School actively communicates its various activities and educational outcomes to the external community through media such as its homepage, Facebook, and X.
- Faculty Development (FD) activities are regularly conducted by faculty members within the School, ensuring the ongoing verification and improvement of the School's educational quality.

Diploma Policy

The Bachelor of Japanese Language Education degree is conferred upon those who have acquired the knowledge and skills (general competences) based on the educational objectives of the undergraduate program at the University of Tsukuba, as well as the knowledge and skills (specialized competences) based on the educational objectives of this College.

Knowledge and Skills (Specialized Competences)	1. Linguistic Phenomena 1	Can structurally analyze linguistic phenomena from a global perspective
	2. Linguistic Phenomena 2	Can understand linguistic phenomena in Japan within their social and human contexts from a global perspective
	3. Cultural Phenomena 1	Can understand cultural phenomena intrinsically within texts, based on a global perspective
	4. Cultural Phenomena 2	Can understand cultural phenomena in Japan in relation to society and people, based on a global perspective
	5. Intercultural Problem-Solving Ability	Can understand and resolve various challenges arising from linguistic and cultural differences
	6. Social Practice Ability	Can share challenges with people from different linguistic and cultural backgrounds and the next generation, and resolve them practically
	7. Leadership Ability	Can become a leader in the local community based on specialized knowledge and drive corporate and civic activities
Guidelines for Assessing Learning Outcomes	The evaluation of learning outcomes places significant emphasis on the graduation thesis as the culmination of academic and research activities within this College. Alongside the assessment of the thesis itself, the acquisition of the knowledge and competences outlined in the degree conferral policy is evaluated through a guidance system centered on the thesis supervisor and co-supervisor.	

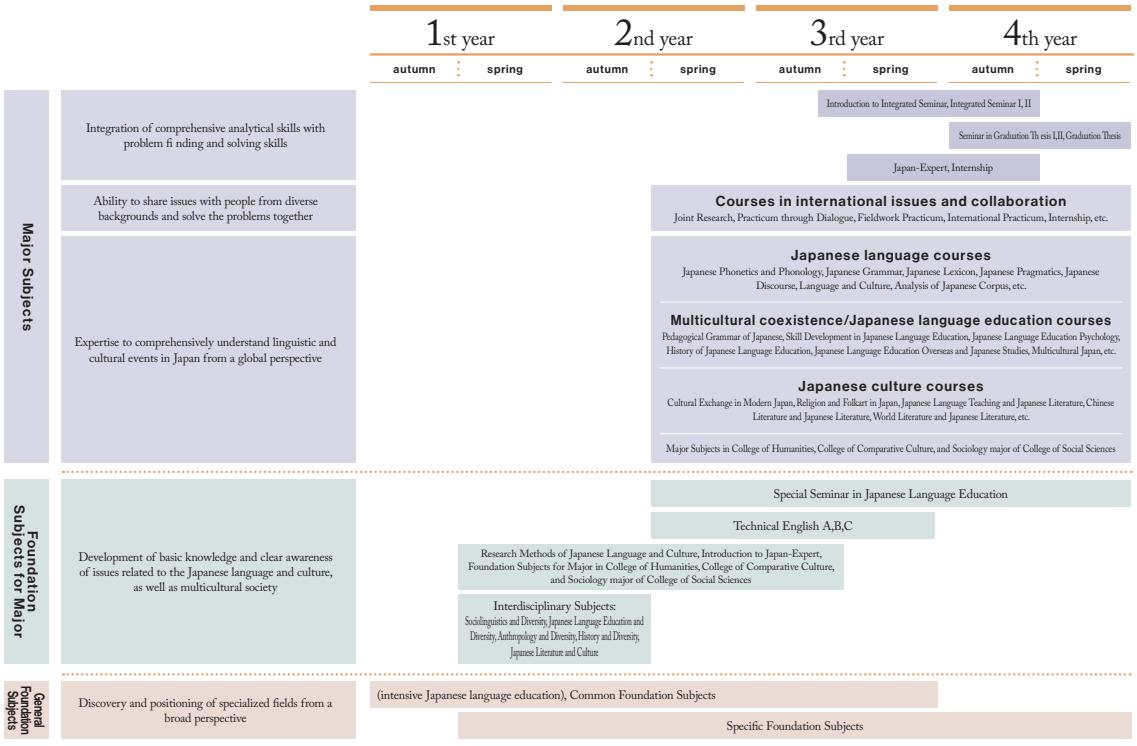
Curriculum Policy

As a program to cultivate learning outcomes related to Japanese Language Education, we organize and implement the curriculum based on the following principles.

Curriculum Design Framework	**Comprehensive Policy** We adopt a single-major system to ensure all students acquire broad knowledge in linguistics, Japanese language education, cultural anthropology, history, literature, and related fields. Beyond knowledge acquisition, we offer courses that cultivate practical skills and leadership abilities through practicums and internships. Furthermore, the curriculum is designed to foster an understanding of multicultural coexistence through international study programs abroad and collaborative courses where students conduct research alongside peers from diverse linguistic and cultural backgrounds. Courses beginning with AE13 (Japanese Language, Multicultural Coexistence/Japanese Language Education, Japanese Culture) are primarily designed to address the competences of Language Phenomena 1 & 2 and Cultural Phenomena 1 & 2. Courses beginning with AE14 and AE18 (International/Collaborative Studies, Japan-Expert Internship) are primarily designed to address the competences of Intercultural Problem-Solving, Social Practice, and Leadership. **Sequential Learning Policy** – First Year...During the first six months after enrollment, students receive intensive Japanese language instruction. Subsequently, they broadly take foundational specialized courses from the common curriculum and other academic divisions, enabling them to discover and position their specialized field within a broad perspective. – Second Year: Through specialized courses, students aim to acquire balanced knowledge in linguistics, Japanese language education, cultural anthropology, history, literature, and related fields. Furthermore, through domestic and international learning activities such as internships and international training, students cultivate a critical awareness of issues concerning Japanese language and Japanese culture within a broader perspective. Simultaneously, students develop foreign language proficiency (particularly in English) for research and communication through specialized English courses. – Third Year…While taking more specialized courses such as seminars, students acquire comprehensive and advanced knowledge and research methodologies to prepare for setting their graduation research topics. Furthermore, through practical training such as the “Japan-Expert Internship,” students deepen their critical awareness and enhance their applied skills, practical abilities, and leadership capabilities for problem-solving. – Fourth Year… Through writing their graduation thesis, students enhance their holistic and comprehensive analytical abilities, aiming to integrate problem identification and resolution skills. **Implementation Policy** – Japanese Language Education Coordinators are assigned to support learning and other needs. Furthermore, grade-specific orientation sessions are held, and regular comprehensive guidance on the curriculum is provided. – A comprehensive seminar is offered in the third year to bridge learning in specialized subjects to thesis writing. We provide comprehensive research guidance through group instruction by multiple faculty members, leveraging each instructor's expertise. We also offer tutorial guidance to strengthen the individual abilities required of students in writing their graduation theses. – We strive to provide students with information, such as holding orientation sessions for internships and practical training, and we also focus on securing scholarships to cover participation fees.

Teaching and Learning Methods	– Starting in the third year, we introduce comprehensive seminars to prepare students for writing their graduation thesis. We offer these seminars to support students in reliably acquiring analytical skills and research methodologies concerning linguistic and cultural phenomena.

Structure of competences to be developed and curriculums



Admission Policy

Desired Student Profile	We seek individuals with a strong intellectual curiosity, a clear awareness of issues concerning Japanese language, Japanese culture, and the nature of multicultural coexistence societies, and the corresponding abilities to address them.	
Student Evaluation and Selection	Japan-Expert Bachelor's Program	We select individuals with broad interest in Japanese language and culture who possess the aptitude to become Japanese language teachers for those aspiring to study or work in Japan, or to work for Japanese companies domestically or internationally. (Document screening and interview/oral examination)

Learning Support Framework

Academic Support	– A homeroom teacher system, where one instructor consistently oversees students from their first to fourth year, provides continuous support for each student's academic progress and daily life. – We will hold an information session regarding the acquisition of the Registered Japanese Language Teacher qualification.
Opportunities for Peer Interaction	– The College supports and promotes a tutor system for international students enrolled in the Japanese Language and Japanese Culture program. – Student-led exchange events are held with international students and visiting student groups from overseas. – Exchange events are held with students transferring from the Integrated Academic Fields.
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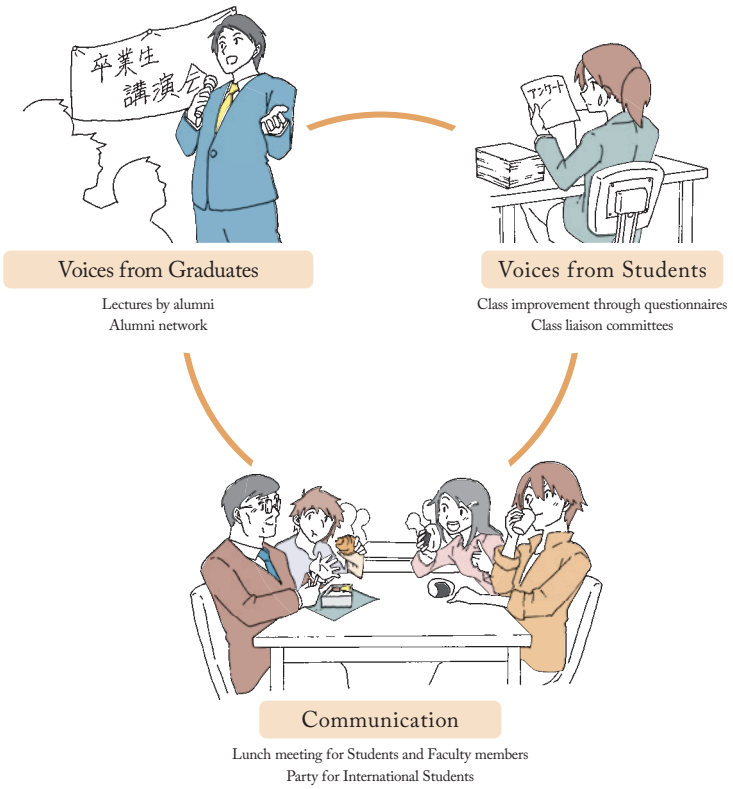

Illustration: Based on Daiya Hashimoto (student, College of Japanese Language and Culture)

Approaches to Assuring and Enhancing Educational Quality

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School of Social and International Studies

College of Social Sciences

- Bachelor of Arts in Sociology
- Bachelor of Laws
- Bachelor of Arts in Political Science
- Bachelor of Arts in Economics

College of International Studies

- Bachelor of Arts in International Relations
- Bachelor of Arts in International Development

The Undergraduate Program of International Social Studies

- Bachelor of Arts in International Social Sciences

Educational Objectives

We foster professionals who can accurately understand and analyze complex problems that arise in the globalized society, so that they can address such problems flexibly and creatively. For that purpose, students are expected to acquire comprehensive knowledge based on the field of social sciences including environmental and information sciences, as well as the methodology backed by their respective expertise.

College of Social Sciences

- Bachelor of Arts in Sociology
- Bachelor of Laws
- Bachelor of Arts in Political Science
- Bachelor of Arts in Economics

Program Educational Objectives

Not only do we provide an intensive education that deepens specialized knowledge in sociology, law, politics, and economics, but we also provide cross-disciplinary education that allows students to acquire basic knowledge in each field comprehensively. In this way, we aim to train glocal (global + local)-oriented human resources with a high level of expertise backed by a general perspective on the social sciences as a whole.

Graduate Profile	Glocal (global + local)-oriented personnel with high expertise backed by a general perspective on social sciences in general can respond to and contribute to the needs of traditional society by working in policy planning and implementation at government agencies and local governments, management, organizational operations, and business execution at domestic and international companies and organizations, and research and education at domestic and international educational and research institutions.In addition, they can be expected to take a leading role in corporate value creation at domestic and international start-ups and ventures, and respond creatively to the creation of a new society.
Career Paths after Graduation / Completion	Approximately 80% of our graduates have become glocal (global + local)-oriented individuals with a high level of expertise backed by a general perspective on social sciences in general, and are active in a wide range of fields, including government agencies, local governments, domestic and international companies and organizations, and domestic and international educational and research institutions. This includes domestic and international startups and venture companies. Approximately 10% go on to graduate school to further develop their expertise.

Diploma Policy

A Bachelor's degree in Sociology will be awarded to those who have acquired the knowledge and skills (general competence) based on the educational objectives of the University of Tsukuba's undergraduate program, as well as the knowledge and skills (specialized competence) based on the College's human resource development objectives.

Knowledge and Skills (Specialized Competences)	1. Sociology Competence 1	Sociological background and specialized knowledge
	2. Sociology Competence 2	Sociological analytical ability
	3. Sociology Competence 3	Sociological description and expression ability
Guidelines for Assessing Learning Outcomes	The acquisition of knowledge and skills based on the educational goals of the University of Tsukuba's undergraduate program, as well as the human resource development objectives of the College, will be assessed through achievement check tests and quizzes in each specialized subject, as well as discussions with faculty and other students in class. Furthermore, the acquisition of the above specialized competences will be assessed through the progress of the graduation thesis and the graduation thesis research process. In the Sociology major, students are required to take a “Graduation Thesis Seminar” course, in which they independently set their own research themes and issues and write their graduation thesis. The evaluation of this “Graduation Thesis Seminar” course and the evaluation of the degree completion will determine whether the students have met the learning goals and standards set out in the degree awarding policy. During the graduation thesis writing process, an interim graduation thesis presentation meeting will be held, and a system will be in place to ensure the high standard of the thesis through evaluation and advice from multiple faculty members, including the supervisor.	

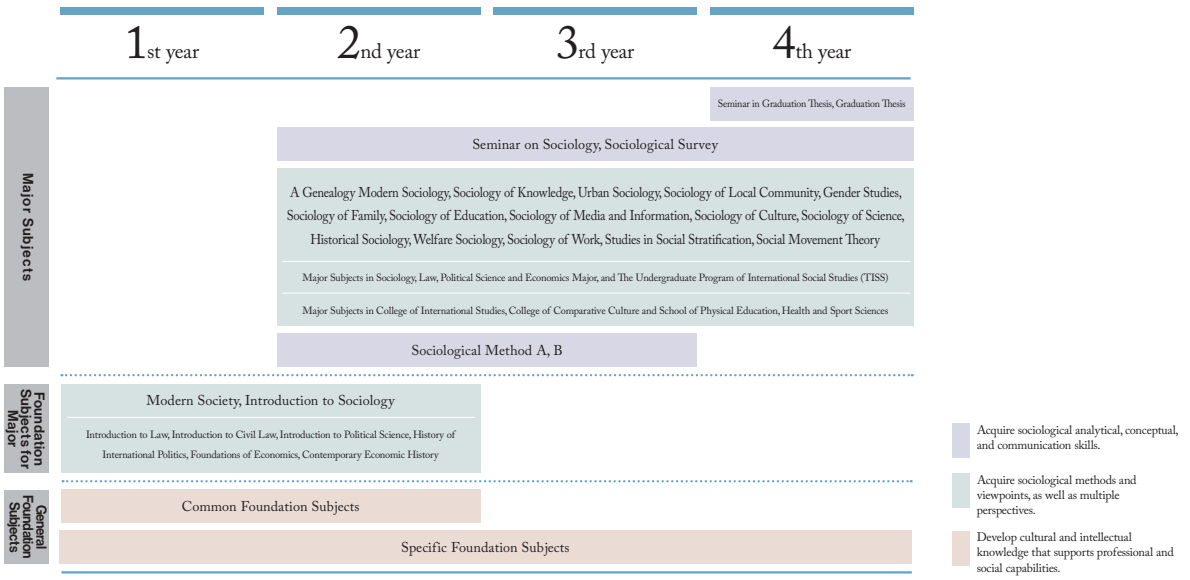
Curriculum Policy

Based on the learning outcomes of the Graduate School (Sociology), the curriculum will be organized and implemented in accordance with the following policy as a program for acquiring specialized competence in sociology.

Curriculum Design Framework	**General policy** Leveraging the greatest advantage of having sociology, law, political science, and economics in the same department, we aim to develop a broad perspective and comprehensiveness by studying the social sciences comprehensively. Furthermore, our policy is to cultivate the following sociological skills: – The curriculum is organized with careful consideration for chronological order, aiming to acquire knowledge of sociological interests and perspectives, as well as practical sociological skills such as the ability to research and analyze, and the ability to write and express theoretical ideas. – To encourage student initiative, we allow students to freely choose their courses, fostering a sense of awareness of issues that are aligned with their individual interests and enabling them to pursue their studies based on that awareness. **Course sequence policy** – In the first year, students will be offered courses on the foundations of sociological knowledge (specialized foundation courses “Sociology Foundations” and “Contemporary Society”) to acquire Sociology Competence 1. We also offer specialized foundation courses in law, politics, and economics, which foster fundamental knowledge and a broad perspective in the social sciences. – In the second and third years, alongside the specialized foundation courses related to Sociology Competence 1, specialized courses related to a wide range of sociological themes and courses related to sociological research methods (“Sociological Research Methods A” and “Sociological Research Methods B”) will be offered. In addition to these, small-group seminars and practical training (“Sociology Seminar” and “Social Survey Practical Training”) will be offered as core courses related to Sociology Competences 2 and 3. Care will be taken to ensure that students can choose all courses according to their interests. – In the fourth year, students will take specialized courses related to sociological knowledge in Sociological Competence 1, seminars and practical training related to sociological practice in Sociological Competences 2 and 3, and graduation thesis seminars, with the aim of integrating these courses into a culminating work in the graduation thesis.

Teaching and Learning Methods	Our faculty members take the lead in implementing the following distinctive educational methods. – We will develop materials and teaching materials that can relativize “common sense” surrounding social systems and customs. – We will set topics, collect materials, and conduct analysis that respects each individual's interests. – We will collaborate with local communities and the field by conducting research and inviting guest speakers to lectures, while integrating theory and social phenomena.

Structure of competences to be developed and curriculums

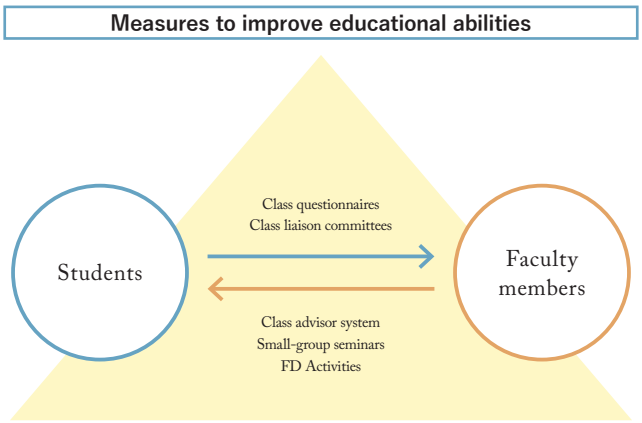


Admission Policy

Desired Student Profile	Persons with basic academic skills necessary for comprehensive study on Social Sciences, along with a keen interest, and analytical competence to understand and engage with various issues in the globalizing society.	
Student Evaluation and Selection	Individual Achievement Test First Round	Applicants are assessed on whether they possess sufficient foundational academic ability and logical thinking skills required for successful study after enrollment.
	Entrance Examination by School Recommendation	Applicants are evaluated on the extent to which they have firmly acquired high school-level academic foundations and demonstrate a clear sense of inquiry and outstanding ability in fields related to their intended major area of study (Sociology, Law, Political Science, or Economics).
	Entrance Examination for IB Students	Applicants are comprehensively evaluated on their strong foundational academic ability necessary for the study of social sciences; deep interest in and awareness of social issues; capacity and initiative to engage in independent learning toward clearly defined goals; and high-level communication skills, including foreign language proficiency.
	Transfer examination	The College of Social Sciences, School of Social and International Studies, evaluates applicants who demonstrate strong motivation and a high level of intellectual curiosity toward the social sciences, as well as sufficient introductory knowledge and logical thinking skills in their intended major field (Sociology, Law, Political Science, or Economics).

Learning Support Framework

Academic Support	– We are taking the following measures to teach students about the interrelationship between social science theory and practice: – By offering seminars, survey training, and social research methods courses, we ensure that students have the opportunity to acquire the social research techniques necessary for writing their graduation theses. – Every year, we hold tours of courts, stock exchanges, prisons, and other facilities to provide opportunities to see legal work in the field. – We offer practical lessons using moot courts and seminar courses that emphasize experimenting with economic theory. – To learn about practical economics, we hold tours of local factories, the Bank of Japan, and stock exchanges. – We are implementing an English language proficiency improvement support program to encourage students to secure opportunities to learn English.
Opportunities for Peer Interaction	We have opened a student room that can be used freely by any student in the College of Sociology, encouraging interaction between students and stocking books by faculty members in the College of Sociology to deepen their learning and research. To encourage learning, the student room also hosts events (College of Sociology Book Clubs) where students take the lead in introducing and discussing various book materials.
Opportunities for Student–Faculty Interaction	– Faculty members hold office hours and are available to discuss studies, research, and career paths. – Small-group seminars, primarily for third- and fourth-year students, respect the individual concerns of each student and provide opportunities for interactive discussions with faculty. – Once a year, a social gathering is held between faculty and students who wish to participate, providing a forum for interaction that transcends year levels and specialties.



Approaches to Assuring and Enhancing Educational Quality

- To ensure the quality of education in the College of Social Sciences, the breakdown of competences acquired by graduates is confirmed at education meetings, etc., and verified at college education meetings, etc., to see if the results are in line with the college's assessment of learning outcomes, degree awarding policy, and the type of human resources the college aims to cultivate. This process is carried out every year, and by reviewing the curriculum as necessary, it will lead to improvements in the educational opportunities provided to students.
- Class meetings are held twice a year, with students serving as class representatives and faculty members, primarily the department head, homeroom teacher, and curriculum committee members, to discuss the curriculum, learning environment, job hunting and further education consultation meetings, etc. Opinions and requests from students at the class meetings are shared with all faculty members at the educational conference, and the need for improvement is considered.
- We regularly hold faculty development (FD) training sessions for newly appointed faculty, where we explain and exchange opinions on the department's educational curriculum, etc.
- We regularly hold faculty development (FD) training sessions related to education, where we explain and exchange opinions on innovative lesson design and methodologies.
- In order to verify that the educational content is appropriate, we conduct class evaluation surveys for almost all subjects. The department evaluates classes using standardized evaluation criteria, and provides feedback on the results to the instructors in charge, helping them improve their own class content. In addition, for subjects that do not fit into the standardized evaluation, each instructor conducts their own survey of students.

Diploma Policy

A Bachelor's degree (in law) will be awarded to those who have acquired the knowledge and skills (general competence) based on the educational goals of the University of Tsukuba's undergraduate program, as well as the knowledge and skills (specialized competence) based on the College's human resource development objectives.

Knowledge and Skills (Specialized Competences)	1. Law Competence 1	The ability to maintain an interest in the state of society and solve problems from a broad perspective through deep consideration of the role and significance of law.
	2. Law Competence 2	With legal expertise, this qualification demonstrates the ability to systematically understand real-world phenomena by deducting fundamental legal concepts, such as those in the Constitution, Civil Law, and Criminal Law.
	3. Law Competence 3	The ability to send and receive information, engaging in two-way legal communication.
	4. Law Competence 4	The ability to discover legal issues in social phenomena and the insight to grasp the core of the problem.
Guidelines for Assessing Learning Outcomes	We evaluate students' acquisition of knowledge and skills based on the educational goals of the University of Tsukuba's undergraduate program, as well as the knowledge and skills based on the college's human resource development objectives, through achievement check tests and quizzes in each specialized subject, and through students' responses to questions from faculty in class. Furthermore, whether students have acquired the above-mentioned specialized competences is assessed on a three-point scale through the submission of assignments and discussions in the required elective “seminar” courses. Furthermore, the degree to which each student has acquired the specialized competences is judged and mutually confirmed at a meeting attended by all faculty members in the law major.	

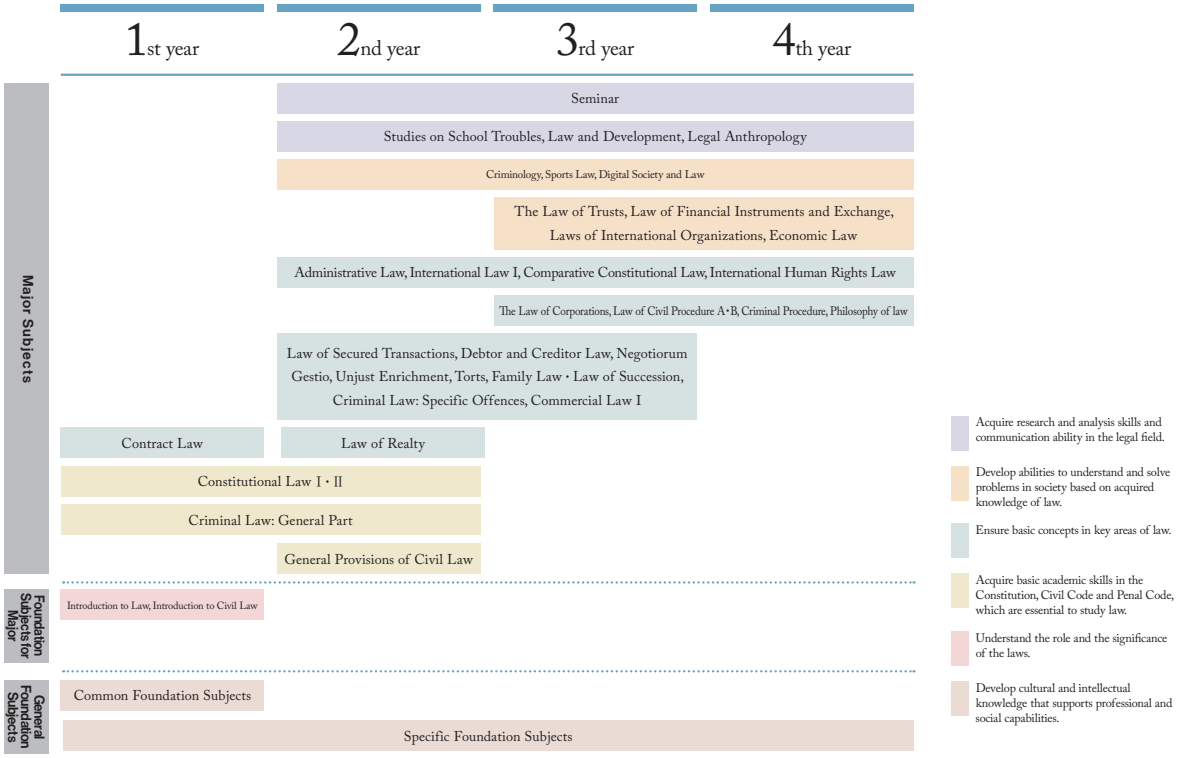
Curriculum Policy

A curriculum is organized and implemented based on the following policies for students to achieve learning outcomes to acquire Bachelor of Laws.

Curriculum Design Framework	**General policy** We offer the curriculum to provide students with opportunities for gaining wide and flexible perspectives in social sciences that constitutes the foundation of a legal mind. This curriculum also allows students to engage in step-by-step learning experience in light of the academic characteristics of the law and to obtain practical knowledge. **Course sequence policy** – In the first year, we offer required specialized foundation courses, Introduction to Law and Introduction to Civil Law, which are essential for acquiring Law Competence 1. In addition, we offer specialized foundation courses in sociology, law, political science, and economics to provide students with a broad range of knowledge and knowledge about social science in general. – In the first and second years, students are required to major in law in their third year by taking basic courses in order to acquire Law Competence 2. These courses are chosen from the three main fields (Constitutional Law, Civil Law, and Criminal Law) and include "Constitutional Law I & II," "General Provisions of Civil Law," and "General Principles of Criminal Law." – In the second and third years, students will take courses other than the three main fields, as well as courses in commercial law, corporate law, administrative law, etc., in order to acquire Law Competence 3. – In the third and fourth years, students will take courses such as civil procedure law, criminal procedure law, and legal philosophy, as well as more specialized courses, and will also take seminar courses that emphasize learning through small group discussions and dialogue with faculty in order to acquire Law Competence 4. Building on the basic understanding of law that students have acquired up to that point, the course aims to help students acquire the ability to apply legal knowledge, become proficient in research and analysis methods for specific topics, and acquire legal communication skills. Although a graduation thesis is not a required subject, students who wish to submit one will be given an opportunity to make an interim presentation, where faculty in the law department, including their supervisor, will be present to provide advice on completing the thesis, which will be the culmination of their studies at university, and to participate in a multifaceted Q&A session.

Teaching and Learning Methods	In addition to providing students with the basic legal theory and knowledge required for a law degree, we will also incorporate methods to stimulate students' interest in studying law in order to cultivate human resources who can deal with current and anticipated future social issues. – We aim to achieve the above policy by providing concrete and realistic lessons using a moot courtroom, tours of courtrooms and other facilities, using and creating materials using the latest documents and videos that provide a real understanding of the connection between society and the law, and by enriching our distinctive seminars. – We provide an opportunity to comprehensively demonstrate the knowledge and communication skills you have acquired through joint seminars with other universities.

Structure of competences to be developed and curriculums



Admission Policy

Desired Student Profile	Persons with basic academic skills necessary for comprehensive study on Social Sciences, along with a keen interest, and analytical competence to understand and engage with various issues in the globalizing society.

Student Evaluation and Selection	Individual Achievement Test First Round	Applicants are assessed on whether they possess sufficient foundational academic ability and logical thinking skills required for successful study after enrollment.
	Entrance Examination by School Recommendation	Applicants are evaluated on the extent to which they have firmly acquired high school-level academic foundations and demonstrate a clear sense of inquiry and outstanding ability in fields related to their intended major area of study (Sociology, Law, Political Science, or Economics).
	Entrance Examination for IB Students	Applicants are comprehensively evaluated on their strong foundational academic ability necessary for the study of social sciences; deep interest in and awareness of social issues; capacity and initiative to engage in independent learning toward clearly defined goals; and high-level communication skills, including foreign language proficiency.
	Transfer examination	The College of Social Sciences, School of Social and International Studies, evaluates applicants who demonstrate strong motivation and a high level of intellectual curiosity toward the social sciences, as well as sufficient introductory knowledge and logical thinking skills in their intended major field (Sociology, Law, Political Science, or Economics).

Learning Support Framework

Academic Support	– We are taking the following measures to teach students about the interrelationship between social science theory and practice: – By offering seminars, survey training, and social research methods courses, we ensure that students have the opportunity to acquire the social research techniques necessary for writing their graduation theses. – Every year, we hold tours of courts, stock exchanges, prisons, and other facilities to provide opportunities to see legal work in the field. – We offer practical lessons using moot courts and seminar courses that emphasize experimenting with economic theory. – To learn about practical economics, we hold tours of local factories, the Bank of Japan, and stock exchanges. – We are implementing an English language proficiency improvement support program to encourage students to secure opportunities to learn English.
Opportunities for Peer Interaction	We have opened a student room that can be used freely by any student in the College of Sociology, encouraging interaction between students and stocking books by faculty members in the College of Sociology to deepen their learning and research. To encourage learning, the student room also hosts events (College of Sociology Book Clubs) where students take the lead in introducing and discussing various book materials.
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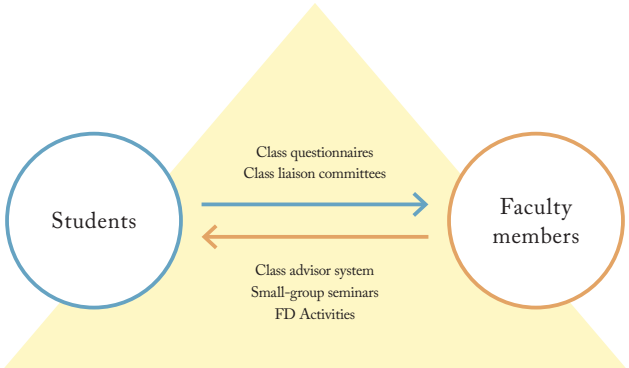
Measures to improve educational abilities



Approaches to Assuring and Enhancing Educational Quality

- To ensure the quality of education in the College of Social Sciences, the breakdown of competences acquired by graduates is confirmed at education meetings, etc., and verified at college education meetings, etc., to see if the results are in line with the college's assessment of learning outcomes, degree awarding policy, and the type of human resources the college aims to cultivate. This process is carried out every year, and by reviewing the curriculum as necessary, it will lead to improvements in the educational opportunities provided to students.
- Class meetings are held twice a year, with students serving as class representatives and faculty members, primarily the department head, homeroom teacher, and curriculum committee members, to discuss the curriculum, learning environment, job hunting and further education consultation meetings, etc. Opinions and requests from students at the class meetings are shared with all faculty members at the educational conference, and the need for improvement is considered.
- We regularly hold faculty development (FD) training sessions for newly appointed faculty, where we explain and exchange opinions on the department's educational curriculum, etc.
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- In order to verify that the educational content is appropriate, we conduct class evaluation surveys for almost all subjects. The department evaluates classes using standardized evaluation criteria, and provides feedback on the results to the instructors in charge, helping them improve their own class content. In addition, for subjects that do not fit into the standardized evaluation, each instructor conducts their own survey of students.

Diploma Policy

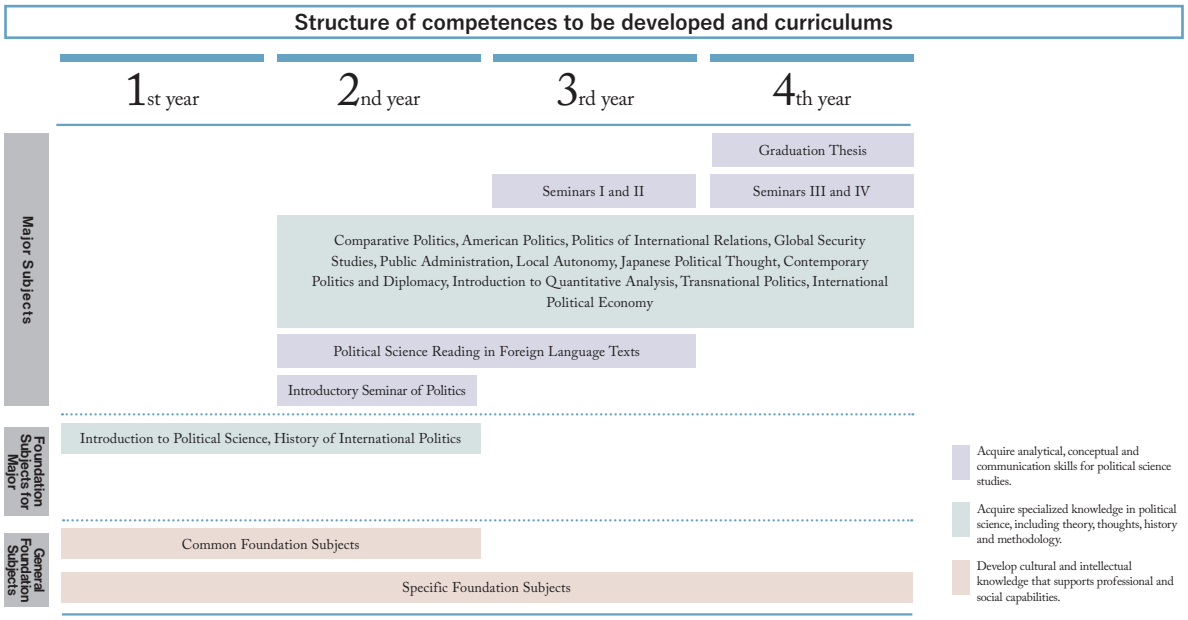
A Bachelor's degree (in political science) will be awarded to those who have acquired the knowledge and skills (general competence) based on the educational goals of the University of Tsukuba's undergraduate program, as well as the knowledge and skills (specialized competence) based on the College's human resource development objectives.

Knowledge and Skills (Specialized Competences)	1. Political Science Competence 1	The ability to understand political phenomena that are becoming increasingly globalized, complex, and diverse, in an interdisciplinary and comprehensive manner, by relating them to various phenomena of contemporary society.
	2. Political Science Competence 2	The ability to systematically understand specialized knowledge in political science, to critically and multifacetedly analyze and examine political phenomena, to identify policy issues arising in a complex society, and to derive solutions from the standpoint of political science.
	3. Political Science Competence 3	The ability to logically express analyses and examinations based on specialized knowledge of political science, both in writing and orally, to engage in discussions with others, and to demonstrate leadership in society as well as within one's own organizations and groups.
Guidelines for Assessing Learning Outcomes	We evaluate students' acquisition of knowledge and skills based on the educational goals of the University of Tsukuba's undergraduate program, as well as the knowledge and skills based on the college's human resource development objectives, through achievement check tests and quizzes in each specialized subject, and through students' responses to questions from faculty in class. Furthermore, whether students have acquired the above-mentioned specialized competences is assessed on a three-point scale through the submission of assignments and discussions in the required elective “seminar” courses. Furthermore, the degree to which each student has acquired the specialized competences is judged and mutually confirmed at a meeting attended by all faculty members in the political science major.	

Curriculum Policy

A curriculum is organized and implemented based on the following policies for students to achieve learning outcomes to acquire Bachelor of Political Science.

Curriculum Design Framework	**General policy** At the College of Social Sciences, we expect students to acquire interdisciplinary knowledge of social sciences as well as expertise in each major in a well-balanced manner. Major in Political Science organizes a stepwise curriculum ranging from basic to advanced and application levels in political science, in order to foster autonomous citizens with a sense of public nature, broad viewpoints, comprehensive vision, and a high level of expertise in political science. Specifically, we take advantage of the fact that sociology, law, and economics belong to the same college and implement a curriculum for learning social sciences comprehensively in order to enable students to develop Political Science Competence 1. We also implement a curriculum for learning Major Subjects including political theor y/thoughts/history, public administration, and international politics as well as Foundation Subjects for Major, Introduction to Political Science and History of Global Politics, for students to obtain Political Science Competence 2. Moreover, we offer Introductory Seminar of Politics, Seminars I-IV, and Graduation Thesis to encourage students to gain Political Science Competence 3. **Course sequence policy** – During the first year, we allocate mandatory Foundation Subjects for Major that provide opportunities to learn theories, thoughts, and histories essential for studying political science. We also offer Foundation Subjects for Major in sociology, law, political science, and economics that allow students to foster basic knowledge and broad viewpoints on the society. – During the second year, students learn specialized knowledge in political theory/thoughts/history, public administration, and international politics. Moreover, students learn the basics of political science in a seminar format through Introductory Seminar of Politics, and get proficient in understanding political science in English through Political Science Reading in Foreign Language Texts (English). – During the third year, students gain more advanced knowledge in political science and deepen their own research themes in Seminars I and II. During the fourth year, students do their own research in Seminars III and IV and complete Graduation Theses or seminar theses. Students are required to take two seminars simultaneously in their third or fourth year, thereby receiving guidance from multiple faculty members at the same time. With regard to the optional graduation thesis, substantial group supervision is provided through the seminars.
Teaching and Learning Methods	Lecture courses offered by the Political Science Major in the College of Social Sciences are, in principle, conducted as 2-credit, single-semester courses. The “Seminars I–IV” are conducted in small groups, and students are required to take seminar courses with at least two different instructors.



Admission Policy

Desired Student Profile	Persons with basic academic skills necessary for comprehensive study on Social Sciences, along with a keen interest, and analytical competence to understand and engage with various issues in the globalizing society.	
Student Evaluation and Selection	Individual Achievement Test First Round	Applicants are assessed on whether they possess sufficient foundational academic ability and logical thinking skills required for successful study after enrollment.
	Entrance Examination by School Recommendation	Applicants are evaluated on the extent to which they have firmly acquired high school-level academic foundations and demonstrate a clear sense of inquiry and outstanding ability in fields related to their intended major area of study (Sociology, Law, Political Science, or Economics).
	Entrance Examination for IB Students	Applicants are comprehensively evaluated on their strong foundational academic ability necessary for the study of social sciences; deep interest in and awareness of social issues; capacity and initiative to engage in independent learning toward clearly defined goals; and high-level communication skills, including foreign language proficiency.
	Transfer examination	The College of Social Sciences, School of Social and International Studies, evaluates applicants who demonstrate strong motivation and a high level of intellectual curiosity toward the social sciences, as well as sufficient introductory knowledge and logical thinking skills in their intended major field (Sociology, Law, Political Science, or Economics).

Learning Support Framework

Academic Support	– We are taking the following measures to teach students about the interrelationship between social science theory and practice: – By offering seminars, survey training, and social research methods courses, we ensure that students have the opportunity to acquire the social research techniques necessary for writing their graduation theses. – Every year, we hold tours of courts, stock exchanges, prisons, and other facilities to provide opportunities to see legal work in the field. – We offer practical lessons using moot courts and seminar courses that emphasize experimenting with economic theory. – To learn about practical economics, we hold tours of local factories, the Bank of Japan, and stock exchanges. – We are implementing an English language proficiency improvement support program to encourage students to secure opportunities to learn English.
Opportunities for Peer Interaction	We have opened a student room that can be used freely by any student in the College of Sociology, encouraging interaction between students and stocking books by faculty members in the College of Sociology to deepen their learning and research. To encourage learning, the student room also hosts events (College of Sociology Book Clubs) where students take the lead in introducing and discussing various book materials.
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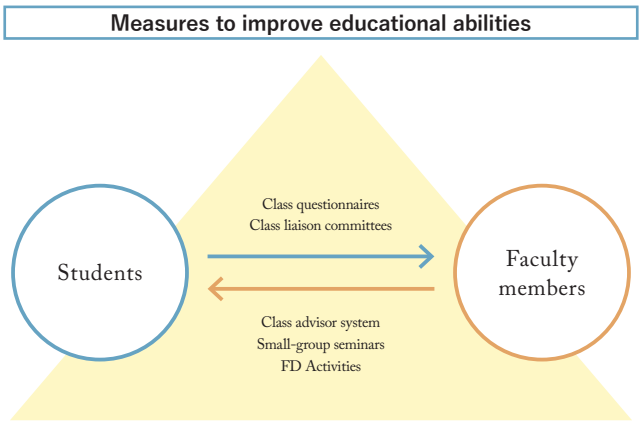

Approaches to Assuring and Enhancing Educational Quality

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Diploma Policy

A Bachelor's degree (in Economics) will be awarded to those who have acquired the knowledge and skills (general competence) based on the educational goals of the University of Tsukuba's undergraduate program, as well as the knowledge and skills (specialized competence) based on the College's human resource development objectives.

Knowledge and Skills (Specialized Competences)	1. Economics Competence 1	Technical ability required for economic analysis.
	2. Economics Competence 2	Systematic specialized knowledge of economics.
	3. Economics Competence 3	Comprehensive analytical ability combining knowledge of economic theory and economic history and current state.
	4. Economics Competence 4	Broad interest and insight into economic and social issues. Ability to apply the knoeledege of economics to various social problems.
Guidelines for Assessing Learning Outcomes	We evaluate students' acquisition of knowledge and skills based on the educational goals of the University of Tsukuba's undergraduate program, as well as the knowledge and skills based on the college's human resource development objectives, through achievement check tests and quizzes in each specialized subject, and through students' responses to questions from faculty in class. Furthermore, whether students have acquired the above-mentioned specialized competences is assessed on a three-point scale through the submission of assignments and discussions in the required elective “seminar” courses. Furthermore, the degree to which each student has acquired the specialized competences is judged and mutually confirmed at a meeting attended by all faculty members in the economics major.	

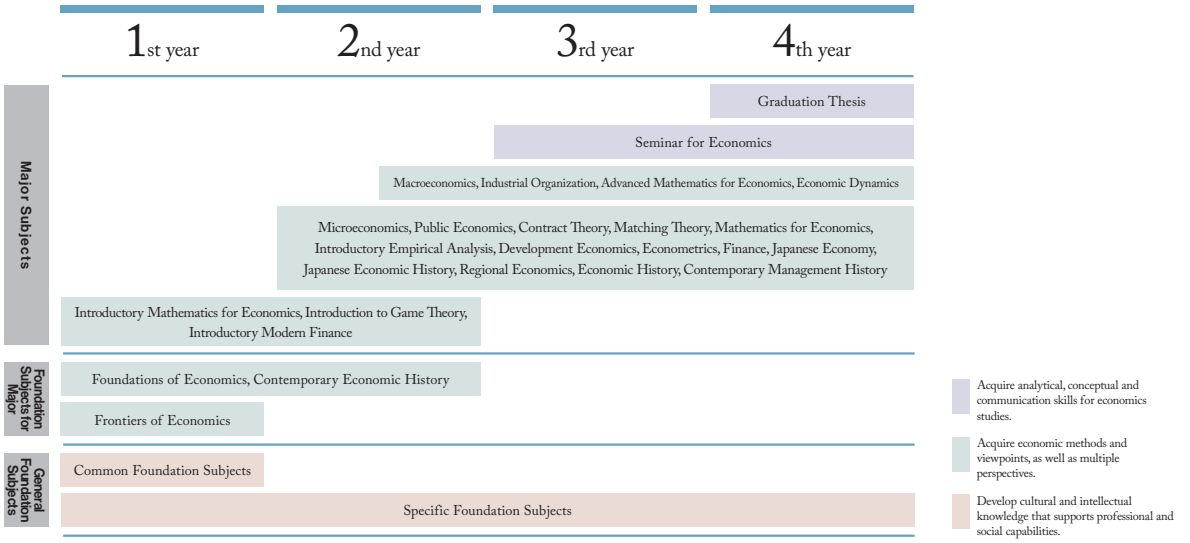
Curriculum Policy

A curriculum is organized and implemented based on the following policies for students to achieve learning outcomes to acquire Bachelor of Economics.

Curriculum Design Framework	**General policy** This curriculum is designed to enable students to acquire the ability to comprehensively examine and propose solutions to economic and social issues by organically linking all of the following: basic learning in social science fields targeted by economics, step-by-step learning of economic theory based on the academic characteristics of economics, learning that fosters broad knowledge and insight into historical and regional economic phenomena, and practical skills necessary for empirical analysis. **Course sequence policy** – In the 1st year, as essential "specialized basic subjects" for mastering Economics Competences 1 and 3, "Foundation of Economics" and "Modern Economic History" are offered as required courses. As a specialized subject on the application of mathematics to economics, indispensable for mastering Economics Competences 1 and 2, "Introductory Mathematics for Economics" is provided. To develop the foundation for acquiring Economic Competence 4, "Introduction to Game Theory," which studies the application of economics to a wide range of social science fields, is offered. Furthermore, to acquire broad knowledge and literacy in general social sciences, "specialized basic subjects" in sociology, law, and political science are provided. – In the 2nd year, as basic subjects necessary for mastering Economics Competences 1 and 2 to advance to the major in economics in the 3rd year, courses such as "Microeconomics," "Macroeconomics," "Introduction to Empirical Analysis," and "Mathematics for Economics" are placed. Moreover, specialized subjects on historical and regional economic phenomena necessary to acquire Economics Competence 3, such as "Economic History," "Japanese Economic History," "History of Modern Management," and "Development Economics," are also included. – In the 2nd, 3rd, and 4th years, various specialized subjects, including economic history, applied economics, and more abstract theoretical fields, are arranged to acquire Economics Competences 3 and 4. – In the 3rd and 4th years, to acquire Economics Competence 4, seminar courses emphasizing learning through small-group discussions and dialogue with faculty are offered. The aim is to build on the foundational understanding of economics acquired so far, acquire application skills of the knowledge of economics, gain proficiency in research and analysis methods on specific themes, and develop economic communication skills. Although the graduation thesis is not a required course, for those wishing to submit a thesis, instructors in charge of the economics major, including the supervising faculty, provide various advice and conduct Q&A sessions from multiple perspectives to support the completion of a thesis that serves as a culmination of the university learning experience.

Teaching and Learning Methods	As a bachelor's program in economics, in addition to acquiring essential basic economic theories, empirical techniques, and historical and regional knowledge of economic phenomena, we incorporate methods that encourage students to take an interest in learning economics, aiming to nurture personnel capable of addressing current and anticipated social issues. By implementing experiential classes using economic experiments, facility tours such as factories and financial institutions, practical education in information processing techniques necessary for empirical analysis, using and creating the latest materials to realize the connection between society and economics, and enhancing distinctive seminars, we aim to achieve the above policy. We provide opportunities, such as joint seminars for graduation research presentations with other universities, where students can comprehensively demonstrate the knowledge and communication skills they have acquired.

Structure of competences to be developed and curriculums



Admission Policy

Desired Student Profile	Persons with basic academic skills necessary for comprehensive study on Social Sciences, along with a keen interest, and analytical competence to understand and engage with various issues in the globalizing society.

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Learning Support Framework

Academic Support	– We are taking the following measures to teach students about the interrelationship between social science theory and practice: – By offering seminars, survey training, and social research methods courses, we ensure that students have the opportunity to acquire the social research techniques necessary for writing their graduation theses. – Every year, we hold tours of courts, stock exchanges, prisons, and other facilities to provide opportunities to see legal work in the field. – We offer practical lessons using moot courts and seminar courses that emphasize experimenting with economic theory. – To learn about practical economics, we hold tours of local factories, the Bank of Japan, and stock exchanges. – We are implementing an English language proficiency improvement support program to encourage students to secure opportunities to learn English.
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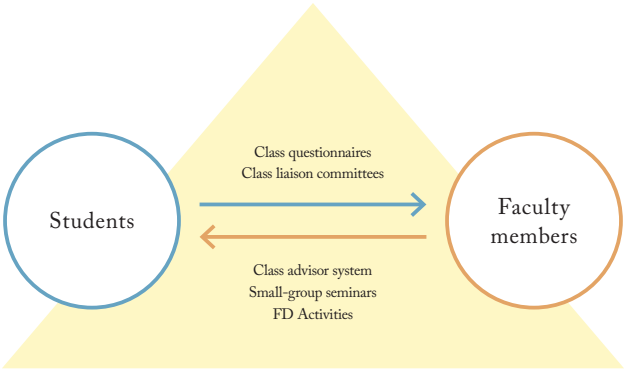
Opportunities for Student–Faculty Interaction	– Faculty members hold office hours and are available to discuss studies, research, and career paths. – Small-group seminars, primarily for third- and fourth-year students, respect the individual concerns of each student and provide opportunities for interactive discussions with faculty. – Once a year, a social gathering is held between faculty and students who wish to participate, providing a forum for interaction that transcends year levels and specialties.

Measures to improve educational abilities



Approaches to Assuring and Enhancing Educational Quality

– To ensure the quality of education in the College of Social Sciences, the breakdown of competences acquired by graduates is confirmed at education meetings, etc., and verified at college education meetings, etc., to see if the results are in line with the college's assessment of learning outcomes, degree awarding policy, and the type of human resources the college aims to cultivate. This process is carried out every year, and by reviewing the curriculum as necessary, it will lead to improvements in the educational opportunities provided to students.

– Class meetings are held twice a year, with students serving as class representatives and faculty members, primarily the department head, homeroom teacher, and curriculum committee members, to discuss the curriculum, learning environment, job hunting and further education consultation meetings, etc. Opinions and requests from students at the class meetings are shared with all faculty members at the educational conference, and the need for improvement is considered.

– We regularly hold faculty development (FD) training sessions for newly appointed faculty, where we explain and exchange opinions on the department's educational curriculum, etc.

– We regularly hold faculty development (FD) training sessions related to education, where we explain and exchange opinions on innovative lesson design and methodologies.

– In order to verify that the educational content is appropriate, we conduct class evaluation surveys for almost all subjects. The department evaluates classes using standardized evaluation criteria, and provides feedback on the results to the instructors in charge, helping them improve their own class content. In addition, for subjects that do not fit into the standardized evaluation, each instructor conducts their own survey of students.

College of International Studies

- Bachelor of Arts in International Relations
- Bachelor of Arts in International Development

Program Educational Objectives

With respect to complicated problems in international society under globalization, we foster students to acquire practical knowledge through the integration of the arts and sciences. Also, we develop the knowledge of students to foster their insights and ability of information analysis for the investigation of root of problems, and to develop their communication abilities so that they could share their original and farseeing solutions with others.

Graduate Profile	Building on fundamental competencies in the social sciences, we cultivate individuals who acquire skills in information analysis and communication, while also accumulating integrated knowledge that bridges the humanities and sciences as "International Studies." These individuals are trained to contribute to addressing global social challenges in the fields of "international relations" and "international development".
Career Paths after Graduation / Completion	Approximately 70% of our graduates find employment in private companies, and about 10% join government offices or independent administrative agencies, actively pursuing careers both in Japan and abroad. Around 20% go on to graduate school. Some graduates have also advanced to overseas graduate programs, and alumni from the School of International Studies are active across the globe. Typical industries and job categories for our graduates include aviation, transportation and logistics; finance, securities, and insurance; mass media and publishing; research and consulting; and government ministries and local municipalities. Building on their knowledge of international relations, we expect our graduates to thrive not only in the Japanese market, but also in the European market, the fast-growing Asian market, and other global arenas.

Diploma Policy

Students who have acquired the knowledge and skills required by the University of Tsukuba's educational objectives for undergraduate programs (generic competences), as well as the knowledge and skills defined by this Program's human resource development goals (specialized competences), will be awarded the degree of Bachelor of Arts in International Relations.

Knowledge and Skills (Specialized Competences)	1. Understanding of international studies (international relations)	Based on foundational knowledge in the social sciences, students understand the increasingly complex nature of international relations, including their historical, institutional, and cultural contexts. They possess broad knowledge of international relations and familiarity with diverse research methodologies.
	2. Analytical skills in international studies (international relations)	With international relations as a core discipline, students deepen their specialized knowledge in one of the following fields: international politics and international law, economics, cultural and social development, or environment and information. By applying multidisciplinary methodologies grounded in basic ICT skills, they cultivate diverse perspectives and advanced logical reasoning. They are able to analyze and critically evaluate issues related to international relations using appropriate methods.
	3. Logical communication skills in international studies (international relations)	Building on diverse perspectives and advanced logical reasoning, students utilize ICT-based analytical, expressive, and presentation skills to logically articulate their views on a wide range of issues in international relations.
Guidelines for Assessing Learning Outcomes	The assessment of learning outcomes is conducted through the review of each student's graduation thesis by the primary and secondary advisors, in order to determine whether the knowledge and competences specified in the Degree Awarding Policy have been achieved. The evaluation covers the graduation thesis, the mid-term presentation of the thesis, and the student's overall engagement in the graduation research process.	

Evaluation of learning outcomes: BA in international relations

Competence	Contents	Subjects	Evaluation method
Understanding International Studies (international relations)	Understanding of broad knowledge and diverse research methods related to international relations	Foundation subject for major (international studies I, international relations, comparative politics, introduction to international law etc.), major subjects in international relations, seminar on international studies, independent thesis, graduation thesis etc.	Courses are evaluated by achievement tests, reports, and assignments. The seminars on international studies are comprehensively evaluated based on presentations in the regular seminar and the midterm presentations of the graduation thesis. The independent thesis is evaluated by a single reviewer by the academic advisor. The graduation thesis is evaluated by two reviewers including the academic advisor.
Analytical ability of International Studies (international relations)	Ability to analyze and critically evaluate issues concerning international relations using appropriate methods	Foundation subject for major (international studies I, international relations, comparative politics, introduction to international law etc.), major subjects in international relations, seminar on international studies, independent thesis, graduation thesis etc.	Courses are evaluated by achievement tests, reports, and assignments. The seminars on international studies are comprehensively evaluated based on presentations in the regular seminar and the midterm presentations of the graduation thesis. The independent thesis is evaluated by a single reviewer by the academic advisor. The graduation thesis is evaluated by two reviewers including the academic advisor.
Logical expression skills of International Studies (international relations)	Ability to logically express arguments on issues related to international relations	Foundation subject for major (comparative politics, introduction to international law, EDS, ED etc.), major subjects in international relations, seminar on international studies, independent thesis, graduation thesis etc.	Courses are evaluated by achievement tests, reports, and assignments. The seminars on international studies are comprehensively evaluated based on presentations in the regular seminar and the midterm presentations of the graduation thesis. The independent thesis is evaluated by a single reviewer by the academic advisor. The graduation thesis is evaluated by two reviewers including the academic advisor.

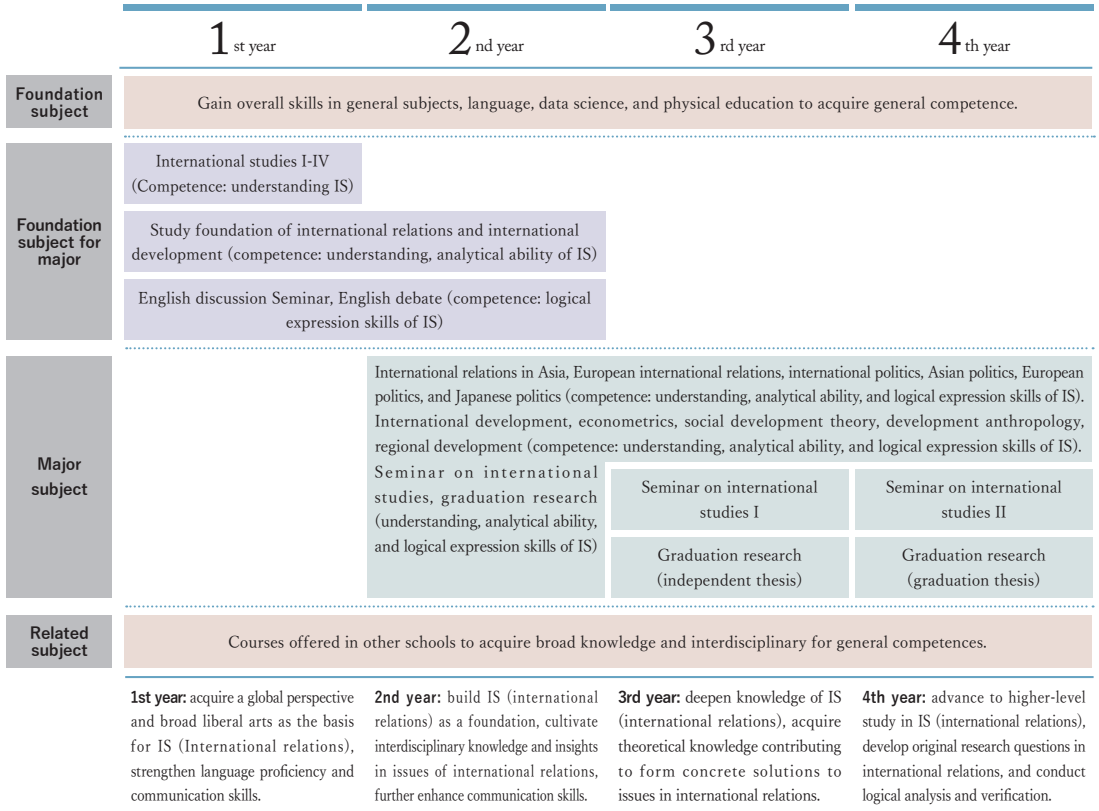
Curriculum Policy

As a program designed to cultivate the learning outcomes required for the Bachelor of Arts in International Relations, the curriculum is organized and implemented in accordance with the following policies.

Curriculum Design Framework	**Comprehensive policy** Contemporary international issues are increasingly complex and constantly changing, closely intertwined with economics, culture, and other domains. Their analysis therefore requires interdisciplinary perspectives that go beyond political science and international relations alone. In the major in International Relations, we aim to foster globally minded individuals capable of addressing challenges in the international community by offering interdisciplinary education grounded in various fields of the social sciences, including political science, international law, economics, and cultural anthropology. In particular, we emphasize interdisciplinary analysis of issues in the international community with international relations at the core. The curriculum begins with foundational specialized courses shared with the major in international development, then develops into more advanced, discipline-specific courses and seminars in international relations in the upper years. Through this structure, students progressively deepen their understanding while acquiring the three competences of: (1) Understanding of international studies (international relations), (2) Analytical skills in international studies (international relations), and (3) Logical communication skills in international studies (international relations). **Policy on progression and sequencing** **[First year: foundational learning]** Through the required introductory courses International Studies I–IV, students acquire fundamental knowledge of international relations, global perspectives, and broad academic literacy. They gain an overview of several fields—including international politics and international law, economics, cultural and social development, and environment and information—and develop a basis for selecting their future major or specialization according to their strengths and interests. At the same time, students strengthen their language proficiency and communication skills, with an emphasis on English. These experiences deepen their understanding of international studies (international relations). **[Second Year: Developing interdisciplinary analytical skills in international relations]** Building on international relations, students further explore comparative perspectives and historical and institutional contexts through elective foundational courses. They also study analytical approaches in cross-disciplinary areas that integrate environmental and information-related fields. This cultivates interdisciplinary aptitude and insight into international relations. Language study is positioned as a means of communication, allowing students to develop genuine international communication skills grounded in an appreciation for diverse values. These experiences help students build both analytical and logical communication skills in international studies (international relations). **[Third year: problem-solving and theoretical research in international relations]** Students focus on specialized courses in the International Relations Major, deepening their disciplinary expertise. While taking into account developments in related fields, they acquire theoretical knowledge that contributes to solving concrete issues in international relations, thereby enhancing their analytical skills. In particular, they learn to accurately identify what constitutes a problem within increasingly complex international contexts, developing a sharp problem consciousness and balanced global awareness. **[Fourth year: policy research and practical application in international relations]** Students continue to study specialized courses in the major in international relations while advancing their graduation research, further strengthening their expertise. Through participation in small-group seminars and the writing of a graduation thesis, students formulate original research questions and conduct logical and empirical analyses of issues in international relations. This process enhances their analytical and logical communication skills and cultivates governance capacities, enabling them to develop persuasive policy proposals applicable in international settings.

Teaching and Learning Methods	– The curriculum is centered on the social sciences and information sciences, offering an integrated program that bridges the humanities and sciences. – The program shares its curriculum with the Tsukuba International and Social Studies (TISS) English program of the School of Social and International Studies, providing a multicultural learning environment in which Japanese students and international students study together. It fosters "internationalization in daily life." – To cultivate and strengthen English communication skills, courses such as English Discussion Seminar and English Debate are required. In addition, many specialized courses are offered in English, providing students with opportunities to deepen their academic expertise through English.

Competence and curriculum structure: BA in international relations



Admission Policy

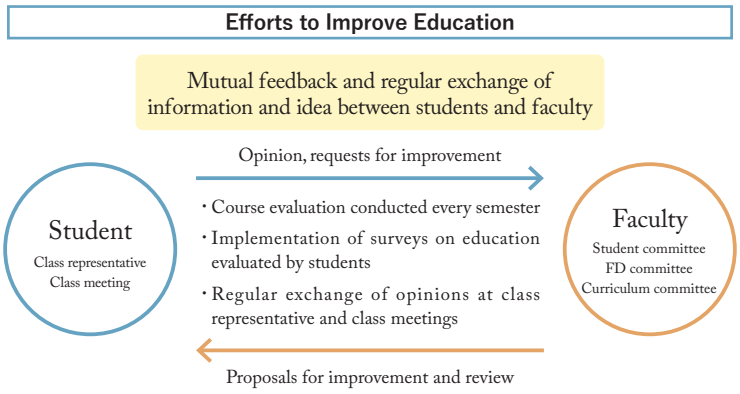
Desired Student Profile	Economic activities and environmental issues transcend national borders, and there is no single absolute answer. What is required are individuals who, free from conventional assumptions, can imagine the existence of diverse values, observe phenomena with an open mind, identify what the real problems are, and think logically about what should be done and how. They should also be able to explain their reasoning to others, gain broader understanding, and approach challenges with motivation and a spirit of initiative.

Student Evaluation and Selection	Individual Achievement Test First Round	we conduct a comprehensive evaluation of applicants' strong foundational academic ability and excellent language proficiency, along with their skills in one of the following areas: Japanese, geography and history, mathematics, or science.
	Entrance Examination by School Recommendation	we select applicants who, in addition to possessing basic academic skills and communication ability, demonstrate broad interest in international relations or international development and exhibit strong motivation for learning.
	Entrance Examination for IB Students	we evaluate applicants holistically based on their achievement of a certain level of performance in the IB examinations, as well as their knowledge, critical thinking skills, awareness of issues, clear academic goals, willingness to learn proactively about topics in international relations and international development, and communication skills, including language proficiency.

Learning Support Framework

Academic Support	– All third-year students are required to take the TOEIC IP test. In addition, English learning support programs (TOEFL/TOEIC preparation support) are provided to enhance students' English communication skills. – Foundational specialized courses such as Mathematical Sciences and Data Science for the Social Sciences are offered. In connection with the International Studies Seminar, students also study and review university-level mathematics and mechanics, thereby supporting the learning of science and engineering fundamentals for students across a wide range of fields, including the humanities. – A support system is in place for study abroad at partner universities under international agreements, with approximately 25 students studying overseas each year. – Within the International Studies Seminar, orientation sessions and mid-term presentations of graduation theses are held. Students are required to write an independent paper in their third year and a graduation thesis in their fourth year. The graduation thesis is evaluated under a system that publicly discloses the evaluation criteria and incorporates peer review, thereby ensuring the quality of students' research. – The Special Award for International Studies and the Outstanding Achievement Award in International Studies are presented to students with excellent academic performance or outstanding extracurricular achievements. This award system serves as an incentive to promote effective learning.

Opportunities for Peer Interaction	– Facilities such as student study rooms, resource rooms, satellite rooms, common rooms, and lounges have been established to provide a multicultural and collaborative learning environment where Japanese students and international students can interact. – Each year, a large number of short-term exchange students from partner universities abroad are accepted. Through the tutor system and course enrollment, active exchanges between Japanese students and international students are promoted. – Opportunities are provided for students with study-abroad experience to share their knowledge and experiences with those preparing to study abroad, thereby encouraging peer-to-peer support for studying overseas.
Opportunities for Student–Faculty Interaction	– A small-group seminar system is adopted. – Graduation research is mandatory, and during the third and fourth years students have ample opportunities for close interaction with faculty members. – A class-based system is implemented, with regular class meetings held to provide opportunities for active communication and exchange of opinions between faculty and students on coursework, curriculum, student life, and the overall learning environment. These meetings also serve to improve the quality of education and the academic environment. – In cooperation with the alumni association, support and career guidance are provided to current students. Regular opportunities are arranged for exchanging views with alumni, while social media and other platforms facilitate timely information sharing and communication between current students and graduates.



Approaches to Assuring and Enhancing Educational Quality

- Based on the assessment of competences acquired through graduation research, the Education Committee and related bodies evaluate student learning outcomes and implement reviews and improvements to educational activities.
- As part of our course evaluation process, we administer course evaluation questionnaires for all classes at the end of each semester.
- We establish targets for grade distribution and review the distribution annually to ensure and improve the quality of education.
- Each year, we conduct educational surveys for current students and graduating students, and we periodically carry out similar surveys for alumni. Through these surveys, we collect competence assessments and suggestions for improving the program from both current students and graduates, and use the results to ensure and continuously enhance the quality of education.

Diploma Policy

Those who have acquired the knowledge and skills (general competences) required under the educational objectives of the University of Tsukuba's Bachelor's Program, as well as the knowledge and skills (specialized competences) defined by this School for human resource development, will be awarded the degree of Bachelor of Arts in International Development.

Knowledge and Skills (Specialized Competences)	1. Understanding of international Studies (international development)	Based on fundamental knowledge of the social sciences, students understand broad concepts and diverse research methodologies related to international development, taking into account the latest global trends as well as historical, institutional, and cultural contexts.
	2. Analytical skills in international studies (international development)	Centered on international development studies, students deepen their expertise in one of the following fields: international politics and international law, economics, cultural and social development, or environment and information. With foundational ICT skills, they apply multifaceted methodologies, develop advanced mathematical and logical reasoning abilities, and analyze and critically evaluate issues related to international development using appropriate analytical approaches.
	3. Logical communication skills in international studies (international development)	Building on diverse value perspectives and advanced mathematical and logical thinking, students are able to articulate issues in international development logically by employing technical skills in analysis, expression, and presentation supported by ICT.
Guidelines for Assessing Learning Outcomes	The assessment of learning outcomes is conducted through the review of each student's graduation thesis by the primary and secondary advisors, in order to determine whether the knowledge and competences specified in the Degree Awarding Policy have been achieved. The evaluation covers the graduation thesis, the mid-term presentation of the thesis, and the student's overall engagement in the graduation research process.	

Evaluation of learning outcomes: BA in international relations			
Competence	**Contents**	**Subjects**	**Evaluation method**
Understanding International Studies (international development)	Understanding of broad knowledge and diverse research methods related to international development	Foundation subject for major (international studies II–IV, introductory micro-economics etc.), major subjects in international development, seminar on international studies, independent thesis, graduation thesis etc.	Courses are evaluated by achievement tests, reports, and assignments. The seminars on international studies are comprehensively evaluated based on presentations in the regular seminar and the midterm presentations of the graduation thesis. The independent thesis is evaluated by a single reviewer by the academic advisor. The graduation thesis is evaluated by two reviewers including the academic advisor.
Analytical ability of International Studies (international development)	Ability to analyze and critically evaluate issues concerning international development using appropriate methods	Foundation subject for major (international studies II–IV, introductory micro-economics etc.), major subjects in international development, seminar on international studies, independent thesis, graduation thesis etc.	Courses are evaluated by achievement tests, reports, and assignments. The seminars on international studies are comprehensively evaluated based on presentations in the regular seminar and the midterm presentations of the graduation thesis. The independent thesis is evaluated by a single reviewer by the academic advisor. The graduation thesis is evaluated by two reviewers including the academic advisor.
Logical expression skills of International Studies (international development)	Ability to logically express arguments on issues related to international development	Foundation subject for major (comparative politics, introduction to international law, EDS, ED etc.), major subjects in international development, seminar on international studies, independent thesis, graduation thesis etc.	Courses are evaluated by achievement tests, reports, and assignments. The seminars on international studies are comprehensively evaluated based on presentations in the regular seminar and the midterm presentations of the graduation thesis. The independent thesis is evaluated by a single reviewer by the academic advisor. The graduation thesis is evaluated by two reviewers including the academic advisor.

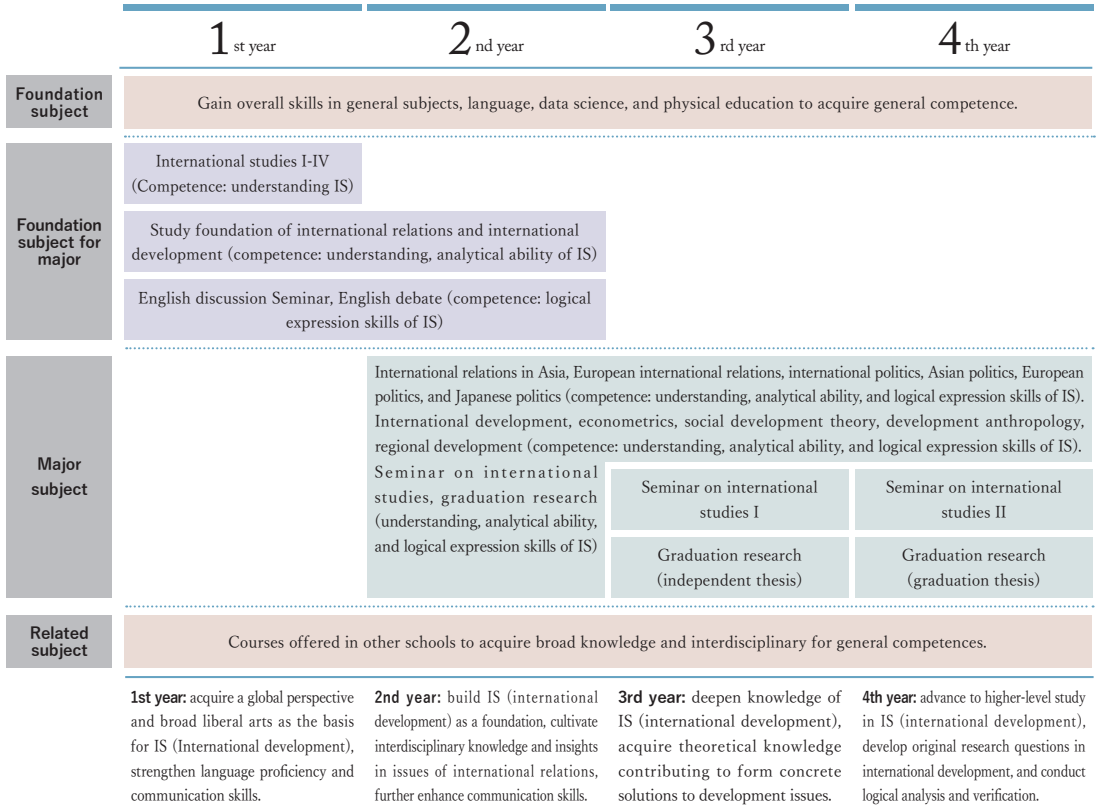
Curriculum Policy

As a program designed to cultivate the learning outcomes required for the Bachelor of Arts in International Development, the curriculum is organized and implemented according to the following policies.

Curriculum Design Framework	**General policy** Contemporary international development issues are complex and rapidly changing, and are deeply interconnected with economic and cultural factors. Their analysis therefore requires an interdisciplinary perspective. The International Development Major is grounded in various fields of the social sciences—including economics, political science, international law, and cultural anthropology—and approaches global development challenges from a more mathematical and scientific perspective. By incorporating diverse viewpoints on development and providing interdisciplinary education that cuts across multiple fields, the program aims to cultivate globally minded professionals equipped with practical knowledge and skills and the ability to solve development-related problems. The curriculum begins with foundational courses that overlap significantly with those of the major in international relations, and gradually advances toward more specialized upper-level courses and seminars unique to international development. Through this structure, students progressively deepen their understanding while acquiring the three competences of international studies (international development): understanding, analytical skills, and logical communication skills. **Policy on curriculum sequencing** **[First year: foundational learning]** Through the required introductory courses International Studies I–IV, students acquire fundamental knowledge of international development as well as broad education in economics, environmental studies, information science, engineering, and urban planning. They gain an overview of multiple fields—including international politics and law, economics, cultural and social development, and environment and information studies—thereby establishing the foundation for selecting their major and future specialization based on their interests and aptitude. Simultaneously, students strengthen their language proficiency, especially in English, and their communication skills. These experiences enhance their understanding of international studies (international development). **[Second Year: acquisition of interdisciplinary analytical skills in international development]** Building on international studies (international development), students learn analytical and evaluative methods for examining phenomena related to contemporary development through elective foundational courses. They also acquire knowledge and analytical approaches in interdisciplinary areas connecting environmental and information studies. These experiences foster interdisciplinary literacy and deepen insight into global issues. Furthermore, by positioning language learning as a tool for communication, students develop genuine international communication skills grounded in an appreciation of diverse values. In doing so, they cultivate both analytical skills and logical communication skills in international studies (international development). **[Third year: problem-solving and theoretical research in international development]** Students focus on specialized courses in the major in international development to deepen their expertise in international Studies (international development). They learn modeling techniques based on development studies and acquire theoretical insights that contribute to solving concrete development challenges. Through international exposure and intercultural understanding, students learn to accurately identify key issues in international development and develop a keen sense of problem awareness along with a balanced global perspective. This process further strengthens their analytical competence. **[Fourth year: policy research and practical application in international development]** Students further advance their specialization in international studies (international development) through upper-level courses and their graduation research. Participation in small-group seminars and the writing of a graduation thesis allow them to engage in original problem formulation and conduct logical, empirical analysis of issues in international development. This enhances both their analytical and logical communication skills and strengthens their capacity for governance, enabling them to propose persuasive policy recommendations applicable in the international arena.

Teaching and Learning Methods	– The curriculum is centered on the social sciences and information sciences, offering an integrated program that bridges the humanities and sciences. – The program shares its curriculum with the Tsukuba International and Social Studies (TISS) English program of the School of Social and International Studies, providing a multicultural learning environment in which Japanese students and international students study together. It fosters "internationalization in daily life." – To cultivate and strengthen English communication skills, courses such as English Discussion Seminar and English Debate are required. In addition, many specialized courses are offered in English, providing students with opportunities to deepen their academic expertise through English.

Competence and curriculum structure: BA in international development



Admission Policy

Desired Student Profile	Economic activities and environmental issues transcend national borders, and there is no single absolute answer. What is required are individuals who, free from conventional assumptions, can imagine the existence of diverse values, observe phenomena with an open mind, identify what the real problems are, and think logically about what should be done and how. They should also be able to explain their reasoning to others, gain broader understanding, and approach challenges with motivation and a spirit of initiative.

Student Evaluation and Selection	Individual Achievement Test First Round	we conduct a comprehensive evaluation of applicants' strong foundational academic ability and excellent language proficiency, along with their skills in one of the following areas: Japanese, geography and history, mathematics, or science.
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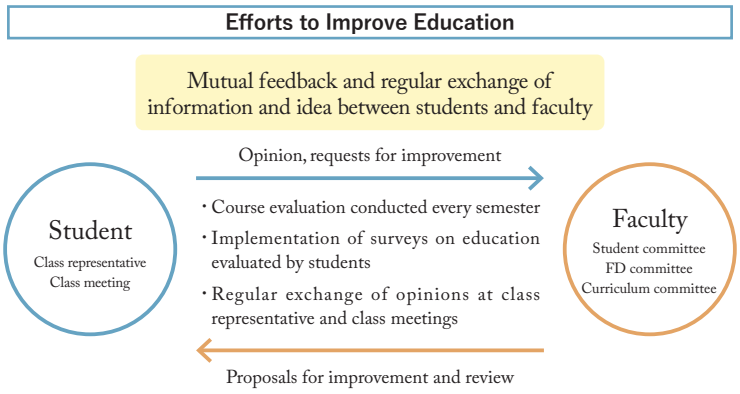
	Entrance Examination for IB Students	we evaluate applicants holistically based on their achievement of a certain level of performance in the IB examinations, as well as their knowledge, critical thinking skills, awareness of issues, clear academic goals, willingness to learn proactively about topics in international relations and international development, and communication skills, including language proficiency.

Learning Support Framework

Academic Support	– All third-year students are required to take the TOEIC IP test. In addition, English learning support programs (TOEFL/TOEIC preparation support) are provided to enhance students' English communication skills. – Foundational specialized courses such as Mathematical Sciences and Data Science for the Social Sciences are offered. In connection with the International Studies Seminar, students also study and review university-level mathematics and mechanics, thereby supporting the learning of science and engineering fundamentals for students across a wide range of fields, including the humanities. – A support system is in place for study abroad at partner universities under international agreements, with approximately 25 students studying overseas each year. – Within the International Studies Seminar, orientation sessions and mid-term presentations of graduation theses are held. Students are required to write an independent paper in their third year and a graduation thesis in their fourth year. The graduation thesis is evaluated under a system that publicly discloses the evaluation criteria and incorporates peer review, thereby ensuring the quality of students' research. – The Special Award for International Studies and the Outstanding Achievement Award in International Studies are presented to students with excellent academic performance or outstanding extracurricular achievements. This award system serves as an incentive to promote effective learning.

Opportunities for Peer Interaction	– Facilities such as student study rooms, resource rooms, satellite rooms, common rooms, and lounges have been established to provide a multicultural and collaborative learning environment where Japanese students and international students can interact. – Each year, a large number of short-term exchange students from partner universities abroad are accepted. Through the tutor system and course enrollment, active exchanges between Japanese students and international students are promoted. – Opportunities are provided for students with study-abroad experience to share their knowledge and experiences with those preparing to study abroad, thereby encouraging peer-to-peer support for studying overseas.
Opportunities for Student–Faculty Interaction	– A small-group seminar system is adopted. – Graduation research is mandatory, and during the third and fourth years students have ample opportunities for close interaction with faculty members. – A class-based system is implemented, with regular class meetings held to provide opportunities for active communication and exchange of opinions between faculty and students on coursework, curriculum, student life, and the overall learning environment. These meetings also serve to improve the quality of education and the academic environment. – In cooperation with the alumni association, support and career guidance are provided to current students. Regular opportunities are arranged for exchanging views with alumni, while social media and other platforms facilitate timely information sharing and communication between current students and graduates.



Approaches to Assuring and Enhancing Educational Quality

- Based on the assessment of competences acquired through graduation research, the Education Committee and related bodies evaluate student learning outcomes and implement reviews and improvements to educational activities.
- As part of our course evaluation process, we administer course evaluation questionnaires for all classes at the end of each semester.
- We establish targets for grade distribution and review the distribution annually to ensure and improve the quality of education.
- Each year, we conduct educational surveys for current students and graduating students, and we periodically carry out similar surveys for alumni. Through these surveys, we collect competence assessments and suggestions for improving the program from both current students and graduates, and use the results to ensure and continuously enhance the quality of education.

The Undergraduate Program of International Social Studies

Bachelor of Arts in International Social Sciences

Program Educational Objectives

Grounded in the interdisciplinary foundations of the social sciences—including sociology, political science, economics, and law—and supplemented by perspectives from information studies, the International Social Sciences Program aims to cultivate individuals capable of understanding, analyzing, and responding to the complex and rapidly evolving issues of global society. Students acquire a comprehensive body of knowledge and methodological skills supported by disciplinary expertise, enabling them to engage in flexible, creative, and socially responsive problem-solving in diverse international contexts.

Graduate Profile	The program seeks to educate next generation of globally minded individuals who possess both strong disciplinary competencies and a broad, integrative understanding of the social sciences. Students develop the capacity to examine social phenomena from international and cross-cultural perspectives, critically evaluate evidence, and apply theoretical knowledge to real-world issues. By providing interdisciplinary education and research training in the social sciences, the program aims to produce graduates capable of contributing to policy development, organizational leadership, international cooperation, and academic inquiry. Another purpose of the program is nurturing awareness to social and cultural diversity, to equip students with capabilities to understand globalized world through a multi-faceted view.
Career Paths after Graduation / Completion	Graduates of the International Social Sciences Program are expected to combine advanced specialist knowledge with generalist perspectives spanning the social sciences. They are able to articulate and analyze global and local social issues, propose evidence-based solutions, and communicate effectively in multilingual multicultural environments. Equipped with competencies essential for a globalized world, graduates are prepared to work in public agencies, international organizations, multinational corporations, non-profit organizations, research institutions, and educational settings. They are also capable of contributing to entrepreneurial ventures and new forms of social value creation. Graduates pursue careers in international and domestic institutions, NGOs, think tanks, and educational or research institutions. A portion of graduates continue to graduate school—either in Japan or abroad—to deepen their expertise in their chosen fields. Some graduates pursue careers in start-ups or innovation-oriented sectors where international social science knowledge is needed.

Diploma Policy

Bachelor of Arts in International Social Sciences is awarded to students who have been admitted to the program and who have acquired the knowledge, skills, and generic competences specified in the curriculum objectives stipulated for the University of Tsukuba's undergraduate degree programs and have reached the following achievement targets in their learning outcomes based on the educational purpose for the Undergraduate Program of International Social Studies.

Knowledge and Skills (Specialized Competences)	1. Understanding International Relations	In addition to its specialized fields, students will gain broad knowledge on international studies in general and various research methods.
	2. Multidisciplinary Knowledge	Students are provided with skills and knowledge through the perspectives from different fields of social sciences, mainly economics, political science, sociology, and law.
	3. Data analysis & application for social science research	Students are trained to mobilize, organize, analyze, and interpret data and information in social science research.
	4. Fundamentals of negotiation skills	Students are given opportunities to develop the skills to engage in mutually beneficial negotiation on issues of local and international importance and context.
	5. Policy-related fundamental skills	These courses are oriented towards practices of policy making, design and implementation.
	6. Cross-cultural awareness skills	These courses offer fundamental knowledge to raise students' awareness on different cultures and perspectives that will encourage a broader understanding of local and global cultural landscapes.
	7. Project analysis and completion skills	Students engage in research projects and seminars to identify, examine, and present key issues in social sciences. In the process, they create and present their graduation thesis to contribute to the production of socially relevant and meaningful knowledge.
	8. Host culture integrative skills	By living and studying in Japan, students obtain a unique opportunity to engage, understand and contextualize the Japanese culture and its contribution to global welfare and society.
	9. Interactive applied competence	Courses that provide opportunities for students to apply their skills and knowledge in practical contexts, allowing them to shape their capacity to solve and prevent problems in society.

Guidelines for Assessing Learning Outcomes	Learning outcomes are evaluated through examinations, quizzes, written assignments, and class discussions, which assess students' progression toward both generic and specialized competences in line with the University policy on accurate competences evaluation. Achievement of specialized competences is further evaluated through a graduation thesis, which integrates theoretical knowledge and empirical inquiry. During the research process, students receive guidance and feedback through seminars, mid-term presentations, and consultations with faculty. The quality and rigor of the final thesis serve as key indicators of attainment of the diploma policy.

Curriculum Policy

The curriculum is organized based on the following policies.

Curriculum Design Framework	**General policy** This program's general policy is to provide students with tools to understand international issues in the globalized world through a multidisciplinary perspective, encompassing areas such as economics, political science, sociology, and law. **Sequential course structure** The curriculum allows the student to obtain knowledge in a gradual and structured way, through general foundation subjects in a first stage, foundation subjects for major and major subjects later. Finally, students write the graduation thesis as a synthesis of their academic development. **Implementation policy** Through a broad perspective on global issues, the educational philosophy of the program aims to develop students' ability to think about these issues in a multidisciplinary way, both from a theoretical standpoint and in solving practical problems based on empirical data. To achieve this goal, educational resources include classes that promote the debate of ideas and a multidisciplinary curriculum centered on Economics, Sociology, Law, and Political Science. Students' participation in events such as the National Model United Nations in Washington, DC, and joint workshops involving high schools in Japan has fostered their ability to debate international issues and connect with the local community within the context of the country's internationalization. Through internships, students have played a highly dynamic role, taking part in programs in Japan and countries such as India, Mongolia, China, and Ethiopia, in institutions ranging from international organizations to private companies. Topics addressed include issues such as child welfare promotion, food security, financial management, marketing and green energy. All these activities aim to nurture students as global human resources who will undoubtedly contribute positively to solving current and future international challenges.

Teaching and Learning Methods	The program employs distinctive educational methods designed to foster critical thinking, empirical inquiry, and global engagement. Faculty develop materials that encourage students to question assumptions and analyze social phenomena from comparative and international perspectives. The curriculum emphasizes active learning—such as fieldwork, collaborative projects, and case studies,data analysis—and promotes interaction with practitioners through internship programs in institutions such as international organizations, NGOs, Japanese and global industries. The program encourages experiential learning through research projects, and community engagement in international or multicultural settings, which includes High School-University collaboration project and the participation of students in the National Model United Nations in Washington D.C. every year.

Admission Policy

Desired Student Profile	The program seeks applicants who possess strong foundational academic skills, intellectual curiosity about global social issues, and the capacity for logical reasoning and expression. Applicants are expected to demonstrate interest in analyzing social phenomena from international perspectives and to show readiness for academic learning conducted primarily in English.
Student Evaluation and Selection	Applicants are evaluated based on their academic preparation, logical thinking skills, communication abilities, and motivation for studying international social sciences. Selection methods include document review, standardized assessments and interviews. The program particularly values applicants who demonstrate clear academic goals, awareness of global issues, and the ability to learn autonomously.

Learning Support Framework

Academic Support	The program provides diverse forms of academic support to ensure effective learning, including academic advising, research guidance, language support, and opportunities for international engagement. Courses on research methods and empirical inquiry equip students with essential skills for completing their capstone projects.
Opportunities for Peer Interaction	The program promotes peer learning through seminars, study groups, student-led academic events, and shared learning spaces. Students organize activities such as reading groups and interdisciplinary discussions, which foster academic collaboration and intellectual community.
Opportunities for Student–Faculty Interaction	Faculty members offer office hours, advising sessions, and individualized feedback to support student research and academic development. Small classes and seminars facilitate close interaction between students and faculty. The program also organizes annual faculty–student events such as the “students, professors and staff liaison meetings” to encourage dialogue beyond coursework.

Approaches to Assuring and Enhancing Educational Quality

The program systematically reviews student achievement, learning outcomes, and curriculum effectiveness through faculty meetings and quality assurance processes. Feedback from course evaluations, students and faculty discussions is used to refine the curriculum, teaching methods, and learning environment. Faculty development discussions and regular curriculum reviews ensure the delivery of high-quality education aligned with program goals.

School of Human Sciences

College of Education

- Bachelor of Arts in Education

College of Psychology

- Bachelor of Arts in Psychology

College of Disability Sciences

- Bachelor of Arts in Disability Sciences
- Bachelor of Arts in Special Education
- Bachelor of Science in Social Work

Educational Objectives

The School of Human Sciences fosters personnel who have a broad range of interests and concerns about human beings and the human society and nature in which they live, who have an interdisciplinary and scientific attitude toward the analysis and understanding of phenomena related to human development and coexistence together with specialized knowledge and skills, and who, through dialogue and collaboration with diverse others, can independently and creatively explore and address various human problems and make proactive contributions to building better relationships between human beings and society.

College of Education

■ Bachelor of Arts in Education

Program Educational Objectives

We foster persons who make use of specialized knowledge and skills for education related to personality formation, school education development, educational planning and design, and regional and international education and contribute to various fields with research abilities.

Graduate Profile	We foster persons who have a broad interest in and a strong awareness of the cultural, educational and learning activities that have shaped human society, who have the desire to deepen their studies, who learn and think independently, who are capable of scientific, logical and practical problem solving, and who can contribute to schools, local authorities, civil society and international organizations in a variety of fields with research skills.
Career Paths after Graduation / Completion	About 60% of our graduates are active in business, teaching, and government, both in Japan and abroad. About 40% go on to graduate school.

Diploma Policy

The Bachelor of Education degree is conferred upon those who have acquired the knowledge and skills (general competences) based on the educational objectives of the undergraduate program at the University of Tsukuba, as well as the knowledge and skills (specialized competences) based on the educational objectives of this department.

Knowledge and Skills (Specialized Competences)	1. Understanding of Human Sciences	Possesses comprehensive knowledge and literacy about human beings as the foundation of education.
	2. Fundamental Systematic Knowledge of Education	Acquires broad academic knowledge about education and develops systematic perspectives and ways of thinking.
	3. Comprehensive Thinking Skills in Education	Gradually acquires knowledge, skills, and judgment related to education, developing comprehensive thinking abilities.
	4. Educational practical exercises	Students have acquired educational expertise competences at a level acceptable for professionals, such as teaching professions.
	5. Leading communication on education	Students have acquired basic research abilities that allow them to enter graduate schools in relation to education-related theories and practices.
Guidelines for Assessing Learning Outcomes	Graduation research is emphasized as the culmination of academic achievement. Through two graduation research guidance sessions, the graduation thesis, and the final presentation, students are evaluated on whether they have acquired the knowledge and skills (specialized competences) outlined in the degree conferral policy. – The graduation thesis is evaluated for achievement of learning outcomes through peer review by two faculty members assigned to the academic program. – At three public presentation sessions held for the entire department, faculty members in the relevant field evaluate the achievement of learning outcomes based on oral summaries and Q&A sessions. – These results are comprehensively assessed to determine the final evaluation of learning outcomes.	

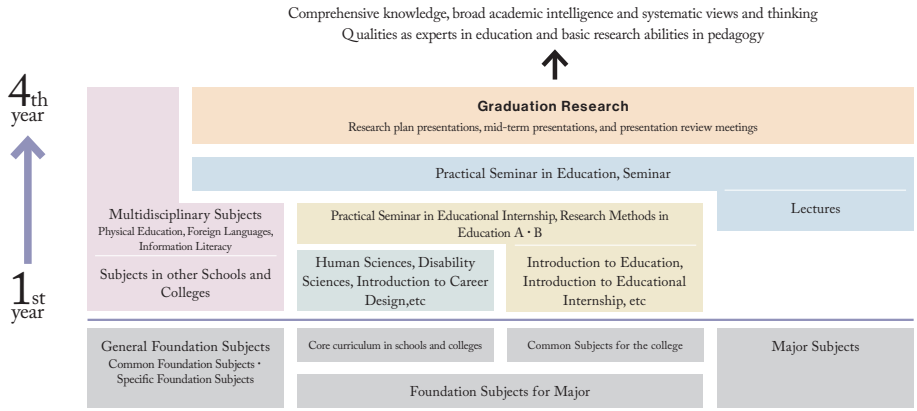
Curriculum Policy

We organize and implement curricula based on the following policies for programs that allow students to acquire learning outcomes related to Bachelor of Arts in Education.

Curriculum Design Framework	**General policy** Class subjects are classified into four series (Human Development Series, Educational Planning and Design Series, School Education Development Series, and Regional and International Education Series) corresponding to the comprehensive nature of pedagogy, and then broad pedagogical education covering all the representative fields of pedagogy is provided from the foundation, leading to the completion of graduation research. Each subject is organized systematically based on the curriculum policy. Students can take a variety of courses according to their future goals and interests, using these four series as a guide. Moreover, during the second year, students who desire to obtain licenses for elementary school teachers take the Elementary Education Course and students who do not take the Education Course. **Course sequence policy** – The first year: Students learn General Foundation Subjects (Common Foundation Subjects and Specific Foundation Subjects) and Common Foundation Subjects for the School of Human Sciences, and they also gain foundational knowledge in psychology and disability sciences. While we foster extensive interest in human beings, societ y, and nature, we de velop comprehensive intelligence and cultured knowledge related to human beings as a foundation for education. – The second year: Students learn Research Methods in Education, allowing them to improve their research abilities. Moreover, students extend the width of their specialty by taking general introductory lectures in systematic subjects and study in the Introduction to Educational Internship and the Practical Seminar in Educational Internship. – The third year: Students take seminars and conduct inquiries established by the system, gain complete systematic characteristics for specialized knowledge, and take the Practical Seminar in Education for preparation of the Graduation Research. In this way, students foster wide- ranging academic knowledge for education and systematic perspectives and ways of thinking. – The fourth year: Students make presentations in two Graduation Research guidance sessions (i.e., presentation of thesis plans and mid-term presentation) held in May and October, in principle. In light of such guidance, students organize learning outcomes for four years as a Graduation Thesis. **Implementation policy** We offer two courses and four systems and deepen individuals' interest in specialized research. At the same time, students are able to engage in comprehensive study in education from various standpoints. Moreover, subjects necessary for licenses for elementary school teachers, junior high school (social studies) teachers, and high school (geography, history, and civics) teachers as well as qualifications for social education supervisors have been prepared.

Teaching and Learning Methods	– By inviting school teachers and specialists from social education facilities, as well as visiting educational settings, students acquire “pedagogical practical skills” and “comprehensive thinking skills in education,” while also fostering collaboration and cooperation with educational institutions. – Multiple courses offer learning opportunities in overseas educational settings, further enhancing “fundamental systematic knowledge in education” and “pioneering communication skills in education.” – To ensure regular thesis guidance and rigorous evaluation, two thesis guidance sessions and a thesis presentation conference are held throughout the year with all faculty members participating to assess learning outcomes. – Every March, undergraduate students, faculty, and graduate students gather together to participate in the “Pestalozzi Festival.” This event serves as an opportunity to acquire “Understanding of Human Sciences” and “Leading Communication Skills in Education,” while also fostering human connections between various students and faculty members involved in education. – To sustain educational activities promoting students' acquisition of “professional competence,” we broadly share information among faculty regarding student academic and life guidance. We also enhance the activities of the Faculty Development (FD) Committee to ensure continuous improvement.

Course taking model in College of Education



Admission Policy

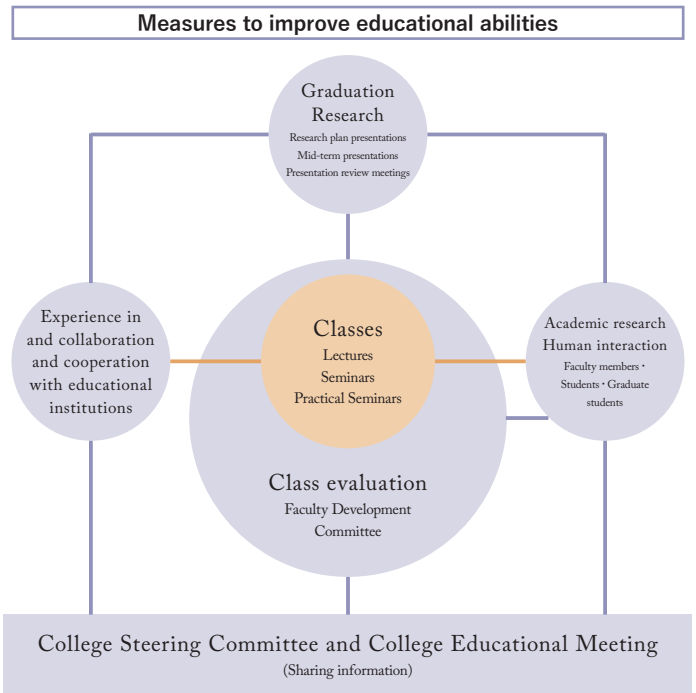
Desired Student Profile	We seek persons with an extensive interest in and awareness of problems concerning culture, education, and learning activities shaped by human society, while having a desire to academically deepen their understanding. Such persons are also motivated by cultivating scientific, logical, and practical abilities for problem- solving through learning and thinking voluntarily.	
Student Evaluation and Selection	Individual Achievement Test First Round	Comprehensive evaluation of broad foundational academic skills and foreign language proficiency, plus proficiency in one of the following: Japanese, Mathematics, Geography/History, Civics, or Science.
	Individual Achievement Test Second Round	We evaluate broad foundational academic abilities. Additionally, in essay responses, we assess responsiveness, logical reasoning, and other aspects.
	Entrance Examination by School Recommendation	We evaluate whether applicants possess a certain level of academic ability, have a clear sense of purpose and motivation for studying education, and are adaptable to the education offered in the Department of Education. Alternatively, it assesses whether applicants possess a clear awareness of issues in education and have outstanding activity records related to those issues.
	Entrance Examination for IB Students	Applicants are evaluated based on achieving a certain level of performance in the International Baccalaureate examinations, possessing a clear sense of purpose regarding studies in the Department of Education, and demonstrating an aspiration for activities in the field of education based on an international perspective.
	Entrance Examination for Foreign School Students	Type 1) We comprehensively evaluate applicants who possess a strong interest in and critical awareness of educational phenomena, along with the comprehension, critical thinking, and Japanese language skills necessary to adapt to post-admission coursework. Type 2) We comprehensively evaluate applicants who possess a strong interest in and critical awareness of educational phenomena from a global perspective informed by their overseas living experience, along with the comprehension, critical thinking, and Japanese language skills necessary to adapt to post-admission coursework.

Learning Support Framework

Academic Support	– Learning Progress Review and Support: Students submit an “Achievement Self-Assessment and Comments” form once a year, detailing their self-evaluation of competence attainment and comments regarding future course plans. Based on this, the homeroom teacher reviews the student's enrolled courses, credit acquisition status, and competence attainment levels to confirm that learning is progressing appropriately toward advancement or graduation. Class advisors then provide individualized advice and guidance on course planning to help students deepen their learning effectively according to their interests and goals. – Confirmation and Support of Living Conditions: In addition to academic matters, we address difficulties and concerns in students' personal lives, establishing a support system to enable them to continue their studies with peace of mind. Class advisors and student support departments collaborate to provide appropriate support as needed.
Opportunities for Peer Interaction	– In “Educational Research Methods A & B,” students advance their studies in groups under faculty guidance. This course serves as a vital opportunity to learn educational research methodologies through reading materials and analyzing data, while also deepening peer interaction through presentations and discussions. – In “Educational Internship Practice,” students are divided into groups and visit schools or social education facilities. They not only participate in activities there but also deepen interactions among participating students. – As a department, we participate in the Dormitory Festival every year. Activities like mikoshi making and merchandise sales provide opportunities for students to deepen their interactions.
Opportunities for Student–Faculty Interaction	– Two teachers are assigned as homeroom teachers for every 35 students. Each homeroom teacher provides individual counseling, ongoing guidance and support to each student, giving consideration to each student's situation. – In the “Seminar for Practical Pedagogy,” which is offered in the third year of the program, students conduct seminars (research activities) under the supervision of their advisors in preparation for writing their graduation theses. In some seminars, not only faculty members but also graduate students discuss their research ideas with each other and advance their research through discussions. Through this process, students deepen their learning and are exposed to different perspectives and ideas, providing valuable opportunities for exchange. Through such cooperative learning, students develop the ability to work independently on their own research and an attitude toward pedagogical inquiry activities.

Approaches to Assuring and Enhancing Educational Quality

- The Curriculum Committee and Faculty Development Committee verify the status and validity of academic performance evaluations. This information is shared with all faculty members to implement measures for quality assurance and improvement in education.
- Twice-yearly lunchtime meetings within the academic clusters and departmental class liaison meetings provide opportunities for students and faculty to discuss classes and daily life. After sharing these insights with all faculty members, we work to improve the educational programs, events, and other aspects of education within the academic divisions.
- Following the "Introduction to Career Design" course, faculty members gather feedback from graduates on how the knowledge they acquired during their studies is being applied in their current professional lives. Additionally, we regularly conduct surveys asking graduates to reflect on their learning experiences during their time in the academic divisions. We share these insights with all faculty members, aiming to use them for the improvement and development of the educational curriculum.
- The Pestalozzi Festival, the alumni association for the Faculty of Education, provides opportunities to hear from graduates about their experiences in society. This generates valuable feedback that informs the review of curricula, educational content, and teaching methods.



College of Psychology

■ Bachelor of Arts in Psychology

Program Educational Objectives

Based on a broad interest in human psychology and behavior, we foster human resources who:

(i) cultivate scientific and empirical attitudes, knowledge, and skills to analyze and understand psychological phenomena;

(ii) apply these competencies to creatively and proactively address real-world challenges, both independently and in collaboration with others; and

(iii) develop internationally relevant intellect, humanity, flexibility, and resilience.

Graduate Profile	The human resources described in our "Educational Objectives" cultivate an attitude of analyzing and understanding the human mind and behavior through scientific and empirical approaches, grounded in broad intellectual curiosity. They are prepared to engage with diverse and complex issues of human behavior arising in fields such as healthcare and welfare, education, law and correction, industry and labor, and international or multicultural contexts. With psychological expertise and empirical methods, they are capable of contributing to: (i) psychological support and care for individuals and groups; (ii) evidence-based interventions and the design and implementation of programs; (iii) multifaceted analysis of social issues and proposals for solutions; and (iv) creative problem-solving and value creation in collaboration with others.
Career Paths after Graduation / Completion	Overall, graduates are expected to apply their scientific understanding of human behavior, along with problem-solving, collaboration, and communication skills, to contribute meaningfully across diverse professional domains. **Fields Utilizing Psychological Expertise** – Advanced study leading to professional qualifications such as Certified Psychologist or Clinical Psychologist – Psychological support roles in medical institutions, educational settings, welfare facilities, and local governments – Judicial and correctional fields (e.g., family court probation officers, correctional and rehabilitation institutions) – Industrial and organizational psychology roles, including human resources, labor management, workplace support, and mental health promotion **Data Analysis, Research, and Social Survey Fields** – Marketing research, user research, and behavioral data analysis in private companies – UX research, consumer behavior studies, and product development utilizing psychological knowledge – Research and analytical positions in think tanks, research institutes, or governmental organizations – Graduate study leading to careers as researchers in psychology, cognitive science, behavioral science, and related fields **Education and Human Resource Development** – Educational careers that draw on psychological expertise – Teaching positions at universities or professional schools (typically requiring graduate study) – Corporate training, human resource development, and career support roles **Communication, Planning, and Creative Industries** – Public relations, advertising, media, and design fields where human understanding is essential – Roles in NGOs, NPOs, or international organizations addressing social issues – Community development and civic engagement activities

Diploma Policy

In accordance with the educational objectives of the Program in Psychology, College of Human Sciences, the degree of Bachelor of Psychology is conferred upon students who have acquired the following knowledge and skills (specialized competences):

Knowledge and Skills (Specialized Competences)	1. Psychology C1	Ability to appropriately collect data and conduct scientific analyses by applying specialized knowledge of psychology and its methodologies.
	2. Psychology C2	Ability to collaborate with others to solve problems, grounded in self-understanding and understanding of others.
	3. Psychology C3	Practical orientation toward empirically exploring diverse human and social phenomena and addressing issues as they arise.
	4. Psychology C4	Communication skills to build mutually beneficial relationships, grounded in a psychological understanding of diversity and multicultural coexistence in international society.
Guidelines for Assessing Learning Outcomes	As the culmination of learning achievements, particular emphasis is placed on the graduation research. Learning outcomes, as stipulated in the degree awarding policy, are assessed through the following processes: – The graduation thesis is evaluated by three faculty reviewers in the Program, who assess the extent to which the student has attained the expected outcomes. – In three public presentation sessions organized by academic fields, faculty members evaluate students' attainment of learning outcomes based on oral summaries and subsequent questions and answers. – A comprehensive judgment is then made based on these evaluations, leading to the final assessment of learning outcomes.	

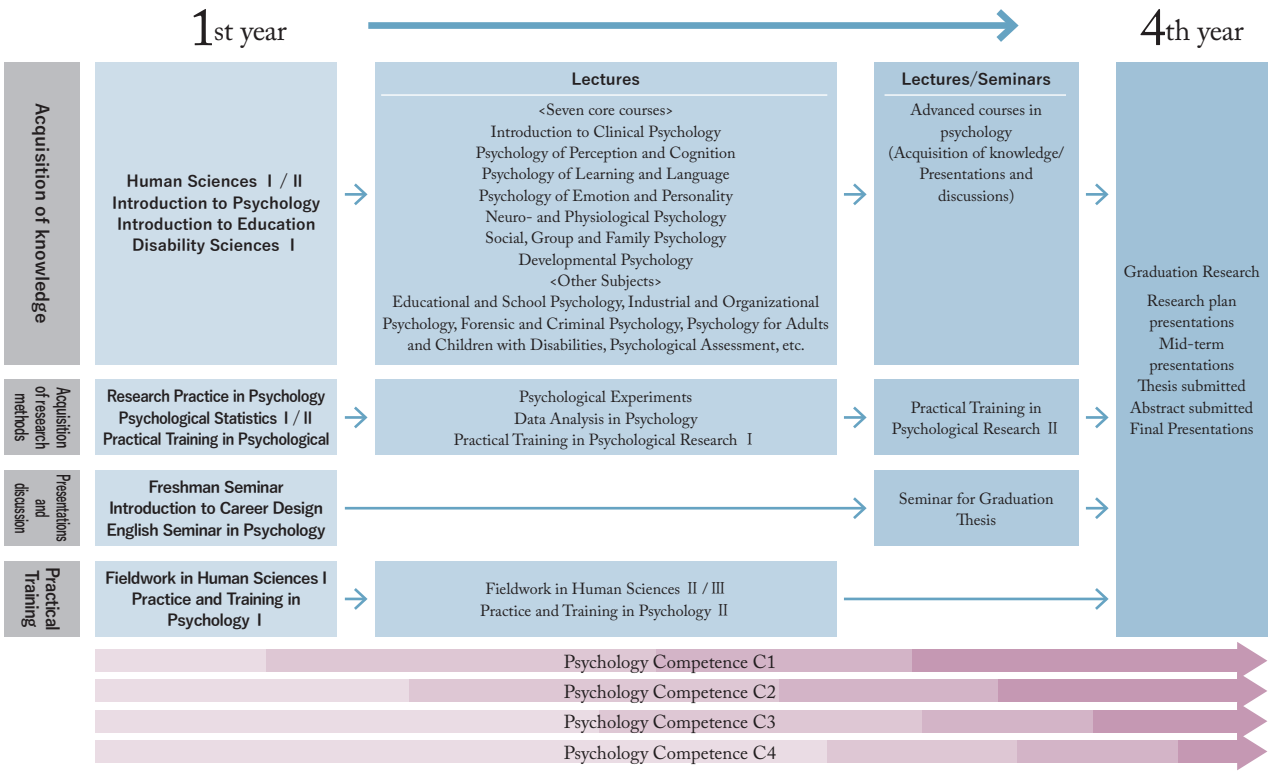
Curriculum Policy

In order to cultivate the learning outcomes required for the Bachelor of Psychology, the curriculum is organized based on the following policies.

Curriculum Design Framework	**General Policy** Courses are classified into four categories: acquisition of knowledge in psychology, mastery of research methods, presentation and discussion, and practical training. Based on this structure, students receive a broad psychology education covering all major fields of psychology, beginning with the fundamentals and reaching in the completion of a graduation thesis. Each course is systematically organized in accordance with the curriculum policy. **Policy on Sequence** Psychology education is provided in a stepwise manner, beginning with basic fields and advancing to applied and practical fields. The arrows in the figure represent the assumed degree of competence acquisition, with darker colors suggesting a deeper level of acquisition. – First Year: Students take courses designed to cultivat e General Knowledge and Skills and specialized courses offered in other programs to foster Specialized Knowledge and Skills, thereby promoting the development of Creative Wisdom. Through Introduction to Psychology and Psychological Research Methods, students acquire fundamental knowledge of psychology, and through Psychological Statistics I & II and related practicums, they master basic techniques of psychological analysis. These experiences foster Psychology Competences C1 and C2. – Second Year: Students study a wide range of core specialized courses to deepen their expertise in psychology. In Psychological Experiments, they acquire fundamental research techniques. In English Seminar in Psychology, they gain knowledge of research methods in psychology, practice reading academic papers in English, and learn the basic rules of writing psychology papers. In Introduction to Clinical Psychology, students develop the ability to use psychological knowledge and skills in support activities, as well as to provide knowledge and information about mental health to others. These experiences cultivate Psychology Competences C2 and C3. – Third Year: Students acquire advanced specialized knowledge of psychology mainly through lectures and seminars. In Practical Training in Psychological Research I, they conduct experiments and surveys based on a solid understanding of prior research, thereby developing skills in data collection, scientific analysis, and scholarly discussion. At the end of the third year, students take the Seminar for Graduation Thesis to begin full preparation for their graduation thesis. These experiences nurture Psychology Competences C3 and C4. – Fourth Year: Through Graduation Thesis, students cultivate logical thinking, insight, and creativity. In particular, the process of writing the graduation thesis develops their ability to logically construct their own research and to explore issues in depth. Presentations and Q&A sessions at the final presentation further enhance their responsiveness, deepen their discussion skills, and foster effective communication abilities. Through the process of completing graduation research, students aim to comprehensively acquire all the specialized competences (C1–C4).

Teaching and Learning Methods	– Through Practical Training in Psychological Research I & II, students work together with faculty members and graduate students in group projects that involve carrying out actual psychological research. This provides opportunities to develop Psychology Competence C1. – In the introductory specialized course Introduction to Psychology, in order to strengthen Psychology Competence C2, classes are conducted using the latest edition of a globally recognized, standard English-language textbook, with attention to international standards in psychology education. – Through Practice and Training in Psychology I, students participate in real psychological experiments and other activities, allowing them to experience the role of research participants. In addition to lectures, they engage in a variety of activities that enhance practical and applied skills, reinforce knowledge, and provide opportunities for meaningful application, thereby contributing to the development of Psychology Competence C3. – Toward the culmination of their studies in the graduation research project, students begin preparation from the latter half of the third year through the Seminar for Graduation Thesis. With a system of close supervision in which each faculty member advises approximately two students, students receive detailed and individualized guidance. Through this process, they aim for the final mastery of all Psychology Competences, from C1 to C4.

Competences and Stucture of Curriculums



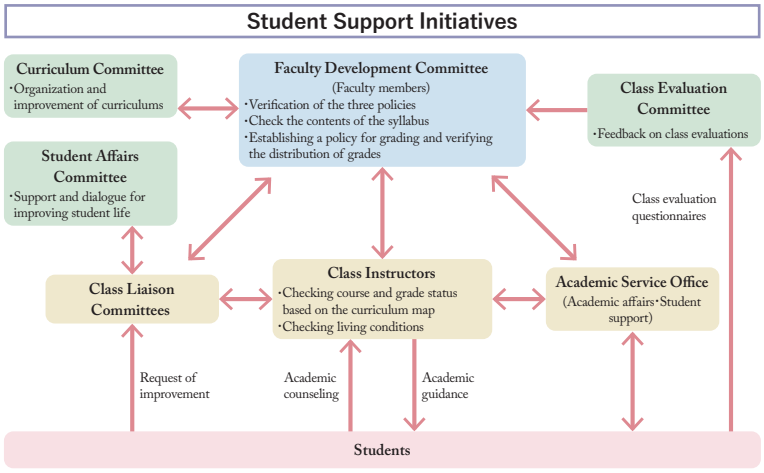
Admission Policy

Desired Student Profile	Students are desired who are motived by cultivating with voluntary learning, thinking, scientific, logical, and practical abilities for the solution of issues with high interest in human psychology and behaviors and who possess a spirit of inquiry for profoundly understanding human beings.	
Student Evaluation and Selection	Individual Achievement Test First Round	Comprehensive evaluation of fundamental academic ability through written tests in designated subjects and foreign languages.
	Individual Achievement Test Second Round	Assessment of basic academic ability, responsiveness, and logical reasoning.
	Entrance Examination by School Recommendation	Evaluation of academic ability, motivation for studying psychology, adaptability, and records of independent research or related activities.
	Entrance Examination for IB Students	For applicants with strong IB results, clear academic goals in psychology, and an international outlook.
	Entrance Examination for Foreign School Students	For applicants with global perspectives, sufficient Japanese proficiency, and the ability to adapt to the program.

Learning Support Framework

Academic Support

- Confirmation and Support for Academic Progress:
  Class advisors monitor students' course registrations and credit acquisition to ensure that their studies are progressing appropriately toward advancement and graduation. In addition, they provide individualized advice and guidance on course planning so that students can effectively deepen their studies in accordance with their own interests and goals.
- Confirmation and Support for Daily Life:
  Beyond academic matters, support is also provided for students' personal concerns and difficulties, ensuring that they can continue their studies with peace of mind. Class advisors and student support offices work in cooperation to provide appropriate assistance as needed.



Opportunities for Peer Interaction	– In Psychological Experiments, students work in groups of about ten to conduct experiments, learning research methodologies through data collection and analysis. At the same time, discussions and role-sharing provide valuable opportunities to strengthen peer interaction and collaboration. – In Psychology Practicum II, groups of two to three students interview alumni active in society, gaining insights into career development and broadening their understanding of essential learning during university. Alumni share how their academic experiences inform their current work, and these exchanges also contribute to improving the curriculum and educational content.
Opportunities for Student–Faculty Interaction	– Each cohort of 50 students is divided into two classes, with the same faculty member serving as advisor for four years, providing ongoing guidance and individualized support. – In Psychological Research Practicum I & II (third year), students work in very small groups with direct supervision from faculty and graduate students, learning how to plan and conduct research. Through idea-sharing and discussion, they not only deepen their learning but also gain valuable exposure to different perspectives, fostering initiative and a spirit of psychological inquiry.

Approaches to Assuring and Enhancing Educational Quality

– The Course Evaluation Committee provides feedback based on course surveys, and the Faculty Development Committee (all faculty members) reviews grading practices and formulates evaluation policies. These processes promote continuous review and improvement of courses and educational policies, ensuring and enhancing educational quality.
– In Psychology Practicum II, students interview alumni (within 10 years of graduation), receive feedback, and learn how their predecessors apply psychology in professional settings. These insights are utilized to refine and develop the curriculum.
– Through the alumni association Shinyu-kai, which dates back to the first cohort of Tokyo University of Literature and Science in 1929, annual opportunities are provided to gather alumni perspectives, offering valuable feedback for improving educational content and curricula.

College of Disability Sciences

- Bachelor of Arts in Disability Sciences
- Bachelor of Arts in Special Education
- Bachelor of Science in Social Work

Program Educational Objectives

We help students acquire comprehensive fundamental knowledge about support methods for sensory, physical, cognitive, and language impairments in addition to health, age, and developmental disabilities. These knowledge and skills are obtained through studies about health, age, development, and social and cultural challenges pertaining to disabilities in fields such as education, psychology, social welfare, and medicine. In addition, we will train human resources with the ability to contribute to the creation of a symbiotic society and to actively communicate internationally in a leading manner.

Graduate Profile	We aim to cultivate human resources who have interest and awareness of issues related to disabilities and various phenomena surrounding disabilities, who possess a spirit of inquiry to deeply understand humanity, and who learn independently, think critically, and have scientific, logical, and practical problem-solving abilities. – Personnel with foundational research skills related to disabilities and society – Personnel with skills to support people with disabilities – Personnel who can disseminate educational and research outcomes both domestically and internationally – Personnel who can contribute to humanity and society
Career Paths after Graduation / Completion	Wide-ranging activities are expected domestically and internationally in companies (industries such as services, finance and insurance, information and communications, distribution, transportation), organizations (welfare sectors like centers for the vocational rehabilitation of people with disabilities), teachers (elementary, junior high, high schools, and special needs education schools across the country), and public servants (government offices including central ministries, affiliated agencies, and local governments). More than 40% of the students are expected to advance to graduate schools offering the “Disability Science Degree Program,” which is a higher education program within the field of disability studies.

Diploma Policy

Bachelor of Arts in Disability Sciences degree is conferred upon those who have acquired the knowledge and skills (general competences) based on the educational objectives of the undergraduate program at the University of Tsukuba, as well as the knowledge and skills (specialized competences) based on the educational objectives of this department.

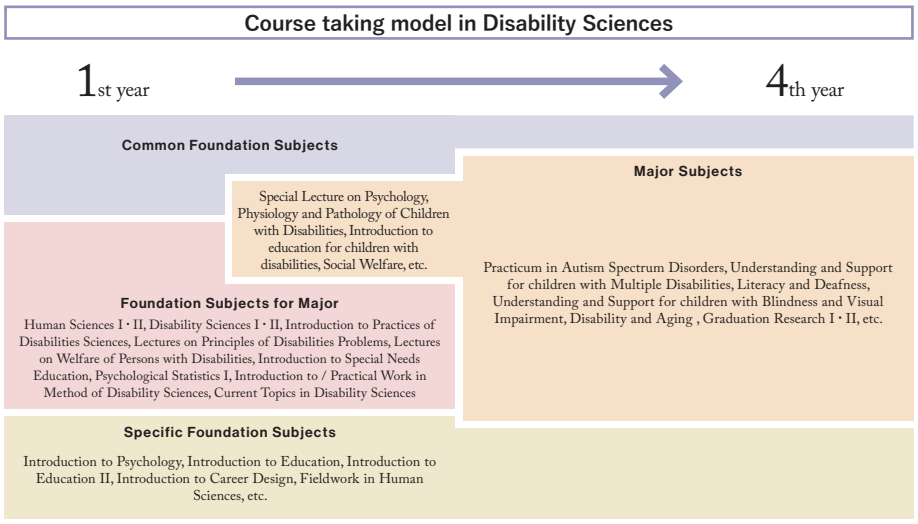
Knowledge and Skills (Specialized Competences)	1. Disability Science Competence 1	The ability to understand the foundational knowledge of special needs education, considering the interdisciplinary nature of fields related to humans such as education, psychology, and disability studies.
	2. Disability Science Competence 2	The ability to understand various disability-related fields, such as the physiological pathology specific to each disability area, the psychology of children and persons with disabilities, and education, and to systematically organize and structure that knowledge.
	3. Disability Science Competence 3	The ability to think analytically based on various research methods related to special needs education, such as clinical research, experiments, surveys, and literature studies, as well as scientific evaluation methods of data obtained through each method and assessment methods.
	4. Disability Science Competence 4	Acquire practical skills to understand various support techniques and teaching methods in special support education, identify the needs of individuals with disabilities who have diverse requirements, and collaborate with experts, practitioners, parents, and others.
	5. Disability Science Competence 5	Recognize the current status and challenges of knowledge and techniques related to special support education, and develop presentation and language skills (Japanese and foreign languages) to communicate knowledge and techniques in disability science to various regions in Japan and worldwide.
Guidelines for Assessing Learning Outcomes	The graduation research is emphasized as the culmination of four years of study, and the learning outcomes based on the degree awarding policy are evaluated through the proposal presentation, interim presentation, graduation thesis, and final presentation. – The graduation thesis is evaluated through peer review by two faculty members in the Department of Disability Science other than the supervising teacher, and reflects the achievement status of the learning outcomes. – At the three public presentation sessions, the achievement status of the learning outcomes is evaluated by multiple faculty members based on oral summaries and Q&A sessions. – These results are comprehensively reviewed to conduct the final evaluation of learning outcomes.	

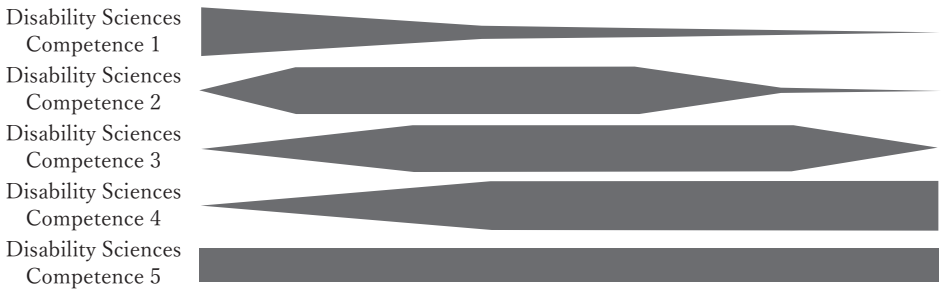
Curriculum Policy

As a program to acquire the learning outcomes related to the Bachelor's degree (Disability Science), the curriculum will be organized and implemented based on the following policy.

Curriculum Design Framework	**General policy** We have established a Disability Sciences Learning Model that allows students to acquire extensive knowledge on disabilities and disabled persons. Models are there to guide students in planning for learning and this model is considered as a basic learning model. Students gain an understanding of the overall philosophy and concepts underpinning Disability Sciences in relation to all fields for special needs education including disability psychology and physiology, disability social welfare, etc. Through this, they acquire basic knowledge about visual and hearing impairments, speech-language disorders, physical disabilities, health impairments, and disability related to aging, the psychology of intellectual and developmental disabilities, and behavior disabilities.Furthermore, as part of learning research methods to pioneer this field anew, students aim to acquire the fundamentals of various techniques used in clinical research, experiments and surveys, literature studies, and strive to complete their graduation research. **Course Sequence Policy** – First Year... Boosting Motivation and Establishing Foundational Learning Through “Disability Science I & II,” students learn the fundamental principles of disability science. In “Introduction to Disability Science Practice,” they observe and participate in practical settings, boosting their motivation to explore disability science. Additionally, students gain an overall understanding of disability science by learning about specialized fields through “Theory of Disability Causes,” “Welfare for Persons with Disabilities,” and “Foundational Theory of Special Education.” This cultivates Disability Science C1. – Years 1–2: Cultivating Foundational Skills and Considering Career Paths Students learn the fundamentals of each specialty through courses like “Psychology, Physiology, and Pathology of Children with Disabilities by Type,” “General Theory of Education for Children with Disabilities,” and “Fundamentals of Social Welfare.” They also learn the basics of research methods through “Psychological Statistics I” and “Introduction to Disability Science Research Methods and Practicum.” Through courses like “Career Design Introduction” and “Human Fieldwork,” students consider their learning direction and post-graduation paths. This cultivates Disability Science C2 and C3 competences. – Years 3–4: Acquiring Research and Practical Skills in Disability Science Students acquire specialized knowledge and skills in disability science, preparing for graduate school. In “Graduation Research I & II,” they learn research methodologies, plan and conduct research related to disability science, compile their graduation research, and also engage in learning for graduate school advancement. Throughout the process of completing the graduation research, students aim to comprehensively acquire all specialized competences (Disability Science C1–C5). **Implementation Policy** Based on the Disability Science Course Model, students broadly study disability science by earning the credits required for graduation as specified in the course regulations. Courses, including those involving seminars and practical training, adopt participatory formats to foster independent learning. They also involve active participation from practicing professionals such as teachers at affiliated special support schools and welfare facilities, as well as graduate students, enabling students to acquire cutting-edge and practical knowledge and skills. Aiming for internationalization, the course “Current Topics in Disability Sciences” is offered in English.

Teaching and Learning Methods	– In “Introduction to Disability Science Practice,” through visits and class observations at special support schools, we deepen “understanding from the perspective of human sciences” about children with disabilities and the actual support they receive. – In “Fundamental Theories of Education for Persons with Disabilities I and II,” students acquire “basic knowledge of disability science” through learning the fundamental aspects related to the education of children with disabilities. – In “Introduction to Disability Science Research Methods” and “Practical Exercises in Disability Science Research Methods,” through lectures, experiments, and practical training related to disability science research, we aim to systematically acquire the foundational knowledge and skills necessary for “analytical thinking skills in disability science. – “The “Disability Science Seminar” aims to develop practical skills in disability science by using relatively easy texts and incorporating exercises to study disability in relation to humans and society. – In “Current Topics in Disability Sciences,” students enhance their presentation and language skills through discussions and develop “leading communication skills in disability science.” – In courses such as “Support Techniques for Students with Disabilities,” you learn methods of supporting students with disabilities and acquire various support techniques, teaching methods, and leadership skills necessary for collaboration with experts, practitioners, parents, and others by participating in activities to support students with disabilities at the university.



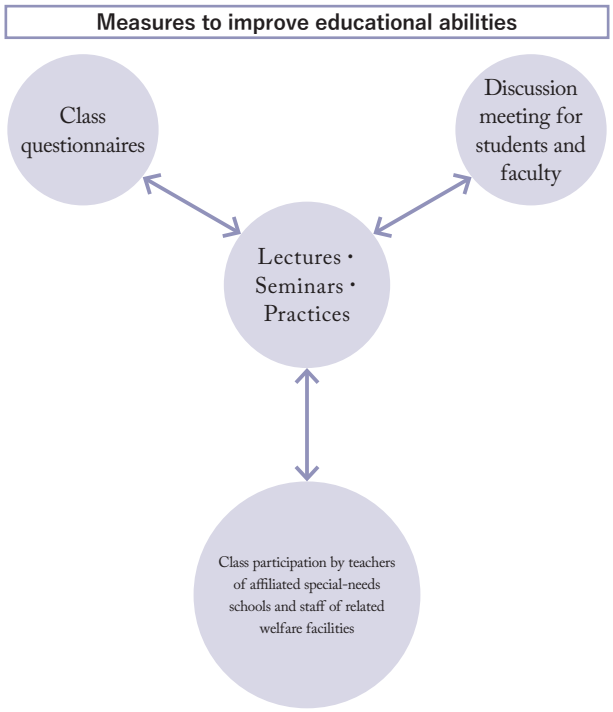


Admission Policy

Desired Student Profile	We seek students who are interested in learning about disabilities and other phenomena, and cultivating voluntary learning and thinking, and scientific, logical, and practical abilities for problem solving. They should also have an awareness of issues related to disabilities of the human mind and behavior, and must possess a spirit of inquiry leading to a profound understanding of human beings.	
Student Evaluation and Selection	Individual Achievement Test First Round	Applicants are comprehensively evaluated on broad fundamental academic ability and foreign language proficiency, in addition to academic achievement in one of the following subjects: Japanese, mathematics, geography and history, civics, or science.
	Individual Achievement Test Second Round	Applicants are evaluated on their broad fundamental academic ability. In addition, written examinations assess skills such as responsiveness, logical reasoning, and clarity of expression.
	Entrance Examination by School Recommendation	Applicants are evaluated on whether they possess academic ability at a certain level (within the top 10% of their high school cohort) or academic ability equivalent to or exceeding the level required to pass the University of Tsukuba's general entrance examinations. In addition, applicants are assessed on whether they have a clear sense of purpose regarding disability science, strong motivation for learning, and suitability for the educational program of the Department of Disability Sciences. Alternatively, applicants may be evaluated based on having a clear awareness of issues related to disability science and outstanding achievements in independent research, extracurricular activities, or social activities related to this field. Furthermore, applicants are assessed on whether they possess international competence, including foreign language proficiency and problem-solving ability, and whether they have sufficient potential to be active internationally in the field of disability science in the future.
	Entrance Examination for IB Students	This admission selects applicants who have a clear awareness of issues and strong motivation to study disability science, and who aspire to engage in activities in the field of disability science from an international perspective.
	Entrance Examination for Foreign School Students	Type 1) Applicants are selected based on having interest in and a clear awareness of issues related to disability and various phenomena surrounding disability, as well as the comprehension skills, thinking ability, and Japanese language proficiency necessary to adapt to coursework after enrollment. Type 2) Applicants are selected based on having interest in and a clear awareness of issues related to disability and various phenomena surrounding disability from a global perspective informed by overseas living experience, as well as the comprehension skills, thinking ability, and Japanese language proficiency necessary to adapt to coursework after enrollment.

Learning Support Framework

Academic Support	– The homeroom teacher understands the student's enrolled courses and credit acquisition status, and checks whether the student's studies are progressing appropriately towards graduation. Based on that, they provide individual advice and guidance on curriculum planning and time management to help students deepen their learning effectively according to their interests and goals. – Checking and support for living conditions: In addition to academic matters, they also address troubles and concerns related to daily life and have established a support system so that students can continue their studies with peace of mind.The homeroom teacher and the student support department collaborate to provide appropriate support as needed. – In classes, writing support and presentation guidance are provided.
Opportunities for Peer Interaction	– In class, when learning the basics of research methods in groups, discussions among students are held to deepen their understanding. By encountering each other's ways of thinking through these discussions, a sense of camaraderie and cooperation is fostered. – The “Disability Science Domain New Student Welcome Party,” mainly targeted at third-year students, provides an opportunity for students in the Disability Science Department, graduate students in the Disability Science Degree Program, and faculty members in the Disability Science Domain to socialize and offer a chance for students to interact in preparation for future research activities.
Opportunities for Student–Faculty Interaction	– The first-year student enrollment of 35 is divided into two classes, and the same teacher serves as the homeroom teacher for all four years. The homeroom teacher provides individual consultations while considering each student's situation and offers continuous guidance and support. – In classes, explanations and guidance are provided on how to proceed with and conduct research during individual and group activities. – Students visit the laboratories or research groups of faculty members they wish to have as supervisors for their graduation research, learn about the faculty members' research topics through individual guidance, and deepen their understanding of the fields they are interested in. – Opportunities are provided so that students can consult with faculty members at any time, even outside of office hours.



Approaches to Assuring and Enhancing Educational Quality

- We will calculate the average score evaluated by teachers for each competence regarding the graduation research, which is the culmination of four years of academic achievement. For competences with relatively low average scores, each faculty member will review whether the course content was appropriate, share this in the “Disability Science Education Meeting,” and exchange opinions. Furthermore, the changes in average scores over the years will also be analyzed and discussed at the same meeting.
- The “Curriculum Specialist Committee” reviews the grade distribution and discusses its appropriateness. The results are also shared at the “Disability Science Education Conference,” where opinions are exchanged and the evaluation methods are examined to improve the grading system.
- Course evaluation surveys are conducted, and the results are provided as feedback to the instructors.Based on the results, the Faculty Development Committee (all faculty members) will review the course content and evaluation methods, and formulate the policy for the next academic year.
- Every year, we have the opportunity to receive feedback from supervisors at training sites and alumni who are active in society.
  The feedback received is reported at the Disability Science Education Conference, where opinions from stakeholders are shared, providing an opportunity to plan educational future visions.

Diploma Policy

Bachelor of Arts in Special Education degree is conferred upon those who have acquired the knowledge and skills based on the educational objectives of the undergraduate program at the University of Tsukuba (general competences), as well as the knowledge and skills based on the educational objectives of this department (specialized competences).

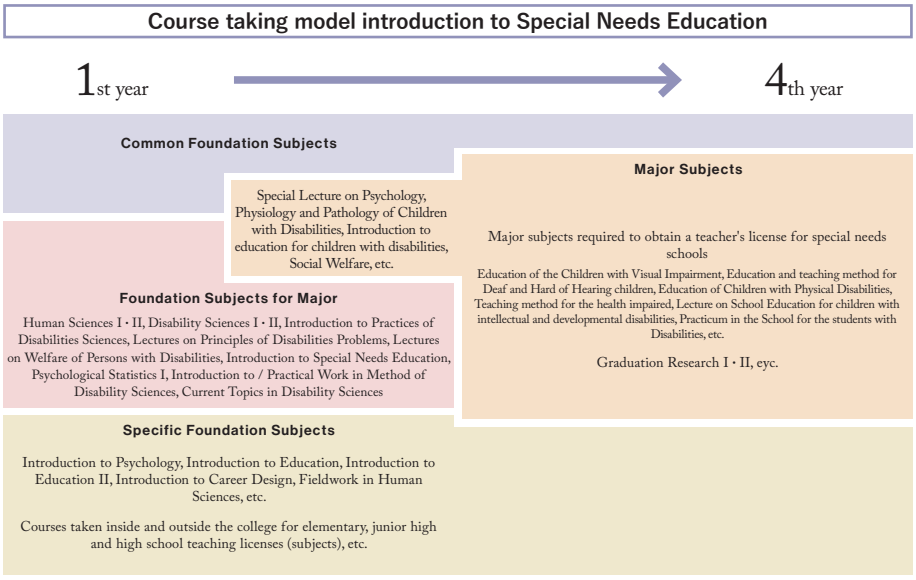
Knowledge and Skills (Specialized Competences)	1. Disability Science (Special Needs Education) Competence 1	The ability to understand the fundamental knowledge of special needs education, considering the interdisciplinary nature of fields focused on humans, such as education, psychology, and disability science
	2. Disability Science (Special Needs Education) Competence 2	The ability to understand various disability-related fields, such as the physiology and pathology specific to different disability categories, the psychology of children and adults with disabilities, and education, and to systematize and organize this knowledge
	3. Disability Science (Special Needs Education) Competence 3	The ability to think analytically based on diverse research methods in special needs education (clinical research, experiments, surveys, literature reviews, etc.), as well as scientific evaluation methods and assessment techniques for data obtained through each method
	4. Disability Science (Special Needs Education) Competence 4	Practical ability to identify the needs of individuals with diverse needs within the field of disability science, knowing various support technologies and instructional methods in special education, and to collaborate with specialists, practitioners, parents, etc.
	5. Disability Science (Special Needs Education) Competence 5	Recognize the current state and challenges regarding knowledge and techniques in special needs education, and possess presentation skills and language proficiency (Japanese and foreign languages) to disseminate knowledge and techniques in disability science to various regions in Japan and around the world
Guidelines for Assessing Learning Outcomes	As the culmination of four years of study, we place importance on the graduation research ("Graduation Research II") and comprehensively evaluate the achievement of learning outcomes based on the degree conferral policy through the graduation thesis and its public presentation. The graduation thesis is supervised and evaluated by the primary advisor and the co-advisor. Evaluation is conducted from perspectives such as whether the individual possesses fundamental knowledge of disability science as an interdisciplinary field, the general philosophy and concepts of disability science, as well as basic knowledge and skills in disability psychology, physiology, and welfare; whether critical and creative research questions are raised regarding these general and specialized contents; whether research is conducted autonomously; whether appropriate collaboration with experts is ensured; whether various phenomena related to disability science are appropriately analyzed and managed; and whether data is handled appropriately from an ethical standpoint. At the public presentation, an oral summary explanation and a question-and-answer session will be conducted. The evaluation will be based on aspects such as having the communication skills to appropriately explain the research overview through the presentation, possessing the language ability to proactively communicate the academic and social significance of the research, and having the capability to understand disability science from a broad perspective regarding one's area of expertise.	

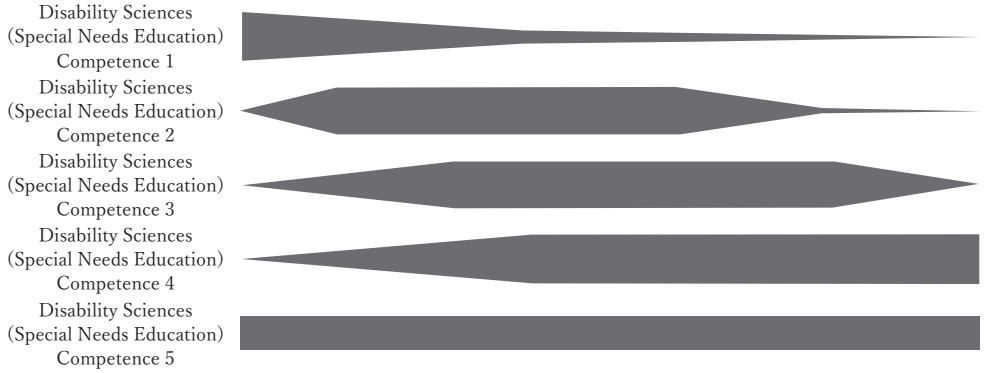
Curriculum Policy

As a program to acquire the learning outcomes related to the Bachelor's degree (Special Support Education), the curriculum is organized and implemented based on the following policy.Comprehensive PolicyWe have established the “Special Support Education Studies Completion Model,” which aims to train specialists who will lead advanced research and education related to special support education.We offer a wide range of subjects corresponding to the Type 1 Special Support School Teaching License, enabling you to acquire a broad education and deep expertise. You can also obtain the special support school teaching license that allows you to teach all five educational areas (visual impairment, hearing impairment, intellectual disability, physical disability, and health impairment).Furthermore, as a learning method for research to pioneer this field, the goal is to acquire the fundamentals of various techniques used in clinical research, experiments, surveys, and literature research, aiming to complete the graduation thesis.

Curriculum Design Framework	**Policy on sequential order** – First Year... Boosting Motivation and Establishing Foundations for Learning Through “Disability Science I & II,” students learn the fundamental principles underpinning social welfare studies. In “Introduction to Disability Science Practice,” they observe and participate in practical settings to boost motivation. Through “Disability Theory,” “Disability Welfare Theory,” and “Foundations of Disability Education,” students grasp the fundamentals of social welfare studies. This cultivates Disability Science C1. – Years 1–2⋯ Cultivating Foundational Skills and Considering Career Paths Focusing on designated subjects required for the National Social Welfare Worker Examination, students acquire foundational expertise through courses like “Fundamentals of Social Welfare,” “Introduction to Medicine,” and “Elderly Welfare.” They learn basic methodology in “Theory and Methods of Counseling Support” and “Foundations and Professionalism in Counseling Support.” “Psychological Statistics I,” “Introduction to Disability Science Research Methods & Practicum,” and “Social Welfare Research Methods” provide foundational research methodology. Courses like “Introduction to Career Design” and “Human Fieldwork” help students consider their academic direction and post-graduation paths. This cultivates Disability Science C2 and C3 competences. – Years 3–4: Acquiring Research and Practical Skills In specialized courses such as “Social Work Practicum,” students learn specialized knowledge, practical skills, and techniques through exercises. In courses like “Social Work Internship,” they develop foundational practical abilities. In “Graduation Research I & II,” students learn research methodologies, plan and conduct research related to disability welfare studies, compile their graduation research, and also engage in learning for graduate school advancement. Throughout the process of completing their graduation research, they aim for the comprehensive acquisition of all specialized competences (Disability Science C1-C5). **Implementation Policy** Based on the Social Welfare Studies curriculum model, students can qualify to take the National Social Welfare Worker Examination by earning the credits required for graduation as specified in the course regulations. While classes are participatory in format, they also involve the participation of practicing professionals from welfare facilities and other settings, enabling students to acquire cutting-edge and practical knowledge and skills. Aiming for internationalization, the program offers the English-taught course “Current Topics in Disability Sciences.”

Teaching and Learning Methods	– In “Introduction to Practical Disability Science,” students deepen their “human science comprehension” by observing and attending classes at special support schools for various types of disabilities, learning about children with disabilities and the actual support they receive. – In “Foundational Theories of Education for Children with Disabilities I & II,” students acquire “basic knowledge of disability science” through studying fundamental matters related to the education of children with disabilities. – In “Introduction to Disability Science Research Methods” and “Disability Science Research Methods Practicum,” through lectures, experiments, and practical training related to disability science research, we aim to systematically acquire the fundamental knowledge and skills necessary for “analytical thinking in disability science.” – In the “Disability Science Seminar,” aiming to consider disability, humans, and society, relatively easy texts are used, and a learning approach incorporating exercises is adopted to develop “practical skills in disability science.” – In “Current Topics in Disability Sciences,” students enhance their presentation and language skills through discussions, acquiring “leading communication abilities in disability science.” – In courses such as “Support Techniques for Students with Disabilities,” students learn how to support students with disabilities and participate in university disability support activities, gaining various support techniques, instructional methods, and leadership skills necessary for collaboration with experts, practitioners, parents, and others. – Credits earned at overseas universities, volunteer activities, and research activities both on and off campus can be recognized as graduation credits, enabling students to acquire pioneering communication skills to disseminate knowledge and technology related to disability science both domestically and internationally.



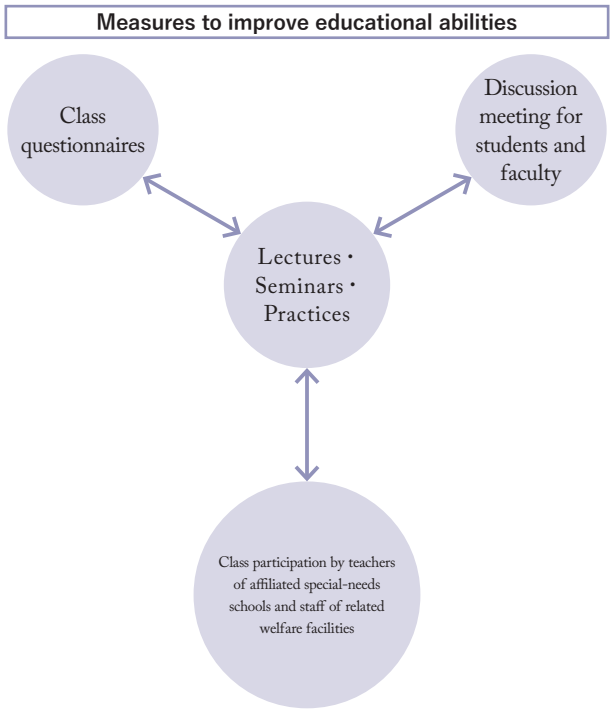


Admission Policy

Desired Student Profile	We seek students who are interested in learning about disabilities and other phenomena, and cultivating voluntary learning and thinking, and scientific, logical, and practical abilities for problem solving. They should also have an awareness of issues related to disabilities of the human mind and behavior, and must possess a spirit of inquiry leading to a profound understanding of human beings.	
Student Evaluation and Selection	Individual Achievement Test First Round	Applicants are comprehensively evaluated on broad fundamental academic ability and foreign language proficiency, in addition to academic achievement in one of the following subjects: Japanese, mathematics, geography and history, civics, or science.
	Individual Achievement Test Second Round	Applicants are evaluated on their broad fundamental academic ability. In addition, written examinations assess skills such as responsiveness, logical reasoning, and clarity of expression.
	Entrance Examination by School Recommendation	Applicants are evaluated on whether they possess academic ability at a certain level (within the top 10% of their high school cohort) or academic ability equivalent to or exceeding the level required to pass the University of Tsukuba's general entrance examinations. In addition, applicants are assessed on whether they have a clear sense of purpose regarding disability science, strong motivation for learning, and suitability for the educational program of the Department of Disability Sciences. Alternatively, applicants may be evaluated based on having a clear awareness of issues related to disability science and outstanding achievements in independent research, extracurricular activities, or social activities related to this field. Furthermore, applicants are assessed on whether they possess international competence, including foreign language proficiency and problem-solving ability, and whether they have sufficient potential to be active internationally in the field of disability science in the future.
	Entrance Examination for IB Students	This admission selects applicants who have a clear awareness of issues and strong motivation to study disability science, and who aspire to engage in activities in the field of disability science from an international perspective.
	Entrance Examination for Foreign School Students	Type 1) Applicants are selected based on having interest in and a clear awareness of issues related to disability and various phenomena surrounding disability, as well as the comprehension skills, thinking ability, and Japanese language proficiency necessary to adapt to coursework after enrollment. Type 2) Applicants are selected based on having interest in and a clear awareness of issues related to disability and various phenomena surrounding disability from a global perspective informed by overseas living experience, as well as the comprehension skills, thinking ability, and Japanese language proficiency necessary to adapt to coursework after enrollment.

Learning Support Framework

Academic Support	– The homeroom teacher understands the student's enrolled courses and credit acquisition status, and checks whether the student's studies are progressing appropriately towards graduation. Based on that, they provide individual advice and guidance on curriculum planning and time management to help students deepen their learning effectively according to their interests and goals. – Checking and support for living conditions: In addition to academic matters, they also address troubles and concerns related to daily life and have established a support system so that students can continue their studies with peace of mind.The homeroom teacher and the student support department collaborate to provide appropriate support as needed. – In classes, writing support and presentation guidance are provided.
Opportunities for Peer Interaction	– In class, when learning the basics of research methods in groups, discussions among students are held to deepen their understanding. By encountering each other's ways of thinking through these discussions, a sense of camaraderie and cooperation is fostered. – The “Disability Science Domain New Student Welcome Party,” mainly targeted at third-year students, provides an opportunity for students in the Disability Science Department, graduate students in the Disability Science Degree Program, and faculty members in the Disability Science Domain to socialize and offer a chance for students to interact in preparation for future research activities.
Opportunities for Student–Faculty Interaction	– The first-year student enrollment of 35 is divided into two classes, and the same teacher serves as the homeroom teacher for all four years. The homeroom teacher provides individual consultations while considering each student's situation and offers continuous guidance and support. – In classes, explanations and guidance are provided on how to proceed with and conduct research during individual and group activities. – Students visit the laboratories or research groups of faculty members they wish to have as supervisors for their graduation research, learn about the faculty members' research topics through individual guidance, and deepen their understanding of the fields they are interested in. – Opportunities are provided so that students can consult with faculty members at any time, even outside of office hours.



Approaches to Assuring and Enhancing Educational Quality

- We will calculate the average score evaluated by teachers for each competence regarding the graduation research, which is the culmination of four years of academic achievement. For competences with relatively low average scores, each faculty member will review whether the course content was appropriate, share this in the “Disability Science Education Meeting,” and exchange opinions.Furthermore, the changes in average scores over the years will also be analyzed and discussed at the same meeting.
- The “Curriculum Specialist Committee” reviews the grade distribution and discusses its appropriateness. The results are also shared at the “Disability Science Education Conference,” where opinions are exchanged and the evaluation methods are examined to improve the grading system.
- Course evaluation surveys are conducted, and the results are provided as feedback to the instructors.Based on the results, the Faculty Development Committee (all faculty members) will review the course content and evaluation methods, and formulate the policy for the next academic year.
- Every year, we have the opportunity to receive feedback from supervisors at training sites and alumni who are active in society.
  The feedback received is reported at the Disability Science Education Conference, where opinions from stakeholders are shared, providing an opportunity to plan educational future visions.

Diploma Policy

Bachelor of Science in Social Work degree is conferred upon those who have acquired the knowledge and skills (general competences) based on the educational objectives of the undergraduate program at the University of Tsukuba, as well as the knowledge and skills (specialized competences) based on the educational objectives of this department.

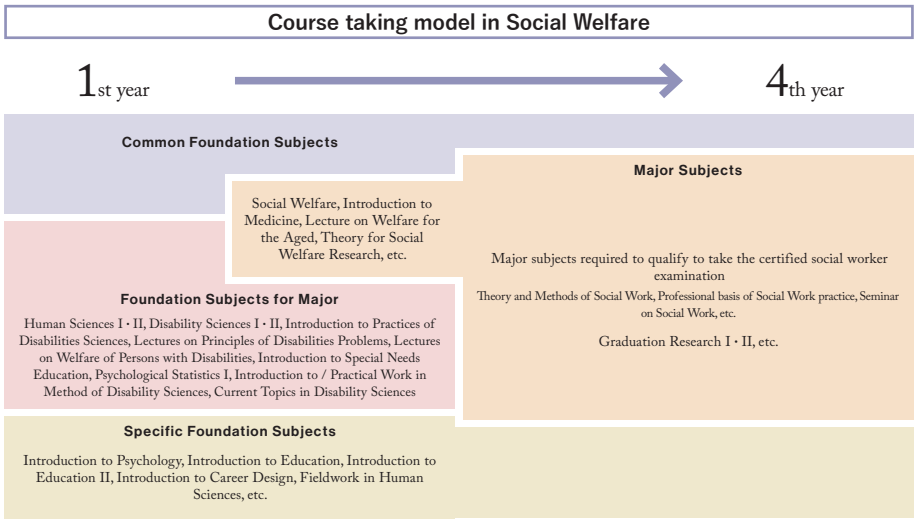
Knowledge and Skills (Specialized Competences)	1. Disability Studies (Social Welfare) Competence 1	The ability to understand the fundamental knowledge of social welfare, recognizing the interdisciplinary nature of fields focused on human beings, such as education, psychology, and disability studies
	2. Disability Studies (Social Welfare) Competence 2	The ability to understand social welfare and to systematize and organize that knowledge
	3. Disability Science (Social Welfare) Competence 3)	Ability to think analytically based on diverse research methods in social welfare studies (clinical research, experiments, surveys, literature reviews, etc.), as well as scientific evaluation methods and assessment techniques for data obtained through each method
	4. Disability Science (Social Welfare) Competence 4	Practical ability to identify the needs of individuals with diverse needs within Disability Science, knowing various support techniques and instructional methods in social welfare, and to collaborate with specialists, practitioners, guardians, etc.
	5. Disability Science (Social Welfare) Competence 5	Recognize the current state and challenges regarding knowledge and techniques in social welfare studies, and possess presentation skills and language proficiency (Japanese and foreign languages) to disseminate knowledge and techniques in disability science to various regions in Japan and around the world
Guidelines for Assessing Learning Outcomes	As the culmination of four years of study, we place importance on the graduation research ("Graduation Research II") and comprehensively evaluate the achievement of learning outcomes based on the degree conferral policy through the graduation thesis and its public presentation. The graduation thesis is supervised and evaluated by the primary advisor and the co-advisor. Evaluation is conducted from perspectives such as whether the individual possesses fundamental knowledge of disability science as an interdisciplinary field, the general philosophy and concepts of disability science, as well as basic knowledge and skills in disability psychology, physiology, and welfare; whether critical and creative research questions are raised regarding these general and specialized contents; whether research is conducted autonomously; whether appropriate collaboration with experts is ensured; whether various phenomena related to disability science are appropriately analyzed and managed; and whether data is handled appropriately from an ethical standpoint. At the public presentation, an oral summary explanation and a question-and-answer session will be conducted. The evaluation will be based on aspects such as having the communication skills to appropriately explain the research overview through the presentation, possessing the language ability to proactively communicate the academic and social significance of the research, and having the capability to understand disability science from a broad perspective regarding one's area of expertise.	

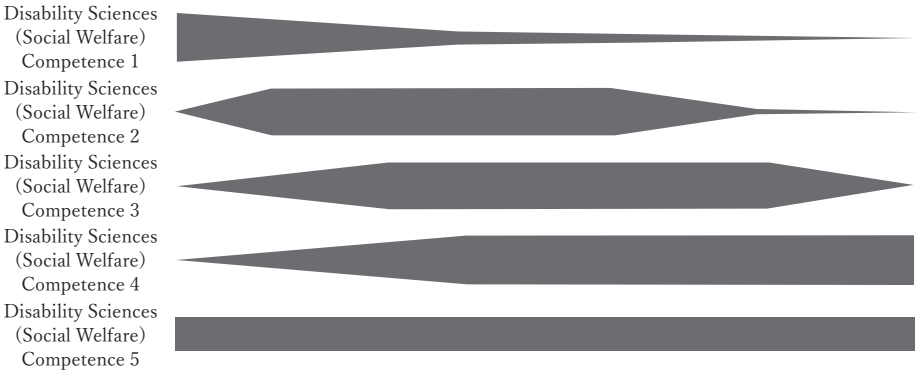
Curriculum Policy

We have established a “Social Welfare Studies Curriculum Model” for students pursuing social welfare studies while aiming to become social workers. This model provides comprehensive and scientific learning about policies and assistance methods for realizing an inclusive society for the elderly, persons with disabilities, and children facing life challenges due to family upbringing environments or developmental issues—all key targets of contemporary social welfare. Furthermore, going beyond the traditional framework of social welfare studies, students engage in integrated learning—including practical training—on collaboration with education, healthcare, and rehabilitation concerning “disability.” Additionally, to cultivate research methods for pioneering new ground in this field, students acquire the fundamentals of diverse techniques used in qualitative and quantitative research, literature reviews, and more, aiming to complete their graduation research.

Curriculum Design Framework	**Sequential Learning Policy** – First Year... Boosting Motivation and Establishing Foundational Learning Students learn the fundamental principles of disability science through “Disability Science I & II” and observe and participate in practical settings through “Introduction to Disability Science Practice,” thereby increasing their motivation to explore disability science. Additionally, students gain an overall understanding of disability science by learning about specialized fields through “Theory of Disability Causes,” “Welfare of Persons with Disabilities,” and “Foundational Theory of Special Education.” This cultivates Disability Science (Social Welfare) C1. – Years 1–2: Cultivating Foundational Skills and Considering Career Paths Students learn the fundamentals of each specialty through courses like “Psychology, Physiology, and Pathology of Children with Disabilities by Type,” “General Theory of Education for Children with Disabilities,” and “Fundamentals of Social Welfare.” They also learn the basics of research methods through “Psychological Statistics I” and “Introduction to Disability Science Research Methods and Practicum.” Through courses like “Career Design Introduction” and “Human Fieldwork,” students consider their learning direction and post-graduation paths. This cultivates Disability Science (Social Welfare) C2 and C3 competences. – Years 3-4: Acquiring Research and Practical Skills in Disability Science Students acquire specialized knowledge and skills in disability science, preparing for graduate school. In “Graduation Research I & II,” they master research methodologies, plan and conduct research in disability science, compile their graduation research, and also engage in learning for graduate school advancement. Throughout the process of completing the graduation research, students aim to comprehensively acquire all specialized competences (Disability Science (Social Welfare) C1–C5). **Implementation Policy** Based on the Social Welfare Course Model, students broadly study Disability Science by earning the credits required for graduation as specified in the course regulations. Courses, including those involving seminars and practicums, adopt participatory formats to foster independent learning. They also involve active participation from practicing professionals such as teachers at affiliated special support schools and welfare facility staff, as well as graduate students, enabling students to acquire cutting-edge and practical knowledge and skills. Aiming for internationalization, the course “Current Topics in Disability Sciences” is offered in English.

Teaching and Learning Methods	– In “Introduction to Practical Disability Science,” students deepen their “human science comprehension” by observing and attending classes at special support schools for various types of disabilities, learning about children with disabilities and the actual support they receive. – In “Foundational Theories of Education for Children with Disabilities I & II,” students acquire “basic knowledge of disability science” through studying fundamental matters related to the education of children with disabilities. – In “Introduction to Disability Science Research Methods” and “Disability Science Research Methods Practicum,” through lectures, experiments, and practical training related to disability science research, we aim to systematically acquire the fundamental knowledge and skills necessary for “analytical thinking in disability science.” – In the “Disability Science Seminar,” aiming to consider disability, humans, and society, relatively easy texts are used, and a learning approach incorporating exercises is adopted to develop “practical skills in disability science.” – In “Current Topics in Disability Sciences,” students enhance their presentation and language skills through discussions, acquiring “leading communication abilities in disability science.” – In courses such as “Support Techniques for Students with Disabilities,” students learn how to support students with disabilities and participate in university disability support activities, gaining various support techniques, instructional methods, and leadership skills necessary for collaboration with experts, practitioners, parents, and others. – Credits earned at overseas universities, volunteer activities, and research activities both on and off campus can be recognized as graduation credits, enabling students to acquire pioneering communication skills to disseminate knowledge and technology related to disability science both domestically and internationally.





Admission Policy

Desired Student Profile	We seek students who are interested in learning about disabilities and other phenomena, and cultivating voluntary learning and thinking, and scientific, logical, and practical abilities for problem solving. They should also have an awareness of issues related to disabilities of the human mind and behavior, and must possess a spirit of inquiry leading to a profound understanding of human beings.	
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Learning Support Framework

Academic Support	– The homeroom teacher understands the student's enrolled courses and credit acquisition status, and checks whether the student's studies are progressing appropriately towards graduation. Based on that, they provide individual advice and guidance on curriculum planning and time management to help students deepen their learning effectively according to their interests and goals. – Checking and support for living conditions: In addition to academic matters, they also address troubles and concerns related to daily life and have established a support system so that students can continue their studies with peace of mind.The homeroom teacher and the student support department collaborate to provide appropriate support as needed. – In classes, writing support and presentation guidance are provided.
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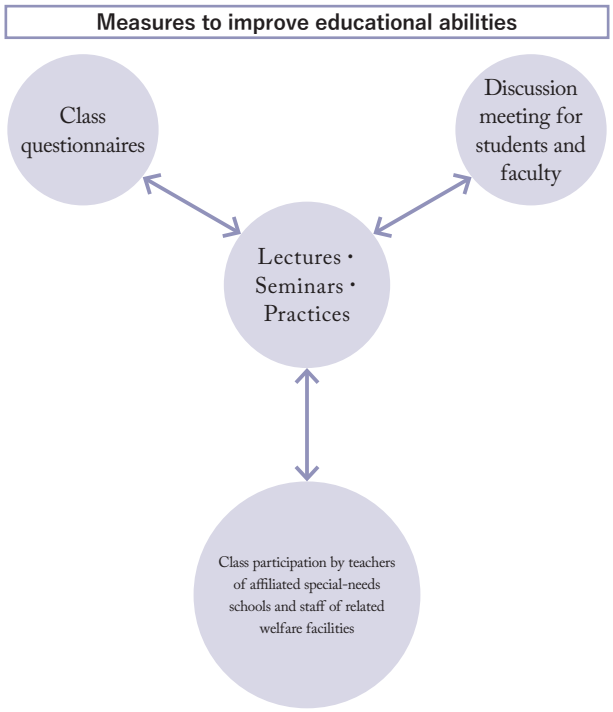

Approaches to Assuring and Enhancing Educational Quality

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- The “Curriculum Specialist Committee” reviews the grade distribution and discusses its appropriateness. The results are also shared at the “Disability Science Education Conference,” where opinions are exchanged and the evaluation methods are examined to improve the grading system.
- Course evaluation surveys are conducted, and the results are provided as feedback to the instructors.Based on the results, the Faculty Development Committee (all faculty members) will review the course content and evaluation methods, and formulate the policy for the next academic year.
- Every year, we have the opportunity to receive feedback from supervisors at training sites and alumni who are active in society.
  The feedback received is reported at the Disability Science Education Conference, where opinions from stakeholders are shared, providing an opportunity to plan educational future visions.

School of Life and Environmental Sciences

College of Biological Sciences

- Bachelor of Science

College of Agro-Biological Resource Sciences

- Bachelor of Bioresource Science
- Bachelor of Agricultural Science

College of Geoscience

- Bachelor of Science

Educational Objectives

We foster graduates with the skills and outlook required to become future global leaders, and a strong capacity to discover and solve problems. Students develop a comprehensive understanding of biological phenomena of various organisms including humans, the evolution of the earth and dynamics of the environment, and methods of conservation and sustainable use of biological resources.

College of Biological Sciences

Bachelor of Science

Program Educational Objectives

We foster graduates who can bridge society and advanced sciences, with a well- developed mechanistic understanding of living organisms and biological systems, research methods for biology, and the significance of advanced research. Our graduates are equipped to become researchers, educators, engineers, and business people who are globally active in various academic fields related to biology.

Graduate Profile	We foster graduates who can understand issues related to biological sciences, acquire specialized knowledge and skills listed below with the liberal arts education, and pioneer new frontiers of human knowledge. We also cultivate graduates who can identify challenges facing future society, such as the preservation of the global environment and the sustainable development of humanity, and execute solutions to these challenges. – The ability to think critically and creatively based on a systematic understanding of general and specialized knowledge – The ability to appropriately analyze and process various phenomena and information using quantitative methods and computers – The ability to understand and respect different cultures, possessing a broad understanding of culture, society, nature, and matter beyond one's own specialty – The ability to maintain mental and physical health through understanding and engaging in arts and sports, and to recognize and demonstrate the responsibilities of a citizen with humanity and ethics – The ability to address various matters through teamwork and leadership, manage oneself, and continue learning and acting autonomously – The ability to collect and analyze data using bio-IT technologies to discover knowledge – The ability to acquire knowledge of natural sciences, scientific thinking methods, and communication skills, and to communicate information to society – The ability to communicate effectively using one's native language and foreign languages appropriately, including presentations utilizing various media
Career Paths after Graduation / Completion	Our program cultivates not only graduates who advance the field of biology, but also professionals who contribute to interdisciplinary fields across various sciences, based on a foundation in biology. Approximately 80% of our graduates continue to study in graduate schools such as the Degree Programs in Life and Earth Sciences. Subsequently, they thrive as researchers, educators, corporate professionals, science teachers, and individuals bridging cutting-edge science with society.

Diploma Policy

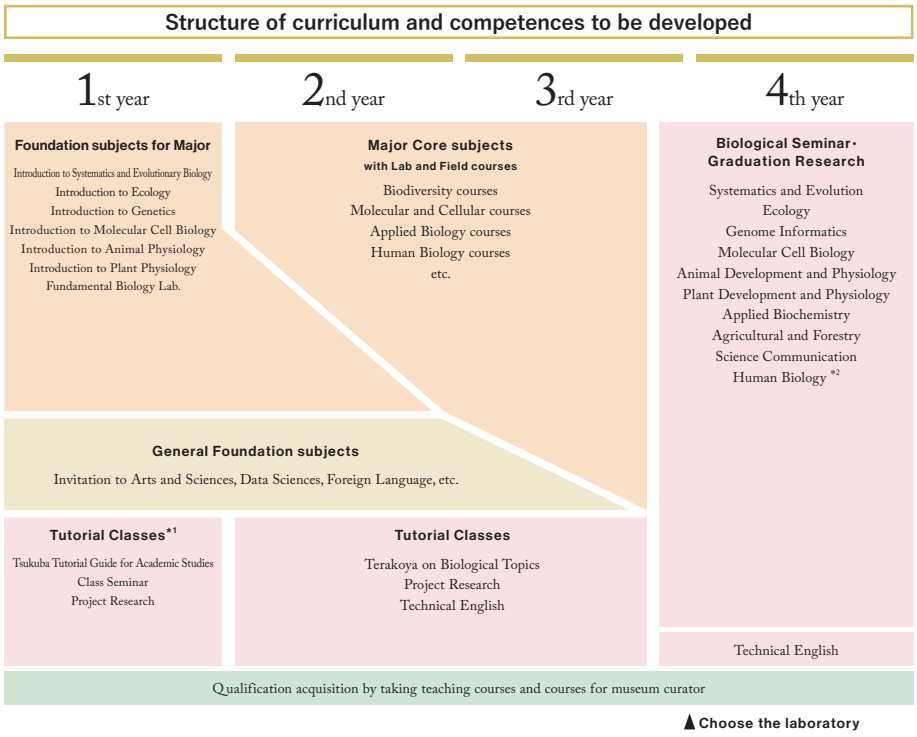
A Bachelor of Science degree will be awarded to students who have the following knowledge and skills: communication skills, critical and creative thinking, data and information literacy, broad perspectives and international awareness, physical and mental health, humanity and rationality, and who are recognized as having achieved the following learning outcomes based on the educational objectives of our program.

Knowledge and Skills (Specialized Competences)	1. Understanding of natural science	Students have acquired basic knowledge of natural science, and capacity for scientific thinking.
	2. Understanding of biology	Students have developed a broad understanding of biology, including fields in addition to their field of specialty, and have acquired understanding of various biology research methods.
	3. Ability to analyze biological phenomena	Students have acquired the ability to use appropriate methods to analyze data including “big data” obtained through experiments and observations of biological phenomena, and to accurately describe and critically evaluate them.
	4. International communication abilities	Students have gained sufficient English ability essential for international career growth, and the communication abilities to express their thoughts and opinions accurately and clearly.
	5. Logical expressive abilities	Students develop the ability to logically interpret international academic papers, think critically, and express their understanding through writing and presentations.
	6. Problem discovery and solution abilities	Students have acquired abilities to proactively discover and solve problems through the completion of their graduation research in their final year. Moreover, students have acquired the ability to communicate research findings and their significance through presentations and writings.
Guidelines for Assessing Learning Outcomes	The Biology Program discloses a curriculum map showing the relationship between required course clusters and the competences defined in the policy for awarding degree. The curriculum is designed to enable confirmation that competences are acquired upon fulfilling graduation requirements. Competences are directly assessed based on course grades for each subject corresponding to the respective competences.	

Curriculum Policy

Through the completion of the university's common and core general foundation subjects, primarily during the first and second years, students acquire competences including communication skills, critical and creative thinking, data and information literacy, a broad perspective and international awareness, physical and mental health along with humanity and rationality, and collaboration, initiative, and autonomy. Furthermore, to cultivate learning outcomes specific to the Bachelor of Science in our program, the curriculum is organized and implemented based on the following principles.

Curriculum Design Framework	**General Principles** **General foundation subjects:** Foundation courses other than the common and core general fundation subjects are categorized into three subject groups: Related Subjects A, B, and C. Related Subjects A promote the acquisition of competences necessary for understanding the natural sciences by studying physics, chemistry, earth science, mathematics, programming, statistics, and other subjects outside biology. Related Subjects B encourage learning that enriches the competences required for the award of Bachelor of Science degree, fostering awareness of the connections between human history, society, biology, and the natural sciences. Related Subjects C encourage learning to broaden the scope of international communication skills acquired in courses like Science Communication listed under the major subjects. **Foundation major subjects:** Students acquire fundamental knowledge and techniques across biology through introductory courses and foundational biology experiments. **Major subjects:** Through tutorial learning and other activities, students become aware of their own areas of high interest. They study diverse fields in biology primarly focusing on these areas. This enables them to acquire the specialized knowledge and skills necessary to undertake graduation research based on a broad understanding of biology. Furthermore, approximately 30 courses are conducted in English to cultivate the ability to thrive internationally. Building on this foundation, conducting graduation research in individual laboratories enables students to develop the ability to proactively identify and solve problems, as well as scientific communication skills, through practical application.
Teaching and Learning Methods	To cultivate the ability to understand biology and analyze biological phenomena, we have established a curriculum that includes not only lectures and seminars but also numerous laboratory courses. In order to further strengthen international communication abilities, Science Commnunication classes in the second and third years and Technical English classes in small groups in the third and fourth years are designated as compulsory courses. Moreover, we offer an exchange program with the University of Manchester, for students who wish to develop their international communication abilities, as a measure to foster graduates with particularly excellent international communication abilities.



*1 Faculty members, as tutors, provide an environment in which students' awareness of academic problems is fostered through discussion, encouraging self-motivated and interdisciplinary learning
*2 Students in Human Biology are required to take designated courses principally in their third year. There is also a limited number of students

Admission Policy

Desired Student Profile	The program is designed for creative people with a passion for living things and biology, who have basic academic skills in natural science and language, and a strong curiosity and inquisitiveness regarding a wide range of diverse life phenomena.

Student Evaluation and Selection	The following is a quotation from the admission policy stated in the admission guidelines. – Entrance examination of Interdisciplinary Program of Life and Environmental Sciences The university will make a comprehensive evaluation of applicants based on each student's English proficiency and basic academic ability to acquire knowledge in their major fields of study. In addition, their own unique perspective and analytical ability to resolve various problems in life and environmental sciences, based on the submitted documents and individual interviews, will be considered. The following entrance examinations are conducted in Japanese. Please note that these are machine-translated English versions of the admission policies from examination application guidelines and should be considered only as a guide.	
	Individual Achievement Test First Round	The university will make a comprehensive evaluation of applicants based on each student's overall foundational academic abilities across the liberal arts and sciences, English proficiency, advanced understanding of natural science subjects, critical thinking skills, and ability to apply such knowledge.
	Individual Achievement Test Second Round	The university will make a comprehensive evaluation of applicants based on each student's overall foundational academic abilities across both liberal arts and sciences, English proficiency, broad interest in the biological world and the mechanisms of living organisms coupled with strong motivation to learn, critical thinking skills and comprehension abilities.
	Entrance Examination by School Recommendation	The university will make a comprehensive evaluation of applicants based on each student's achievements in academic studies and extracurricular activities at the high school, the broad interest and understanding of the biological world and the mechanisms of living things cultivated through these activities, their motivation to learn about these subjects, and their humanity.
	Entrance Examination by Admissions Center	The university will make a comprehensive evaluation of applicants based on each student's ability to possess a strong interest in the biological world and the mechanisms of living things, conduct unique research on self-selected themes, analyze the results, and organize them into a scientific and logical report without falling into self-righteous thinking, and then present it comprehensively.
	Entrance Examination for IB Students	The university will make a comprehensive evaluation of applicants who have obtained the International Baccalaureate qualification, placing emphasis on their broad interest in and understanding of the biological world and the mechanisms of living organisms, their knowledge and critical thinking skills for proactively studying, their motivation to learn with clear goals, and their communication skills, including English proficiency.
	Entrance Examination for Foreign School Students	Category 1) The university will make a comprehensive evaluation of applicants based on each student's perspectives and ability of thinking obtained through studying at foreign schools, broad interest in and motivation to learn about the biological world and the mechanisms of living things, foundational academic skills necessary to understand biology courses, and Japanese language proficiency. Category 2) The university will make a comprehensive evaluation of applicants based on each student's ability to understand life phenomena from a worldwide perspective through experience overseas, demonstrating excellent critical thinking and comprehension skills based on broad interest in the diversity of living things and the mechanisms of life. The university will comprehensively evaluate the foundational academic skills necessary to understand courses in the Collge of Biological Sciences.
	Transfer examination	The university will make a comprehensive evaluation of applicants based on their broad interest in the biological world and the mechanisms of living organisms, strong motivation to learn, English proficiency, foundational academic ability sufficient to undertake specialized biological education, and advanced critical thinking and comprehension skills.

Learning Support Framework

Academic Support	In addition to the common courses and learning support services in our university, we provides learning support integrated with classes, including guidance on report writing, presentation skills, and honing critical thinking methods. Furthermore, tutorial classes such as the Biology Terakoya Project and the Research Mind Support Program are implemented to stimulate students' motivation for learning and research.
Opportunities for Peer Interaction	Through group work in Class seminars and laboratories and practical courses, as well as student presentations and discussions in Technical English courses and Biology Terakoya Projects, we provide opportunities for students to stimulate each other and enhance their motivation to learn. In particular, several laboratories and practical courses held as camp in such as the Shimoda Marine Research Center and the Sugadaira Research Station will be highly effective for students. Furthermore, in laboratories and practical courses, we employ graduate student teaching assistants. Observing graduate students actively engaged in these roles are encouraged to consider graduate school as a future career path.
Opportunities for Student–Faculty Interaction	We have established an environment where students and faculty can communicate each others at any time using online communication tools. This facilitates the exchange of opinions regarding classes, research, obtaining qualifications such as teaching licenses or curator certifications, study abroad, career paths and further education, and general student life. Additionally, we hold annual class meetings to provide opportunities for students and faculty to interact directly. Many faculty members voluntarily participate in these meetings. To enhance students' motivation for learning and research, we offer tutorial classes such as Biology Terakoya Projects and the Research Mind Support Program. We also provide an opportunity for all final-year students to present the outcome of their graduation research and discuss with faculty and students in our program.

Approaches to Assuring and Enhancing Educational Quality

- By making all students aware of the grading criteria guidelines and syllabus in advance, we aim to motivate students to learn while improving the standards to be achieved. The guidelines assign a grade of B to students who achieve their goals, and an A or A+ to those who are particularly outstanding.
- Grade distributions for each course are used as a direct indicator for evaluating learning outcomes achieved through instruction. Therefore, keeping the grading criteria guidelines in mind, we periodically review course content and assignment design. Furthermore, for courses not aligned with the guidelines, we establish an appropriate grading system across the entire department by hearing reasons and opinions from the responsible instructors.
- For all courses offered by the College of Biological Sciences, we conduct student evaluations using open-ended comments in addition to university-wide and department-specific multiple-choice questions, ensuring student feedback is reflected in course improvements.

College of Agro-Biological Resource Sciences

- Bachelor of Bioresource Science
- Bachelor of Agricultural Science

Program Educational Objectives

In the College of Agro-Biological Resources, we educate graduates who possess comprehensive knowledge of bioresources—fundamental to human survival and sustainable, prosperous living—and who can contribute to securing food supplies for Japan and the world, developing and conserving biological resources in harmony with the environment, and promoting their sustainable use, all with both regional and global perspectives.

Graduate Profile	We educate graduates who possess a multidisciplinary approach encompassing agricultural science, forestry science, applied biochemistry, environmental engineering, and socioeconomics—the core principles of bioresource science. Equipped with a global perspective and advanced expertise, they can tackle challenges ranging from local to global levels across various societal contexts, not limited to narrowly defined agricultural fields. These graduates are capable of demonstrating leadership and actively contributing to solving problems.
Career Paths after Graduation / Completion	We educate not only professionals who advance bioresource science, but also graduates who can respond to its interdisciplinary aspects and contribute across multiple fields. Approximately 70% of our graduates enter graduate school. Including those who complete graduate school, our alumni are widely active both in Japan and abroad, working in private companies, as public servants, teachers, and as self-employed individuals.

Diploma Policy

Based on the educational objectives of the undergraduate program at the University of Tsukuba, students must acquire the following knowledge and skills: communication skills, critical and creative thinking, data and information literacy, broad perspectives and international awareness, physical and mental health, humanity and critical thinking, and collaborative, proactive, and autonomous abilities. Furthermore, based on the educational objectives of our school and college, the Bachelor of Bioresource Science will be awarded to students who have acquired knowledge and skills (Competences):

Knowledge and Skills (Specialized Competences)	1. Foundational knowledge in Bioresource Science	Wide-ranging knowledge enabling comprehension of the essence of nature, humanity, and culture
	2. Foundational knowledge in Bioresource Science	Extensive knowledge enabling an appreciation of the essence of nature, humanity, and culture
	3. Advanced international knowledge in Bioresource Science	Multicultural adaptation and communication skills essential for international cooperation in the development and utilization of bioresource
	4. ICT application skills in Bioresource Science	The ability to analyze information and knowledge related to bioresource usage by leveraging information and communication technology (ICT), and to share and receive such information both domestically and internationally
	5. Ability to develop critical awareness regarding bioresources	Ability to sustain commitment to advancing agriculture and forestry, and addressing food and environmental problems
Guidelines for Assessing Learning Outcomes	The College of Agro-Bioresource Sciences has established a curriculum framework and degree granting policy to ensure that students clearly demonstrate the acquired competences upon fulfilling graduation requirements. Each lecture, experiment, fieldwork, and seminar will assess the level of achievement in corresponding specialized competences based on TWINS information.	

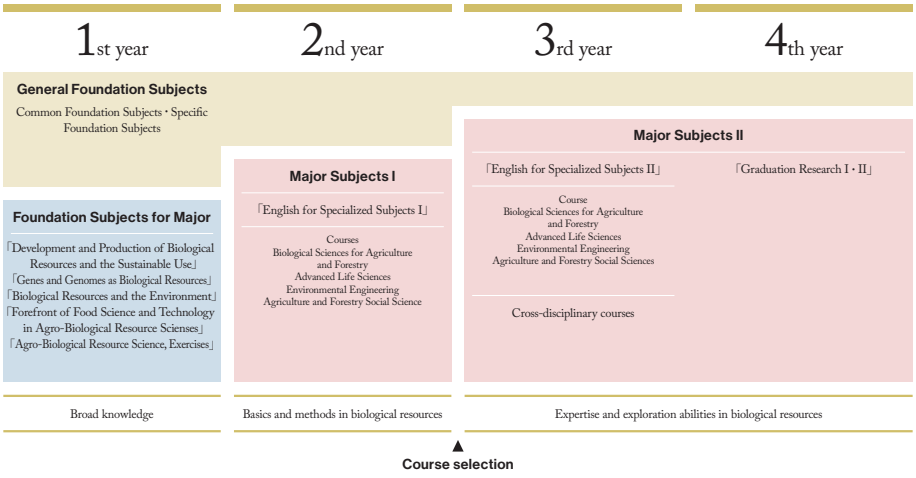
Curriculum Policy

We organize and implement curricula based on the following policies for programs that allow students to acquire learning outcomes related to Bachelor of Bioresource Science.

Curriculum Design Framework	**General policy** We offer the following four courses: Biological Sciences for Agriculture and Forestry, Advanced Life Sciences, Environmental Engineering, and Agriculture and Forestry Social Sciences as major courses in Agrobiological Sciences. During the first half of the curriculum, students study broad subjects in classes that are not classified as part of a specialized field, and common Major Subjects that constitute a foundation for the Bioresource Sciences. During the second half of the curriculum, students take specialized courses, obtain specialized course knowledge and cross-sectional understanding, organize such knowledge, and work on their graduation theses. In this way, students deepen their specialties. **Course sequence policy** – During the first year, students build foundational knowledge as experts with extensive abilities through General Foundation Subjects and Foundation Subjects for their Major. In particular, students will cultivate an interest in a wide range of fields in bioresource science, as well as cultivate problem-solving awareness through deepening their understanding of bioresource science by studying mandatory subjects in the college. – During the second year, students acquire competence with methods for deepening specialties through learning basic Major Subjects. Students mainly take course subjects to be selected during the third year, but expand interdisciplinary views by taking Major Subjects I, a cross-sectional field subject. – During the third year, students choose a single course from the four, and deepen their specialties through Major Subjects II of the selected course. Students concentrate on subjects of the course to which they belong, but also gain knowledge in associated fields through Major Subjects that which are cross-sectional field subjects. – During the fourth year, students continue studying Major Subjects II. Simultaneously, we implement a mandatory Graduation Thesis. By comprehensively applying specialized knowledge and methods learned thus far to a single research assignment, students are able to more deeply understand Bioresouce Sciences. **Implementation policy** – During the first year, students gain basic knowledge about bioresource science through Development and Production of Biological Resources and Sustainable Use, Genes and Genomes as Biological Resources, Biological Resources and the Environment, Forefront of Food Science and Technology in Agro-Biological Resource Sciences, and Agro-Biological Resource Science, Exercises. After that, students study Major Subjects. – In the four courses, students deepen specialties by systematically studying Major Subjects. At the same time, students can foster abilities for identifying and solving problems through learning experiments, practical training sessions, and seminars. – Students can deepen interdisciplinary views by learning cross-sectional subjects. The keywords here are food, environment, and internationalism.

Teaching and Learning Methods	To ensure students can fully comprehend the multidisciplinary field of Bioresource Science, we have established a program structure that progressively builds upon core subjects—including agricultural and forestry biology, applied biochemistry, environmental engineering, and socioeconomics—through a series of lectures, experiments, fieldwork, and seminars. Students can enhance their internationalism and motivation to contribute to society through hands-on experience at overseas partner universities, the International Internship Courses (training at the JICA Tsukuba Center, etc.), and the Internship on Food and Environment Course (activities at local companies and organizations).

Structure of competences to be developed and curriculums



Admission Policy

Desired Student Profile	Personnel with strong interest in bioresources, agriculture, forestry, and environmental conservation are desired, They should also have flexible ways of thinking that allow them to conduct extensive studies, be motivated to identify their own problems, work to resolve the same, convey information on the same internally and externally, and offer logical explanations.	
Student Evaluation and Selection	Individual Achievement Test First Round	In addition to general foundational academic skills and language capabilities, we comprehensively evaluate the comprehension, critical thinking, and applied skills necessary for studying disciplines related to bioresources.
	Individual Achievement Test Second Round	We select candidates based on a comprehensive evaluation of their foundational academic skills and language proficiency, along with their understanding of bioresources, motivation to learn, and ability to express thoughts logically.
	Entrance Examination by School Recommendation	Students will be selected based on outstanding academic performance in high school or exceptional achievements in extracurricular activities, along with a comprehensive evaluation of their motivation and aptitude for studying bioresources, logical thinking skills, foundational academic abilities, and language proficiency.
	Entrance Examination for IB Students	We select candidates based on their knowledge and critical thinking skills for pursuing academic goals in the field of bioresources, as well as their communication skills, including language proficiency.
	Entrance Examination for Foreign School Students	We select candidates who have an interest in bioresources—the foundation for the survival, safety, and prosperous lives of humankind—and possess the fundamental academic skills necessary to understand instruction in Japanese. Selection is based on a comprehensive evaluation of their level of understanding of bioresources, their motivation to learn, and their ability to express thoughts logically.
	Transfer examination	We select candidates who can progress in this college by comprehensively evaluating their academic abilities in foundational and specialized subjects, language proficiency, understanding of bioresources, motivation to learn, and ability to express thoughts logically. Admission is generally for the third year, though in some cases, admission to the second year may be granted.
	Japan-Expert Bachelor's Program	We will comprehensively evaluate candidates' motivation—such as an interest in bioresources as the foundation for human survivability, safety, and well-being, an interest in Japanese agriculture and forestry research and technology, and a desire to utilize such knowledge to contribute as an Agronomist at domestic or international research institutes or companies in the future—along with their Japanese language skills and social adaptability.

Learning Support Framework

Academic Support	We provide pre-enrollment education for students admitted through the Entrance Examination by School Recommendation. This pre-enrollment education encourages admitted students to shift their mindset toward university-level learning and supports them in bridging the gap after starting their studies. In the compulsory first-year fall semester course “Agro-Biological Resource Science, Exercises,” students learn the full process—from identifying problems to conducting research and delivering presentations—individually or in groups, under the guidance of their class teachers. Furthermore, we improve our classes and support services through biannual student-faculty meetings: the Class Consultation Meetings.
Opportunities for Peer Interaction	First-year Seminar in the spring semester, Agro-Biological Resource Science, Exercises, in the fall semester, and English for Specific Purposes I in both spring and fall semesters of the second year are conducted by class under the guidance of teachers, providing opportunities for interaction among students within each class. Additionally, we create opportunities for interaction among students within the same year by scheduling meetings where all classes gather together. Furthermore, the outcomes and requests arising from student are reported at Class Consultation Meetings and reflected in improvements to the college's educational curriculum and support systems.
Opportunities for Student–Faculty Interaction	Class teachers and the directors of each third-year course supervise students in their academic year, establishing classes where students can interact with faculty members and creating a point of contact for communication. Additionally, Class Consultation Meetings are held each semester to facilitate exchange and interaction between teachers and students.

Approaches to Assuring and Enhancing Educational Quality

Class Consultation Meetings are held every semester with participation of chair, class teachers for the first and second years, Faculty Development (FD) teachers of the College and class representatives to implement continuous curriculum improvements.

Student class evaluations are conducted for each course, and the results are reported to the teacher of the course, so that teaching contents and methods can be improved.

Our FD activities include class observation by other faculty members, sharing of class materials, strengthened cooperation among courses, study sessions, and meetings for class improvement.

Evaluation and improvement systems for courses and curriculum

Topic	Students	Faculty members	College of Agro-Biological Resource Sciences
Curriculum	Collect opinions on the curriculum	Review the curriculum	
	Class liaison committees		
Classes	Submit the class evaluation questionnaires	Review the teaching content and methods	Organize and disclose (within the university) class evaluation results and instructor responses
	Conduct classes		
Decision on the course and laboratory	Decide the course and laboratory and taking related courses	Brief on research details, course-taking guidance	Set requirements for course promotion and graduation research
	Course briefing session, laboratory briefing session		

Diploma Policy

Based on the educational objectives of the undergraduate program at the University of Tsukuba, students must acquire the following knowledge and skills: communication skills, critical and creative thinking, data and information literacy, broad perspectives and international awareness, physical and mental health, humanity and critical thinking, and collaborative, proactive, and autonomous abilities. Furthermore, based on the educational objectives of our school and college, the Bachelor of Agricultural Science will be awarded to students who have acquired knowledge and skills (Competences):

Knowledge and Skills (Specialized Competences)	1. Foundational knowledge in Agricultural Science	Wide-ranging knowledge enabling comprehension of the essence of nature, humanity, and culture
	2. Foundational knowledge in Agricultural Science	Extensive knowledge enabling an appreciation of the essence of nature, humanity, and culture
	3. Advanced international knowledge in bioresource science	Multicultural adaptation and communication skills essential for international cooperation in the development and utilization of bioresource
	4. ICT application skills in Bioresource Science	The ability to analyze information and knowledge related to bioresource usage by leveraging information and communication technology (ICT), and to share and receive such information both domestically and internationally
	5. Ability to develop critical awareness regarding bioresources	Ability to sustain commitment to advancing agriculture and forestry, and addressing food and environmental problems
Guidelines for Assessing Learning Outcomes	The College of Agro-Bioresource Sciences has established a curriculum framework and degree granting policy to ensure that students clearly demonstrate the acquired competences upon fulfilling graduation requirements. Each lecture, experiment, fieldwork, and seminar will assess the level of achievement in corresponding specialized competencies based on TWINS information.	

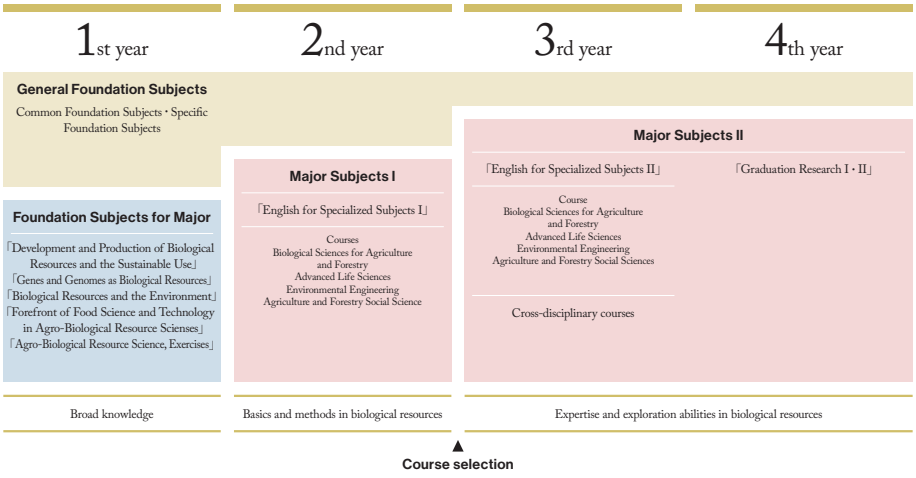
Curriculum Policy

We organize and implement curricula based on the following policies for programs that allow students to acquire learning outcomes related to Bachelor of Agricultural Science.

Curriculum Design Framework	**General policy** We offer the following four courses: Biological Sciences for Agriculture and Forestry, Advanced Life Sciences, Environmental Engineering, and Agriculture and Forestry Social Sciences as major courses in Agrobiological Sciences. During the first half of the curriculum, students study broad subjects in classes that are not classified as part of a specialized field, and common Major Subjects that constitute a foundation for the Bioresource Sciences. During the second half of the curriculum, students take specialized courses, obtain specialized course knowledge and cross-sectional understanding, organize such knowledge, and work on their graduation theses. In this way, students deepen their specialties. **Course sequence policy** – During the first year, students build foundational knowledge as experts with extensive abilities through General Foundation Subjects and Foundation Subjects for their Major. In particular, students will cultivate an interest in a wide range of fields in bioresource science, as well as cultivate problem-solving awareness through deepening their understanding of bioresource science by studying mandatory subjects in the college. – During the second year, students acquire competence with methods for deepening specialties through learning basic Major Subjects. Students mainly take course subjects to be selected during the third year, but expand interdisciplinary views by taking Major Subjects I, a cross-sectional field subject. – During the third year, students choose a single course from the four, and deepen their specialties through Major Subjects II of the selected course. Students concentrate on subjects of the course to which they belong, but also gain knowledge in associated fields through Major Subjects that which are cross-sectional field subjects. – During the fourth year, students continue studying Major Subjects II. Simultaneously, we implement a mandatory Graduation Thesis. By comprehensively applying specialized knowledge and methods learned thus far to a single research assignment, students are able to more deeply understand Bioresouce Sciences. **Implementation policy** – During the first year, students gain basic knowledge about bioresource science through Development and Production of Biological Resources and Sustainable Use, Genes and Genomes as Biological Resources, Biological Resources and the Environment, Forefront of Food Science and Technology in Agro-Biological Resource Sciences, and Agro-Biological Resource Science, Exercises. After that, students study Major Subjects. – In the four courses, students deepen specialties by systematically studying Major Subjects. At the same time, students can foster abilities for identifying and solving problems through learning experiments, practical training sessions, and seminars. – Students can deepen interdisciplinary views by learning cross-sectional subjects. The keywords here are food, environment, and internationalism.

Teaching and Learning Methods	To ensure students can fully comprehend the multidisciplinary field of Agricultural Science, we have established a program structure that progressively builds upon core subjects—including agricultural and forestry biology, applied biochemistry, environmental engineering, and socioeconomics—through a series of lectures, experiments, fieldwork, and seminars. Students can enhance their internationalism and motivation to contribute to society through hands-on experience at overseas partner universities, the International Internship Courses (training at the JICA Tsukuba Center, etc.), and the Internship on Food and Environment Course (activities at local companies and organizations).

Structure of competences to be developed and curriculums



Admission Policy

Desired Student Profile	Personnel with strong interest in bioresources, agriculture, forestry, and environmental conservation are desired, They should also have flexible ways of thinking that allow them to conduct extensive studies, be motivated to identify their own problems, work to resolve the same, convey information on the same internally and externally, and offer logical explanations.

Student Evaluation and Selection	Individual Achievement Test First Round	In addition to general foundational academic skills and language capabilities, we comprehensively evaluate the comprehension, critical thinking, and applied skills necessary for studying disciplines related to bioresources.
	Individual Achievement Test Second Round	We select candidates based on a comprehensive evaluation of their foundational academic skills and language proficiency, along with their understanding of bioresources, motivation to learn, and ability to express thoughts logically.
	Entrance Examination by School Recommendation	Students will be selected based on outstanding academic performance in high school or exceptional achievements in extracurricular activities, along with a comprehensive evaluation of their motivation and aptitude for studying bioresources, logical thinking skills, foundational academic abilities, and language proficiency.
	Entrance Examination for IB Students	We select candidates based on their knowledge and critical thinking skills for pursuing academic goals in the field of bioresources, as well as their communication skills, including language proficiency.
	Entrance Examination for Foreign School Students	We select candidates who have an interest in bioresources—the foundation for the survival, safety, and prosperous lives of humankind—and possess the fundamental academic skills necessary to understand instruction in Japanese. Selection is based on a comprehensive evaluation of their level of understanding of bioresources, their motivation to learn, and their ability to express thoughts logically.
	Transfer examination	We select candidates who can progress in this college by comprehensively evaluating their academic abilities in foundational and specialized subjects, language proficiency, understanding of bioresources, motivation to learn, and ability to express thoughts logically. Admission is generally for the third year, though in some cases, admission to the second year may be granted.
	Japan-Expert Bachelor's Program	We will comprehensively evaluate candidates' motivation—such as an interest in bioresources as the foundation for human survivability, safety, and well-being, an interest in Japanese agriculture and forestry research and technology, and a desire to utilize such knowledge to contribute as an Agronomist at domestic or international research institutes or companies in the future—along with their Japanese language skills and social adaptability.

Learning Support Framework

Academic Support	We provide pre-enrollment education for students admitted through the Entrance Examination by School Recommendation. This pre-enrollment education encourages admitted students to shift their mindset toward university-level learning and supports them in bridging the gap after starting their studies. In the compulsory first-year fall semester course “Agro-Biological Resource Science, Exercises,” students learn the full process—from identifying problems to conducting research and delivering presentations—individually or in groups, under the guidance of their class teachers. Furthermore, we improve our classes and support services through biannual student-faculty meetings: the Class Consultation Meetings.
Opportunities for Peer Interaction	First-year Seminar in the spring semester, Agro-Biological Resource Science, Exercises, in the fall semester, and English for Specific Purposes I in both spring and fall semesters of the second year are conducted by class under the guidance of teachers, providing opportunities for interaction among students within each class. Additionally, we create opportunities for interaction among students within the same year by scheduling meetings where all classes gather together. Furthermore, the outcomes and requests arising from student are reported at Class Consultation Meetings and reflected in improvements to the college's educational curriculum and support systems.
Opportunities for Student–Faculty Interaction	Class teachers and the directors of each third-year course supervise students in their academic year, establishing classes where students can interact with faculty members and creating a point of contact for communication. Additionally, Class Consultation Meetings are held each semester to facilitate exchange and interaction between teachers and students.

Approaches to Assuring and Enhancing Educational Quality

Class Consultation Meetings are held every semester with participation of chair, class teachers for the first and second years, Faculty Development (FD) teachers of the College and class representatives to implement continuous curriculum improvements.

Student class evaluations are conducted for each course, and the results are reported to the teacher of the course, so that teaching contents and methods can be improved.

Our FD activities include class observation by other faculty members, sharing of class materials, strengthened cooperation among courses, study sessions, and meetings for class improvement.

Evaluation and improvement systems for courses and curriculum

Topic	Students	Faculty members	College of Agro-Biological Resource Sciences
Curriculum	Collect opinions on the curriculum	Review the curriculum	
	Class liaison committees		
Classes	Submit the class evaluation questionnaires	Review the teaching content and methods	Organize and disclose (within the university) class evaluation results and instructor responses
	Conduct classes		
Decision on the course and laboratory	Decide the course and laboratory and taking related courses	Brief on research details, course-taking guidance	Set requirements for course promotion and graduation research
	Course briefing session, laboratory briefing session		

College of Geoscience

Bachelor of Science

Program Educational Objectives

We foster personnel who vigorously play active parts from an international standpoint in fields pertaining to society. Such personnel are required to have comprehensive knowledge and ways of thinking concerning the Earth's evolution from its birth to the present time, and various phenomena and processes occurring in the atmosphere, hydrosphere, and lithosphere.

Graduate Profile	We cultivate individuals with the following abilities: Generic competences: communication skills; critical and creative thinking; data and information literacy; broad perspectives and international awareness; physical and mental well-being, humanity, and ethical awareness; and cooperativeness, initiative, and self-management. Specialized competences: understanding of the natural sciences; specialized Foundation in Earth Science; scientific Thinking Ability; laboratory experimentation and analytical skills; fieldwork skills; research Planning, Execution, and Synthesis Skills. Through the development of these competences, we foster individuals who can apply their scientific knowledge and global perspective to contribute to society across a wide range of fields, including meteorology, environmental science, geology, disaster mitigation, energy, construction, information and communication, tourism, and finance.
Career Paths after Graduation / Completion	Approximately 70% of graduates pursue advanced studies in graduate school. For those entering the workforce, career opportunities extend across a wide range of industries, including meteorology, environment, geology, disaster prevention, energy, construction, information and communication, travel, and finance. In addition, many graduates contribute to society in diverse sectors such as disaster prevention and environmental administration in government ministries, local governments, and independent administrative agencies, as well as educational and outreach activities in schools, museums, and related institutions.

Diploma Policy

We confer the Bachelor of Science degree upon students who have acquired the knowledge and skills defined as the University of Tsukuba's undergraduate educational goals (generic competences) as well as those defined as the objectives of this program (specialized competences).
Understanding of Natural Sciences: Possesses a broad understanding of natural sciences that extends beyond their own disciplinary specialty.

Knowledge and Skills (Specialized Competences)	1. Specialized Foundation in Earth Science	Understands advanced disciplinary knowledge and diverse research methods in the Earth sciences.
	2. Scientific Thinking Ability	Has acquired the ability to analyze scientific data and information using appropriate methods and to draw logical inferences.
	3. Laboratory Experimentation and Analysis Skills	Has learned how to use laboratory instruments and analytical equipment while taking into account safety requirements.
	4. Fieldwork Skills	Has acquired the ability to conduct observations, measurements, and data collection in the field while ensuring safety and protecting personal information.
	5. Research Planning, Execution, and Synthesis Skills	Has acquired the ability to plan and conduct research or surveys, and to accurately summarize and present the outcomes in a senior thesis or report.
Guidelines for Assessing Learning Outcomes	We specify, in each course syllabus, the correspondence between courses and the competences stated in the Degree Conferment Policy, as well as the criteria and methods used for assessing student performance. The attainment of these competences is evaluated based on students' completion of the relevant course requirements. In awarding the degree, particular emphasis is placed on the graduation research as the culmination of students' academic achievement. A committee of multiple faculty members, including the academic advisor, evaluates whether students have acquired the knowledge and skills stipulated in the Degree Conferment Policy through the review of the graduation thesis, the final presentation, and the subsequent question-and-answer session.	

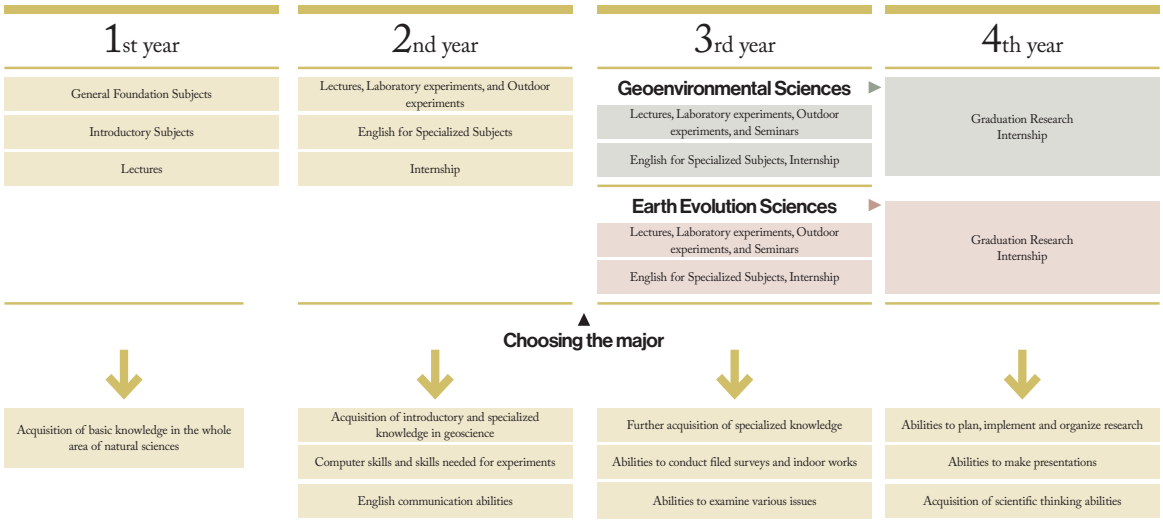
Curriculum Policy

“We organize and implement curricula based on the following policies for programs that allow students to acquire learning outcomes related to Bachelor of Science.

Curriculum Design Framework	**General policy** In the College of Geoscience, we offer two major courses in Geoenvironmental Sciences for handling the current global environment and in Earth Evolution Science for handling global history. In major courses, students learn Human Geography, Regional Geography, Atmospheric Sciences, Hydrological Sciences, Geomorphology, and Analysis of Environmental Dynamics. (The above subjects are major courses in Geoenvironmental Sciences.) Students also learn Historical Geology – Paleontologybiology, Stratigraphy, Geodynamics, Petrology, Mineralogy, and Resource Geoscience. (The above subjects are major courses in Earth Evolution Science.) **Course sequence policy** During the first year, students obtain basic knowledge related to overall studies including humanities and social science studies with a central focus on natural science. Students also acquire basic abilities necessary after the second year through study in the Introductory Subjects for geoscience. During the second year, students learn Major Subjects intended for an introduction to geoscience as well as mathematics, physics, chemistry, English, etc. necessary for geoscience and improve their ability to use computers and laboratory equipment for c alculations, organization of materials, and presentations. Moreover, students take specialized English so as to acquire reading and communication abilities in English. During the third year, courses are divided into major courses and students mainly learn Major Subjects. By taking Major Subjects comprising lectures, seminars, laborator y experiments, and outdoor experiments, students deepen their specialized knowledge. Moreover, through onsite observation, measurement, and material collection, we provide many outdoor experiments observing various assignments in the field and students acquire abilities for outdoor investigation and indoor operations. Moreover, in addition to major courses, student can choose minors including major courses in the Interdisciplinary Program in Life and Environmental Sciences (a course for foreign students). During the fourth year, students mainly work on their graduation theses. While discussing matters with the faculty members and graduate school students, students proceed to investigations and experiments. In this way, students enhance abilities for research planning, performing, and overall controlling as well as accurately conveying research outcomes to a third party. **Implementation policy** In order to urge students' subjective learning, we prepare textbooks by the faculty members in charge in the college and make use of e-learning systems. We offer internship subjects as a part of collaboration with industrial circles and local communities as well as career path education. Moreover, we arrange supporting environments for learning, such as laboratories and computers, independently by our college and jointly with schools and associated colleges. Furthermore, in order to promote internationalization, we offer small-size specialized language classes and international outdoor exper iments and recommend that students take English lectures in major courses in the Interdisciplinary Program in Life and Environmental Sciences.”

Teaching and Learning Methods	Field experiments, the special features of the College of Geoscience, are conducted in collaboration/cooperation with the university's affiliated research centers and training facilities, where large waterways and heat and water balance observation plots are installed to support the achievement of research and educational goals. By cooperating in activities for the Geology and Geography Olympics and the establishment of geoparks, we provide the students with opportunities to have contact with society through the studies of geoscience.

Structure of curriculum and competences to be developed



Admission Policy

Desired Student Profile	Personnel with strong interest in and a spirit of inquiry into the earth environment and earth evolution who can voluntarily and proactively engage in problem solution and analyze phenomena from a broad viewpoint are desired.

Student Evaluation and Selection	Individual Achievement Test First Round	Candidates are selected through a comprehensive evaluation based on the Common Test for University Admissions and written examinations. The evaluation assesses broad foundational academic ability across the humanities and sciences, high foreign-language proficiency, advanced understanding in the natural sciences, strong analytical thinking skills, and the ability to apply such skills.
	Individual Achievement Test Second Round	Candidates are selected through the Common Test for University Admissions and an oral examination. The selection targets individuals who possess broad foundational academic ability across the humanities and sciences, high foreign-language proficiency, wide-ranging interest and strong motivation to study Earth environment and Earth evolution, and the ability to think and express themselves logically.
	Entrance Examination by School Recommendation	From among applicants who have acquired advanced foundational academic ability at the senior high school level, individuals who demonstrate clear motivation and purpose for studying Earth environment and Earth evolution, as well as the ability to think and express themselves logically, are selected through a document-based screening.
	Entrance Examination for IB Students	Candidates who possess broad foundational academic ability across the humanities and sciences, high foreign-language proficiency, and clear motivation and purpose for studying Earth environment and Earth evolution, along with strong willingness to learn, are selected through written and oral examinations.
	Entrance Examination for Foreign School Students	Candidates are evaluated comprehensively through written and oral examinations for their ability to apply a global perspective cultivated through overseas experience, to demonstrate strong thinking and comprehension skills based on broad interest in the Earth environment and Earth history, and to show the foundational academic ability necessary to understand coursework in the Earth Science Program.
	Transfer examination	From among applicants who have acquired advanced foundational academic ability in fields related to the natural or social sciences, individuals with clear motivation and purpose for studying Earth environment and Earth evolution, and who possess logical thinking and communication skills, are selected through written and oral examinations.

Learning Support Framework

Academic Support	We implement a class advisor system to provide detailed academic support. Class advisors respond to students' concerns regarding their studies and future career paths, and they offer guidance on study methods to support the continual development of each student. After enrollment, an orientation is held to assist students in creating their course plans. In addition, an information session for second-year students is organized so that they can make appropriate choices regarding their specialized field of study.
Opportunities for Peer Interaction	We provide multiple class-based activities that enable students to take the initiative in planning and participating in various events. In addition, opportunities for collaborative field investigations, such as field excursions, are offered to encourage students to work together in conducting surveys.
Opportunities for Student–Faculty Interaction	We hold class meetings (Kurasu-renrakukai) to provide a forum through which students' opinions can be communicated to faculty members and to jointly improve the educational environment. Opportunities for interaction between faculty and students are also arranged as needed to promote communication and engagement.

Approaches to Assuring and Enhancing Educational Quality

Enhanced teaching systems

We provide appropriate course-taking and career guidance at the time when students start their college life and promote to the next level studies. In addition, we improve the syllabus description to better support students in their studies. The Program Committee reviews the results of learning outcome assessments to examine whether educational quality is being appropriately maintained, and when areas for improvement are identified, the Curriculum Committee takes the lead in revising the curriculum and related matters.

Small-class system

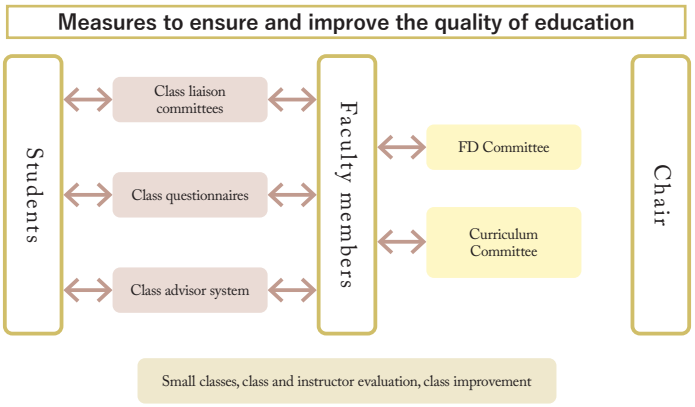
Specialized language courses, seminars, and exercise-oriented courses are provided in small class sizes. Each student is given one-on-one attention by a faculty member, who provides detailed and kind instruction.

Assurance of research and teaching abilities of faculty

We assign faculty members with highly specialized abilities by conducting peer review by other faculty members to develop finely tuned education and research activities that meet the different needs of students. In addition, the university evaluates and verifies the education and research achievements of the faculty members from a variety of perspectives, using class evaluations by students and faculty evaluations of the University of Tsukuba. We are committed to continuously providing high-quality education.

Measures to improve classes

Faculty development activities are carried out systematically, and individual and groups of faculty members independently develop class contents and methods to improve classes.


Measures to ensure and improve the quality of education
Students
Class liaison committees
Class questionnaires
Class advisor system
Faculty members
FD Committee
Curriculum Committee
Chair
Small classes, class and instructor evaluation, class improvement

School of Science and Engineering

College of Mathematics

- Bachelor of Science

College of Physics

- Bachelor of Science

College of Chemistry

- Bachelor of Science

College of Engineering Sciences

- Bachelor of Engineering

College of Engineering Systems

- Bachelor of Engineering

College of Policy and Planning Sciences

- Bachelor of Policy and Planning Sciences

Bachelor's Program in Interdisciplinary Engineering

- Bachelor of Engineering

Educational Objectives

To develop global human resources with the extensive knowledge needed to realize a sustainable society, and having specialties from the basics to applications of science and technology, flexibility in thinking, competencies for intellectual creativity with problem finding and solving skills, broad perspectives, enriched sense of humanity, and collaboration skills to work in teams, all with a view to contributing to the international society.

College of Mathematics

■ Bachelor of Science

Program Educational Objectives

In modern society, the demand for individuals with high mathematical abilities is increasing across various fields. The purpose of training personnel in the department of mathematics is to foster individuals who possess the problem-solving skills required in society by deepening their understanding of mathematics.

Graduate Profile	By acquiring a wide range of knowledge on the foundations of modern mathematics, from pure to applied mathematics, students will acquire a high level of logical reasoning, as well as the mathematical ability to analyze problems, understand their structure, and solve them, and will become people who can play an active role globally in various fields of society.
Career Paths after Graduation / Completion	About half of the graduates go on to graduate school. On the other hand, graduates who choose to enter the workforce find employment in a variety of industries, including: – Information and Communication Technology – Finance and Insurance – Junior high school /high school teacher, education – Public servant – System engineer – Outsourcing and others.

Diploma Policy

We grant diplomas for Bachelor of Science to persons who have acquired the knowledge and skills (that is, Generic Competences) to become learned based on the educational purpose for undergraduate students of the University of Tsukuba. In their learning outcomes, they will achieve the following goals based on the educational purpose of our school and college.

Knowledge and Skills (Specialized Competences)	1. Basic knowledge of natural sciences	Students have acquired fundamental knowledge of natural sciences and developed scientific thinking skills. They can also freely utilize the foundational mathematical concepts of calculus and linear algebra.
	2. Expertise in mathematics (algebra)	By understanding mathematical logical reasoning methods and acquiring mathematical thinking skills, logical reasoning skills, and application skills, students master specialized knowledge in algebra.
	3. Expertise in mathematics (analysis)	By understanding mathematical logical reasoning methods and acquiring mathematical thinking skills, logical reasoning skills, and application skills, students master specialized knowledge in analysis.
	4. Expertise in mathematics (geometry)	By understanding mathematical logical reasoning methods and acquiring mathematical thinking skills, logical reasoning skills, and application skills, students master specialized knowledge in geometry.
	5. Expertise in mathematics (mathematics of information)	By understanding mathematical logical reasoning methods and acquiring mathematical thinking skills, logical reasoning skills, and application skills, students master specialized knowledge in mathematics of information.
	6. English skills for mathematics	Students have acquired basic English proficiency and presentation abilities related to specialized fields.
Guidelines for Assessing Learning Outcomes	The knowledge and competences outlined in the Degree Awarding Policy are evaluated through the acquisition of credits in courses corresponding to those competences. Grades for each course are determined through an appropriate combination of assessments based on the course syllabus, such as quizzes, tests, and reports, using grading methods aligned with the competence evaluation criteria published in the syllabus. The pass/fail standard is generally set at 60% or higher of the total points as a guideline for credit recognition, and is clearly stated in advance in the syllabus according to the characteristics of the course.	

Curriculum Policy

We organize and implement curricula based on the following policies for programs that allow students to acquire learning outcomes related to the Bachelor of Science.

Curriculum Design Framework	**General policy** Mathematics is a remarkably systematic academic study with international universality, and its curriculum is almost the same in many universities in developed countries. In line with this, we organize and implement curricula so that students will be able to move along the sequence smoothly, ranging from the basic level to specialized, developed, and applied levels. **Course sequence policy** – During the first year, students acquire basic knowledge related to overall natural science and learn Calculus and Linear Algebra, which are foundations for all mathematics as Foundation Subjects for the Major. In addition to lectures in the aforementioned studies, seminar hours are included, during which students actually solve problems. Moreover, students widely learn non-specialized fields such as languages as Common Foundation Subjects and Specific Foundation Subjects. (The competence 'Basic knowledge of natural sciences' is acquired here.) – The second year is the period for study from the basic level to the development level. During such a period, students prepare for more profound knowledge about Calculus and Linear Algebra and specialized fields (e.g., Set Theory, Topology, Curves and Surfaces). We also offer seminar-form “Mathematics in Foreign Language I” for improving linguistic proficiency and presentation abilities. – During the third year, students learn general foundation subjects for specialized fields. We offer lectures and seminars that allow students to obtain core knowledge about the four fields of Algebra, Geometry, Analysis, and Information. We also offer seminar-form “Mathematics in Foreign Language II” . “Introduction to the Study of Graduation Research” allows for a smooth shift to graduation theses engaged in during the fourth year. – During the fourth year, students participate in seminars and laboratories. They join small-class and seminar-form graduation theses groups comprising several persons in each seminar and laboratory. At the same time, we offer lectures related to specialized themes. (The competences ' Expertise in mathematics (algebra, analysis, geometry, mathematics of information)' and 'English skills for mathematics’ are acquired in the second to fourth years.)

Teaching and Learning Methods	– Seminar hours are offered for the main subjects, in which students solve examples and develop problems on their own. In this way, students are able to deepen their understanding of lectures. – Subjects urging interest (e.g., “Introduction to Mathematics” and “Mathematics in Foreign Language”) are prepared. – English textbooks are used for some classes and seminars. In this way, students are able to brush up on their expressions and language proficiency abilities and consider internationalization. – The curriculum design helps students acquire a teaching license (mathematics). – At the “Career Path Seminar in the College of Mathematics”, company representatives explained the high demand for mathematics in society and the career paths available after graduating from the College of Mathematics.

Structure of competences to be developed and curriculums

1st year	2nd year	3rd year	4th year
Foundation Subjects for Major Introduction to Mathematics Mathematics Literacy 1・2・3 Calculus 1・2・3 Linear Algebra 1・2・3	**Major Subjects** Advanced Linear Algebra Vector Analysis and Geometry Introduction to Differential Equations Introduction to Set Theory Introduction to Algebra Introduction to Topology Surface Theory Introduction to Complex Analysis Exercise in Computer Statistics Mathematics in Foreign Language I Career Path Seminar in the College of Mathematics	Introduction to the Study of Graduation Research Mathematics in Foreign Language II	Graduation Research
		Major Subjects in Algebra Algebra IA・IB	Algebra II・III・IV
		Major Subjects in Geometry Topology A・B Introduction to Manifolds	Topology C Differential Geometry
		Major Subjects in Analysis Lebesgue Integral Introduction to Functional Anslysis Probability Theory I・II	Functional Analysis Complex Analysis
		Major Subjects in Information Mathematics Mathematical Logic I・II Mathematical Statistics I・II Computer Mathematics I・II	
General Foundation Subjects Common Foundation Subjects Specific Foundation Subjects			
Basic knowledge of natural science in general	Obtain more profound theory, prepare for specialized fields	Fundamental knowledge in the fields of algebra, geometry, analysis, and information.	Graduation research with small-group seminars
Basic skills for studying specialized mathematics	Improve language and presentation skills	Improve language and presentation skills, preparation for graduation research	More specialized knowledge

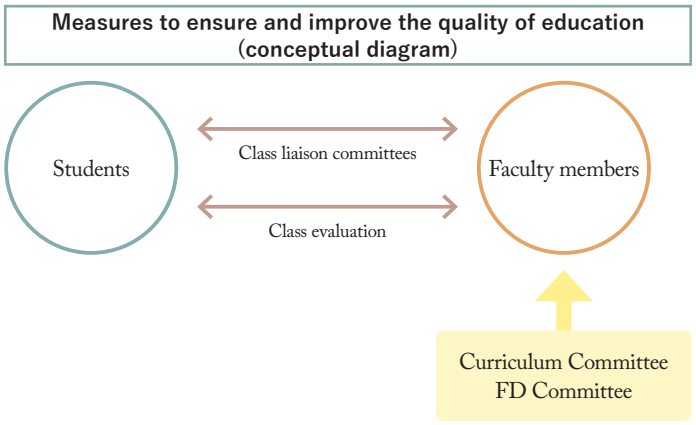
Admission Policy

Desired Student Profile	Personnel who have a passion for mathematics and are persistent in thinking about answers when there are unclear matters are desired. Moreover, personnel who desire to acquire logical (mathematical) thinking abilities are desired.

Student Evaluation and Selection	Individual Achievement Test First Round	We will comprehensively evaluate general basic academic skills, as well as the logical thinking, mathematical reasoning, and application skills necessary for studying mathematics.
	Entrance Examination by School Recommendation	We will comprehensively evaluate factors such as excellent academic performance in high school, a clear sense of purpose in studying mathematics, and a strong motivation to engage with the discipline of mathematics.
	Entrance Examination for IB Students	We will comprehensively evaluate a strong curiosity for the natural sciences, a broad international perspective, fundamental academic abilities related to mathematics, and a strong willingness to learn mathematics.
	Entrance Examination for Foreign School Students	We will comprehensively evaluate a strong interest in mathematics, the language skills necessary for studying mathematics after enrollment, and fundamental academic abilities.
	Transfer examination	We will comprehensively evaluate whether the applicant possesses the fundamental academic abilities necessary to undertake specialized mathematics education, as well as a strong interest in and aptitude for mathematical thinking.

Learning Support Framework

Academic Support	We regularly organize “Tenarai-juku” (tutorial class) for mathematics, where students can get answers for their questions, including those concerning calculus and linear algebra, which are core courses in the first year.
Opportunities for Peer Interaction	We organize exchange meetings with students who have transferred from the School of Comprehensive Studies, ensuring that their studies progress smoothly after the transfer.
Opportunities for Student–Faculty Interaction	– In addition to graduation research conducted in a small group of several students per laboratory, small seminar-style classes are offered from the second year. In these classes, students prepare and give presentations to check their own level of understanding and improve their understanding through direct discussions with the faculty members. – For smooth communication between the students and faculty members, class liaison committees are organized at the College of Mathematics.



Approaches to Assuring and Enhancing Educational Quality

- The Management Committee of the College of Mathematics evaluates student learning outcomes to verify the validity of the curriculum and the appropriateness of instruction.
- Based on class questionnaires answered by the students, as well as other data, we hold discussion meetings for students and faculty (class liaison meetings) twice a year in the spring and autumn. The candid opinions exchanged in these meetings are used for educational improvement.
- For courses with multiple classes, such as calculus and linear algebra, course liaison committees are organized to coordinate content and improve lecture techniques among the instructors.

College of Physics

■ Bachelor of Science

Program Educational Objectives

We aim to cultivate internationally minded graduates who, through the creation of new knowledge grounded in physics and its sound implementation in society, will contribute to the exploration of the fundamental sciences represented by particle and nuclear physics, astrophysics, condensed-matter physics, and life sciences, and to solving critical challenges in the cutting-edge fields of contemporary society, including decarbonization and energy transition, quantum and information technologies, advanced materials, healthcare, the global environment, and the reliability and ethics of science and technology. They will help build a society in which the pursuit of knowledge is embedded as culture and intellectual curiosity is fulfilled, as well as a sustainable, safe, and just society.

Graduate Profile	We aim to cultivate individuals who possess research capability grounded in a solid foundation in mathematics and physics—from fundamentals to applications—and in advanced specialized knowledge; who demonstrate logical reasoning honed through the pursuit of physical truth; who can independently formulate problems and solve them in an integrated manner; and who couple broad intellectual cultivation with sound ethics, moral awareness, and a strong sense of social responsibility. Such graduates will create new knowledge across diverse fundamental sciences and the cutting-edge fields of contemporary society; lead the social implementation, standardization, and intellectual-property development of research outcomes through industry–academia–government partnerships and international collaboration; contribute to science communication and science education; and help drive the formation of a sustainable, safe, and just society.

Career Paths after Graduation / Completion	The abilities cultivated through the study of physics—to express phenomena in equations, build models, and reason logically in a structured manner, and to identify problems independently and lead them to solutions—are valuable across disciplines. Graduates are expected to thrive in diverse fields such as research, industry, policy, and education. – University Faculty & Research Careers: Engage in cutting-edge research at universities, research institutes, and corporate R&D. – Quantum, Semiconductors & Electronic Devices: Quantum metrology/algorithms, process development, reliability engineering. – Energy & Decarbonization: Renewable energy, batteries, hydrogen; LCA/ESG. – Advanced Materials & Measurement: Materials design/materials informatics, physical-property characterization, quality assurance, intellectual property. – Healthcare & Med-Engineering: Medical imaging, radiation physics, diagnostic devices, data analysis. – Space, Disaster Resilience & Earth Sciences: Satellite observation, weather/earthquake modeling, data assimilation. – Data Science & AI: Data analytics, machine learning, numerical computation, algorithm development. – Finance, Consulting & Policy: Quantitative finance, R&D strategy, science-and-technology policy. – Public Administration, Regulation & Standardization: National metrology standards, safety and quality, international standardization. – Education & Science Communication: Secondary-school teacher, museum curator, science writer. – Entrepreneurship & Venture Creation: Deep-tech startups, university spin-offs.

Diploma Policy

We grant diplomas for Bachelor of Science to persons who have acquired the knowledge and skills (Generic Competences) to accomplish the educational purpose for undergraduate students of University of Tsukuba, and have achieved the following knowledge and skills (Specialized Competences) based on the educational purpose of our school and college.

Knowledge and Skills (Specialized Competences)	1. Understanding of natural sciences	Understanding concepts and ways of thinking that are bases for natural science, and abilities to solve problems
	2. Understanding of classical physics	Understanding concepts and ways of thinking that are bases for classical physics, and abilities to solve problems
	3. Understanding of modern physics	Understanding concepts and ways of thinking that are bases for modern physics, and abilities to solve problems
	4. Understanding of specialized physics	Understanding concepts and ideas of specialized physics in each field, and abilities to solve problems
	5. Computational analysis skills	Abilities to implement computer programs and to obtain proper physical insights from numerical results
	6. Ability to analyze experiments	Understanding principles and operation of experiments, and abilities to properly obtain physical meaning from the results
	7. Professional dialogue skills	Ability to express and discuss physics content in English
	8. Problem solving skills	Ability to explore and solve problems in physics independently
Guidelines for Assessing Learning Outcomes	The knowledge and skills (competences) set forth in the “Diploma Policy” are assessed from two perspectives: learning outcomes in individual courses and the culminating outcomes demonstrated in the bachelor's thesis. – Course-based assessment: In each course, competence attainment is evaluated using exams, short tests, reports, and other instruments appropriately combined in accordance with the direct assessment criteria for competences specified in the syllabus. – Capstone (bachelor's thesis) assessment: Positioning the bachelor's thesis as the culmination of learning, multiple faculty members from the relevant field and from other fields conduct a comprehensive evaluation of competence achievement through the thesis presentation session, including the oral presentation and Q&A.	

Curriculum Policy

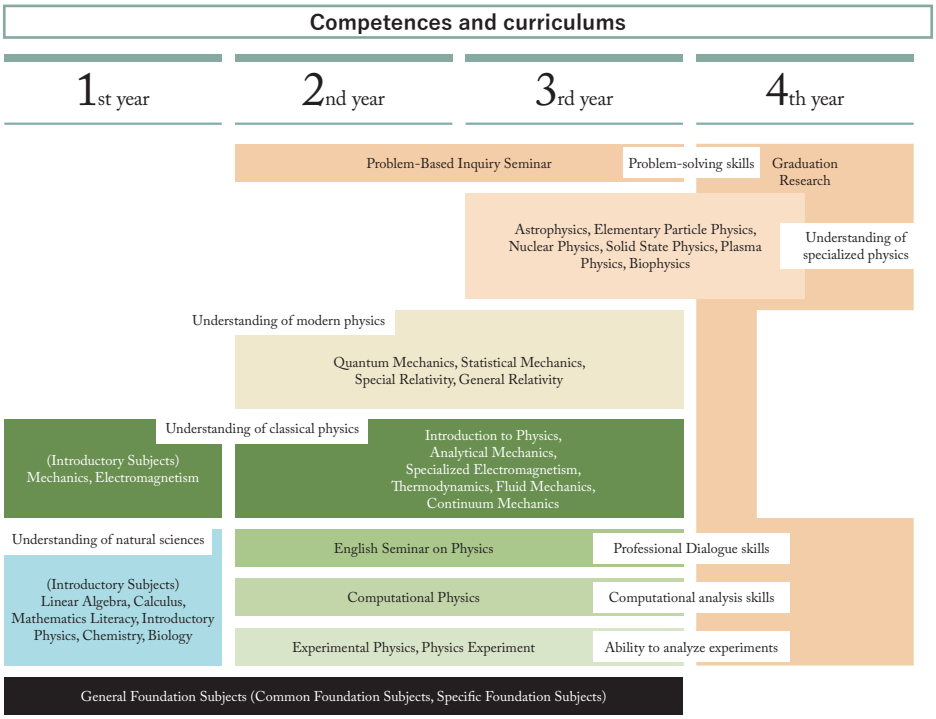
We organize and implement curricula based on the following policies for programs that allow students to acquire learning outcomes related to Bachelor of Science.

Curriculum Design Framework	**General policy** We organize a systematic curriculum that enables students to acquire competences stepwise and effectively, progressing from the fundamentals of the natural sciences to highly specialized modern physics. Our instructional methods appropriately combine lectures, exercises, and experiments, and incorporate inquiry-based learning, online (on-demand) classes, and small-group instruction to foster active, interactive, and deep learning. In addition, we make assessment criteria explicit and visualize learning outcomes, and we continuously improve instructional methods and content based on student feedback. **Course sequence policy** Physics has advanced through a repeated process of building upon the achievements of predecessors and accumulating newly discovered knowledge. Even in modern physics—which is highly developed and specialized across diverse fields—fundamental concepts are used universally. Over the four years of the College, we set a standard year of learning for each course and state intended learning outcomes in the syllabus so that students can progress in sequence: from classical physics as a foundation, to basic courses forming a core of the modern physics, and then to highly specialized developing courses. – The first year: Students acquire essential mathematical foundations such as linear algebra and calculus, while learning the core of classical physics—mechanics and electromagnetism—viewed from the perspectives of point mass and fields. They also study a broad range of the natural sciences (chemistry, biology, and earth science) to develop wide-ranging knowledge and general education. – The second year: Through courses such as analytical mechanics, thermal physics, and advanced electromagnetism, students deepen their understanding of classical physics and, at the same time, master the fundamentals of modern physics, including quantum mechanics and relativity. They also learn basic methods in physics experiments. – The third year: Students study more advanced topics in modern physics through courses such as quantum mechanics and statistical mechanics, and build foundations in the specialized physics of each field—particle, nuclear, plasma, condensed matter, and astrophysics. Experiments in each area further strengthen their understanding of how theory and experiment function as the two wheels of physics. – The fourth year: Each student joins a laboratory to study specialized physics and conduct graduation research. **Implementation policy** Each course is typically aligned with multiple competences. The competence values earned upon successful completion are quantified such that the sum of the competence values assigned to that course equals the number of credits for the course. This enables students to track the competences they have acquired quantitatively and cumulatively, and to verify their level of attainment systematically with reference to the Degree Awarding Policy.

Teaching and Learning Methods

Grounded in lectures, exercises, and experiments, our program enables students to acquire physics stepwise and systematically from the fundamentals to advanced specialties, while emphasizing active, interactive learning.

- "Introduction to Physics" (the first year)
  We offer an introductory specialty course that situates modern physics in an overarching perspective and provides a roadmap for subsequent study, clarifying early on what and why students will learn in later years.
- Problem-Based Inquiry Seminar (the second and third years)
  Throughout the year, students engage in small-group tutorial learning on diverse topics aligned with their interests. With close faculty guidance, they conduct literature reading, experiments, numerical computation, and presentations, thereby developing problem-formulation and inquiry skills.
- Integrated Lectures and Exercises
  In major courses, lectures and exercises are designed as a single sequence, with careful explanations, ample practice time, and immediate feedback to consolidate understanding and strengthen application skills.
- Specialized English and the Fostering of International Competence
  By combining e-learning with classes taught by international faculty, students cultivate communication skills that are effective globally, including research presentations and the reading, writing, and discussion of technical documents.
- Foundational Rigor in Experiment Courses
  From the basics upward, we provide systematic instruction in report writing, data processing, uncertainty evaluation, and figure/table preparation, enabling students to acquire scientific writing skills and reproducible experimental techniques.

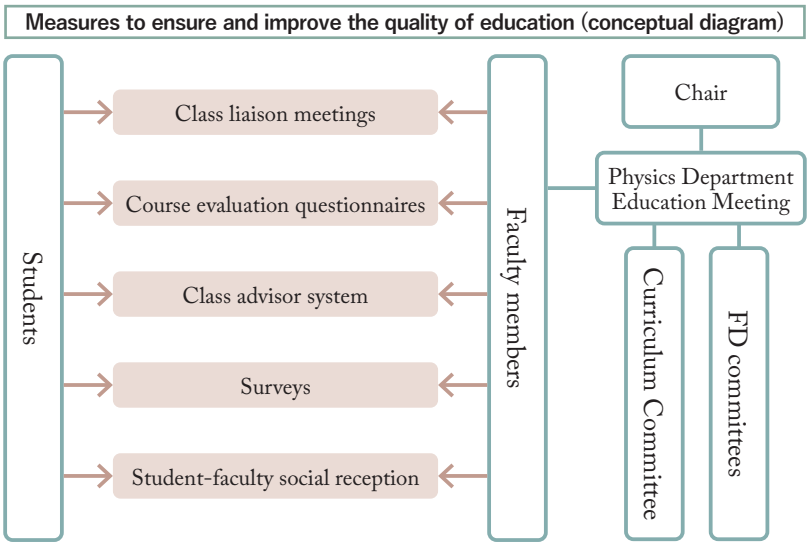


Admission Policy

Desired Student Profile	We seek candidates who possess the basic academic abilities in various high school subjects and the ability to further study physics in the university. Students are expected to have a wide perspective of view, learn by themselves, and flexibly deal with unknown matters.	
Student Evaluation and Selection	Individual Achievement Test First Round	We conduct a comprehensive evaluation of overall basic academic ability and of the logical reasoning, thinking, and application skills required to study physics.
	Individual Achievement Test Second Round	In addition to assessing overall basic academic ability, we comprehensively evaluate the logical reasoning, thinking, and application skills required for studying physics, as well as a broad interest in physics and strong motivation to learn.
	Entrance Examination by School Recommendation	Beyond an excellent academic record in high school, we comprehensively evaluate a high level of interest in physics, clear academic purpose, and willingness to engage proactively in learning.
	Entrance Examination for IB Students	We comprehensively evaluate strong curiosity about the natural sciences and a broad international outlook, together with the basic academic abilities related to physics and motivation to pursue studies in physics.
	Entrance Examination for Foreign School Students	Type 1/2) We comprehensively evaluate a high level of interest in physics, the language proficiency necessary to study physics after enrollment, and the requisite basic academic abilities.
	Transfer examination	We comprehensively evaluate basic academic abilities at approximately the second-year university level, along with the logical reasoning, thinking, and application skills necessary to study and master physics.

Learning Support Framework

Academic Support	Advising meetings and course - registration guidance by class advisors; provision of instructional materials on foundational coursework (e.g., mathematical methods for physics); Guidance in laboratory report writing; Presentation coaching for Physics Experiments II and graduation research.
Opportunities for Peer Interaction	Student interaction through activities such as the First-Year Seminar and class representatives' meetings; group-based learning in physics laboratory courses; and student–faculty social gatherings (the “Newton Festival”).
Opportunities for Student–Faculty Interaction	Exchange of views on course content and the learning environment at class liaison meetings; student–faculty social gatherings (the “Newton Festival”); small-group instruction in the Problem-Based Inquiry Seminar; scheduled office hours for each course; and advising meetings with class advisors.



Approaches to Assuring and Enhancing Educational Quality

- Standing Curriculum Committee — A Curriculum Committee of approximately ten faculty members meets monthly to conduct ongoing review and improvement of all educational activities. In addition, by undertaking reviews based on the results of learning-outcomes assessment, the Committee assures educational quality and strengthens the framework for achieving the objectives of the degree program.
- Faculty development for major course groups — Several meetings are held annually for each course group ("Mechanics," "Electromagnetism," "Quantum Mechanics," "Statistical Mechanics," and "Physics Experiments") to report on teaching and discuss areas for improvement.
- Rigorous grading — Course performance is strictly evaluated using published grading methods, based on an appropriate combination of exams, short tests, reports, and other instruments specified in the course plan.
- Course evaluations and class liaison meetings — Student-designed surveys are administered for all foundational and specialized courses, and the results are published. Class liaison meetings are held twice a year to pursue course improvements based on the survey findings.
- Alumni surveys — Surveys are conducted immediately after graduation and again five and ten years later, and the results are used to improve the curriculum and related practices.
- Current-student surveys — As appropriate, surveys on various topics are conducted and used to enhance the curriculum and other aspects of the program.

College of Chemistry

■ Bachelor of Science

Program Educational Objectives

We foster personnel with basic and extensive chemistry knowledge necessary for:(i) the pursuit of universal principles in the natural world as well as unknown substances and unknown phenomena; (ii) the creation of functional substances and materials development; (iii) the solution of environmental problems and energy problems; and (iv) the elucidation of life phenomena at the molecular level. Based on this, we aim to develop students with flexible ways of thinking backed by the aforementioned knowledge and understanding who are able to play vigorously active roles internationally.

Graduate Profile	A person who has thoroughly acquired diverse fundamental expertise in chemistry, is capable of independently identifying problems and devising methods for their solution, possesses a proactive research ability that leads to the discovery of new truths and the creation of value, and furthermore, applies the outcomes of research to contribute to social development and to addressing issues related to the environment, resources, and energy.
Career Paths after Graduation / Completion	Approximately 90% of graduates go on to pursue graduate studies. Furthermore, after graduation or completion of graduate school, they are widely active both in Japan and abroad in the following fields: – Companies and Organizations: Chemistry and Rubber, Electrical Equipment and Metals, Paper and Textiles, Energy, Food and Pharmaceuticals, Information and Communications, Services, Finance and Insurance, Transportation, Machinery and Automobiles – School Teachers: Public and Private Junior and Senior High Schools – Educational and Research Institutions: National Universities, National Research Institutes, Overseas Universities, Local Governments and Independent Administrative Agencies, etc.

Diploma Policy

We grant diplomas for Bachelor of Science to persons who have acquired the knowledge and skills (that is, Generic Competences) required based on the educational purpose for undergraduate students of the University of Tsukuba and the knowledge and skills (that is, Specialized Competences) required based on the human resorce development objectives of the college . In their learning outcomes, they will acquired the following the knowledge and skills (that is, Specialized Competences) required based on the educational purpose of our school and college.

Knowledge and Skills (Specialized Competences)	1. Knowledge and understanding of basic chemistry	Ability to correctly understand and apply concepts and theories related to basic chemistry
	2. Knowledge and understanding of, and ability to apply, inorganic and analytical chemistry	Knowledge in the fields of inorganic and analytical chemistry, ability to analyze chemical phenomena qualitatively and quantitatively, and ability to correctly understand the physical properties and molecular structure of inorganic compounds
	3. Knowledge, understanding, and application of the fields of thermodynamics and statistical	Knowledge in the fields of thermodynamics and statistical mechanics, and the ability to express chemical phenomena and concepts mathematically and physically
	4. Knowledge and understanding of the fields of quantum chemistry and spectroscopy and the ability to apply	Knowledge in the fields of quantum chemistry and spectroscopy, ability to describe chemical bonding patterns quantum mechanically, and ability to understand molecular structures correctly from spectroscopic information
	5. Knowledge and understanding of the field of organic chemistry and the ability to apply them	Ability to acquire knowledge in the field of organic chemistry, understand chemical reaction mechanisms, and apply such knowledge and understanding to organic synthesis
	6. Knowledge and understanding of the field of biochemistry and the ability to apply them	Ability to acquire knowledge in the field of biological chemistry and apply the laws and concepts of chemistry to the biological domain
	7. Ability to carry out chemical experiments	Ability to understand the principles and operations of chemical experiments and to correctly analyze and discuss the results
	8. Ability to understand and express chemical English	Ability to correctly read, express, and discuss in English the contents of English texts related to chemical research

Guidelines for Assessing Learning Outcomes	In the syllabus, the correspondence between courses and the competences set forth in the degree conferment policy, together with evaluation criteria and grading methods, are clearly indicated. In lectures, the acquisition of competences is assessed through quizzes and feedback, reports, and presentations. In practical training, evaluation is conducted through reports, attitudes toward experiments, and participation in questions and answers. Furthermore, the acquisition of the knowledge and skills (competences) specified in the degree conferment policy is assessed by multiple faculty members through the review of graduation research presentations.

Curriculum Policy

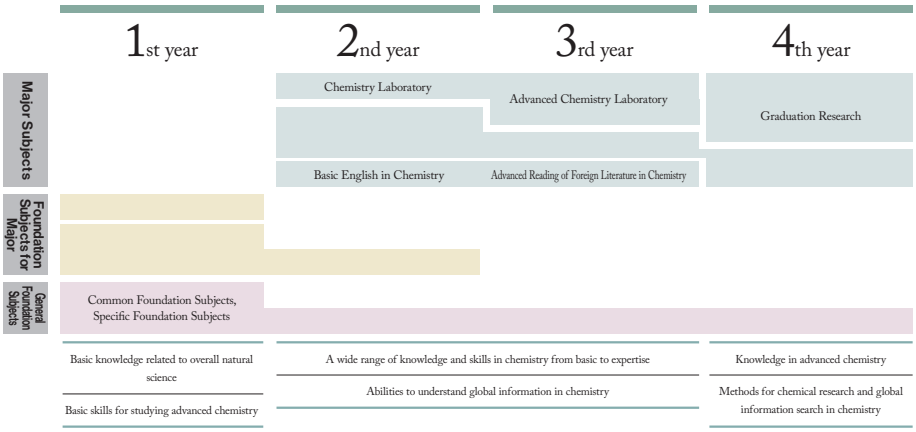
Curriculum Design Framework	**Correspondence between the knowledge and skills (that is, Specialized Competences) and course names.** – Knowledge and understanding of basic chemistry：Chemistry 1,2,3, Introduction to Chemistry – Knowledge and understanding of, and ability to apply, inorganic and analytical chemistry：Inorganic Chemistry I,II, Analytical Chemistry, Chemistry of Inorganic Elements – Knowledge, understanding, and application of the fields of thermodynamics and statistical：Physical Chemistry I,IV – Knowledge and understanding of the fields of quantum chemistry and spectroscopy and the ability to apply：Physical Chemitry II,III,IV – Knowledge and understanding of the field of organic chemistry and the ability to apply them：Organic Chemistry I,II,III,IV – Knowledge and understanding of the field of biochemistry and the ability to apply them：Biochemistry, Bioorganic Chemistry – Ability to carry out chemical experiments：Chemistry Laboratory, Chemistry Laboratory II, Advanced Chemitry Lavolatory in Inorganic and Analytical Chemistry, Advanced Chemitry Lavolatory in Organic Chemistry, Advanced Chemitry Lavolatory in Physical Chemistry – Ability to understand and express chemical English：Basic English in Chemistry, English in Advanced Chemistry We organize and implement curricula based on the following policies for programs that allow students to acquire learning outcomes related to Bachelor of Science. **General policy** We organize and implement a curriculum that allows students to move from basic knowledge to specialized knowledge so as to foster a chemistry specialty over four years. We offer class subjects with a central focus on lectures and experiments. We also provide seminar subjects that allow students to proactively engage in learning activities and a Graduation Project and Thesis for fostering comprehensive abilities related to chemistry. **Course sequence policy** – During the first year, we offer education with a central focus on lectures so that students acquire basic knowledge related to overall natural science and basic knowledge for learning specialized chemistry. – During the second year and the third year, in order for students to acquire extensive chemistry knowledge and techniques from the basic level to the specialized level, we offer practical training sessions and seminars according to systematic lectures and the progression of lectures in specialized chemistry. Moreover, in order to acquire abilities for reaching international chemical information, we provide lectures related to chemistry English. – During the fourth year, in order for students to learn knowledge about advanced chemistry and learn methods for uncovering relevant information concerning chemistry research and international chemistry information for inquiries into the truth, students engage in the Graduation Research and Thesis. **Implementation policy** – We offer well-balanced lectures for Basic Chemistry and Advanced Chemistry so that the level of chemistry increases sequentially according to the year. In order to acquire experimental methods for understanding natural phenomena, we implement practical training sessions. – In order for students to obtain the research methods that allow them to elucidate the truth about nature and unknown phenomena, we have a graduation project and thesis. – We offer chemistry lectures in English so students obtain English proficiency, which is internationally necessary in the field of chemistry.

Teaching and Learning Methods

Characteristics

In order to obtain deeper understanding of what is learned in lectures, students take specialized Advanced Chemistry Laboratory courses in their third year, where focus is placed not only on theory but also on acquisition of experimental methods.

Educational Plan



Subjects in College of Chemistry

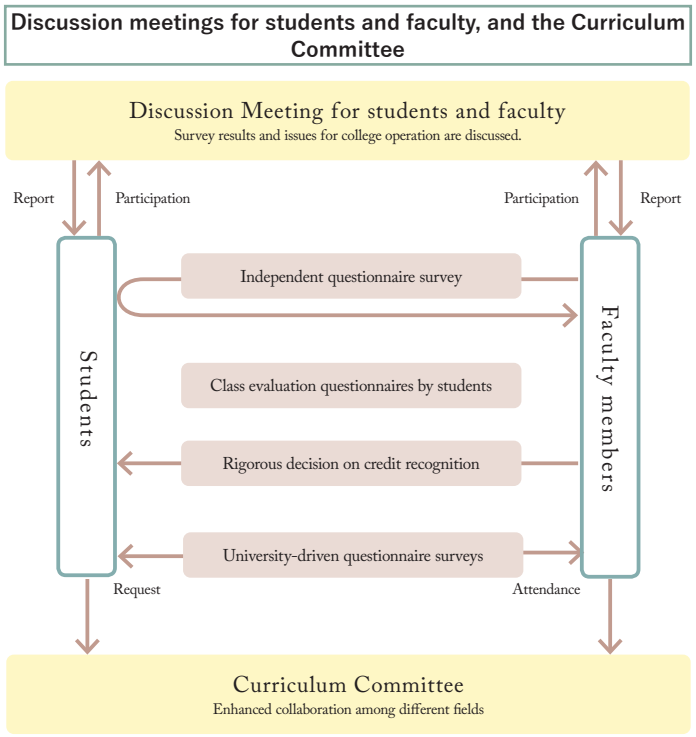
1st year	2nd year	3rd year	4th year
Introduction to Chemistry	Inorganic Chemistry I	Inorganic Chemistry II	Graduation Research
Chemistry 1	Analytical Chemistry	Chemistry of Inorganic Elements	Advanced Lecture in Inorganic Analytical Chemistry
Chemistry 2	Physical Chemistry I・II	Nuclear Chemistry	Advanced Lecture in Physical Chemistry
Chemistry 3	Organic Chemistry I・II	Organic Molecular Structure Analysis	Advanced Lecture in Organic Chemistry
Basic Chemistry Seminar	Biochemistry	Physical Chemistry III・IV	Advanced Lecture in Biomolecular Chemistry
	Basic English in Chemistry	Organic Chemistry III・IV	
	Chemistry Laboratory	Seminar in Physical Chemistry	
	Chemistry Laboratory II	Advanced Chemistry Laboratory I・II	
	Inorganic Material Chemistry	Advanced Reading of English in Advanced Chemistry	
	Applied Analytical Chemistry		
Common Foundation Subjects	**Common Foundation Subjects**	Computational Chemistry	Bioorganic Chemistry
Multidisciplinary Subjects, English	Multidisciplinary Subjects		
Information Literacy	Physical Education		
Physical Education			

Admission Policy

Desired Student Profile	Personnel with sufficient academic abilities related to chemistry and basic academic skills in the associated fields who are motivated to pursue universal principles in the natural world and seeking new substances and unknown phenomena are desired.	
Student Evaluation and Selection	Individual Achievement Test First Round	Gemeral academic ability, along with advanced understanding, reasoning, and application skills essential for chemistry, are evaluated.
	Individual Achievement Test Second Round	General academic ability, along with chemistry-related understanding, reasoning, application skills, interest, motivation, and expression, are evaluated.
	Entrance Examination by School Recommendation	Evaluation covers excellent high school performance, interest in chemistry, clear purpose, and motivation for study.
	Entrance Examination for International Science Olympiad Participants	Applicants who have taken part in the International Chemistry Olympiad, or have attained notable results in representative selection examinations, are assessed in terms of their eagerness to learn with well-defined objectives and their commitment to systematic study.
	Entrance Examination for IB Students	Evaluation covers curiosity for natural sciences, international perspective, chemistry fundamentals, and motivation to learn
	Entrance Examination for Foreign School Students	Evaluation covers cooperativeness, interest in chemistry, and the language and academic skills needed to study chemistry in Japanese.
	Transfer examination	Evaluation covers basic academic ability, interest in chemistry, logical reasoning, thinking, and application skills.

Learning Support Framework

Academic Support	In the Department of Chemistry, two class advisors are assigned to each academic year, and a diverse support system is in place to help students study effectively, including assistance with course registration, learning skills, and time management.
Opportunities for Peer Interaction	In the first year, a 'First-Year Seminar' is offered, and in the second year, a 'Fundamentals of Chemistry Seminar' is provided. By creating opportunities for students to interact with one another, these courses aim to enhance their motivation to learn.
Opportunities for Student–Faculty Interaction	Class meetings are organized twice annually to create opportunities for candid dialogue between teachers and students, with the aim of enhancing students' motivation to learn.



Approaches to Assuring and Enhancing Educational Quality

To guarantee educational quality, the Curriculum Committee examines the appropriateness of the curriculum through reviews based on the results of learning outcome assessments and continuously improves educational activities. Class meetings are held twice a year to exchange opinions for quality enhancement, drawing on the results of student-initiated course evaluation surveys. These outcomes are published annually in report form. Course instructors also make use of university-compiled evaluations to improve teaching effectiveness. Moreover, the Curriculum Committee, based on these surveys and related input, regularly reviews and revises educational content and inter-course coordination.

College of Engineering Sciences

■ Bachelor of Engineering

Program Educational Objectives

We foster engineers and researchers with enriched creativity who understand the fundamental principles for science and technology that constitute a foundation for the most advanced engineering necessary for continuing to maintain and develop our society and who are able to develop such science and technology.

Graduate Profile	– Students have acquired basic academic skills that allow them to understand fundamental principles the most advanced science technology at atomic and molecular level. Furthermore, such students have also obtained specialized knowledge that allows them to develop and create the aforementioned basic academic skills. – Students are able to logically think about various problems that they confront in the course of science technology from an interdisciplinary vantage and wide- ranging viewpoints in physics, chemistry, and biology. – Students have acquired cooperation abilities that allow them to play active parts vigorously in a team and abilities that allow them to express themselves through communicating with people in different fields. – Students have acquired language proficiency and presentation abilities that allow them to play vigorous active roles internationally. With these abilities, as represented by Mathematics x Physics x Chemistry x Biology, our goal is to foster engineers who can deal with current problems as well as unknown future challenges by synergistically fusing experience and knowledge from each field, particularly in fields such as materials and measurement technology, which are the foundation of industry even though they may not be directly visible in everyday life.
Career Paths after Graduation / Completion	Approximately 90% of our graduates go on to graduate school, and of those, approximately 1.5% go on to a doctoral program. Our graduates, including those with graduate degrees, are active in a wide range of fields both in Japan and overseas. Employment sectors (including graduate school graduates): Machinery/electrical/chemicals, metals/materials, information/communications, medical/pharmaceuticals, food, finance/insurance, school teaching, government/local government

Diploma Policy

We grant diplomas for Bachelor of Engineering to persons who have acquired the knowledge and skills (Generic Competences) to be learned based on the educational purpose for undergraduate students of the University of Tsukuba, as well as the knowledge and skills (Specialized Competences) to be learned based on the educational purpose of our school and college.

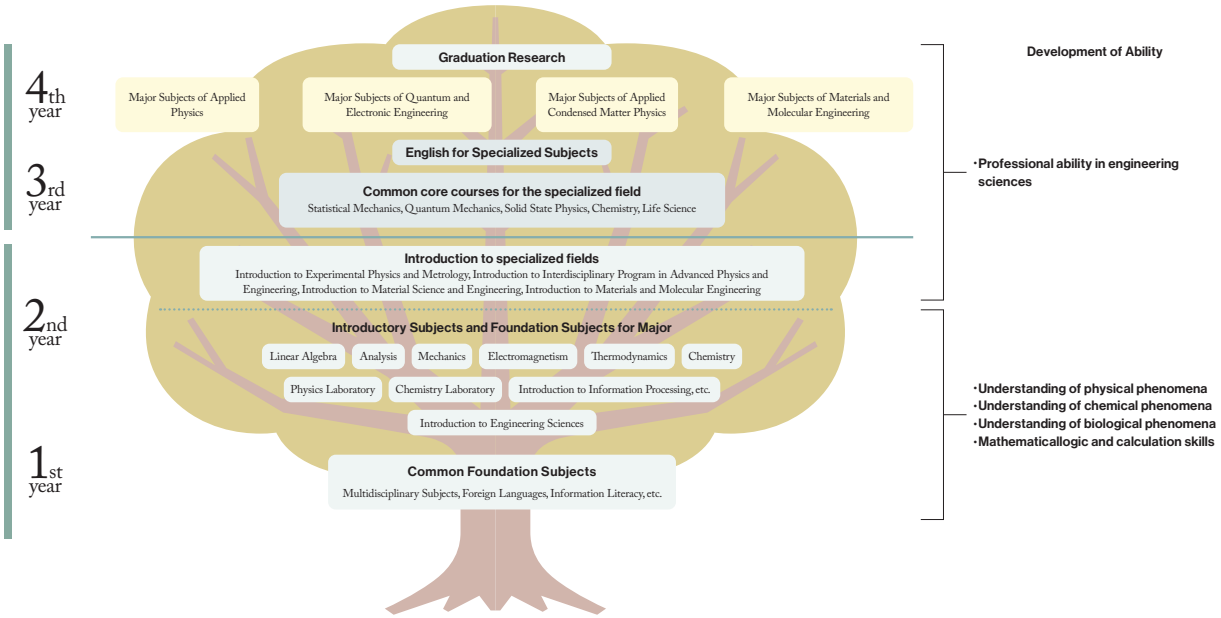
Knowledge and Skills (Specialized Competences)	1. Understanding of physical phenomena	Understanding of a wide range of physical phenomena from quantum mechanics to electromagnetism and thermodynamics
	2. Understanding of chemical phenomena	Understanding of the chemistry that forms the basis of modern chemistry
	3. Understanding of biological phenomena	Understanding of the molecules in living organisms and the phenomena of life produced by those molecules
	4. Mathematical logic and calculation skills	Ability to think and operate mathematically on the basis of linear algebra and analysis
	5. Professional ability in engineering sciences	Understanding of and ability to apply cutting-edge measurement techniques, electron and quantum nanotechnology, the physical properties of diverse materials, and hybrid chemistry and molecular engineering.
Guidelines for Assessing Learning Outcomes	Graduation research is emphasized as the culmination of learning outcomes, and learning outcomes are evaluated based on the degree awarding policy through the graduation thesis and graduation research presentation. Graduation thesis evaluation is conducted through peer review by the supervisor and multiple faculty members in the major department, and this is reflected in the achievement of learning outcomes. At the graduation research presentations held for each major, multiple faculty members from that major will evaluate the achievement of learning outcomes based on an oral summary explanation and question-and-answer session. A comprehensive assessment of these results will be used to make a final evaluation of learning outcomes.	

Curriculum Policy

We organize and implement curricula based on the following policies for programs that allow students to acquire basic abilities and logical ways of thinking for handling various problems in the field of engineering and learning outcomes related to Bachelor of Engineering.

Curriculum Design Framework	**General policy** In the highly advanced modern society, the mission of college education is to return outcomes from natural science from the technical aspect and contribute the same to the society. In order to do so, we offer an educational curriculum for acquiring basic academic skills essential for understanding and developing fundamental principles for advanced science technology, specialized knowledge for the most advanced science and technology, and a sense of the international milieu. **Course sequence policy** We offer education that emphasizes mathematics, physics, and chemistry in order for students to foster basic and logical ways of thinking for understanding the most advanced science by the second year. In particular, students sufficiently experience seminars during the second year. We allow for the fostering of calculation abilities and processing abilities as well as logical ways of thinking. In addition to experience and experiment-related learning for basic science, we have mandatory experiment sessions for physics and chemistry in which students can cultivate cooperativeness during the second year. Moreover, through introductory and general lectures in specialized fields, we offer education in specialized fields after the third year. During the third year, in order to respond to science technology that continues to be developed in an advanced manner, we provide four major courses (i.e., Applied Physics, Quantum and Electronic Engineering, Applied Condensed Matter Physics, and Materials and Molecular Engineering). In this way, we offer students highly specialized lectures and experiment subjects. We provide major courses giving consideration to desires of students to the maximum extent possible. During the fourth year, all students are assigned to relevant seminars and laboratories by college faculty members. In addition to classes, students engage in graduation project and thesis. We foster abilities for carrying out proactive learning, which constitute research for discovering students' own value. **Implementation policy** We offer specialized subjects that constitute the foundations of each field (i.e., physics, chemistry, and biology) as specialized shared core subjects. We offer students a wide variety of viewpoint that allow students to gain a vantage regarding matters in a cross-sectional manner. Moreover, we continuously offer specialized English education until the third year. In this way, we provide education that enhances language proficiency and a sense of internationality for students.
Teaching and Learning Methods	As part of active learning from early years, students are encouraged to participate in the Advancing Researcher Experience Program, which supports first- to third-year students who are interested in research.

Structure of competences to be developed and curriculums



Admission Policy

Desired Student Profile	Personnel with mathematic and logical ways of thinking that constitute a foundation for understanding fundamental principles in advanced science and with basic scientific knowledge in physics, chemistry, etc. who are interested in advanced engineering applications are desired.

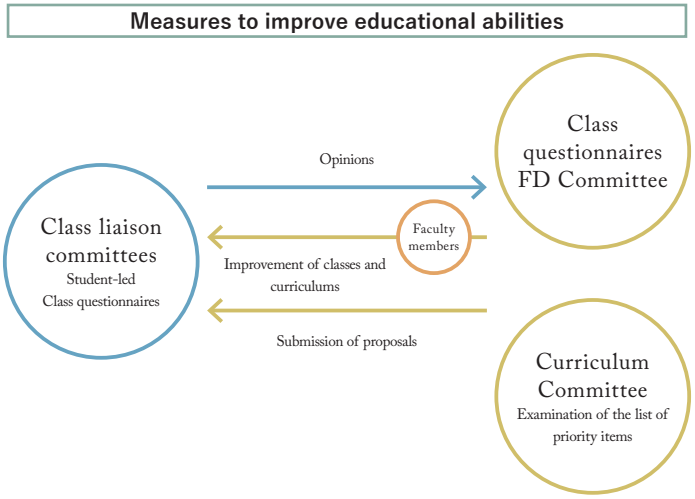
Student Evaluation and Selection	Individual Achievement Test First Round	Judgments are made primarily on the mathematics and science ability required to apply science to technological fields and to master science and technology based on the microscopic laws of nature. Basic academic ability and aptitude for further study are assessed.
	Individual Achievement Test Second Round	We select individuals who have the basic academic ability to essentially understand cutting-edge technology from a scientific perspective, can clearly state their goals for studying after entering university, and are motivated to enter the field of engineering based on the laws of physics and chemistry.
	Entrance Examination by School Recommendation	In addition to having excellent grades in high school, we select individuals who understand the application of natural science to technical fields, have the ability to appropriately express their interests and career paths in matters related to the laws of nature, substances, and materials, and also have the ability to reflect and analyze.
	Entrance Examination for IB Students	We select individuals who have the strong motivation necessary to understand and develop cutting-edge science and technology from a scientific perspective, basic academic ability in mathematics and physics, and the language proficiency in Japanese and English necessary to study this.
	Transfer examination	The applicant will be comprehensively evaluated based on the basic academic ability and motivation to study at the level of a second-year university student who is able to accept specialized engineering education, as well as a strong interest in engineering, logical thinking skills, and communication skills.

Learning Support Framework

Academic Support	We have a four-class system, with class teachers providing academic support. For students who are struggling with their studies, senior professors at the Terakoya Counseling Center provide detailed support.
Opportunities for Peer Interaction	At the orientation for new students, we encourage interaction between students through off-campus training, and also support interaction between female students through orientation for female students.
Opportunities for Student–Faculty Interaction	Through class meetings held twice a year, we encourage interaction between students and faculty, such as exchanging opinions on improving motivation for learning and the quality of education. For graduation research, approximately two students are assigned to one faculty member, who provides research guidance through a generous system.

Approaches to Assuring and Enhancing Educational Quality

In order to understand the rapidly evolving advanced technology, it is essential to review the educational contents from time to time. Therefore, we improve our educational abilities through the following measures. For the Foundation Subjects for Major (i.e., mathematics, physics, chemistry), which are the common foundation for all engineering fields, as well as for the specialized common core courses, we conduct class questionnaires and work on educational improvement through the Curriculum Committee meetings and the FD Committee meetings. Discussions are made based on comments from students, and the results of the questionnaires are fed back to improve classes and are used to enhance the educational abilities of the faculty. For all classes, from Foundation Subjects for Major to Major Subjects, a list of priority items to be learned in each class is created, which is used by the Curriculum Committee to review the continuity between courses and class contents as needed. The Curriculum Committee and FD Committee evaluate students' learning outcomes and verify the validity of the curriculum and the appropriateness of instruction. The results of student-led class questionnaire surveys are also used to improve the classes from the students' perspective.



College of Engineering Systems

■ Bachelor of Engineering

Program Educational Objectives

Human resources who can support and lead safe, secure, comfortable, affluent, and sustainable human life from an engineering perspective, i.e.

1. basic skills that can be applied to a wide range of fields
2. the ability to carry out work with a broad perspective
3. basic human skills as a member of society and a professional

We aim to train engineers and researchers who have acquired the skills and the ability.

Graduate Profile	We cultivate professionals equipped with the capabilities listed above, capable of excelling across diverse industrial fields, including artificial intelligence, communications, electrical and electronic engineering, control and systems engineering, robotics, mechanical engineering, architecture, civil engineering, aerospace, risk management, materials science, and energy.
Career Paths after Graduation / Completion	Approximately 15% of graduates enter the workforce, while about 85% pursue further studies in the Master's Program at the Graduate School of Science and Technology, Degree Programs in Systems and Information Engineering, University of Tsukuba, seeking to acquire more advanced and broader specialized knowledge and cultivate their application skills. After completing the Master's program, many students enter the workforce and contribute to the industry. However, a significant number also choose to continue their studies by advancing to the Doctoral program to pursue more advanced and creative research activities. Beyond graduate school, graduates find employment across diverse industries, including automotive manufacturing, construction, heavy industry, transportation, machinery manufacturing, information equipment manufacturing, software companies, trading companies, steel manufacturing, electric power, food service, consulting, and IT.

Diploma Policy

The Bachelor's degree in Engineering is conferred upon those who have acquired the knowledge and skills (i.e., General Competence) based on the educational objectives of the University of Tsukuba's Bachelor's Program, as well as the knowledge and skills (i.e., Specialized Competence) based on the educational objectives of the School of Science and Engineering and the College of Engineering Systems.

Knowledge and Skills (Specialized Competences)	1. Foundational skills applicable across diverse fields	– Possesses logical and mathematical thinking and analytical skills – Understands physical natural phenomena – Has acquired the ability to use computers to acquire and process information
	2. Broad-minded work execution capabilities	– Understands the relationship between science and technology, society, the global community, and the entire planet – Can plan new technologies and design, and operate concrete systems – Can devise concrete solutions to problems and advance work systematically
	3. Basic competences as a member of society and a professional	– Possesses communication skills enabling international engagement – Has acquired presentation skills to clearly articulate well-reasoned ideas to third parties – Possesses the social awareness, sense of responsibility, and ethical standards expected of an engineer
Guidelines for Assessing Learning Outcomes	At the presentation of the graduation research compiled in the final year, the supervising faculty member and participating faculty members will evaluate the following competences: - Foundational skills applicable across diverse fields, and broad-minded work execution capabilities will be assessed based on the content of the graduation thesis. - Basic competences as a member of society and a professional will be assessed based on the presentation of the graduation thesis. Students can track their progress at any time by entering earned credits into the achievement evaluation sheet (see diagram below), which is organized by competence category.	

Curriculum Policy

To acquire the fundamental abilities and logical thinking skills necessary to address various problems in the field of engineering, and to ensure that learning outcomes meet the objectives for the Bachelor's degree in Engineering, the curriculum is organized and implemented based on the following principles.

Curriculum Design Framework	**Corresponding Course Categories/Subject Groups** – For foundational skills applicable across diverse fields, students complete specialized foundational courses in mathematics, physics, computer science, etc., and develop the ability to analyze engineering problems by applying this knowledge. – For broad-minded work execution capabilities, students complete specialized courses in their major field. They develop the ability to plan technologies and design/operate systems while understanding the relationship between science and technology and society, the global community, and the entire planet. Furthermore, through experimental and graduation research guidance, they acquire the ability to devise solutions to problems and execute them systematically. – For basic competences as a member of society and a professional, students will acquire communication and presentation skills by completing courses in foreign languages, experiments, and graduation research. Furthermore, by completing ethics courses for engineers and specialized practical subjects, students will develop the social awareness, sense of responsibility, and ethical standards expected of engineers. **Sequential Learning Policy** – During the first and second years, a curriculum system that allows students to study various specialized fields in an interdisciplinary manner cultivates the foundational abilities necessary for either major within the College of Engineering Systems. It also teaches the concept of “Engineering Systems,” which encompasses the engineering field in an interdisciplinary way. – Starting in the fall semester of the second year, students specialize in one of two main fields, selecting specialized courses in various disciplines to acquire deep expertise. – During the second and third years, students cultivate the integrated, creative, and problem-solving abilities necessary for designing various systems through foundational, specialized, and applied experiments within their major, along with related specialized courses. Furthermore, since all experiments are conducted in small groups, this also fosters teamwork skills. – In the fourth year, students are assigned to one of the desired laboratories within the college, unrestricted by their primary major field. They complete their graduation research by applying the foundational skills and broad specialized knowledge they have acquired. This cultivates engineers capable of constructing engineering systems that benefit people's lives. Additionally, students with outstanding academic performance through their second year may undertake a special graduation research project in their third year, enabling early graduation.

Teaching and Learning Methods

This college covers an exceptionally broad range of engineering fields and consists of two main majors: the Intelligent Engineering Systems Major and the Engineering Mechanics and Energy Major (see diagram right). While there are some differences in the content studied within each major, courses from the other major are easily accessible. Furthermore, no barriers are placed between majors during the final-year laboratory assignment process. While maintaining a certain degree of specialization within each major, the curriculum emphasizes interdisciplinary approaches as much as possible. This enables students to acquire fundamental knowledge across broad fields and develop critical thinking and judgment skills grounded in a wide perspective. To ensure the educational standards demanded by society, this college actively employs non-tenured lecturers from industry for multiple practical courses and offers specialized English courses taught by foreign faculty. Furthermore, we provide sufficient laboratories and equipment for the experiments and practical exercises conducted in each academic year, along with large-scale programming labs capable of accommodating numerous students simultaneously. Through these educational methods, students acquire the expressive and communication skills required of engineers, as well as the fundamental human competences expected of professionals in society.

Structure of Majors

Intelligent Engineering Systems
Informatics
Artificial Intelligence
Risk Engineering
Electrical and Electronic Engineering
Communication Engineering
Control Engineering
Mechanical Engineering
Systems Engineering
Cybernics
Robotic Engineering

Engineering Mechanics and Energy
Architectonics
Mechanical Engineering
Civil Engineering
Materials Engineering
Aerospace Engineering
Informatics
Risk Engineering
Energy Science
Electrical and Electronic Engineering
Nuclear Engineering

Curriculum structure

Intelligent Engineering Systems
Artificial Intelligence, Communications, Electrical and Electronic Engineering, Control and Systems Engineering, Robot Engineering

Engineering Mechanics and Energy
Architecture Engineering, Civil Engineering, Aerospace Engineering, Risk Engineering, Materials Engineering, Energy Science

4th year

Graduation Project and Thesis

Ethics for Engineers

3rd year

Pattern Recognition, Information Theory, Numerical Analysis, Devices and Elements for Mechatronics, Image Processing, Info-Telecommunication Systems II, Principles of Research and Development, Machine Learning A・B, Intelligent Information Processing, System Dynamics, Advanced Programming

Reliability Engineering
Measurement Engineering

Combustion Engineering, Steel Structure, Gas Dynamics, Disaster Preventive Engineering, Introduction to Environmental Engineering, Electric Power Engineering, Architectural Equipments, Geotechnical Engineering, Remote Sensing, Machinery Engineering of Energy Conversion, Reinforced Concrete Structure, System Dynamics, Hydrogen Energy Engineering

Laboratory of Intelligent Interactive Systems

Advanced Laboratory of Mechanics Engineering and Energy/Applied Laboratory of Engineering Mechanics and Energy

Artificial Intelligence, Communication Engineering, System Optimization, Robotics, Info-Telecommunication Systems I, Human Computer Interface, Digital Signal Processing, Data Structure and Algorithm, Technical English Exercise

Electronic Circuits
Topics on Engineering Systems
Feedback Control

Heat Transfer, Architectural Environmental Engineering, Planning and Design, Mechanics of Composite Materials, Architectural Design and Planning , Soil Mechanics, Aquatic Environment, Power Electronics, Engineering Fluid Dynamics, Concrete Engineering, Technical English Exercise, Introduction to Energy Studies

2nd year

Discrete Mathematics, Introduction to Programming C・D, Control of Linear Systems, Logic Circuits, Materials Engineering for Mechatronics, Technical English B, Computer and Network, Biosystem

Electric Circuit
Machine Design
Applied Mathematics B

Advanced Thermodnamics, Materials Engineering, Physical Chemistry, Fluid Mechanics, Electro magnetics Engineering, Numerical Computation, Electromagnetic Materials, Applied Thermodynamics, Theory of Vibration, Structural Mechanics, Technical English B

Basic Laboratory of Engineering Systems

1st year

Mathematics Subjects
Complex Analysis
Ordinary Differential Equations
Advanced Analysis
Advanced Linear Algebra
Calculus 1・2・3
Linear Algebra 1・2・3
Mathematics Literacy 1・2

Physics Subjects
Introduction to Materials Engineering
Introduction to Fluid Mechanics
Introduction to Thermodynamics
Advanced Mechanics
Advanced Electromagnetics
Mechanics 1・2・3
Electromagnetics 1・2・3

System Programming
Introduction to Programming A・B
Introduction to Engineering Systems

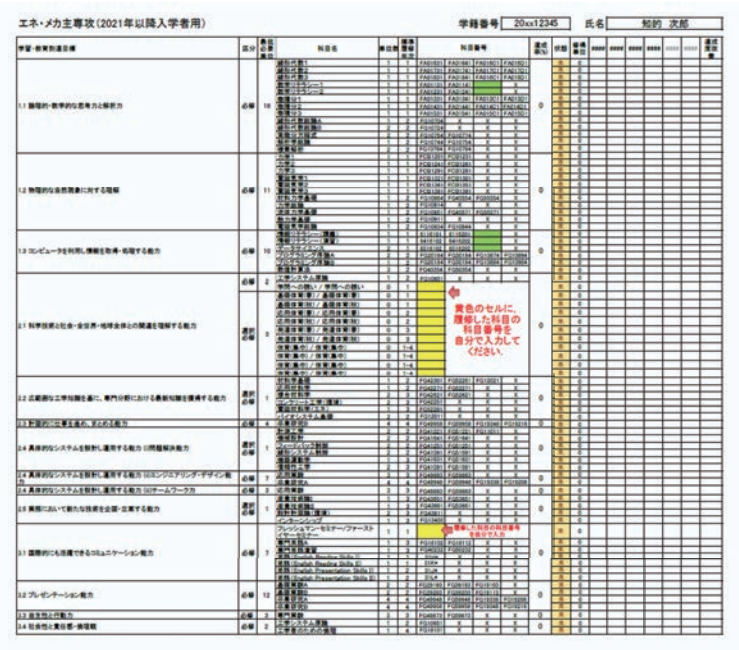
Foundation Subjects for Major

Probability Theory and Statistics
Introduction to Material Science for Engineers
Applied Mathematics A
Technical English A

Contents Engineering System
Space Technology
Tsukuba Robot Contest
Contents Media Engineering
Introduction to Engineer of Large Scale Projects

Information Literacy (Lectures・Exercises)
Data Science
Invitation to Engineering Systems
Invitation to Arts and Science
English, Physical Education (until 3rd year)
Introductory Subjects that are offered by other Schools and Colleges

Common Foundation Subjects, Specific Foundation Subjects



Admission Policy

Desired Student Profile	Students admitted to the College of Engineering Systems are expected to have the following (1) to have the basic academic skills and sense required for engineering. (2) to be full of curiosity and a desire to learn about engineering. (3) to have a clear sense of purpose to apply engineering to benefit society. (4) to acquire excellent thinking, judgment, and expression skills and communication skills.

Student Evaluation and Selection	Individual Achievement Test First Round	Applicants are evaluated on the depth of their understanding of fundamental concepts, principles, and laws in the natural sciences and mathematics, as well as their ability to examine and understand phenomena from a scientific perspective and to process them using mathematical methods.
	Individual Achievement Test Second Round	In addition to the assessment of basic academic ability, applicants are evaluated on their strong interest in engineering systems, their deep understanding of fundamental concepts in the natural sciences and mathematics, and their motivation for academic study.
	Entrance Examination by School Recommendation	Applicants are evaluated on their ability to balance coursework with extracurricular activities such as student government and sports during high school, as well as on their foundational academic ability in mathematics and other subjects required for engineering, their scientific way of thinking and engineering aptitude, and their thinking, judgment, and communication skills.
	Entrance Examination for IB Students	In addition to foundational academic ability in the natural sciences and mathematics, applicants are evaluated on their capacity for independent learning and thinking, communication skills, and strong motivation to actively pursue studies in engineering.
	Entrance Examination for Foreign School Students	TypeI) Applicants are comprehensively evaluated on their interest in and understanding of engineering, Japanese language proficiency, and the foundational academic ability required for successful study after enrollment.
	Transfer examination	Applicants are comprehensively evaluated on their foundational academic ability and motivation to undertake specialized engineering education, strong interest in engineering, logical thinking skills, and communication abilities.

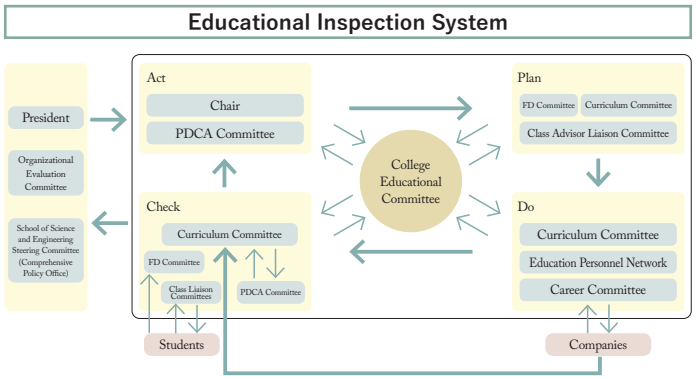
Learning Support Framework

Academic Support	– To enable students to efficiently assess their progress toward acquiring the knowledge and competences required by our college's educational goals and to build learning plans based on this assessment, we have developed a unique achievement evaluation sheet organized by competence. Furthermore, students are required to submit their completed achievement evaluation sheets to the Faculty Review and Improvement Committee at the end of each academic year. This establishes an environment where faculty can also review each student's achievement status. Additionally, for students requiring particular attention, their class teacher conducts interviews to support improvements in their achievement status. – An educational framework is established to develop the foundational writing skills required in the science and technology fields. This is achieved through report guidance provided by TAs (graduate students) and instructors in the required student laboratory courses (2nd year: Basic Laboratory; 3rd year: Specialized Laboratory and Applied Laboratory). Furthermore, through the required courses Specialized English A and B in the second year and Specialized English Seminar in the third year, opportunities are provided to develop practical skills in scientific and technical English, including writing. In the fourth year, through the writing of the graduation thesis, education is provided by the supervising faculty member to further refine the writing skills acquired up to the third year. – Practical opportunities to develop presentation skills are provided within PBL courses such as the Tsukuba Robot Contest and Space Exploration Engineering Project. Furthermore, during the fourth-year graduation research, students learn presentation techniques for logical and clear explanation from their academic advisors and graduate students through progress reports within the laboratory and the graduation research results presentation session held for the entire college. – The “Troubleshooting Consultation Center” is established within the School of Science and Engineering to serve as a consultation point for students struggling with foundational science and engineering subjects or university study methods.
Opportunities for Peer Interaction	– Part of the orientation program is conducted as an off-campus training camp involving upperclassmen. This initiative aims to alleviate new students' anxieties about university activities, including learning in programs like the First-Year Seminar, through interaction with upperclassmen. – In PBL courses such as the Tsukuba Robot Contest and Space Exploration Engineering Project, as well as in student experiments, multiple students work as teams on challenges under the support of upperclassmen and graduate student TAs. Through such collaborative learning, education that enhances motivation to learn is provided. – In the fourth year, regular seminars (including seminar discussions, literature reviews, progress reports, etc.) are held within assigned research laboratories. These provide collaborative spaces where students, including graduate students, engage in discussions and provide feedback to enhance the quality of their graduation research.

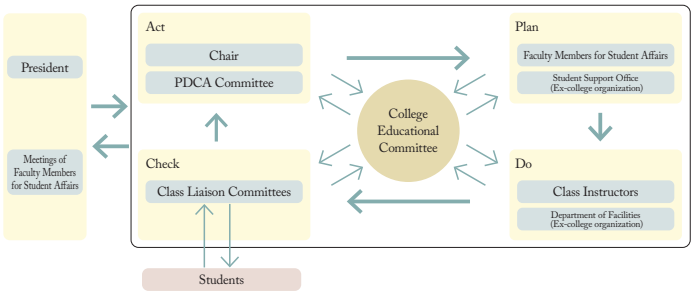
Opportunities for Student–Faculty Interaction	– We regularly hold class liaison meetings attended by class representatives and faculty members to provide a forum for exchanging opinions on improving lecture content and the learning environment. – We provide opportunities for students to consult with faculty members about their academic progress and student life under the university's class teacher system. Furthermore, for students requiring special attention due to academic performance or other factors, the college chair and class teacher will reach out to the student and conduct an interview. Students and faculty will then collaborate to resolve any issues. – For the fourth-year graduation research, students complete their research topics through year-long individual guidance from their supervising faculty member, thereby fulfilling the educational objectives of the college.

Approaches to Assuring and Enhancing Educational Quality

– Practice of PDCA cycle and FD activities: We organize curricula to achieve educational goals (Plan) and conduct classes based on syllabi (Do). At the end of each course, a class questionnaire survey is conducted (Check) to examine the effectiveness of the course and to examine the content improvement (Act). We have established a PDCA Committee to implement this educational review system (see diagram below), circulating the PDCA cycle. Furthermore, by incorporating Faculty Development (FD) activities aimed at enhancing teaching methods, we continuously review and improve the entire educational system.
– Improvement of the educational and learning support environments: We have established a system for improvement of the educational and learning support environments (see diagram below). To implement education and support student learning, we maintain the necessary facilities, equipment, and systems while incorporating student feedback. We also undertake the necessary initiatives to maintain, operate, and update these resources.
– Once a year, we compile the results of academic performance evaluations and review educational activities through the Curriculum Committee, the Education Council, and other bodies.



System to Improve the Educational and Learning Support Environments



College of Policy and Planning Sciences

■ Bachelor of Policy and Planning Sciences

Program Educational Objectives

We develop human resources with a thinking ability integrating arts and sciences and skills of analyzing and utilizing data, needed for engineering, practical, and strategic analyses of various social problems, where human behaviors are intricately intertwined, and the skills to design systems for comprehensive problem-solving.

Graduate Profile	In diverse fields such as finance and insurance, information and communications, trading and distribution, construction and real estate, manufacturing, energy, systems, and risk management, we cultivate professionals who can scientifically and objectively understand the mechanisms of social issues in an increasingly complex and diverse world. Guided by the concept "Social Issues × Mathematical Approach = Solution Capability," these individuals are capable of proposing new, better social systems.
Career Paths after Graduation / Completion	Approximately two-thirds of graduates advance to graduate school, with about 6% proceeding to doctoral programs. Including graduate school alumni, our graduates are highly active both domestically and internationally in companies, organizations, public service, and education. – University of Tsukuba Graduate School (Systems and Information Engineering Research Group) – Other university graduate schools – Finance & Insurance – Trading Companies & Distribution – Research & Consulting – Information & Communications – Construction & Real Estate – Services – Manufacturing – Chemicals – Energy – Government Agencies & Local Authorities

Diploma Policy

We confer a bachelor's degree (of policy and planning sciences) to students, who have acquired the knowledge and skills (Generic Competences) specified based on the goals of education in undergraduate courses at the University of Tsukuba, and have achieved the following goals, meeting the purposes of human resource development at the College of Policy and Planning Sciences, School of Science and Engineering.

Knowledge and Skills (Specialized Competences)	1. Basic understanding and insight into social systems	Having a basic understanding and insight into social systems, such as economy, enterprises, and cities, and being able to propose specific policies to reduce uncertainty in the social environment based on evidence.
	2. Mathematics, statistics, and information technology for solving complex social problems	Being able to use one's knowledge of mathematics (calculus/linear algebra), statistics (data analysis), and information technology (programming) as a tool to solve various problems facing complex societies.
	3. Ability to analyze global issues	Being able to identify the essences of global problems in modern society.
	4. Ability to fulfill social demands	Being able to flexibly fulfill social demands from multiple perspectives, such as economics, management science and engineering, and urban and regional planning. Being able to comply with professional ethics as an expert/ engineer in the field of economics, management science and engineering, or urban and regional planning.
	5. Communication skills	Having objective and persuasive communication skills. Having skills for basic communication using English. Being able to act cooperatively as a member whenever team collaboration is required.
	6. Problem-solving skills	Being able to explore issues autonomously, and learn independently and continuously.
Guidelines for Assessing Learning Outcomes	The syllabus for each course outlines the corresponding competences listed in the degree conferral policy, along with the evaluation criteria and grading methods. Based on the credits earned in these courses, the degree of competence achievement is measured. The degree conferral evaluation places significant emphasis on the graduation research as the culmination of learning outcomes. Through the graduation thesis and final presentation, multiple faculty members assess whether the knowledge and skills (competences) outlined in the degree conferral policy have been acquired.	

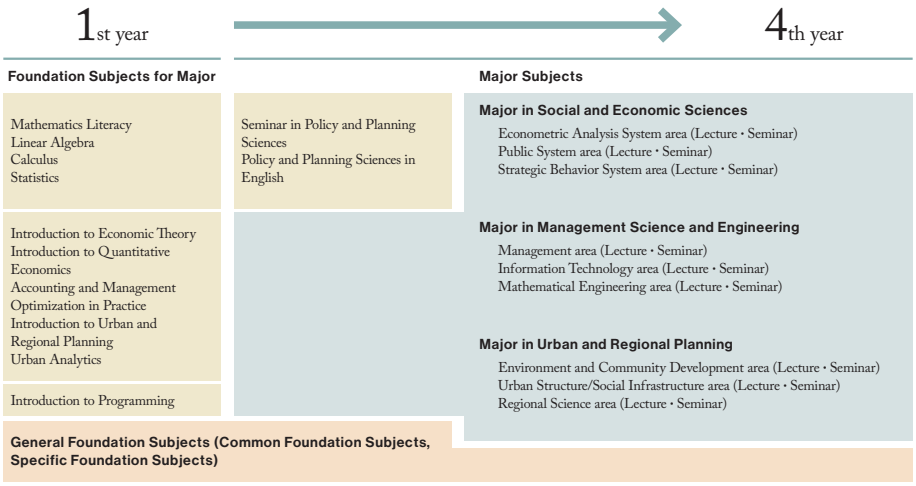
Curriculum Policy

As a program to cultivate learning outcomes related to the Master of Social Engineering degree, the curriculum is organized and implemented based on the following principles.

Curriculum Design Framework	**General policy** The complex and diverse problems confronting modern society have become increasingly difficult for traditional academic disciplines to solve individually. To address this situation, we have established three major fields of study: the Major in Social and Economic Sciences, the Major in Management Science and Engineering, and the Major in Urban and Regional Planning. We aim to cultivate students who possess both specialized expertise and interdisciplinary capabilities, emphasizing scientific rigor and empirical validity in the decision-making processes for policies and plans formulated by governments, local authorities, corporate organizations, and regional communities. Therefore, students do not select a major field upon admission. Instead, they choose their major field in the fall semester of their second year, based on their coursework in the spring semester of their second year, to enhance their specialization. In addition to the major field, students can also select a minor field. **Competences and Corresponding Course Categories, Course Groups, and Core Courses** For foundational understanding and insight into social systems, students acquire specialized foundational courses in mathematics, programming, and related fields, along with various specialized courses. They then apply this knowledge to develop a foundational understanding and insight into social systems. Regarding mathematics, statistics, and information technology for solving complex social problems, students acquire knowledge in these fields through specialized foundational courses in mathematics and programming, as well as various practical exercises within their major, enabling them to address complex societal challenges. Regarding the ability to analyze global issues, students take specialized courses in their major field dealing with current socioeconomic conditions, management problems, and environmental issues. By applying this knowledge, they develop the ability to discern the essence of global problems facing modern society. Regarding the ability to respond to societal demands, students take specialized courses in their major field dealing with practical issues, as well as various seminar courses. This equips them with the ability to respond flexibly to societal demands from multifaceted perspectives. Regarding communication skills, students acquire objective and persuasive communication abilities through courses like “Policy and Planning Sciences in English” and various seminars within their major fields. Regarding the ability to explore issues, students develop the capacity to proactively seek out challenges and engage in self-directed, continuous learning through “Seminar in Policy and Planning Sciences”, other problem-solving seminars, and graduation research. **Course sequence policy** – Until the Spring Semester of the second year, students primarily take foundational specialized courses necessary for learning the specialized subjects of this department. These include courses that serve as an introduction to the specialized subjects of the three major fields. – Starting in the fall semester of the second year, students join their major and begin taking specialized courses. To clearly illustrate the structure of the specialized field, courses within each major are grouped into subject areas. This encourages students to develop interdisciplinary expertise. Furthermore, for high-achieving students, the program allows for graduation in the third year. – After advancing to the fourth year, students conduct graduation research throughout the year. They select an advisor from a diverse range of researchers in fields such as engineering, economics, business administration, statistics, psychology, and sociology, and conduct theoretical and practical research. **Implementation Policy** – Seminars are offered across all areas within each major, designed to enable students to proactively engage in learning both theory and practice. Furthermore, through intensive training in presentation and discussion skills during these seminars, students develop the abilities necessary to solve real-world problems in an engineering, practical, and strategic manner.

Teaching and Learning Methods	We provide opportunities for real-world problem- solving activities in cooperation with national and local governments, private companies, and local communities. In addition, for each major, we have developed specialized exercises to help students develop their skills in analyzing and utilizing data.

Curriculum structure



Admission Policy

Desired Student Profile	Acquiring the interdisciplinary thinking needed to recognize and manage a wide variety of social problems that occur in society/economy, companies/management, and cities/regions; and desiring to contribute to the international society.

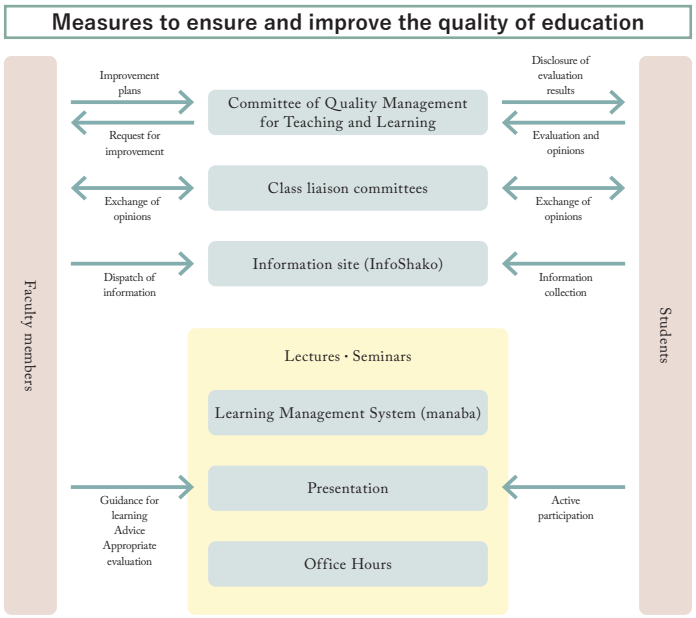
Student Evaluation and Selection	Individual Achievement Test, First-Term Schedule	Selection is based on evaluating foundational proficiency in mathematics and foreign languages, along with understanding of high school Japanese, social studies, and science subjects.
	Individual Achievement Test, Second-Term Schedule	Selection is based on evaluating understanding of high school subjects, along with interest in contemporary societal issues and trends, logical and mathematical analytical skills, and the ability to express oneself in one's own words.
	Entrance Examination by School Recommendation	We select candidates with strong problem-solving awareness from among applicants who demonstrate consistent high school study habits and possess the foundational academic skills necessary for post-admission studies. We evaluate their level of interest in contemporary societal issues and trends, logical and mathematical analytical skills, and ability to express themselves in their own words.
	Entrance Examination for IB Students	We select candidates who possess foundational mathematical skills, have a broad perspective gained through international experience, and demonstrate clear purpose and academic motivation to actively engage in a series of learning activities.
	Entrance Examination for Students from Foreign Educational Programs, Type 1	We select candidates with a broad perspective and the foundational academic skills and Japanese language ability necessary for post-admission studies, focusing on those with a strong sense of inquiry. We comprehensively evaluate candidates' level of interest in societal events and issues, logical and mathematical analytical skills, and ability to express themselves.
	Entrance Examination for Students from Foreign Educational Programs, Type 2	We select highly inquisitive individuals from among applicants who have established study habits in high school and possess the foundational academic skills necessary for post-admission studies. We evaluate candidates' level of interest in contemporary societal issues and trends, logical and mathematical analytical skills, and ability to express themselves in their own words.
	Transfer Examination	We comprehensively evaluate foundational academic skills enabling the acquisition of specialized knowledge in social engineering, academic motivation, strong interest in social engineering, logical and mathematical thinking skills, and communication abilities.

Learning Support Framework

Academic Support	Class advisors, class liaison committee members, and curriculum committee members for each major actively support students. For mathematics, remedial courses teaching foundational principles are offered to provide academic support. Competence assessments are conducted upon placement into majors and when beginning graduation research, with appropriate academic support provided based on the evaluation results. Through various lectures and seminars, students train presentation and discussion skills. This equips them with the abilities needed to solve real-world problems in an engineering, practical, and strategic manner.
Opportunities for Peer Interaction	During the first and second academic years, classes are organized across majors to deepen student interaction through group activities. In the third and fourth academic years, interaction is deepened within each major. Group work is also incorporated into many courses. In the Seminar in Policy and Planning Sciences, nine faculty members from different fields teach the foundational concepts of social engineering while group work strengthens bonds among students.
Opportunities for Student–Faculty Interaction	We regularly hold class liaison meetings to deepen interaction between students and faculty. We also provide opportunities for interaction with faculty members specific to each major. Interaction with alumni is also strong, and the annual Tsukuba Alumni Association event serves as a place for students, faculty, and alumni to connect.

Approaches to Assuring and Enhancing Educational Quality

- For each course, the syllabus explicitly specifies the course description, intended learning outcomes, relation to competences, and the class schedule, thereby enabling students to recognize the knowledge and skills to be acquired. The methods of grade evaluation are likewise published in the syllabus, and through objective assessment we ensure that, by the time of graduation, students have attained the prescribed standards of both specialization and interdisciplinarity.
- Course evaluation surveys, incorporating both university-wide standard items and original content, are administered for all subjects. By providing feedback on the survey results and student comments, we create opportunities to improve the quality of education.
- To enhance course content and improve teaching methods, in addition to participating in university-wide faculty development (FD) activities, we make efforts in FD by regularly holding opinion exchange meetings with students and by creating opportunities to receive feedback on graduation research from a professional perspective through events such as alumni gatherings.
- The curriculum committee analyze and review the assessment results of learning outcomes, striving for the continuous improvement of educational quality.
- The academic management committee continuously reviews and enhances educational activities, ensures the quality of education through initiatives such as workshops, and strengthens the system for achieving the objectives of the College of Policy and Planning Sciences.
- Class liaison meetings, where students and faculty can directly exchange opinions, are held, and policies for responding to students' requests and implementing improvements are discussed in faculty-wide meetings.


Measures to ensure and improve the quality of education
Faculty members
Students
Improvement plans
Request for improvement
Committee of Quality Management for Teaching and Learning
Disclosure of evaluation results
Evaluation and opinions
Exchange of opinions
Class liaison committees
Exchange of opinions
Dispatch of information
Information site (InfoShako)
Information collection
Lectures・Seminars
Learning Management System (manaba)
Guidance for learning
Advice
Appropriate evaluation
Presentation
Active participation
Office Hours

Bachelor's Program in Interdisciplinary Engineering

■ Bachelor of Engineering

Program Educational Objectives

This program aims to foster the development of global human resources, who by acquiring firm and basic academic skills in mathematics and physics, which form the foundation of engineering education, will be able to understand and analyze any issues in the fi eld of Interdisciplinary Engineering ranging from the micro to macro-scale, from the fundamental perspective, and to find creative solutions.

Graduate Profile	The students we train have the knowledge to solve interdisciplinary engineering problems and the ability to create new value in multicultural and multidisciplinary teams. With these abilities, they will be able to contribute to the realization of a sustainable society, the advancement of industry, and the resolution of local and international issues, in the domain of interdisciplinary engineering.
Career Paths after Graduation / Completion	Graduates go on to graduate school in Japan or overseas to acquire more advanced and broader specialized knowledge and cultivate application skills. Alternatively, they find employment at global companies in the automotive and aerospace, robotics, construction, electrical and electronics, medical equipment, and materials development industries, where they work as engineers tackling cross-disciplinary engineering challenges.

Diploma Policy

The degree of Bachelor of Engineering is conferred upon those who have acquired the knowledge and skills (Generic Competences) specified in the educational objectives of the University of Tsukuba undergraduate programs, as well as the following knowledge and skills (Specialized Competences) defined in accordance with the educational goals of the Bachelor's Program in Interdisciplinary Engineering.

Knowledge and Skills (Specialized Competences)	1. Mathematical logic and calculation skills	Mathematical thinking skills based on analysis and linear algebra, and computational skills to solve physical problems
	2. Understanding of phenomena in physics	Understanding of a wide range of physical phenomena, from mechanics to electromagnetism to thermodynamics
	3. Understanding of phenomena in chemistry and biology, and analytical skills for physics and systems engineering experiments	Ability to analyze and critically evaluate a wide range of physics and engineering experiments, and to work well in a manufacturer and interdisciplinary environment
	4. Ability in micro-engineering, and a nanoscience	Broad knowledge of micro-engineering, and the nanoscience and an understanding of diverse research methods
	5. Ability in macro-engineering, and system engineering	Broad knowledge of macro-engineering, and system engineering, and an understanding of diverse research methods
	6. Problem explanation and problem solving skills	Ability to explore cross-disciplinary issues and solve them from a principled perspective, and to communicate and present information
Guidelines for Assessing Learning Outcomes	As the culmination of their studies, students compile the results of their two-year Project-Based Learning (PBL) research into a bachelor's thesis. The outcomes are presented at a public thesis presentation session, followed by an oral examination attended by the academic supervisor and other faculty members. The student's attainment of the knowledge and competences specified in the degree awarding policy is comprehensively evaluated, in conjunction with the thesis examination, by a committee consisting of the chief examiner and members of the program committee.	

Curriculum Policy

Curriculum Design Framework	**Comprehensive Policy** To be active in the modern field of engineering, which is becoming increasingly interdisciplinary across a wide range of domains, students must acquire a solid foundation in mathematics and physics, which form the common basis of these disciplines, as well as the ability to address complex problems in cutting-edge science and technology with interdisciplinary perspectives, initiative, and creativity. This degree program provides a curriculum designed to cultivate these competences. Mathematical Logic and Calculation Skills: Students acquire mathematical thinking skills based on analysis and linear algebra, and develop computational skills to solve physical problems. Understanding of Physical Phenomena: Students gain an understanding of a wide range of physical phenomena, from quantum mechanics to electromagnetism and thermodynamics. Understanding of Chemical and Biological Phenomena, and Analytical Skills for Physics and Systems Engineering Experiments: Through experiments in physics and engineering, students develop the ability to analyze and critically evaluate experimental results, as well as the capacity to collaborate effectively with individuals from diverse cultural and disciplinary backgrounds. Ability in Microengineering and Nanoscience: By completing specialized courses, students acquire broad knowledge of microengineering and nanoscience, and an understanding of diverse research methods in these fields. Ability in Macroengineering and Systems Engineering: Through specialized coursework, students gain broad knowledge of macroengineering and systems engineering, together with an understanding of diverse research methodologies. Problem Exploration and Problem-Solving Skills: Through Project-Based Learning (PBL) courses, students develop the ability to explore cross-disciplinary issues, solve them from a principled perspective, and communicate and present their findings effectively. **Policy on Curriculum Progression** In the first and second years, the program emphasizes education in mathematics and physics, which form the foundation of all fields in science and engineering. Particular emphasis is placed on exercises incorporating computer-based learning, aiming not only to foster logical thinking but also to cultivate the practical ability to apply fundamental concepts. Through fundamental and specialized experiments, students also cultivate experimental learning skills and a spirit of collaboration. From the third year onward, students study key specialized courses that form the shared core of microengineering and macroengineering, while engaging actively in research (PBL) through assignment to two laboratories. This experience enables them to acquire deeper expertise, creativity, and interdisciplinary competence. **Policy on Implementation** To ensure the international standard of educational content, many of the specialized and foundational courses in mathematics and physics adopt globally recognized textbooks. In addition, exercises using computers are incorporated to strengthen information processing and programming skills. During the third and fourth years, students conduct research in two laboratories—one in microengineering and the other in macroengineering—through Project-Based Learning (PBL), thereby fostering interdisciplinary capability. Furthermore, to deepen their understanding of the significance of their own field of specialization and its relationship with other disciplines, students are required to take courses offered by other schools and colleges within the university.

Teaching and Learning Methods	In order to foster interaction with Japanese students, international cooperation abilities and Japanese language skills, laboratories and practical subjects are off ered as joint courses of the relevant courses in the College of Engineering Sciences and the College of Engineering Systems. First- and second-year students who are interested in research in the most advanced areas are encouraged to participate in the Advanced Research Experience (ARE) program. Participated students are awarded credits upon completion. Students may also graduate early for entry into graduate schools in Japan.

Admission Policy

Desired Student Profile	The Interdisciplinary Engineering Program requires admittees to satisfy the following. (1) To have motivation for leading the next-generation manufacturing in a Super Smart Society. (2) To have the necessary English proficiency to be devoted to studying the engineering fi eld. (3) To have basic academic skills in mathematics to study the wide range of engineering fi eld. (4) To have aptitude and motivation for studying in the engineering fi eld.
Student Evaluation and Selection	The document screening will assess whether the applicant is suitable for the type of person the Bachelor's Program in Interdisciplinary Engineering is looking for, based on nationally standardized test scores such as the SAT, and an essay. Applicants who pass the document screening will be evaluated in an oral/essay test in English, either in person or online.

Learning Support Framework

Academic Support	All new students will be assigned a student tutor, and senior students will be available to provide advice on study strategies and course selection, promoting peer support and solidifying their learning. From their third year, students will be assigned to laboratories, where they will engage in small-group instruction with faculty, providing opportunities for active learning and group work. With an awareness of the connection between academic content and practical applications, internships will be awarded credits, further enhancing motivation.
Opportunities for Peer Interaction	All new students will be assigned a student tutor. We will also provide rooms where students in the Bachelor's Program in Interdisciplinary Engineering can gather and study, creating an environment that is conducive to learning together.
Opportunities for Student–Faculty Interaction	We will hold class meetings for all students, providing an opportunity for them to meet with faculty and staff. First- and second-year students will be assigned a class teacher to promote interaction between students and faculty. Third- and fourth-year students will be assigned to laboratories through PBL, providing opportunities for one-on-one instruction from faculty.

Approaches to Assuring and Enhancing Educational Quality

The Curriculum Committee evaluates students' learning outcomes and examines the validity of the curriculum and the appropriateness of academic guidance. A class liaison meeting is held to collect feedback from students, and the Program Management Committee continuously reviews and improves the overall educational activities. Through these measures, the program ensures the quality of education and strengthens the organizational framework for achieving the objectives of the degree program.

School of Informatics

College of Information Science

- Bachelor of Information Science
- Bachelor of Information Engineering

College of Media Arts, Science and Technology

- Bachelor of Science in Media Sciences and Engineering

College of Knowledge and Library Sciences

- Bachelor of Arts in Library and Information Science

Educational Objectives

We cultivate in our students a deep understanding of human intellectual behavior and its social and cultural foundations.

They also acquire the knowledge and skills to engage with a wide range of information technologies, along with the scientific principles underlying activities such as recording, storing, sharing, processing, and utilizing information. Through this interdisciplinary education, we nurture future leaders who will shape and drive the evolution of information environments.

College of Information Science

- Bachelor of Information Science
- Bachelor of Information Engineering

Program Educational Objectives

We aim to foster personnel who can proactively engage in academic and social issues in the rapidly changing information society and create new value. By cultivating the ability to accurately collect, analyze, understand, express, and utilize information, which constitutes the foundation of contemporary society, and through an education that integrates a broad perspective rooted in general intelligence with advanced expertise in information science, we nurture creative and practical personnel who will lead the sustainable development and transformation of the information society.

Graduate Profile	We cultivate personnel who systematically acquire knowledge of information systems, software, mathematics, and other foundations of information technology that underpin modern society, and who develop a deep understanding of the core of these technologies. Building on this knowledge, students foster practical abilities to address diverse real-world issues through an information science approach, applying explainable and persuasive methods to guide solutions. In addition, they develop logical thinking skills and advanced data literacy, while gaining awareness of information ethics and social responsibility, and are trained to play active roles globally and collaboratively.
Career Paths after Graduation / Completion	After graduation, students have pathways to pursue graduate studies and engage in cutting-edge research in fields such as information engineering, artificial intelligence, data science, and quantum computing, contributing to academia and industry as researchers or highly specialized professionals. Furthermore, they are expected to play active roles in a wide range of fields where information technology is essential, including information and communication, software, manufacturing, finance, healthcare, education, and public administration. Potential career paths include system engineers, software developers, data scientists, AI/IoT developers, UX designers, IT consultants, and even founders of innovative start-ups. Graduates will serve as core personnel who demonstrate technological leadership and collaborative ability in diverse academic, industrial, and governmental arenas both domestically and internationally, contributing to sustainable development and problem-solving in society.

Diploma Policy

We grant diplomas for Bachelor of Information Science to persons who have acquired the knowledge and skills (that is, Generic Competences) based on the educational objectives of the undergraduate programs of the University of Tsukuba, and who, according to the educational purpose of our school and college, have also acquired the following knowledge and skills (Specialized Competences).

Knowledge and Skills (Specialized Competences)	1. Foundation of Information Science	Ability to represent, model, and abstract information with the understanding of their underlying Mathematics
	2. Expertise in the field of software and computing science	Ability to produce high quality software with an understanding of mathematical modeling and program construction principles and methods
	3. Expertise in the field of computer systems	Ability to design computer systems with a systematic understanding of hardware, software, and network technologies
	4. Expertise in the fields of machine intelligence and media technologies	Ability to systematically understand and apply various intelligent information processing technologies and media processing technologies
	5. English communication skills in Information Science	Ability to work internationally based on specialized English skills and a global perspective related to information science
	6. Practical technical skills and problem-solving abilities	Practical ability to solve unknown problems related to information science, problem-solving ability, and innovation ability
	7. Information ethics for professional engineers	Understanding of information ethics, security, and intellectual property rights as a professional engineer and researcher who leads the information society
Guidelines for Assessing Learning Outcomes	Emphasis is placed on graduation research as the culmination of learning, and through the graduation thesis and its final presentation, multiple faculty members in addition to the academic advisor objectively assess and confirm the learning outcomes and level of achievement. In addition, the achievement of learning outcomes throughout the entire educational program is evaluated based on student grades, fulfillment of graduation requirements, questionnaire surveys, and deliverables such as graduation theses.	

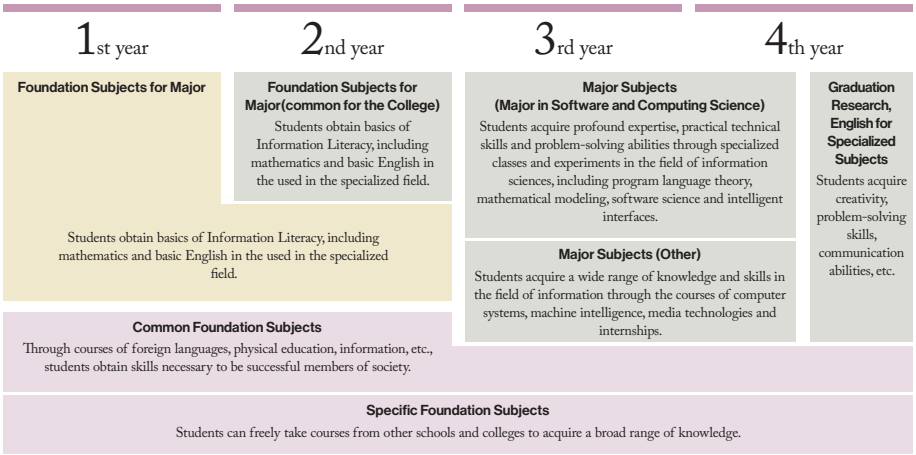
Curriculum Policy

We organize and implement curricula based on the following policies for programs that allow students to acquire learning outcomes related to the Bachelor of Information Science.

Curriculum Design Framework	**General policy** We provide a high-quality curriculum that reflects the latest technological trends and encompasses international standards in the field of information ranging from hardware and networks to software and intelligent media. Along with broad knowledge of information science and engineering, we provide a well-balanced education that enables students to acquire advanced expertise in areas such as program theory and programming languages, mathematical modeling and algorithms, software science, and intelligent interfaces. We also place importance on students making their own choices in their learning. **Corresponding Course Categories and Subject Groups** – Foundation of Information Science Students complete specialized foundational courses related to mathematics and computers, developing the ability to analyze various issues in information science by applying this knowledge. – Expertise in the Field of Software Science By completing specialized courses including Software Science Laboratory, students acquire the ability to produce high-quality software based on an understanding of mathematical modeling and the principles and methods of program construction. – Expertise in the Field of Information Systems Students complete specialized courses related to hardware, software, and network technologies, gaining a systematic understanding of these areas and the ability to design information systems. – Expertise in the Fields of Machine Intelligence and Media Technologies Students complete specialized courses covering a wide range of intelligent information processing and media processing technologies, developing the ability to systematically understand and apply these technologies. – English Communication Skills in Information Science Through specialized foundational and advanced courses in technical English, students develop specialized English skills and a global perspective in information science, enabling them to work internationally. – Practical Technical Skills and Problem-Solving Abilities Through exercises and graduation research, students cultivate practical abilities to solve unknown problems related to information science, as well as problem-solving and innovation skills. – Information Ethics for Professional Engineers By completing specialized foundational courses related to information ethics, students gain understanding of ethics, security, and intellectual property rights as professional engineers and researchers leading the information society. **Course sequence policy** – In the first and second years, students acquire cultural knowledge necessary for becoming active members of society through foreign languages including English, elective subjects from a wide range of fields, and physical education. They also gain basic competences in information science by completing foundational courses such as mathematics, and by learning the fundamentals of hardware, programming, and algorithms through practice and experiments. – In the third year, based on the curriculum of the major in Software and Computing Science, students acquire knowledge and advanced expertise in information science through courses focusing on mathematical modeling, algorithms, and software science. They also acquire practical technical skills and problem-solving ability through Software and Computing Science Laboratory. In addition, they gain extensive specialized knowledge and skills through broad studies in information science and engineering, including the fields of computer systems and machine intelligence and media technologies. – In the fourth year, in addition to the above studies, diploma research and specialized English cultivate creativity and the spirit of challenge to generate innovative technologies in information science, as well as inspiration, communication skills, and cooperativeness from an international perspective. Students also acquire practical technical skills and problem-solving abilities applicable in real-world settings. **Implementation policy** We provide education that deepens students' understanding of the knowledge and technologies acquired in lectures by incorporating many exercises and computer-based training and experiments, not only in specialized subjects in information science and engineering but also in foundational subjects such as mathematics and English. We also provide a set of courses designed to draw out students' autonomy, such as courses where students set their own themes and plan their own studies.

Teaching and Learning Methods	We emphasize an educational approach that integrates theory and practice to cultivate personnel equipped with both specialized knowledge and applied skills. In particular, we offer the following distinctive programs. In the Embedding Technology Campus OJT Program, students acquire practical knowledge and skills directly linked to the workplace through guidance from instructors who are actually engaged in product development at companies. In the Programming Challenge, students improve their understanding of algorithms and enhance their programming abilities using competitive programming as the theme. In the Major Experiments, students develop practical technical skills and problem-solving abilities through experiments and exercises across diverse specialized fields of information science. In Special Exercises in Information Science and Special Exercises in Informatics I and II, students focus on independently setting themes and designing solutions, thereby cultivating creativity in problem-solving by fostering the ability to propose, implement, and present ideas. Furthermore, through internship courses, students experience practical training at companies and research institutes, gaining an understanding of the social applications of specialized knowledge while enhancing practical skills and communication abilities, thus building the foundation to play an active role in society.

Structure of competences to be developed and curriculums



Admission Policy

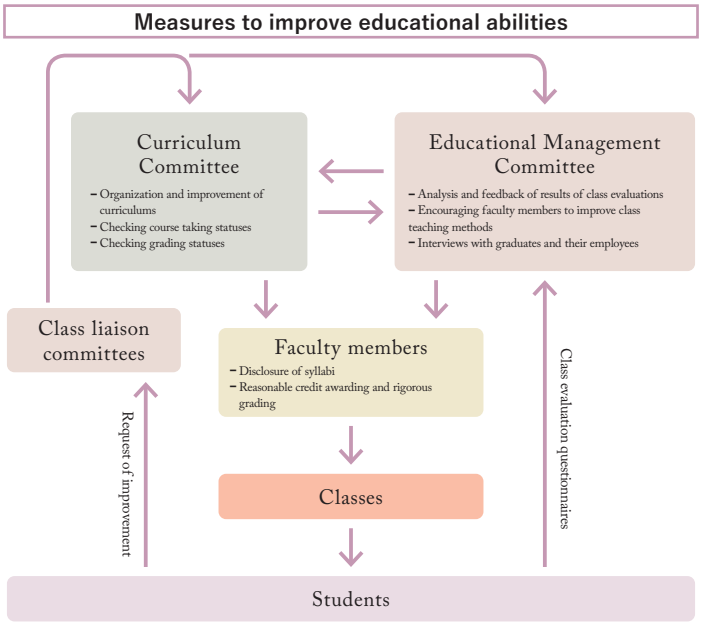
Desired Student Profile	Personnel with strong curiosity and a spirit of inquiry concerning information technology and natural science/engineering, and with basic academic skills necessary for learning the subjects. Moreover, such personnel are desired to be motivated to creatively use and developing leaned knowledge, proactively engage in new challenges, and take leadership in the information society.	
Student Evaluation and Selection	Individual Achievement Test First Round	In addition to basic academic abilities in mathematics, science, and foreign languages, we evaluate the applicant's proactive activities in high school or equivalent institutions.
	Entrance Examination by School Recommendation	We comprehensively evaluate the applicant's academic record and engagement in extracurricular activities in high school, as well as interest in information science and information technology, willingness to create new technologies, ability for self-expression, and communication skills to logically think and accurately explain the results.
	Entrance Examination by Admissions Center	We select students who have a strong interest in information science, information technology, or related fields, who are motivated and capable of setting research topics and clear goals, and who have the ability to creatively analyze and solve problems, as well as logically explain the process and results.
	Entrance Examination for International Science Olympiad Participants	We evaluate applicants who have achieved A-rank in the final round of the Japan Information Olympiad, focusing on their motivation to learn with clear goals and their ability to study systematically.
	Entrance Examination for IB Students	We comprehensively evaluate interest in information science and information technology, willingness to create new technologies, logical thinking ability, and communication skills including foreign language proficiency.
	Entrance Examination for Foreign School Students	(Type 1 / Type 2) We evaluate interest and motivation in learning information science and information technology, basic academic abilities in mathematics, logical thinking ability, and communication skills in both Japanese and English.
	Transfer examination	We comprehensively evaluate academic abilities necessary for studying information science and information technology, including mathematics, fundamentals of information, and English proficiency equivalent to the completion of the second year at a university (measured by TOEFL/TOEIC scores), which is required for learning specialized knowledge.

Learning Support Framework

Academic Support	To support the growth of each student, we provide systematic learning support tailored to each academic year. In the first and second years, the goal is to build a foundation for learning. Students are provided with basic knowledge to facilitate both study and campus life, such as how to use the library and rules of university life. Support is also offered to help students acquire technical English writing skills in preparation for specialized courses. In the third and fourth years, support focuses on more advanced learning. In experimental courses and graduation research, students receive individual guidance on technical writing and effective presentation techniques to enhance their ability to express themselves in specialized fields. In addition, comprehensive support is provided for overall student life. From the first to the third year, class advisors, and in the fourth year, academic supervisors, carefully monitor students' situations through meetings and consultations. Support is provided to address academic and personal challenges, creating an environment where students can focus on their studies with confidence.
Opportunities for Peer Interaction	Through group work in the introductory course *First-Year Seminar*, students build cooperative relationships from an early stage and smoothly transition into academic study. The *Class Representatives' Meeting*, organized and operated by students, serves as a forum for discussion and exchange across academic years and contributes to solving issues faced by the entire college. The *Information Science Student Lounge*, a free space available to all students, is equipped with projectors and whiteboards and functions as a creative hub that promotes collaborative learning and active exchange of ideas. In addition, international students are supported by dedicated student tutors who not only assist with academic and daily life but also act as cultural bridges with other students, fostering a rich community where diversity enhances mutual growth. Through these initiatives, students learn and grow together while maximizing the potential of each individual.
Opportunities for Student–Faculty Interaction	To enhance students' motivation for learning and the quality of research, we provide various opportunities that promote close interaction with faculty. For example, in the first-year elective course *Special Exercises in Information Science* and in the second- and third-year *Special Exercises in Informatics*, students freely choose exercise themes and faculty advisors based on their own interests, thereby cultivating creativity and the ability to realize ideas while deepening their pursuit of specialized fields. In addition, third-year laboratory courses adopt a system that allows students to select themes from a wide range of options, supporting autonomous learning. Furthermore, *Class Liaison Meetings* are held several times a year, serving as forums where students and faculty directly exchange opinions and discuss proposals, thereby working together to create a better educational environment. Through these initiatives, students broaden their perspectives through dialogue with faculty and nurture a passion for deep learning and research.

Approaches to Assuring and Enhancing Educational Quality

The Educational Management Committee under the College of Information Science conducts class evaluation surveys for all courses. The surveys consist of standardized and open-ended questions to efficiently collect comprehensive data and student opinions on class content and delivery, while also providing students with opportunities to reflect on their own approaches to learning. The Committee analyzes the survey results and provides feedback and recommendations for improvement to the faculty and the Curriculum Committee. In addition, through class liaison meetings that serve as venues for direct exchange of opinions between students and faculty, the Curriculum Committee and the Educational Management Committee respond to requests and concerns. Peer class observations and lectures are also carried out as needed, particularly to enhance the teaching skills of new and young faculty members. Furthermore, the results collected from the evaluation of learning outcomes are analyzed and reviewed at faculty meetings in which all instructors participate, ensuring continuous improvement.



Diploma Policy

We grant diplomas for Bachelor of Information Engineering to persons who have acquired the knowledge and skills (that is, Generic Competences) based on the educational objectives of the undergraduate programs of the University of Tsukuba, and who, according to the educational purpose of our school and college, have also acquired the following knowledge and skills (Specialized Competences).

Knowledge and Skills (Specialized Competences)	1. Foundation of Information Science	Ability to represent, model, and abstract information with the understanding of their underlying Mathematics
	2. Expertise in the field of software and computing science	Ability to produce high quality software with an understanding of mathematical modeling and program construction principles and methods
	3. Expertise in the field of computer systems	Ability to design computer systems with a systematic understanding of hardware, software, and network technologies
	4. Expertise in the fields of machine intelligence and media technologies	Ability to systematically understand and apply various intelligent information processing technologies and media processing technologies
	5. English communication skills in Information Science	Ability to work internationally based on specialized English skills and a global perspective related to information engineering
	6. Practical technical skills and problem-solving abilities	Practical ability to solve unknown problems related to information engineering, problem-solving ability, and innovation ability
	7. Information ethics for professional engineers	Understanding of information ethics, security, and intellectual property rights as a professional engineer and researcher who leads the information society
Guidelines for Assessing Learning Outcomes	Emphasis is placed on graduation research as the culmination of learning, and through the graduation thesis and its final presentation, multiple faculty members in addition to the academic advisor objectively assess and confirm the learning outcomes and level of achievement. In addition, the achievement of learning outcomes throughout the entire educational program is evaluated based on student grades, fulfillment of graduation requirements, questionnaire surveys, and deliverables such as graduation theses.	

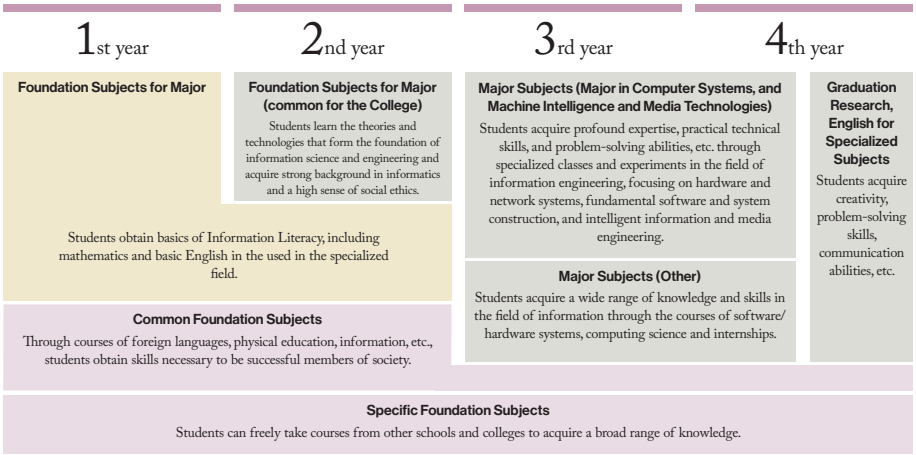
Curriculum Policy

We organize and implement curricula based on the following policies for programs that allow students to acquire learning outcomes related to the Bachelor of Information Science.

Curriculum Design Framework	**General policy** We provide a high-quality curriculum that reflects the latest technological trends and encompasses international standards in the field of information ranging from hardware and networks to software and intelligent media. Along with broad knowledge of information science and engineering, we provide a well-balanced education that enables students to acquire advanced expertise in areas such as program theory and programming languages, mathematical modeling and algorithms, software science, and intelligent interfaces. We also place importance on students making their own choices in their learning. **Corresponding Course Categories and Subject Groups** – Foundation of Information Science Students complete specialized foundational courses related to mathematics and computers, developing the ability to analyze various issues in information science by applying this knowledge. – Expertise in the Field of Software Science By completing specialized courses related to mathematical modeling and programming, students acquire the ability to produce high-quality software based on an understanding of their construction principles and methods. – Expertise in the Field of Information Systems Through specialized courses including Information Systems Laboratory, students systematically understand hardware, software, and network technologies, and acquire the ability to design information systems. – Expertise in the Fields of Machine Intelligence and Media Technologies By completing specialized courses including Intelligent Information Media Laboratory, students systematically understand a variety of intelligent information processing and media processing technologies, and develop the ability to apply them effectively. – English Communication Skills in Information Science Through specialized foundational and advanced courses in technical English, students develop specialized English skills and a global perspective related to information science, enabling them to work internationally. – Practical Technical Skills and Problem-Solving Abilities Through exercises and graduation research, students cultivate practical abilities to solve unknown problems related to information science, as well as problem-solving and innovation skills. – Information Ethics for Professional Engineers By completing specialized foundational courses related to information ethics, students gain understanding of ethics, security, and intellectual property rights as professional engineers and researchers leading the information society. **Course sequence policy** – In the first and second years, students acquire cultural knowledge necessary for becoming active members of society through foreign languages including English, elective subjects from a wide range of fields, and physical education. They also gain basic competences in information science by completing foundational courses such as mathematics, and by learning the fundamentals of hardware, programming, and algorithms through practice and experiments. – In the third year, based on the curriculum of the major in Software and Computing Science, students acquire knowledge and advanced expertise in information science through courses focusing on mathematical modeling, algorithms, and software science. They also acquire practical technical skills and problem-solving ability through Software and Computing Science Laboratory. In addition, they gain extensive specialized knowledge and skills through broad studies in information science and engineering, including the fields of computer systems and machine intelligence and media technologies. – In the fourth year, in addition to the above studies, diploma research and specialized English cultivate creativity and the spirit of challenge to generate innovative technologies in information science, as well as inspiration, communication skills, and cooperativeness from an international perspective. Students also acquire practical technical skills and problem-solving abilities applicable in real-world settings. **Implementation policy** We provide education that deepens students' understanding of the knowledge and technologies acquired in lectures by incorporating many exercises and computer-based training and experiments, not only in specialized subjects in information science and engineering but also in foundational subjects such as mathematics and English. We also provide a set of courses designed to draw out students' autonomy, such as courses where students set their own themes and plan their own studies.

Teaching and Learning Methods	We emphasize an educational approach that integrates theory and practice to cultivate personnel equipped with both specialized knowledge and applied skills. In particular, we offer the following distinctive programs. In the Embedding Technology Campus OJT Program, students acquire practical knowledge and skills directly linked to the workplace through guidance from instructors who are actually engaged in product development at companies. In the Programming Challenge, students improve their understanding of algorithms and enhance their programming abilities using competitive programming as the theme. In the Major Experiments, students develop practical technical skills and problem-solving abilities through experiments and exercises across diverse specialized fields of information science. In Special Exercises in Information Science and Special Exercises in Informatics I and II, students focus on independently setting themes and designing solutions, thereby cultivating creativity in problem-solving by fostering the ability to propose, implement, and present ideas. Furthermore, through internship courses, students experience practical training at companies and research institutes, gaining an understanding of the social applications of specialized knowledge while enhancing practical skills and communication abilities, thus building the foundation to play an active role in society.

Structure of competences to be developed and curriculums



Admission Policy

Desired Student Profile	Personnel with strong curiosity and a spirit of inquiry concerning information technology and natural science/engineering, and with basic academic skills necessary for learning the subjects. Moreover, such personnel are desired to be motivated to creatively use and developing leaned knowledge, proactively engage in new challenges, and take leadership in the information society.	
Student Evaluation and Selection	Individual Achievement Test First Round	In addition to basic academic abilities in mathematics, science, and foreign languages, we evaluate the applicant's proactive activities in high school or equivalent institutions.
	Entrance Examination by School Recommendation	We comprehensively evaluate the applicant's academic record and engagement in extracurricular activities in high school, as well as interest in information science and information technology, willingness to create new technologies, ability for self-expression, and communication skills to logically think and accurately explain the results.
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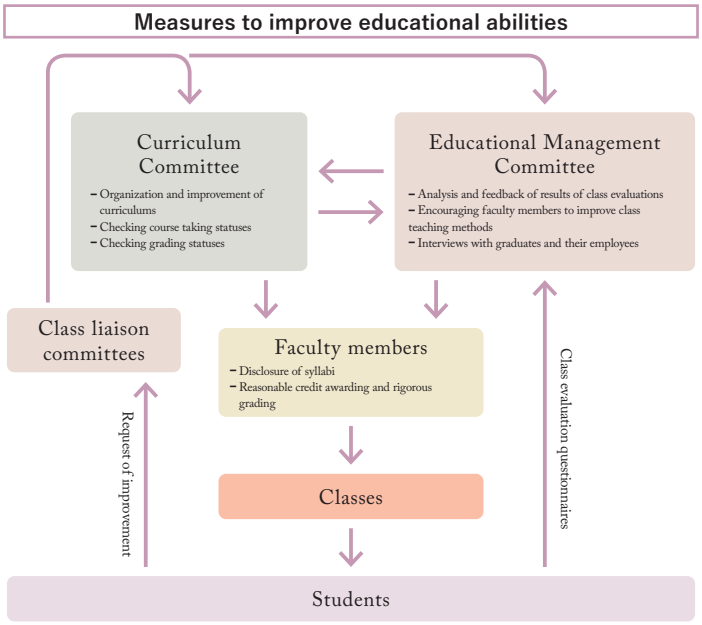
Learning Support Framework

Academic Support	To support the growth of each student, we provide systematic learning support tailored to each academic year. In the first and second years, the goal is to build a foundation for learning. Students are provided with basic knowledge to facilitate both study and campus life, such as how to use the library and rules of university life. Support is also offered to help students acquire technical English writing skills in preparation for specialized courses. In the third and fourth years, support focuses on more advanced learning. In experimental courses and graduation research, students receive individual guidance on technical writing and effective presentation techniques to enhance their ability to express themselves in specialized fields. In addition, comprehensive support is provided for overall student life. From the first to the third year, class advisors, and in the fourth year, academic supervisors, carefully monitor students' situations through meetings and consultations. Support is provided to address academic and personal challenges, creating an environment where students can focus on their studies with confidence.
Opportunities for Peer Interaction	Through group work in the introductory course *First-Year Seminar*, students build cooperative relationships from an early stage and smoothly transition into academic study. The *Class Representatives' Meeting*, organized and operated by students, serves as a forum for discussion and exchange across academic years and contributes to solving issues faced by the entire college. The *Information Science Student Lounge*, a free space available to all students, is equipped with projectors and whiteboards and functions as a creative hub that promotes collaborative learning and active exchange of ideas. In addition, international students are supported by dedicated student tutors who not only assist with academic and daily life but also act as cultural bridges with other students, fostering a rich community where diversity enhances mutual growth. Through these initiatives, students learn and grow together while maximizing the potential of each individual.
Opportunities for Student–Faculty Interaction	To enhance students' motivation for learning and the quality of research, we provide various opportunities that promote close interaction with faculty. For example, in the first-year elective course *Special Exercises in Information Science* and in the second- and third-year *Special Exercises in Informatics*, students freely choose exercise themes and faculty advisors based on their own interests, thereby cultivating creativity and the ability to realize ideas while deepening their pursuit of specialized fields. In addition, third-year laboratory courses adopt a system that allows students to select themes from a wide range of options, supporting autonomous learning. Furthermore, *Class Liaison Meetings* are held several times a year, serving as forums where students and faculty directly exchange opinions and discuss proposals, thereby working together to create a better educational environment. Through these initiatives, students broaden their perspectives through dialogue with faculty and nurture a passion for deep learning and research.

Approaches to Assuring and Enhancing Educational Quality

The Educational Management Committee under the College of Information Science conducts class evaluation surveys for all courses. The surveys consist of standardized and open-ended questions to efficiently collect comprehensive data and student opinions on class content and delivery, while also providing students with opportunities to reflect on their own approaches to learning. The Committee analyzes the survey results and provides feedback and recommendations for improvement to the faculty and the Curriculum Committee. In addition, through class liaison meetings that serve as venues for direct exchange of opinions between students and faculty, the Curriculum Committee and the Educational Management Committee respond to requests and concerns. Peer class observations and lectures are also carried out as needed, particularly to enhance the teaching skills of new and young faculty members. Furthermore, the results collected from the evaluation of learning outcomes are analyzed and reviewed at faculty meetings in which all instructors participate, ensuring continuous improvement.



College of Media Arts, Science and Technology

Bachelor of Science in Media Sciences and Engineering

Program Educational Objectives

We foster personnel who can creatively generate innovative technologies and scientific theories in fundamental technological domains, such as communications, which are indispensable for the development of the networked information society, and in fields that distribute and utilize diverse information content, including the Web, video, and music.

Graduate Profile	We aim to cultivate individuals who, through comprehensive study of network infrastructure technologies and information content processing - from foundational concepts to advanced applications - develop the ability to create new technologies and theories grounded in scientific evidence, and are capable of addressing challenges across a wide range of fields, including the information and communication industry, healthcare, education, and the economy.
Career Paths after Graduation / Completion	We strongly recommend that those who wish to pursue further academic study continue to graduate school. After graduation, or upon completion of graduate studies, our graduates are expected to contribute actively, both domestically and internationally, across a wide range of fields founded on information technology, including industry, research institutes, educational organizations, and public agencies. Furthermore, we hold high expectations for those who will establish their own ventures and open up new industries and domains.

Diploma Policy

We confer the degree of Bachelor of Science in Media Sciences and Engineering upon students who have acquired the knowledge and skills (Generic Competences) specified in the educational objectives of the University of Tsukuba's undergraduate program. In addition, candidates must have achieved the following outcomes, which align with the human resource development objectives of our school and college.

Knowledge and Skills (Specialized Competences)	1. Digital Contents	Ability to acquire advanced knowledge and skills related to the construction, accumulation, management, sharing, and distribution of digital contents of various types, and to utilize them in system development, content production, and analysis
	2. Network Science	Ability to acquire advanced knowledge and skills of network systems that provide, communicate, distribute, and collect information, and to apply them hands-on in development, operation, and analysis
	3. Information Media and Interaction	Ability to develop systems utilizing various media platforms, supported by advanced knowledge and skills of various forms of information presentation and representation, as well as modes of interaction with users
	4. Computing and Systems	Ability to acquire knowledge and skills to perform advanced computational processing based on the fundamentals of computer systems and programming, and to develop novel methods, models, and systems, as well as applying them to various applications
	5. Fundamentals of Mathematical Methods	Ability to acquire advanced mathematical knowledge required for data analysis and system construction, and to apply them to various practical applications
	6. Human Cognition and Society	Ability to acquire knowledge of human abilities and social activities as manifested in human cognition, kansei and social interaction, and to apply them to the development, evaluation, and analysis of information media
	7. Design and Creativity	Ability to develop awareness of the realm and foster creativity to create new "things" with elegant design, as well as running real projects in planning, production, and management.
Guidelines for Assessing Learning Outcomes	The syllabus for each course specifies the alignment between the course content and the competences outlined in the degree award policy, along with the evaluation criteria and methods (e.g., examinations and reports). The attainment of these competences is assessed based on the student's completion of the relevant course credits. The degree evaluation is conducted through the graduation research, bachelor's thesis, final presentation, and other culminating academic activities, which collectively assess whether students have acquired the knowledge and skills (competences) specified in the degree award policy.	

Curriculum Policy

We organize and implement the curriculum for the Bachelor of Science in Media Sciences and Engineering program in accordance with the following policies to ensure that students achieve the intended learning outcomes.

Curriculum Design Framework	**General Policy** We offer a curriculum in Information Media Science that integrates education in essential areas of information science and technology, centered on two core domains: network media technologies that support the accumulation and distribution of content, and content technologies for the creation and use of content. A diverse set of courses is provided to enable students to acquire both broad knowledge and advanced expertise through their own independent choices. **Course Sequence Policy** First Year Students build foundational competences in information science and technology by taking mathematics courses - such as linear algebra and calculus - that correspond to the competence "Fundamentals of Mathematical Methods", as well as information technology courses - such as literacy and programming - that correspond to "Computing and Systems". In addition, introductory courses on content processing cultivate artistic sensibilities and related skills. Second Year Students expand upon their first-year foundation and develop solid technical skills, applied capabilities, and ethical awareness. This is achieved through courses corresponding to "Network Science", such as computer networks and information theory, and to "Digital Contents", such as data engineering. Courses in cognitive science and information design foster competences related to "Human Cognition and Society" and "Design and Creativity", thereby broadening students' perspectives and strengthening their applied proficiency. Third and Fourth Years A wide range of specialized courses is offered across all competences, including those corresponding to "Information Media and Interaction", such as real-world oriented systems and interaction design. These include advanced subjects such as Advanced Technologies and Media Expression, Music and Acoustic Information Processing, Automata and Formal Languages, Advanced Computer Graphics, Software Architecture, Information Visualization, and Perceptual Psychology. Together with long-term experimental courses in which students pursue a single theme over an extended period, they develop not only specialized expertise but also human skills and practical abilities. In the fourth-year graduation research, students synthesize the specialized knowledge and technical skills they have acquired, ultimately developing the practical ability to generate innovative technologies and scientific theories within the field of Information Media Science.

Teaching and Learning Methods	The curriculum enables students to select courses in media sciences after mastering the fundamental skills, in accordance with their individual study plans and motivations. This enables diverse study paths suited to each student's interests and aptitudes, and prepares them for various career options that meet society's needs. In light of the current state and future prospects of the rapidly evolving networked information society, we also draw on guidance from industry experts who are invited to share their practical experiences through teaching. Through these efforts, the curriculum is continuously reviewed and revised to align with the demands of the times. In addition to courses in information literacy, data science, and programming, we offer a rich set of practice-oriented subjects, including special seminars where students set their own themes to cultivate planning and execution skills. Furthermore, we offer practical and experimental courses designed to master technologies essential in real-world contexts, including subjects related to the Campus OJT Program.

Structure of curriculum and competences to be developed

1st year	2nd year	3rd year	4th year
Foundation Subjects for Major Mathematics and programming courses ▼ Acquire basic knowledge in the field of information science and technology.	**Foundation Subjects for Major** Network Media Technology Contents Technology, Computer Science Mathematics Human science ▼ By broadening the basic knowledge and skills obtained in the first year, acquire solid technical and applied skills in information science, as well as a broad perspective on humans, culture and society.	**Major Subjects (Compulsory)** Information Media Laboratory ▼ Acquire practical skills.	**Major Subjects (Compulsory)** Graduation Research ▼ Comprehensive training in specialized knowledge, technical skills, etc. in information and media sciences
Introductory courses on content processing ▼ Develop artistic background, too.			
		Major Subjects (Electives) Internet and communication technologies Content storage and distribution technologies Interaction technologies Computer Science Content processing and utilization technologies Basic technologies for content development ▼ Acquire broad knowledge and advanced expertise in the two areas of network media technology and content technology	
General Foundation Subjects Multidisciplinary Subjects, Foreign Languages, Physical Education, Specific Foundation Subjects, etc. ▼ Acquire ample cultural knowledge, broad perspective, and sense of ethics.			

Admission Policy

Desired Student Profile	Candidates should have both scientific and technical skills, as well as a well-rounded sensitivity to culture and art. Moreover, they should have a strong interest and motivation to learn a variety of technologies and academic disciplines in the network information society, and aim to contribute creatively to the society.

Student Evaluation and Selection	Individual Achievement Test First Round	In addition to a broad foundation of basic academic skills, we conduct a comprehensive evaluation of candidates' proficiency in mathematics and foreign languages, as well as their proactive attitude toward collaborative learning with diverse individuals.
	Entrance Examination by School Recommendation	We conduct a comprehensive evaluation based on the candidate's academic performance in high school, basic academic skills, engagement in extracurricular activities, and their motivation and sense of purpose toward learning the science and technology of information media, along with their abilities in self-expression, self-analysis, and communication.
	Entrance Examination by Admissions Center	We comprehensively evaluate candidates' creativity and motivation to independently set research topics in the science and technology supporting content and network media, their problem-solving skills to analyze issues precisely and solve them creatively, and their ability to logically explain the process and conclusions.
	Entrance Examination for International Science Olympiad Participants	Targeting those who achieved A rank in the final round of the Japan Olympiad in Informatics, we evaluate their motivation to learn with clear goals and their ability to study in a planned manner.
	Entrance Examination for IB Students	We conduct a comprehensive evaluation of candidates' motivation to learn the science and technology of information media, logical thinking ability, comprehension skills, and basic academic skills such as mathematics required for study in this program, as well as their communication skills in Japanese.
	Entrance Examination for Foreign School Students	Type 1：For long-term students and international students Type 2：For short-term students and returnees
	Transfer examination	We select candidates who demonstrate a high level of motivation to study the science and technology of information media, and who possess academic abilities equivalent to the completion of the second year of university in English (based on TOEFL/TOEIC scores), mathematics, and basic information science necessary for learning specialized subjects.

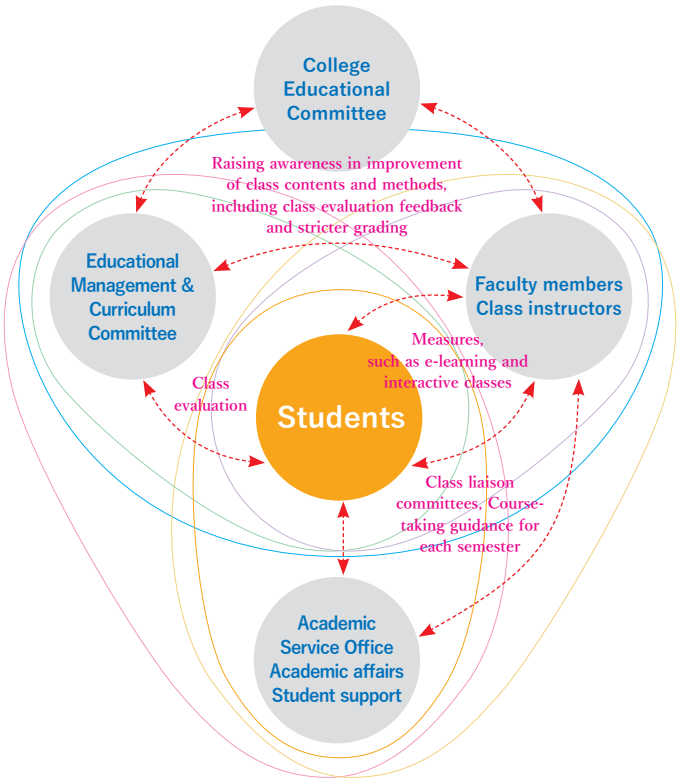
Learning Support Framework

Academic Support	– The course instructors adjust the pace of the class according to the students' level of understanding, promote active learning-oriented classes, and provide individual support through office hours. – The class advisors work in cooperation with the course instructors to provide careful support to students regarding their classes. We check students whose course completion status is particularly unsatisfactory each semester and provide learning guidance through their class advisors. – For the convenience of students' learning activities such as review, we promote the distribution of digital course materials. – We provide presentation instruction in the course 'First Year Seminar'. – We support the acquisition of research skills in the courses 'Special Project on Information Media I' and 'Special Project on Information Media II'.
Opportunities for Peer Interaction	– Course instructors provide opportunities for group learning among students while keeping in mind of the course content. – Group projects are conducted in parts of the courses 'Information Media Laboratory A' and 'Information Media Laboratory B'. – In parts of the courses 'English for Specialized Subjects A' and 'English for Specialized Subjects B', students give presentations and engage in discussions with each other. – In parts of the courses 'Special Project on Information Media I' and 'Special Project on Information Media II', we encourage presentations and discussions among students.
Opportunities for Student–Faculty Interaction	– Course instructors provide opportunities for student-instructor interaction during office hours. – In parts of the courses 'Special Project on Information Media I' and 'Special Project on Information Media II,' course instructors participate in student presentations and discussions, providing guidance and facilitation. – We conduct class liaison meetings as an opportunity for information exchange and interaction between students and faculty members.

Approaches to Assuring and Enhancing Educational Quality

- Through the Educational Management Committee of School of Informatics, we conduct reviews based on the results of learning outcomes assessments. We share actions related to educational management among colleges within the School of Informatics and are working to improve education.
- We establish guidelines for rigorous grading and work on reasonable credit awarding.
- Each semester, the Educational Management Committee conducts the college's own class evaluation (with open-end questions), which includes university-wide questionnaires. The Educational Management Committee analyzes the answers and feedback the results to the class instructor for effective class improvement. Additionally, survey results regarding classes conducted under student leadership, such as by class representatives through the meeting with the students, are shared at the Education Council. These enable effective teaching improvements.

Measures to improve educational abilities



College of Knowledge and Library Sciences

■ Bachelor of Arts in Library and Information Science

Program Educational Objectives

We cultivate individuals who, beyond the boundaries between the humanities and the sciences, proactively address social and academic issues related to knowledge and information, and contribute to the advancement of society through the creation of new knowledge. In particular, we promote the cultivation of individuals who can identify and resolve challenges on their own initiative through the cross-disciplinary application of insights into human behavior, information technology, and sociocultural aspects related to the knowledge accumulation and dissemination.

Graduate Profile	– Interdisciplinary innovators possessing a comprehensive perspective spanning human, information technology, and society, and who are capable of contributing to solving the challenges of knowledge-based society through interdisciplinary approaches – Highly specialized professionals who systematically understand the processes of formation, processing, distribution, and utilization of knowledge resources, and who support social development through the practical application of specialized expertise – Research-oriented professionals who understand the fundamental principles of knowledge and information, and who contribute to the elucidation of knowledge-sharing phenomena through the creation of new knowledge
Career Paths after Graduation / Completion	Interdisciplinary innovators are increasingly in demand in private-sector fields such as consulting, trading and distribution, transportation and travel, finance and insurance, services, and manufacturing and sales, as well as in government ministries and local governments, utilizing their comprehensive perspectives. Highly specialized professionals are making full use of their expertise in areas such as mass media and publishing, information and communications, libraries, and schools. It has also become common for them to pursue graduate studies to further develop their specialization before entering the workforce, and is also possible to work as a civil servant or librarian whilst simultaneously pursuing postgraduate studies to further deepen one's expertise. Research-oriented professionals, looking toward both master's and doctoral programs, mainly continue on to graduate schools at University of Tsukuba, especially the School of Informatics, with the goal of becoming researchers.

Diploma Policy

Bachelor of Arts in Library and Information Science will be awarded to those who are recognized as having acquired knowledge and skills (Generic Competences) to be acquired based on the educational purpose of the University of Tsukuba bachelor's program, and achieved the following knowledge and skills (Specialized Competences) based on the human resource development purpose of College of Knowledge and Library Sciences, School of Informatics.

Knowledge and Skills (Specialized Competences)	1. Acquisition of foundation for the integration of humanities and sciences	Must have gained a broad foundation and perspective in the field of informatics across the humanities and sciences
	2. Understanding of knowledge-sharing phenomena	Must understand and grasp the knowledge-sharing phenomena that encompasses the generation, processing, accumulation, transmission, and utilization of knowledge from a variety of academic perspectives
	3. Research ability	Must have obtained the ability to carry out research using a variety of survey and analysis methods, including quantitative research, qualitative research, and statistical analysis
	4. Ability to build a knowledge base	Must have obtained the ability to use information technology to build and utilize knowledge resources and data infrastructure
	5. Knowledge transfer capability	Must have obtained the ability to search for appropriate information from a variety of sources and to communicate accumulated knowledge by processing and expressing it in an appropriate manner
	6. Understandings of diversity and acquisitions of ethics	Must understand cultural and value diversities, and acquire ethics and public-spiritedness
Guidelines for Assessing Learning Outcomes	Students' engagement in their graduation research, which represents the culmination of their learning outcomes, is evaluated by multiple faculty members based on the achievement goals stated in the diploma policy. To ensure strictness and transparency in grading, target values for grade distributions are set, and the grade distribution for each course is published.	

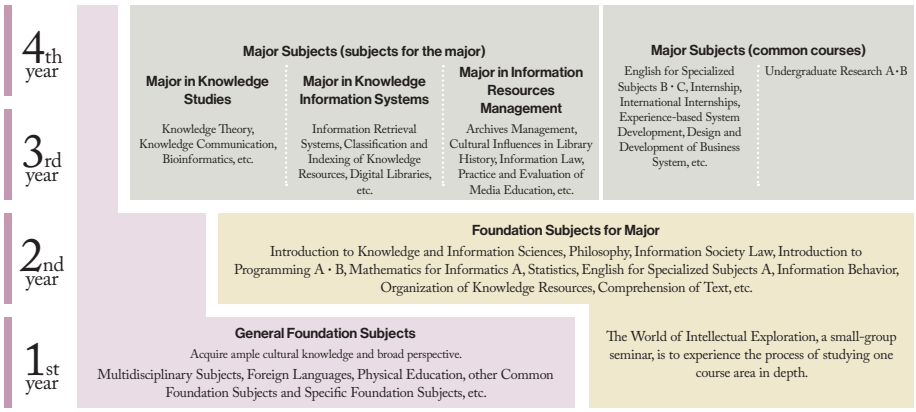
Curriculum Policy

As a program designed to equip students with the knowledge and skills (competences) required for the Bachelor of Arts in Library and Information Science, the curriculum is organized and implemented based on the following policies.

Curriculum Design Framework	**General policy** Divided into three majors, the curriculum is organized based on the keyword “human” for the major in Knowledge Studies, “information technology” for the major in Knowledge Information Systems, and “society” for the major in Information Resources Management. In any of the majors, the courses offered train students to have a wide perspective and to understand the union and interactive roles between human, information technology and society/culture in line with the realm of specialty. **Course sequence policy** In the first year, in addition to General Foundation Subjects such as multidisciplinary subjects, foreign languages and physical education, students take Foundation Subjects for Major on knowledge and information systems as well as programming. Through these, they achieve "Acquisition of foundation for the integration of humanities and sciences", "Understanding of knowledge-sharing phenomena", and "Ability to build a knowledge base". In the second year, to deepen the knowledge and skills acquired in the first year, students take Foundation Subjects for Major in areas such as philosophy, statistics, various research methods, and theoretical foundations of knowledge and information. Through this, they develop "Research ability" and "Knowledge transfer capability", and achieve "Understandings of diversity and acquisitions of ethics". They also take Knowledge Information Resources Labs to further strengthen "Understanding of knowledge-sharing phenomena" and "Ability to build a knowledge base". In the third year, students select one of the three majors and take Major Subjects of the selected one, and in order to foster multiple perspectives, they are also required to take Major Subjects from other majors. In the fourth year, students belong to a relevant research laboratory and conduct graduation research culminating in a thesis, thereby cultivating "Research ability", "Ability to build a knowledge base", and "Knowledge transfer capability". **Implementation policy** The courses offered are carefully selected and many of them are set up as required subjects so that special consideration is given to allow all students to learn the foundations of both humanities and science above a certain level. Each year includes compulsory seminars and practical training, providing all students with opportunities to develop applied and practical competences such as "Research ability", "Ability to build a knowledge base", and "Knowledge transfer capability". In addition, the "Internship" course in libraries and companies, as well as the "International Internship” course for overseas training, are offered to foster "Understanding of knowledge-sharing phenomena" and to cultivate "Knowledge transfer capability" through practice, while also establishing an educational framework that ensures "Understandings of diversity and acquisitions of ethics".

Teaching and Learning Methods	The course "Thematic Studies" is a small-group, interactive course that provides students with opportunities for independent learning with the support of faculty. Through activities such as reading groups and exercises, students can further deepen their "Understanding of knowledge-sharing phenomena" and "Knowledge transfer capability", and, through self-directed inquiry, they can enhance their "Research ability" and "Ability to build a knowledge base". In addition, courses such as the Embedding Technology Campus OJT and the Education Network for Practical Information Technologies (enPiT) programs offer opportunities for practical education in system and software development. In these classes, students can further develop the "Ability to build a knowledge base" acquired during the first and second years in more practical settings.

Structure of curriculum



Admission Policy

Desired Student Profile	We seek those who have fertile minds and expressiveness appropriate to knowledge specialists and have logical thinking and communication abilities deemed appropriate to knowledge generalists.	
Student Evaluation and Selection	Individual Achievement Test Second Round	Along with a solid foundation of basic academic skills, we evaluate candidates' logical thinking, expressive ability, and capacity to generate ideas from a broad perspective.
	Entrance Examination by School Recommendation	Along with high academic achievement across all subjects in high school, we evaluate candidates' logical thinking, communication skills, persuasiveness, and fertile minds.
	Entrance Examination by Admissions Center	We evaluate candidates' ability to proactively identify and analyze relevant issues and resolve them, based on their broad interest in information transmission and knowledge creation within society. We also evaluate their ability to logically explain analysis results and to make persuasive proposals.
	Entrance Examination for IB Students	We evaluate candidates with a proactive desire to learn, focusing on their fundamental academic abilities including language proficiency as well as their logical thinking, communication skills, and persuasiveness.
	Entrance Examination for Foreign School Students	Types 1 and 2) Along with candidates' motivation to learn about knowledge and information and their Japanese communication skills, we comprehensively evaluate their comprehension abilities in Japanese and English, their logical thinking, and their expressive ability.
	Transfer Examination	We select individuals who possess the motivation and academic ability to deepen knowledge and skills acquired in the field of knowledge and information, or to challenge new fields based on knowledge and skills acquired in different fields.

Learning Support Framework

Academic Support	We have established Kasuga Learning Commons in Library on Library and Information Science, where students can receive a wide range of advices including course-taking planning, daily life, tips for class assignments, report writing, and use of libraries. In addition, Well-being Room has been created to provide a quiet space for self-reflection, helping students to deepen their self-understanding and offering psychological support. Academic Support Group works in cooperation with class advisors to identify students who are struggling academically and to provide them with regular support. Career Guidance Group, with the assistance of professional career advisors, offers detailed career support tailored to individual needs. Furthermore, we provide financial support for students presenting at academic conferences both in Japan and abroad.
Opportunities for Peer Interaction	In Kasuga Learning Commons, student tutors are assigned to provide an environment where younger students can consult senior students on various aspects of their studies, while also promoting interaction among students through events and other activities. We have established Bibliobattle Studio to provide a casual setting for holding bibliobattles, one of the distinctive features of our college, thereby promoting interaction among students. Career Guidance Group organizes a variety of career-related events, providing students with opportunities to interact with their peers as well as with alumni. Furthermore, we have introduced an application BOOK MARRY, which allows students to share book reviews and engage in online interaction through books.
Opportunities for Student–Faculty Interaction	In addition to convening class liaison meetings twice a year with Kasuga Area Students' Representative Council, Curriculum Group holds "Curriculum Dialogue Meeting" about twice a year, where academic staffs and students share issues concerning learning and student life and engage in discussions aimed at identifying solutions. As tutorial-style courses, we offer Thematic Studies and PBL-Based Development of Library Service Programs, through which students can engage in intensive study while pursuing their own interests. Before being formally assigned to a laboratory, students undertake a four-month preliminary graduation research period. During this time, they participate in seminars and related activities in their prospective laboratories as preparation for their graduation research. Furthermore, each academic staff maintains office hours, during which students may visit without an appointment to ask questions or seek advice regarding their studies.

Approaches to Assuring and Enhancing Educational Quality

Policies and measures for guaranteeing the quality of education

The College advises students to design their study plans carefully in advance and expects them to make a high level of achievement in the selected courses, not arbitrarily taking courses for a greater number of credits. Class advisors and supervisors are required to meet with students on a regular basis. We use the GPA system as a tool for academic guidance. Students are required to take the TOEIC test in the third year to prepare themselves for global society.

Measures to improve educational abilities of faculty members

- We conduct course evaluation surveys by students.
- The results of surveys on course enrollment and grade distribution are published.
- The content of the syllabi is reviewed.
- Faculty development is carried out at faculty meetings.

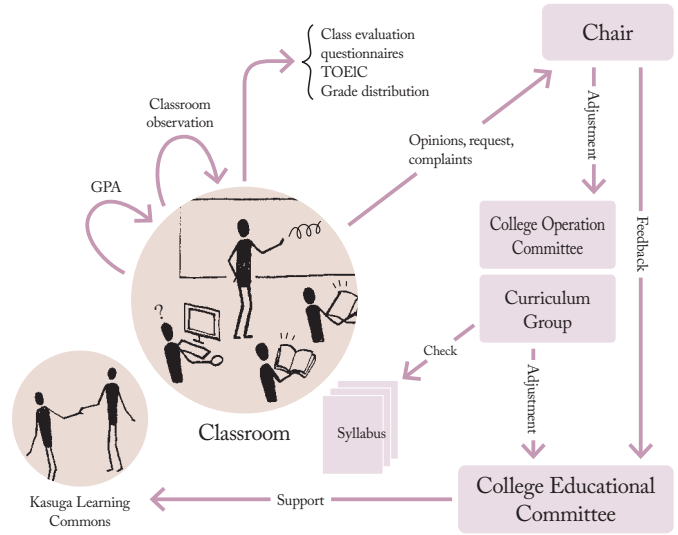
Educational improvement scheme

The Curriculum Group is responsible for planning, implementation, and evaluation of the overall curriculum.

Measures for improvement of curriculum

The Curriculum Group takes the lead in evaluation of students' learning outcomes and periodic review of the curriculum contents and link between courses.

Cycle of improving the learning environment and enhancing educational abilities



School of Medicine and Health Sciences

College of Medicine

- Doctor of Medicine

College of Nursing

- Bachelor of Science in Nursing
- Bachelor of Science in Healthcare

College of Medical Sciences

- Bachelor of Medical Sciences
- Bachelor of International Medical Sciences

Educational Objectives

School of Medicine and Health Sciences cultivates good medical professionals, that is, those who can deal with every person backed up by solid communication ability in addition to outstanding medical skills in adherence with the global standards, as well as the world's level researchers in the disciplines of medicine, nursing and medical sciences.

College of Medicine

Doctor of Medicine

Program Educational Objectives

To be able to serve and contribute to society as excellent clinicians, medical researchers, medical educators, or specialists in health and welfare, and to take on the challenge of solving global issues with global activities in their respective fi elds, the program trains physicians with basic clinical skills and medical research skills, as well as advanced problem-solving skills and good communication skills. The Department also trains physicians with a rich sense of humanity to promote patient-centered medicine and medical research throughout their lives, with a high level of problem-solving ability and good communication skills.

Graduate Profile	We actively train physicians and medical researchers who can contribute to solving global issues and advancing life sciences. We promote cutting-edge and distinctive research, create new academic fields, and train next-generation leaders who can contribute to the development of medical technology and the improvement of medical standards. We develop new education that is diverse and flexible, and train physicians who can contribute to raising the standard of medical education in Japan and to globalization. We train physicians who can contribute to maintaining and improving regional medical care, including in Ibaraki Prefecture.
Career Paths after Graduation / Completion	Lifelong education is essential for physicians, and there are many different career paths available. Immediately after graduation, students undergo two years of clinical training followed by specialized training, with most students pursuing successful careers as physicians. Some students go on to graduate school to earn a degree, others continue into basic research, and some even go into government service at public health centers or the Ministry of Health, Labor and Welfare. Approximately half of graduates are employed within Ibaraki Prefecture. A follow-up survey of graduates showed that 90% of graduates specialized in clinical medicine, 4% in basic medicine, and 5% in social medicine. Among graduates 10 years or more after graduation, 65% had a degree and 90% had become certified physicians or specialists. In 2024, the percentage of hospitals where graduates will undergo training of residentswas 16% at Tsukuba University Hospital, 84% at general training hospitals, and 1% at hospitals affiliated with other universities.

Diploma Policy

A Bachelor of Medicine degree will be awarded to those who have acquired the knowledge and skills (general competence) based on the educational goals of the University of Tsukuba's undergraduate program, as well as the knowledge and skills (specialized competence) based on the College's human resource development objectives.

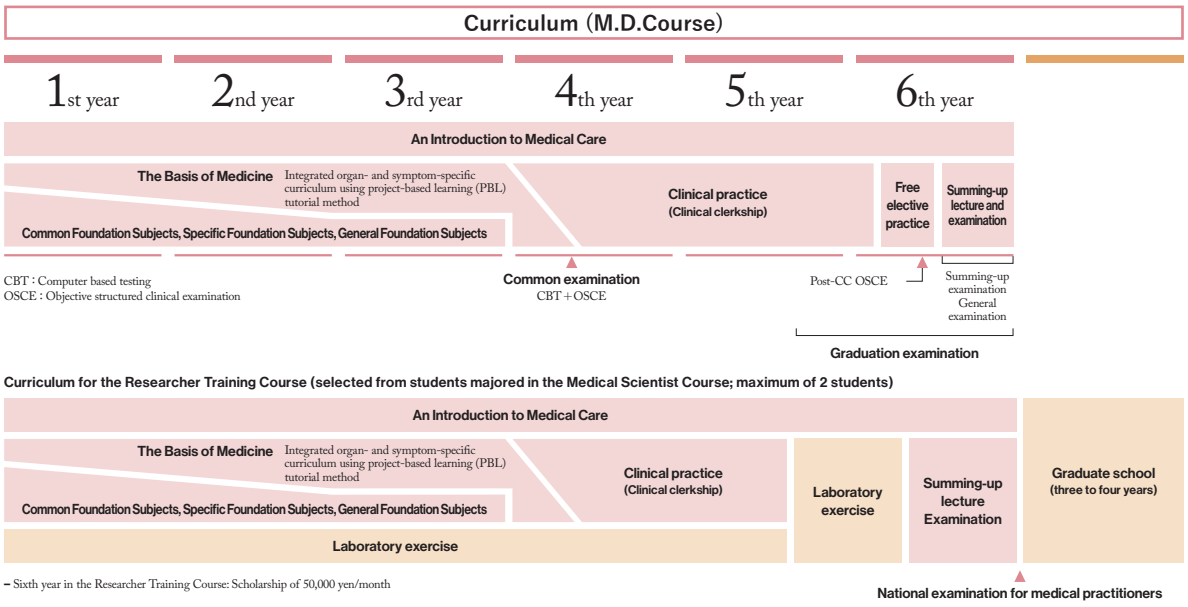
Knowledge and Skills (Specialized Competences)	1. Professionalism	One has well-rounded human nature, the deep appreciation for the sanctity of life and ethical view and are capable of practicing medicine with a sense of identity and responsibility as a potential doctor who preserves life and health. In addition, one always has aspirations and can refl ect what he or she learns and continue self-improvement throughout his or her life.
	2. Scientifi c thinking	One interprets an event from a scientific point of view with curiosity and inquisitive mind and can understand scientific methods for solving unknown problems.
	3. Communication	To provide medical care that focuses on patients in cooperation with a medical team that involves many diff erent job types, one can communicate with patients, their families and team members appropriately.
	4. Practice of medical examination	Possesses the knowledge of basic medicine, clinical medicine, social medicine and behavioral science as the foundation of medical care, understands the problems of every patient by applying it, and can carry out appropriate examination for solving them.
	5. Medical sociality	Interpreting the problems of the community/society or of all mankind, let alone of human individuals, from a wide perspective, one can recognize associated laws and regulations, institutions, systems and resources with regard to health, medicine and welfare, and practice activities that support the health in the community/society based on social infrastructures.
	6. Ability to open up the future	To build up one's future to widely contribute to the society, he or she possesses a global perspective and shows willingness to challenge daringly and strongly but fl exibly even under diffi cult circumstances. In addition, inheriting the tradition as “Tsukuba the education”, one can practice education with passion and exert leadership in cooperation with persons around him or her.
Guidelines for Assessing Learning Outcomes	The achievement of learning targets of each subject is fairly evaluated using the method defi ned in the syllabus. In the fourth year, students take the CBT and Pre-cc OSCE, which are national common exams, and those who pass them are authorized to advance to hospital training as student doctors. In the sixth year, after completion of clinical clerkship, students take the OSCE and pass of the examination is required for graduation. Grade advancement or graduation is judged with justice by the College of Medicine education conference management board based on the objective criteria of each year of grade.	

Curriculum Policy

We organize and implement curricula based on the following policies for programs that allow students to acquire learning outcomes related to Doctor of Medicine.

Curriculum Design Framework	**General policy** As the nation's fi rst medical school that adopted a program of six years, Tsukuba started its medial school integrating the disciplines of fundamental medicine, clinical medicine and social medicine. The Program features the prime importance on self-learning and problem-solving ability development and a rich selection of hands-on programs. **Course sequence policy** – First through third year…Basic course of medicine Students are divided in a small group of eight to nine students of the basic course of medicine. Facilitated by tutor faculty members, students learn predominantly with the "PBL tutorial" learning method, which gives students tasks to solve problems independently through debates on case examples or self-study. The curriculum is structured with 28 courses in which the areas of basic, clinical and social medicine are integrated. – Fourth through sixth year...Clinical participatory training (Clinical clerkship) Diff erent from the conventional clinical training, in which medial students predominantly visit and see medical care scenes, medical students are engaged in participatory clinical training as a student doctor, which is hence a medical care team member. During one year in the first-half period, students learn at internal medicine, surgery and other required clinical departments at mainly the university hospital, and in the second-half period, training is also given at community medical institutions in Ibaraki Prefecture in addition to elective training. Before engaged in hospital training, students need to pass the CBT (computer-based evaluation of knowledge) and OSCE (objective evaluation of practical skills with regard to basic clinical competences and attitudes), which are organized by Common Achievement Tests Organization. – First through sixth year...Introductory medical care The realms difficult to learn in the above programs by organ, such as medical ethics, team medical care, community medical care (primary care), health promotion, doctor-patient relationship, and other realms, are systematically learned. – Sixth year...Advanced electives Training is given at in-/outside university hospitals in-/outside Japan, laboratories, administrative institutions, or other places according to the need of each student. – First through sixth year...Laboratory seminars/workshops Under the advice of faculty members at the laboratory in the area in which each student has interest, students are engaged in leading-edge medical research. From the second half of the fi fth year, students have the option to move on to the future medical research by selecting "new major in medicine" or another option to advance to the graduate school master's program right after graduation (researcher development course). **Implementation policy** Tutorial-type small group courses are adopted in all aspects during first academic years to encourage students to acquire the attitude and habit of voluntarily learning and the ability of solving unknown problems. To support this learning, resource persons (faculty members) are staffed, systems of learning support such as an e-learning environment are organized, and study meetings for faculty members are held on a regular basis to improve teaching methods. Students learn with clinical training at principally each clinical department of the university hospital and also by using the system of community medical care education center/station in which university faculty members directly instruct students in medical scenes in the communities in Ibaraki Prefecture.

Teaching and Learning Methods	By engaging in English language education reform and conducting the International Baccalaureate Special Entrance Examination, we recr uit students with a r ich sense of internationalism from all over the world and train them to be physicians who can play active roles in the world.



Admission Policy

Desired Student Profile	We seek candidates those who possess sufficient basic academic abilities in natural science, linguistic skill, etc. as well as rich creativity, inquisitive mind, high ethical view, cooperativeness, communication ability, and the determination to contribute to the health and welfare of humanity throughout their life.

Student Evaluation and Selection	Individual Achievement Test First Round	In addition to broad fundamental academic ability, applicants are evaluated on their proficiency in mathematics, science, and English. They are also comprehensively assessed on overall personal qualities, including motivation to pursue medicine, continuity and perseverance in academic study, aptitude, sensitivity, and social adaptability. [Regional Quota] In addition to the above, applicants are comprehensively evaluated on whether they possess a strong commitment to contributing to healthcare in Ibaraki Prefecture in the future.
	Entrance Examination by School Recommendation	Among applicants who demonstrate well-balanced and excellent achievement across all high school subjects, individuals with sufficient aptitude to become physicians are comprehensively evaluated through an essay examination and an aptitude test. [Regional Quota Recommendation] In addition to the above, applicants who possess a strong commitment to supporting healthcare in Ibaraki Prefecture in the future are comprehensively evaluated through an essay examination and an aptitude test.
	Entrance Examination for Research-Oriented Students	In addition to broad fundamental academic ability, applicants are evaluated on their ability to independently and continuously engage with scientific problems they have identified in the natural sciences, and on the high level of achievement attained through such efforts. Applicants are also comprehensively assessed on their motivation to pursue medicine, continuity of academic study, aptitude and qualities as a researcher, social adaptability, and overall personal qualities.
	Entrance Examination for IB Students	In addition to broad fundamental academic ability, applicants are evaluated on their proficiency in mathematics, science, and English, as well as on their overall personal qualities, including motivation to pursue medicine, continuity of academic study, aptitude, sensitivity, and social adaptability.
	Entrance Examination for Students from Foreign Educational Programs	In addition to broad fundamental academic ability, applicants are evaluated on their proficiency in mathematics, science, and English, together with their overall personal qualities, including motivation to pursue medicine, continuity of academic study, aptitude, sensitivity, and social adaptability.
	Transfer examination	In addition to broad fundamental academic ability, applicants are evaluated on their proficiency in mathematics, science, and English, as well as on their overall personal qualities, including motivation to pursue medicine, continuity of academic study, aptitude, sensitivity, and social adaptability.

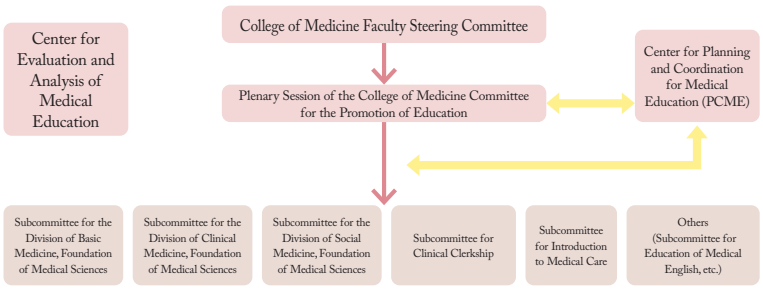
Learning Support Framework

Academic Support	The Student Affairs Committee was established to provide organized support for medical students regarding various issues related to their studies and daily lives. This committee handles support for students' studies and daily lives, financial aid, extracurricular activities, rewards and punishments, safety and health, and other tasks necessary to achieve its goals.
Opportunities for Peer Interaction	At the freshman orientation, there is a World Cafe-style event where students hold small group talks on a theme, with the goal of making this a “step towards building bonds” for all new students (URL: https://www.youtube.com/watch?v=rjD9-xiw_yA). And one of the distinctive features of the medical school's curriculum is the organ-specific integrated curriculum based on problem-based learning (PBL) tutorials for first to third years. These small group lessons, consisting of around eight students, provide opportunities for students to interact with each other and also contribute to enhancing their motivation to learn.
Opportunities for Student–Faculty Interaction	In the spring semester of the first year, students have the opportunity to experience basic research right from the start of their studies. From their first year, students can experience medical research by working in the research labs where actual research is being conducted, conducting experiments under the supervision of faculty members and participating in paper review meetings. Clinical Clerkship begins in the fall of their fourth year, and students will provide medical care as part of a team with faculty members. In addition to these, students will also receive tutoring from their homeroom teacher two to three times a year.

Approaches to Assuring and Enhancing Educational Quality

- To improve the quality of education, we established the Office of Medical Education Planning and Evaluation, which plays a coordinating role in education in cooperation with the College of Medicine Committee for the Promotion of Education. In addition to making improvements through making proposals for curriculum development, supporting the implementation of each program, and working on a series of processes from class evaluation to feedback, the Office conducts planning of new programs to meet the needs of society.
- We work on faculty development (FD) to improve teaching methods. Along with the starter and refresher training programs that are mandatory for all faculty members, training sessions are held for relevant faculty members under the theme of PBL tutorial scenario development, brush-up, etc. A total of 200 members attend these programs each year.
- Program evaluations from students and faculty are conducted at the end of each course and at the end of each academic year to provide feedback for curriculum development and steady improvement.
- We have established the Medical Education Evaluation and Analysis Center as an independent evaluation department, which analyzes educational and learning outcomes and makes recommendations for educational improvement.
- Students take the tests administrated by the Common Achievement Tests Organization, which are commonly taken by the medical students all over Japan. To ensure the level of our graduates entering into the professional world, the College of Medicine Steering Committee, which is composed of faculty members responsible for each division of the College, makes decisions on credit approval, promotion, and graduation.
- Accreditation of medical education by fi eld based on international standards College of Medicine, School of Medicine and Health Sciences at the University of Tsukuba underwent an on-site review by the Japan Accreditation Council for Medical Education (JACME) based on the self-assessment report from November 7 to 10, 2023, and gained accreditation (accreditation period: October 1, 2024 to end of September 30, 2031). (Th e self-assessment report used in the on-site review is available on the College of Medicine website.)

Measures to ensure the quality of education and improve educational abilities



- College of Medicine Faculty Steering Committee: Approval for curriculum and grades.
- College of Medicine Committee for the Promotion of Education: Examination on the problems and improvement in the curriculum.
- Office of Planning and Coordination for Medical Education (PCME): Advice on curriculum development for each academic year, support for implementation, class evaluation, curriculum evaluation (evaluation by students, faculty, graduates, and external organizations), feedback of evaluation results and suggestions for improvement, planning and implementation of FD.
- Center for Evaluation and Analysis of Medical Education: Collection and analysis of information on educational outcomes as an organization under the direct control of the College of Medicine.

College of Nursing

- Bachelor of Science in Nursing
- Bachelor of Science in Healthcare

Program Educational Objectives

College of Nursing is designed to cultivate outstanding nursing professionals who are founded on the liberal arts in a broad range of areas and the deep understanding of people and thereby can provide quality nursing that meets people's needs in cooperation with others as a member of a health, medical or welfare team and also cultivate the human resources who contribute to the society widely in the areas of health and medicine, such as civil officials and nursing professionals working from an international viewpoint, interdisciplinary researchers and educators who nurture the next generation.

Graduate Profile	The College of Nursing seeks to cultivate individuals who, grounded in a broad liberal arts education and a deep understanding of people, can play active roles in diverse fields such as health, medical, and welfare settings, local communities, and international arenas, thereby contributing to the improvement of people's health and well-being. To achieve this, students are expected to acquire the ability to assume leadership roles as educators, researchers, and administrators, along with the following qualities: A rich humanity that respects fundamental human rights and embraces empathy and acceptance The ability to act based on high ethical standards The knowledge and skills required of nursing professionals and the ability to make appropriate judgments in nursing practice The ability to assist people in maintaining healthy lives and contribute to improving quality of life (QOL) The capacity to adapt to social changes and scientific and technological advances, and to develop new nursing practices The ability to collaborate with professionals in health, medical, and welfare fields and to demonstrate leadership Research literacy and the ability to continue self-directed learning throughout life An international outlook and the ability to respond to global standards
Career Paths after Graduation / Completion	Approximately 65% of graduates gain employment as nurses or other professionals in hospitals and medical facilities, about 10% become public health nurses or school health teachers in governmental, educational, or corporate institutions, and around 15% pursue graduate studies. Some graduates also continue their studies at graduate school while working in hospitals. The pass rate for the national examinations for nurses and public health nurses has been 100% (FY2024). Examples of Career Destinations: University of Tsukuba Hospital, Chiba University Hospital, Tokyo Medical and Dental University Hospital, Keio University Hospital, Tsukuba Medical Center Hospital, Toranomon Hospital, National Cancer Center Hospital, positions as public health nurses in local government, occupational health nurses, and school health teachers. The Graduate Program in Nursing Science, offered within the Graduate School of Comprehensive Human Sciences at the University of Tsukuba, collaborates with the University of Tsukuba Hospital to provide a course that allows students to complete the Master's Program in Nursing Science while working.

Diploma Policy

We grant diplomas for Bachelor of Science in Nursing who have acquired the knowledge and skills (that is, Generic Competences) to become learned based on the educational purpose for undergraduate students of the University of Tsukuba. In their learning outcomes, they will achieve the following goals based on the educational purpose of our school and college.

Specialized Competences:

Knowledge and Skills (Specialized Competences)	1. Understanding of the subject in nursing	Broad education relating to the people who are the subjects of nursing, and ability to have a deep understanding of them
	2. Expertise and skills in nursing	Ability to provide nursing care to individuals, families, groups, and communities by utilizing a wide range of specialized knowledge and skills for the purpose of maintaining and improving people's health and preventing health problems
	3. Ability to practice nursing based on scientific evidence	Ability to analyze and systematically practice nursing required for the characteristics and conditions of the subject using scientific knowledge and skills
	4. Cooperation and collaboration in medical treatment	High level of communication skills and the ability to collaborate with other professionals in the health, medical, and social care fields to serve as a team leader, member, and coordinator
	5. Nursing ethics and caring	Ability to respect the diverse values of people from different life backgrounds and to advocate for the dignity and rights of the people who are the subjects of nursing care
	6. International nursing perspectives	Ability to learn and explore the role of nursing from a variety of perspectives, including learning about international trends in nursing, understanding of the globalization and internationalization of society, and differences in how cultures view health and nursing
	7. Ability to develop a career in nursing	Ability to independently and continuously develop professional competence as a nurse throughout life
Guidelines for Assessing Learning Outcomes	Learning outcomes related to the knowledge and skills (competences) are assessed based on students' performance in courses aligned with each competence, as well as in practicum courses in each specialized field. Furthermore, learning outcomes related to the competences are evaluated through the final presentation of the graduation research project. The graduation research project is assessed by two faculty members of the College of Nursing other than the student's academic supervisor, and the results are reflected in the evaluation of the achievement of learning outcomes.	

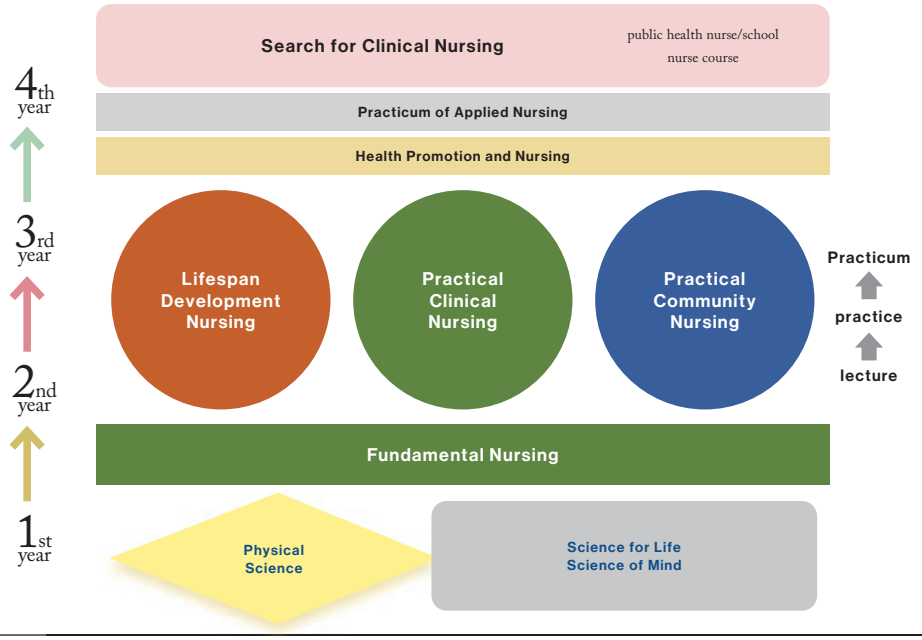
Curriculum Policy

We organize and implement curricula based on the following policies for programs that allow students to acquire learning outcomes related to Bachelor of Science in Nursing.

Curriculum Design Framework	**General policy** Taking advantage of the characteristics as a university with diverse fields, the curriculum is designed to build on students' interaction with other College students through learning of Multidisciplinary Subjects and Introductory Subjects, etc. In order not to have theory disconnected from practice, school seminars invite currently-active clinical nursing staff to direct the students to develop a realistic, practical competence that works with the present leading-edge technologies. For hospital training, the Program is deeply tied up with the university hospital and other facilities in the prefecture to offer the students opportunities to learn through the experience of the latest medicine and care. **Course sequence policy** The curriculum for the first and second years, which is centered on the understanding of the specialized nursing roles and evolve from "living support science" as the foundations for nursing, is organized to lead students to the upcoming learning in each area of expertise. In addition, with the enrichment of specialized foundation subjects for nursing, the curriculum is also designed to allow students to understand specialized nursing science from an extensive point of view. In the third through fourth year, students acquire evidence-based advanced specialized skills in each of the areas through the learning of practical nursing science (clinical nursing, phychiatric nursing, gerontological nursing, women's health nursing, child developmental nursing). Skill acquisition is aided with the objective structured clinical examination (OSCE), etc. In addition, students learn community and home-care nursing to gain the knowledge of system of administration in health, medicine and welfare, etc. To achieve global human resource development, the Program offers the students opportunities to learn the practice of nursing from an international viewpoint through international health care and, nursing science, international nursing training, etc. For the specialized realms of nursing, the curriculum includes subjects that allow students to pursue the practice of nursing that makes use of what they have learned so far in the fourth year. The correspondence between specific competences and courses is as follows. – Understanding of the Subject in Nursing This competence is primarily taught through courses in the Foundation Subjects for Major, including Behavioral Sciences, Human Physiology, Human Anatomy, and Metabolism and Nutrition of the Human Body, as well as through courses in the Major Subjects, including Introduction to Clinical Nursing, Clinical Nursing, Life-span Development & Family Support, Principles of Community and Home Nursing, and Exploration of Nursing. – Expertise and Skills in Nursing This competence is primarily taught through courses in the Foundation Subjects for Major, including Human Physiology and Human Anatomy, and through courses in the Major Subjects, including Lecture of Basic Nursing Skills, Practice of Basic Nursing Skills, Physical Assessment, Nursing Process, Clinical Nursing, and related nursing practicum courses. – Ability to Practice Nursing Based on Scientific Evidence This competence is primarily taught through courses in the Major Subjects, including Health Statistics, Epidemiology, Introduction to Nursing Research Methodology, Exploration of Nursing, Practice on Exploration of Nursing, and Practice on Applied Nursing I and Practice on Applied Nursing II. – Cooperation and Collaboration in Medical Treatment This competence is primarily taught through courses in the Foundation Subjects for Major, including Community Empowerment and Global Health, and through courses in the Major Subjects, including Teamwork Practice, Nursing Leadership and Management, Public Health Nursing, and Activity Methodology for Public Health Nursing. – Nursing Ethics and Caring This competence is primarily taught through courses in the Major Subjects, including Bioethics in Nursing, Family Relationships and Mental Health, Psychiatric Nursing Care, Women's Health Nursing, Gerontological Nursing, and related nursing practicum courses. – International Nursing Perspectives This competence is primarily taught through courses in the Foundation Subjects for Major, including Global Health and Health Economics, and through courses in the Major Subjects, including Global Health Nursing and Disaster Nursing. – Ability to Develop a Career in Nursing This competence is primarily taught through courses in the Major Subjects, including Nursing Leadership and Management, Practicum on Applied Nursing, Public Health Nursing Management, and Public Health Nursing Practicum.

Curriculum Design Framework	**Implementation policy** Tutorial-type small group seminars and workshops are adopted to cultivate the attitude and habit of voluntarily learning and the ability of solving unknown problems. To support this learning, e-learning, which can eff ectively support students' learning via computer networks anytime and anywhere, is fulfilled, and to make possible the self-check of learning outcomes there, IBT, (Internet Based Test), with which students can take online tests, and other information technologies are used to organize the system of learning support. In addition, to improve the instructing ability of faculty members, the Faculty Development (a study meeting for faculty members to improve teaching methods) is actively held.
Teaching and Learning Methods	Students can select courses according to their nursing specialties. Th e curriculum is designed so that all students will be qualified to take the nursing license examination (the basic license requirement). Courses for those who aim to be a public health nurse or nursing teacher are off ered as selective courses. In addition, there are students who wish to go on to the graduate school of master's/doctoral program in nursing science of our university immediately after graduation or after gaining clinical nursing experience in order to obtain the midwifery license or become educators/researchers. There is a system that can support the career advancement of nursing graduates.

Curriculum structure



Admission Policy

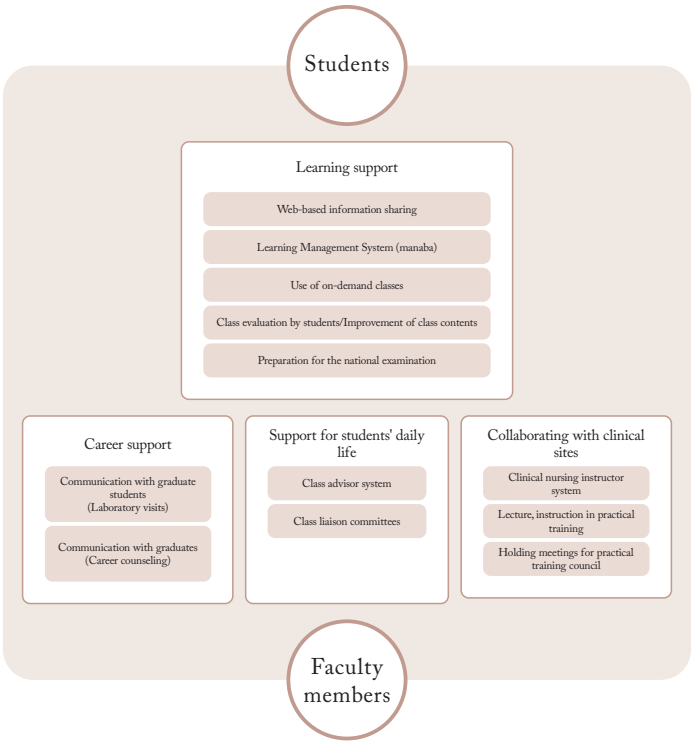
Desired Student Profile	– We seek those who possess sufficient basic academic abilities including scientifi c knowledge and linguistic skill along with deep interest and concern for nursing science and have the ability and motivation to pursue and develop novel nursing for supporting new health, medical and welfare. – We seek individuals who possess sufficient basic academic abilities, including scientific knowledge and linguistic skills, and who have a deep interest in and commitment to healthcare. Such individuals are expected to have the ability and motivation to explore and develop healthcare services from an international perspective.	
Student Evaluation and Selection	Individual Achievement Test First Round	Applicants are evaluated primarily on their academic proficiency in Japanese, science, and English to assess their fundamental academic ability. In addition, they are comprehensively assessed on their motivation to pursue nursing, aptitude, sensitivity, social adaptability, and overall personal qualities.
	Entrance Examination by School Recommendation	Applicants are evaluated on their clear problem awareness and outstanding insight required in fields related to nursing. In addition, their achievements in extracurricular activities, community involvement, and social activities are also assessed.
	Entrance Examination for IB Students	Applicants are comprehensively evaluated on their clear problem awareness and excellent insight required in fields related to nursing, as well as on the fundamental knowledge, thinking skills, and academic ability necessary to study nursing at the university level.
	Transfer examination	In addition to applicants' motivation to further advance as healthcare professionals, they are comprehensively evaluated on the fundamental knowledge, thinking skills, and academic ability necessary to study nursing at the university level.

Learning Support Framework

Academic Support	Classes provide guidance on presentations and report writing, and small-group work under the supervision of faculty enables students with diverse strengths to complement one another and maximize their potential. In collaboration with the Office for the Promotion of Human Empowerment, support is also provided for students who require reasonable accommodation in coping with the physical demands of study and clinical training.
Opportunities for Peer Interaction	From the second year, classes increasingly incorporate group work to promote cooperation and peer learning. Student-led initiatives such as flipped classrooms and exam question creation are also implemented. In addition, opportunities for exchange are offered through joint classes with students from the Healthcare Course and through programs with visiting students from the JST Sakura Science Program.

Opportunities for Student–Faculty Interaction	A class advisor system ensures regular interaction between students and faculty. In the second year, the course “Introduction to Nursing Inquiry” introduces students to the research activities of individual faculty members, which forms the basis for choosing a laboratory for their graduation research. Depending on their interests, students may also participate in research activities from an early stage through the Advanced Researcher Experience (ARE) program, which provides opportunities to engage in research prior to graduation projects.

Ensuring the quality of education at College of Nursing



Approaches to Assuring and Enhancing Educational Quality

The Curriculum Committee reviews the status of achievement of learning outcomes and continuously conducts inspection and improvement of educational activities as a whole. Through these systematic and ongoing efforts, the quality of education is ensured, and the framework for achieving the objectives of the College is strengthened.

Student-centered class evaluations are conducted, and student feedback is shared with faculty members through class liaison meetings, which are facilitated by the class advisor system, and is used to improve educational practices.

In addition, to ensure the quality of education, the Office of Planning and Coordination for Medical Education has been established, where specialized staff engage in curriculum planning and support the implementation and evaluation of various educational programs. Specifically, the Office plans new programs to meet societal needs (e.g., a joint course offered by the three colleges within the School of Medicine and Health Sciences), improves existing programs based on evaluation results, provides tutor training, organizes faculty development sessions, and conducts follow-up surveys of graduates.

Diploma Policy

We grant diplomas for Bachelor of Science in Healthcare who have acquired the knowledge and skills (that is, Generic Competences) to become learned based on the educational purpose for undergraduate students of the University of Tsukuba. In their learning outcomes, they will achieve the following goals based on the educational purpose of our school and college.

Knowledge and Skills (Specialized Competences)	1. Understanding of health care needs	Broad education relating to, and ability to gain a deep understanding of, the life backgrounds, growth and developmental stages, and mental and physical conditions of the people targeted in the health, medical, educational, and welfare fields
	2. Healthcare expertise and skills	Ability to use a wide range of knowledge and skills to plan and implement support methods that meet the needs of target individuals, families, groups, and communities
	3. Health care based on an interdisciplinary perspective	Ability to develop an understanding of pedagogy, the humanities, the social sciences, the natural sciences, and multiculturalism and interculturalism, and to apply this understanding to education, policy, and administration in accordance with the characteristics of nations, cultures, regions, and institutions
	4. Ability to collaborate in healthcare	High-level communication skills and the ability to collaborate with other professions in the fields of health, medicine, education, and welfare
	5. Health care and ethics	Ability to respect the diverse values of people with various life backgrounds and to advocate for the dignity and rights of target people in the fields of health, medicine, education, and welfare
	6. International health care perspectives	Understanding of international trends in the healthcare field, globalization of society, and internationalization, as well as the ability to learn about and explore diverse perspectives, such as differences in how cultures view health, medicine, education, and welfare
	7. Career development skills in healthcare settings	Ability to deepen one's own learning independently and continuously throughout one's life, and to develop new knowledge about educational methods, policies, and managerial positions in the areas of health, medicine, education, and welfare
Guidelines for Assessing Learning Outcomes	Learning outcomes are fairly evaluated by faculty members teaching the class. For the achievement evaluation of knowledge and skills based on scientific evidence, the learning outcomes from the lectures of Foundation Subjects for Major and Major Subjects are objectively evaluated with exams, reports, etc. As for the ethical view and attitude appropriate to advanced nursing professionals, the learning outcomes from the lectures and seminars of Foundation Subjects for Major and Major Subjects are objectively evaluated with exams, reports, etc. The achievements in workshops are evaluated by multiple faculty members who are relevant to the subject. The independence in learning and the abilities of solving unknown problems and of continuing self-learning throughout their life are evaluated with the learning outcomes of major subjects in the applied realms of nursing science and also the research seminars of nursing science. The abilities of understanding international trends and of pursuing the roles of nursing from diverse viewpoints are objectively evaluated with the exams, reports or the like in international health care science, international nursing science, etc.	

Curriculum Policy

We organize and implement curricula based on the following policies for programs that allow students to acquire learning outcomes related to Bachelor of Science in Healthcare.

Curriculum Design Framework	**General policy** Taking advantage of the characteristics as a university with diverse fields, the curriculum is designed to build on students' interaction with other College students through learning of Multidisciplinary Subjects and Introductory Subjects, etc. In order not to have theory disconnected from practice, school seminars invite currently-active clinical nursing staff to direct the students to develop a realistic, practical competence that works with the present leading-edge technologies. For hospital training, the Program is deeply tied up with the university hospital and elderly care facilities to offer the students opportunities to learn through the experience of the latest healthcare services. **Course sequence policy** The first-year students place focus of study on Japanese language. From the second year, the curriculum is structured so that students can start learning in their special areas starting with Life Support Science, a basic of healthcare courses, with other students in College of Nursing. In addition, with the enrichment of specialized foundation subjects for nursing, the curriculum is also designed to allow students to understand healthcare services from an extensive point of view. In the third through fourth year, students acquire evidence-based advanced specialized skills in each of the areas through the learning of Introduction to Global Healthcare and Healthcare Internship, etc. In addition, students learn community and home-care nursing to gain the knowledge of system of Japanese and International administration in health, medicine and welfare, etc. To achieve global human resource development, the Program offers the students opportunities to learn healthcare services from an international viewpoint through international health care science, nursing science, international nursing training, etc. For the specialized realms of nursing, the curriculum includes subjects that allow students to pursue the healthcare services that makes use of what they have learned so far. The correspondence between specific competences and courses is as follows. – Understanding of Healthcare Needs This competence is primarily taught through courses in the Foundation Subjects for Major, including Science of Mind and Behavior and Human and Life Sciences, as well as through courses in the Major Subjects, including Clinical Nursing Practice, Lifespan Developmental Nursing, Community Nursing Practice, and Healthcare Principles. – Expertise and Skills in Healthcare This competence is primarily taught through courses in the Foundation Subjects for Major, including Human and Life Sciences, and through courses in the Major Subjects, including Clinical Nursing Practice, Lifespan Developmental Nursing, Community Nursing Practice, Advanced Nursing, and Healthcare Principles. – Interdisciplinary Healthcare Perspectives This competence is primarily taught through courses in the Major Subjects, including Clinical Nursing Practice, Lifespan Developmental Nursing, and Community Nursing Practice. – Collaboration in Healthcare Settings This competence is primarily taught through courses in the Foundation Subjects for Major, including Life Support Sciences, and through courses in the Major Subjects, including Community Nursing Practice, Advanced Nursing, and Healthcare Principles. – Healthcare and Ethics This competence is primarily taught through courses in the Major Subjects, including Clinical Nursing Practice, Lifespan Developmental Nursing, Community Nursing Practice, and Healthcare Principles. – International Healthcare Perspectives This competence is primarily taught through courses in the Foundation Subjects for Major, including Life Support Sciences, and through courses in the Major Subjects, including Advanced Nursing. – Ability to Develop a Career in Healthcare Settings This competence is primarily taught through courses in the Major Subjects, including Advanced Nursing.

Curriculum Design Framework	**Implementation policy** Tutorial-type small group seminars and workshops are adopted to cultivate the attitude and habit of voluntarily learning and the ability of solving unknown problems. To support this learning, e-learning, which can eff ectively support students' learning via computer networks anytime and anywhere, is fulfilled, and to make possible the self-check of learning outcomes there, IBT, with which students can take online tests, and other information technologies are used to organize the system of learning support. In addition, to improve the instructing ability of faculty members, the Faculty Development (a study meeting for faculty members to improve teaching methods) is actively held. In addition, the Health Care Course has a tutor system by Japanese nursing students.
Teaching and Learning Methods	To deepen students' understanding of healthcare needs, specialized knowledge and skills in healthcare, and healthcare services from an international perspective, a number of joint classes with students from the College of Nursing are offered beginning in the second year. In addition, the Healthcare Course conducts its own practical training in medical and welfare facilities, providing opportunities to examine issues and solutions in clinical practice from a global viewpoint. After graduation, some students re-enroll in the College of Nursing to pursue national nursing licensure, while others choose employment in companies or advancement to graduate school.

Admission Policy

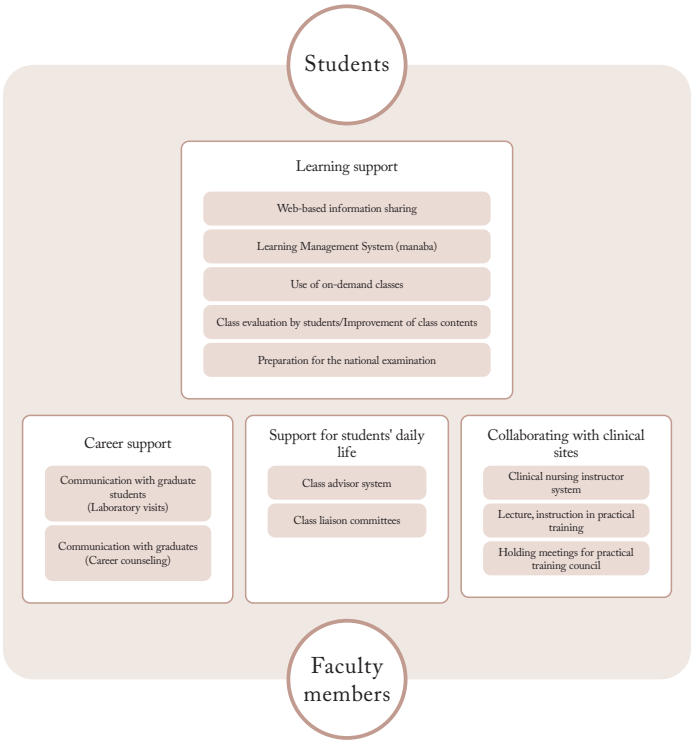
Desired Student Profile	– We seek those who possess sufficient basic academic abilities including scientifi c knowledge and linguistic skill along with deep interest and concern for nursing science and have the ability and motivation to pursue and develop novel nursing for supporting new health, medical and welfare. – We seek individuals who possess sufficient basic academic abilities, including scientific knowledge and linguistic skills, and who have a deep interest in and commitment to healthcare. Such individuals are expected to have the ability and motivation to explore and develop healthcare services from an international perspective.	
Student Evaluation and Selection	Japan-Expert Bachelor's Program	Applicants are comprehensively evaluated on their fundamental academic ability; their motivation to study healthcare systems and healthcare technologies; their ability to study in Japanese; their aptitude, sensitivity, social adaptability; and their overall personal qualities.

Learning Support Framework

Academic Support	Classes provide guidance on presentations and report writing, and small-group work under the supervision of faculty enables students with diverse strengths to complement one another and maximize their potential. In collaboration with the Office for the Promotion of Human Empowerment, support is also provided for students who require reasonable accommodation in coping with the physical demands of study and clinical training.

Opportunities for Peer Interaction	From the second year, classes increasingly incorporate group work to promote cooperation and peer learning. Student-led initiatives such as flipped classrooms and exam question creation are also implemented. In addition, opportunities for exchange are offered through joint classes with students from the Healthcare Course and through programs with visiting students from the JST Sakura Science Program.
Opportunities for Student–Faculty Interaction	A class advisor system ensures regular interaction between students and faculty. In the second year, the course “Introduction to Nursing Inquiry” introduces students to the research activities of individual faculty members, which forms the basis for choosing a laboratory for their graduation research. Depending on their interests, students may also participate in research activities from an early stage through the Advanced Researcher Experience (ARE) program, which provides opportunities to engage in research prior to graduation projects.

Ensuring the quality of education at College of Nursing



Approaches to Assuring and Enhancing Educational Quality

The Curriculum Committee reviews the status of achievement of learning outcomes and continuously conducts inspection and improvement of educational activities as a whole. Through these systematic and ongoing efforts, the quality of education is ensured, and the framework for achieving the objectives of the College is strengthened.

Student-centered class evaluations are conducted, and student feedback is shared with faculty members through class liaison meetings, which are facilitated by the class advisor system, and is used to improve educational practices.

In addition, to ensure the quality of education, the Office of Planning and Coordination for Medical Education has been established, where specialized staff engage in curriculum planning and support the implementation and evaluation of various educational programs. Specifically, the Office plans new programs to meet societal needs (e.g., a joint course offered by the three colleges within the School of Medicine and Health Sciences), improves existing programs based on evaluation results, provides tutor training, organizes faculty development sessions, and conducts follow-up surveys of graduates.

College of Medical Sciences

- Bachelor of Medical Sciences
- Bachelor of International Medical Sciences

Program Educational Objectives

The objective is to develop individuals with the fundamental knowledge and skills in medical science required to be active in diverse fields of medicine and healthcare. The program emphasizes cultivating a strong sense of mission and responsibility as medical professionals, enabling graduates to contribute to the advancement of medical science through research and education, and to advanced specialized healthcare through the development and application of innovative diagnostic and therapeutic technologies.

Graduate Profile	We aim to prepare individuals who, by applying specialized knowledge and a global perspective, can contribute to medical research at universities, research institutes, and companies. We also aim to prepare individuals who, with a research-oriented mindset and leadership, can contribute to the advancement of healthcare through clinical laboratory practice.
Career Paths after Graduation / Completion	After completion of the program, graduates may pursue further study in graduate programs or take up employment in hospitals, industry, and governmental or public institutions. Following completion of graduate study, career options include academic appointments, research positions at national research institutes, and research and development roles in industry, with opportunities for international engagement. Those entering the clinical sector typically work as clinical laboratory technologists in university hospitals, public or private hospitals, or clinics. Graduates are also well positioned for careers with diagnostic laboratory service providers and across a range of medical and healthcare organizations.

Diploma Policy

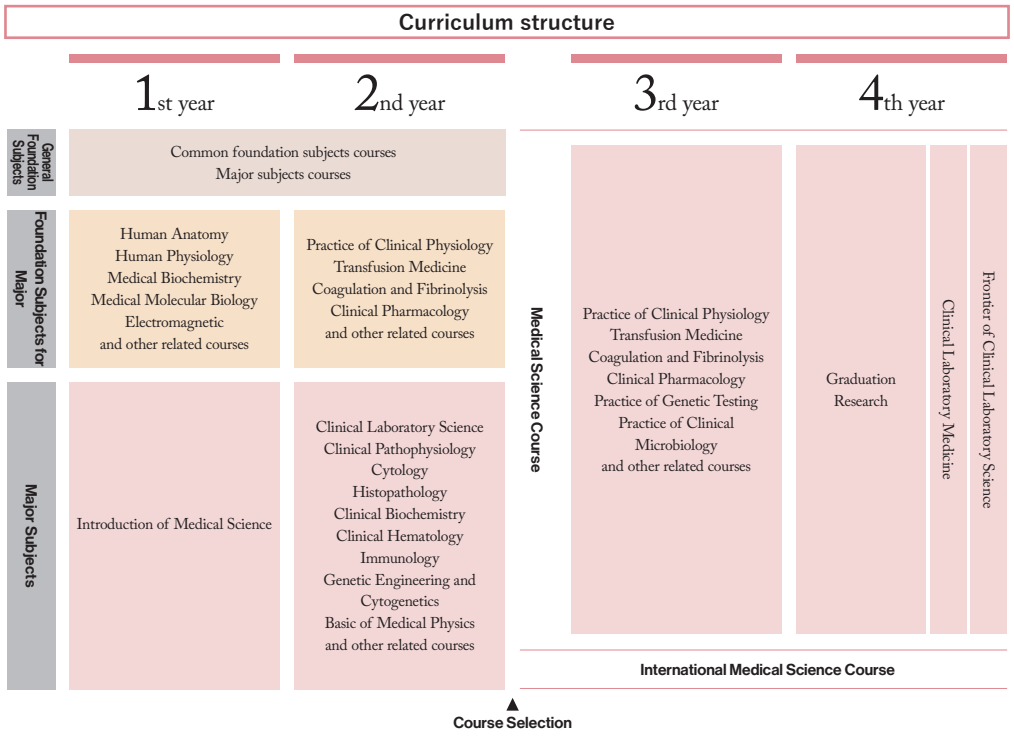
A Bachelor of Medical Science is awarded to students who, in line with the undergraduate educational objectives of the University of Tsukuba and the mission of the School of Medical Sciences, achieve the following:

Knowledge and Skills (Specialized Competences)	1. Ethics and humanity as a medical professional	Acquisition of broad knowledge of humanity and an understanding of human values that respect the dignity of life and ethics.
	2. Understanding human health and disease	Acquisition of the fundamental knowledge and skills necessary for the study of medical science, as well as medical knowledge related to human health and disease.
	3. Clinical laboratory knowledge and practical exercises	Acquisition of fundamental knowledge and skills in clinical laboratory science, mastery of specialized subjects required for clinical laboratory technologists, and development of the academic foundation, clinical competence, and ethical awareness essential to the profession.
	4. Ability to promote research in medical science	Development of comprehensive academic ability, information literacy, and independent learning capacity through experience in research and development in medical science, enabling the pursuit of independent research.
	5. Ability to understand and practice team medicine	Understanding of the role of team-based healthcare, together with acquisition of the fundamental competences and communication skills required to act as a clinical laboratory technologist.
Guidelines for Assessing Learning Outcomes	For the competencies stated in the Diploma Policy, each course syllabus specifies the relationship to the competencies, as well as evaluation criteria and grading methods (e.g., tests, quizzes, and reports). Competency achievement is reviewed annually based on course completion. In the final evaluation for degree conferral, emphasis is placed on graduation research, clinical training in hospitals, and a comprehensive examination equivalent to the national certification examination, as the culmination of learning outcomes. Graduation research is evaluated by multiple faculty members through interviews, research presentations, and the graduation thesis, assessing competencies in understanding human health and disease and research competence in medical science. Clinical training (and pre-training practical skill examinations) evaluates students' participation in laboratory practice and assesses professional ethics and humanistic values, knowledge and practical competence in clinical laboratory science, and ability in team-based healthcare. The comprehensive examination, based on questions equivalent to the national certification examination for clinical laboratory technologists, assesses competencies in understanding human health and disease and clinical laboratory knowledge and skills.	

Curriculum Policy

The curriculum provides students with fundamental and specialized knowledge in clinical laboratory science, together with ethics and the competence to contribute to society as clinical laboratory technologists.

Curriculum Design Framework	The curriculum is designed to enable students to acquire the learning outcomes required for the Bachelor of Medical Science. **General Policy:** The program develops fundamental and specialized knowledge in clinical laboratory science, related skills, ethical standards, and the professional attitude necessary to contribute to society as clinical laboratory technologists. The curriculum focuses on courses required for clinical laboratory technologist education while also including a broad range of subjects in the medical sciences. **Progression Policy:** Students first complete foundational courses that provide broad education and scientific literacy in the natural sciences, followed by basic medical science courses, and then specialized courses. The specialized courses consist of lectures and practical training to develop professional knowledge and skills in clinical laboratory science. After completing these courses, students undertake hospital-based clinical training to develop practical competence. A comprehensive examination equivalent to the national certification examination is administered before graduation to confirm the required knowledge and abilities. Graduation research and specialized courses across the medical sciences provide opportunities to learn the foundations of research. **Implementation Policy:** Through these courses, students acquire the competencies stated in the Diploma Policy. Ethical awareness and humanistic values are mainly developed through foundational courses; understanding of human health and disease through basic and specialized courses; knowledge and practical competence in clinical laboratory science through specialized courses, clinical training, and the comprehensive examination; research competence in medical science through specialized medical science courses and graduation research; and the ability to work in team-based healthcare through clinical training and small-group learning. Advancement to the Medical Science Major is determined at the beginning of the third year based on completion of foundational, basic, and selected specialized courses. Enrollment in fourth-year clinical training requires completion of the required specialized courses and passing the practical skills examination.
Teaching and Learning Methods	Education is centered on lectures and practical training in clinical laboratory science, designed to develop specialized knowledge, technical skills, clinical ability, and teamwork. Students receive direct instruction from experts across diverse medical fields, ensuring access to advanced knowledge and techniques.



Admission Policy

Desired Student Profile	Students with a strong interest in medical science, motivation to contribute internationally to the field of clinical laboratory technology, and flexibility to understand and fulfill roles in team-based healthcare.

Student Evaluation and Selection	Individual Achievement Test First Round	Applicants are comprehensively evaluated on their broad fundamental academic ability, proficiency in mathematics, science, and English, as well as their motivation to pursue a career in healthcare, aptitude, sensitivity, social adaptability, and ability to act independently.
	Entrance Examination by School Recommendation	Applicants are comprehensively evaluated on their strong motivation and aptitude for becoming healthcare professionals, sensitivity and compassion toward others, enthusiasm for contributing to society, as well as the fundamental academic ability and capacity for independent action required to study medical science.
	Entrance Examination for IB Students	Applicants are comprehensively evaluated on their motivation and aptitude for pursuing healthcare or medical science, sensitivity and compassion toward others, enthusiasm for social contribution, together with the fundamental academic ability and capacity for independent action required to study medical science.
	Entrance Examination for Foreign School Students	Type 1 / Type 2) Applicants are comprehensively evaluated on their overall academic ability in English and Japanese, fundamental academic ability in mathematics and science, logical thinking skills, and written expression ability.
	Transfer examination	In addition to motivation for further advancement as a healthcare professional, applicants are comprehensively evaluated on whether they possess the foundational knowledge, thinking skills, academic ability, and capacity for independent action necessary to acquire basic or clinical medical knowledge at the university level.

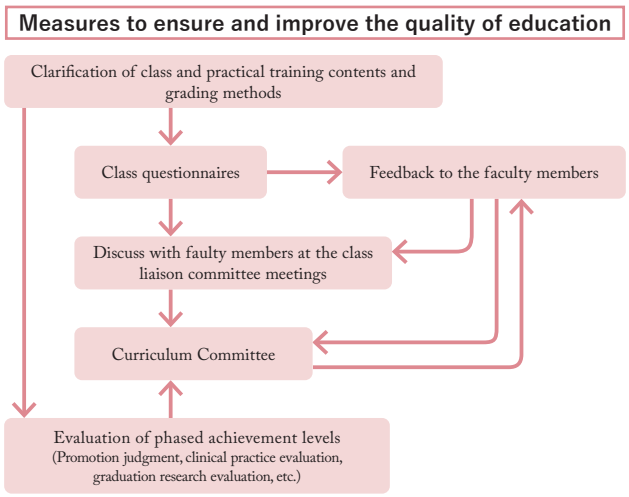
Learning Support Framework

Academic Support	Through guidance and advising by class advisors, students are provided with direction for their studies. Opportunities are created for students to monitor their own progress in acquiring competences, thereby encouraging independent learning. Career path seminars are also offered to support career planning and to help students strengthen their motivation toward their goals. In graduation research, each student is assigned not only a primary research supervisor but also a supporting faculty member, who provides regular consultations addressing research progress as well as personal and career matters.
Opportunities for Peer Interaction	Small-group learning promotes discussion and problem-solving, stimulating independent learning. In addition, graduation research presentations offer opportunities for mutual questioning and dialogue, enabling students to deepen their understanding of research topics and to enhance research quality by incorporating diverse perspectives.

Opportunities for Student–Faculty Interaction	Regular advising by class advisors promotes curriculum understanding and motivation. In graduation research, in addition to the supervisor, supporting faculty provide detailed guidance.

Approaches to Assuring and Enhancing Educational Quality

- The Curriculum Committee evaluates students' learning outcomes as well as the quality of courses offered within the program. Specifically, the following surveys and evaluations are conducted to review the program's overall educational activities:
  - Verification of students' achievement in competency-based courses during reviews of progression and graduation requirements
  - Student self-assessment of competence attainment at each academic year
  - Course evaluation questionnaires administered at the end of each semester
  - Review meetings with students to discuss the curriculum and course content based on course evaluations and student surveys
- Based on these findings, the Curriculum Committee examines the appropriateness of the curriculum and the adequacy of instructional practices and works continuously to improve the quality of education.



Diploma Policy

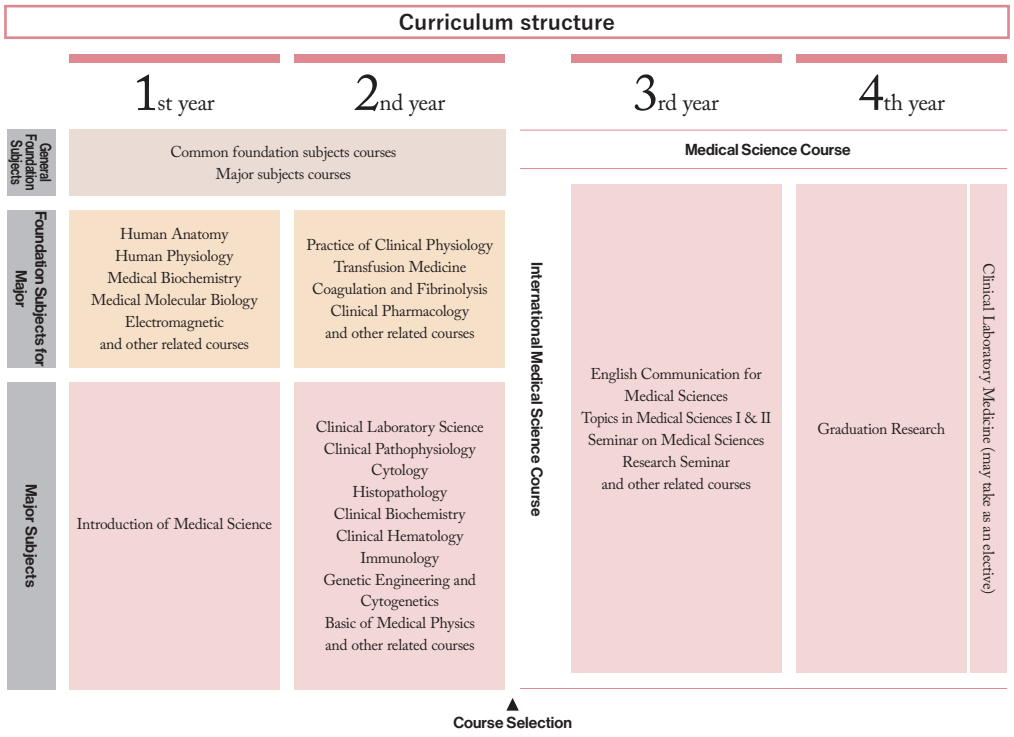
A Bachelor of International Medical Science is awarded to students who, in line with the undergraduate educational objectives of the University of Tsukuba and the mission of the School of Medical Sciences, achieve the following:

Knowledge and Skills (Specialized Competences)	1. Ethics and humanity in the Life Sciences	Acquisition of broad knowledge of humanity and an understanding of human values that respect the dignity of life and ethics.
	2. Understanding human health and disease	Acquisition of the fundamental knowledge and skills necessary for the study of medical science, as well as medical knowledge related to human health and disease.
	3. Knowledge and skills in the field of medical science	Development of comprehensive academic ability, information literacy, and independent learning capacity through experience in research and development in medical science, enabling the pursuit of independent research.
	4. Ability to promote research in medical science	Understanding of the principles of medical science research and acquisition of fundamental techniques.
	5. Understanding of international issues and ability to plan responses	Development of a proactive learning attitude, problem-identification skills, and solution-design abilities necessary to address international issues in medical science.
Guidelines for Assessing Learning Outcomes	For the competencies stated in the Diploma Policy, each course syllabus specifies the relationship to the competencies as well as evaluation criteria and grading methods (e.g., confirmation tests, quizzes, and reports). Competency achievement is reviewed annually based on course completion. Because the International Medical Science Major emphasizes researcher training, students conduct graduation research over two years (third year: Research Training; fourth year: Graduation Research). The two-year research project is regarded as the culmination of learning outcomes and is evaluated through individual interviews, research presentations, and written theses or reports. Each student is assigned a support faculty member from outside the laboratory, who conducts 3–4 interviews per year to evaluate research progress, explanations of the thesis (or third-year report), responses to questions, and engagement in research. Students present their research annually, and the outcomes are evaluated by multiple faculty members other than the supervisor. The graduation thesis (fourth year) or report (third year) is evaluated by the support faculty member and the course instructors responsible for Research Training and Graduation Research. These evaluations, together with the supervisor's assessment, are considered comprehensively to determine the final evaluation of learning outcomes.	

Curriculum Policy

The curriculum is organized and implemented according to the following policies to ensure that students acquire the learning outcomes required for the Bachelor of International Medical Science degree.

Curriculum Design Framework	The curriculum is organized and implemented according to the following policies to enable students to acquire the learning outcomes required for the Bachelor of International Medical Science. **General Policy:** The program develops fundamental and specialized knowledge in medical science, related skills, understanding of global issues and the ability to design responses, ethical standards, and the commitment to contribute globally as medical science researchers. The curriculum emphasizes courses that develop research ability and communication skills in medical science. **Progression Policy:** Students first complete foundational courses that provide broad education and scientific literacy in the natural sciences, followed by basic medical science courses, and then specialized courses. Specialized courses emphasize research methods in medical science and scientific communication in English. In parallel with these courses, students undertake long-term graduation research to develop practical abilities in research and communication. **Implementation Policy:** Through these courses, students acquire the competencies stated in the Diploma Policy. Ethical awareness and humanistic values in life science are mainly developed through foundational courses; understanding of human health and disease through basic and specialized courses; knowledge and techniques in medical science and research competence through specialized courses, research training, and graduation research. Understanding global issues and the ability to design responses are developed through practical English courses, group-based learning on current research topics, and international learning experiences abroad. Advancement to the International Medical Science Major is determined at the beginning of the third year based on completion of foundational, basic, and selected specialized courses, as well as objective evaluation of English proficiency. To strengthen specialized English and discussion skills, students take specialized courses together with international students, and all research presentations and the graduation thesis are conducted in English. From the third year, students join a laboratory and conduct research training and graduation research.
Teaching and Learning Methods	By studying with international students in lectures and practicals, students acquire knowledge and skills in medical science and the ability to address international challenges. Early participation in laboratories provides a foundation for independent research.



Admission Policy

Desired Student Profile	Students with a strong interest in medical science, motivation to contribute internationally to the field of clinical laboratory technology, and flexibility to understand and fulfill roles in team-based healthcare.

Student Evaluation and Selection	Individual Achievement Test First Round	Applicants are comprehensively evaluated on their broad fundamental academic ability, proficiency in mathematics, science, and English, as well as their motivation to pursue a career in healthcare, aptitude, sensitivity, social adaptability, and ability to act independently.
	Entrance Examination by School Recommendation	Applicants are comprehensively evaluated on their strong motivation and aptitude for becoming healthcare professionals, sensitivity and compassion toward others, enthusiasm for contributing to society, as well as the fundamental academic ability and capacity for independent action required to study medical science.
	Entrance Examination for IB Students	Applicants are comprehensively evaluated on their motivation and aptitude for pursuing healthcare or medical science, sensitivity and compassion toward others, enthusiasm for social contribution, together with the fundamental academic ability and capacity for independent action required to study medical science.
	Entrance Examination for Foreign School Students	Type 1 / Type 2) Applicants are comprehensively evaluated on their overall academic ability in English and Japanese, fundamental academic ability in mathematics and science, logical thinking skills, and written expression ability.
	Transfer examination	In addition to motivation for further advancement as a healthcare professional, applicants are comprehensively evaluated on whether they possess the foundational knowledge, thinking skills, academic ability, and capacity for independent action necessary to acquire basic or clinical medical knowledge at the university level.

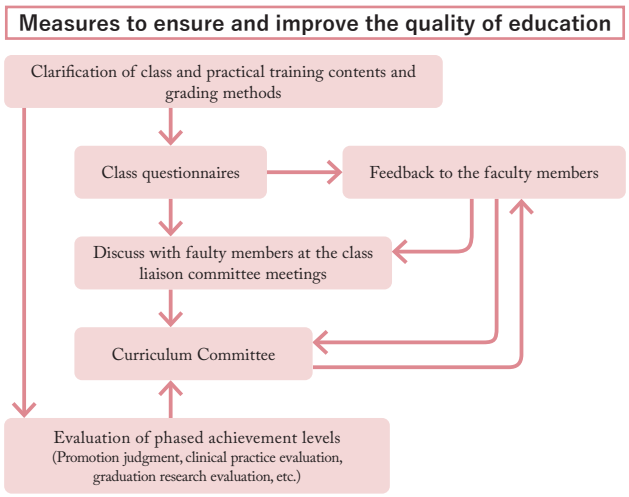
Learning Support Framework

Academic Support	Through guidance and advising by class advisors, students are provided with direction for their studies. Opportunities are created for students to monitor their own progress in acquiring competences, thereby encouraging independent learning. Career path seminars are also offered to support career planning and to help students strengthen their motivation toward their goals. In graduation research, each student is assigned not only a primary research supervisor but also a supporting faculty member, who provides regular consultations addressing research progress as well as personal and career matters.
Opportunities for Peer Interaction	Small-group learning promotes discussion and problem-solving, stimulating independent learning. In addition, graduation research presentations offer opportunities for mutual questioning and dialogue, enabling students to deepen their understanding of research topics and to enhance research quality by incorporating diverse perspectives.

Opportunities for Student–Faculty Interaction	Regular advising by class advisors promotes curriculum understanding and motivation. In graduation research, in addition to the supervisor, supporting faculty provide detailed guidance.

Approaches to Assuring and Enhancing Educational Quality

- The Curriculum Committee evaluates students' learning outcomes as well as the quality of courses offered within the program. Specifically, the following surveys and evaluations are conducted to review the program's overall educational activities:
  - Verification of students' achievement in competency-based courses during reviews of progression and graduation requirements
  - Student self-assessment of competence attainment at each academic year
  - Course evaluation questionnaires administered at the end of each semester
  - Review meetings with students to discuss the curriculum and course content based on course evaluations and student surveys
- Based on these findings, the Curriculum Committee examines the appropriateness of the curriculum and the adequacy of instructional practices and works continuously to improve the quality of education.



School of Physical Education, Health and Sport Sciences

■ Bachelor of Health and Physical Education

Educational Objectives

The School of Physical Education, Health and Sport Sciences is designed to cultivate leaders in the physical education/sports world, who are founded on outstanding athletic skills and extensive athletic experience with solid “academic ability, virtue and a healthy body” and can manage organizations adequately and solve all sorts of problems using the general knowledge and the latest scientific findings in physical education, health, sport and coaching.

Graduate Profile	The School of Physical Education, Health and Sport Sciences cultivate human resources equipped with outstanding sports performance, scientific curiosity, and creative practical skills, who can open the forefront domestically and internationally in various fields such as schools, sport administration, sport club operation, helath and fitness, local communities, business, and competitive sports.
Career Paths after Graduation / Completion	Graduates find employment in schools (teaching staff), government agencies (national and local public servants), and companies and organizations related to sports and health, as well as in various industries such as manufacturers, trading companies, finance and insurance, transportation and travel, advertising and media, IT and telecommunications, construction and real estate, and services. Some individuals pursue careers as players or staff in professional teams or corporate teams. Additionally, each year approximately 25% of graduates go on to graduate schools both domestically and internationally, furthering their studies as researchers or highly specialized professionals.

■ Bachelor of Health and Physical Education

Diploma Policy

A Bachelor of Health and Physical Education is granted to those who are admitted to have gained the knowledge and skills based on the educational objectives of the undergraduate program at the University of Tsukuba, including both general competences and specialized competences aligned with the objectives of this faculty to develop human resources.

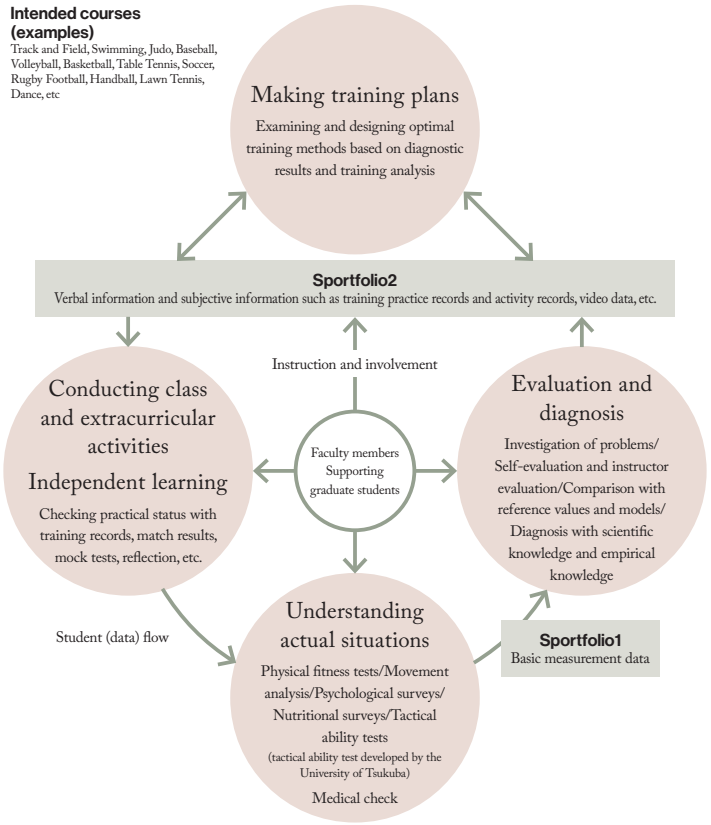
Knowledge and Skills (Specialized Competences)	1. Understanding of Physical Education, Health and Sports Sciences	Acquire a broad knowledge and theory of Physical Education, Health and Sports Sciences, and possess the ability to systematize these in relation to future societal contexts.
	2. Analytical Ability in Physical Education, Health and Sports Sciences	Possesses the ability to identify their own challenges based on scientific knowledge related to Physical Education, Health and Sports Sciences, and work on solving those challenges.
	3. Understanding of health and fitness	Possesses a broad knowledge and theory related to health and fitness, and the ability to systematize them in relation to future society.
	4. Analytical ability in health and fitness	Possesses the ability to identify their own issues and work on solving them based on scientific knowledge related to health and fitness.
	5. Understanding of coaching science	Possesses a broad knowledge and theory of coaching, and the ability to systematize them in relation to future society.
	6. Applied development ability in coaching science	Possesses high athletic ability related to specific types of exercises and coaching skills for athletes, along with basic skills for a wide range of exercises and the ability to instruct beginners.
	7. Career development skills	Understands the philosophy of Jigoro Kano, which are “Maximum efficiency in energy use/Mutual prosperity” and “Education for each person will lead to education for all”, as well as the leadership and communication ability (including foreign language proficiency) required to manage a physical education or sport organization.
Guidelines for Assessing Learning Outcomes	Regarding the competences listed in the Diploma Policy, the corresponding relationships, evaluation criteria, and grading methods for each course are indicated in the syllabus. Each course is assessed through exams (confirmation tests), reports, and regular comment sheets, as well as evaluating the acquisition of competences based on the overall credit acquisition status. Additionally, importance is placed on the graduation research as the culmination of academic achievements, and the acquisition status of knowledge and skills (competences) stated in the Diploma Policy is evaluated through interim presentations in each graduation research area, graduation thesis papers, and final presentations. These are comprehensively reviewed, and ultimately, the final evaluation of learning outcomes based on the degree conferral policies is conducted at the faculty meeting of undergraduate school.	

Curriculum Policy

As a program to acquire the seven competences listed in the Diploma Policy, the curriculum is organized and implemented based on the following policies.

Curriculum Design Framework	**General policy** The main major is Physical Education. Through lectures, seminars, and practical training on physical education, sports, health, and coaching, students acquire the "academic ability, virtue and a healthy body" necessary for leaders in the field of physical education and sports. At that time, bearing in mind the educational philosophy of Dr. Jigoro Kano, the founder of physical education, we will explore the desired nature of physical education and sports necessary for the society of the future. **Course sequence policy** In the first and second years, students will acquire fundamental and comprehensive knowledge and skills mainly through basic subjects and specialized basic subjects, theoretical classes in the fields of physical education, sports, health, and coaching, as well as various practical training sessions (including those outside the school). From the third year onwards, students mainly take specialized courses in their field and career support subjects, while studying the latest scientific knowledge in the chosen graduation research area (38 areas) according to their interests, and write their graduation thesis. This is not only the culmination of undergraduate education but also serves as a stepping stone to graduate school admissions. **Implementation policy** The selection of courses, including the choice of graduation research areas, is left to the autonomy of the students, but a basic curriculum model is created and the learning process is indicated. In this faculty group, problem-solving learning by students is emphasized throughout the entire curriculum, and especially in practical lessons, abundant databases such as video data are prepared to facilitate self-study. Refer to the curriculum map (URL below) for the competences and corresponding subject categories, subject groups, and major subjects. https://www.tsukuba.ac.jp/education/policy-tstandard/ugstandard/pdf/2025/physical-education-health-sport-sciences-c.pdf
Teaching and Learning Methods	In our faculty, we place great importance on practical learning through not only lectures and seminars but also tutorial based learning, seaside class, snow field class, and internships with related organizations. Additionally, learning in the curriculum and participation in athletic club activities are regarded as important educational opportunities, aiming to cultivate the ability to apply theoretical knowledge gained from classroom study to improve one's own and the team's performance, and ultimately to acquire coaching skills necessary for future leadership. Furthermore, through participating in international competitions and interacting with international students and others, we aim to foster an international sense that allows broad activity in society.

Loop education system (for efficient use of data and improvement of practical teaching skills)



Skills to be developed and curriculum structure

1st year	2nd year	3rd year	4th year

Foundation Subjects for Major (about 40 credits)

A group of courses to acquire the minimum basic knowledge and motor functions required for all students who specialize in health and physical education.

Courses related to physical education and sports studies (10 credits)
Courses relate do coaching studies (4 credits)
Courses related to health and human performance studies (10 credits)

Practical training and theory (8 credits), etc.

Major Subjects (about 50 credits)

Career support courses (10 credits)
Group of courses to acquire practical knowledge and skills that are used in the professional field of physical education and sports

Courses for each specialized field (10 credits)
Group of courses for developing specialized knowledge of the individual specialized studies that make up health and physical education.

Courses for the area of graduation thesis (14 credits)
Exercises, practical training courses and graduation research to acquire the latest knowledge and research methods in selected research areas

Practical exercises courses (3 credits)
Group of courses designed to improve practical skills and teaching ability in specialized athletic events

General Foundation Subjects (about 30 credits)
Multidisciplinary Subjects, Foreign Languages, Information Literacy, Japanese, etc.

Teaching Profession

Admission Policy

Desired Student Profile	We seek candidates who are strongly interested in the realms of physical education, health, sport and coaching and have the enthusiasm and motivation to further increase the athletic skills that they have acquired as well as associated knowledge, in addition to learning more and expanding the athletic experience, and to contribute to make domestic and international strides in physical education and sport.	
Student Evaluation and Selection	Individual Achievement Test First Round	Students who possess excellent academic and athletic abilities and are expected to excel in the fields of physical education, health, sport and coaching will be selected by equally evaluating both academic and athletic abilities.
	Entrance Examination by School Recommendation	Individuals with outstanding skills in a specific sport who can succeed in the fields of physical education, health, sport and coaching will be evaluated, focusing primarily on athletic skills along with academic ability within this school group.
	Entrance Examination by Admissions Center	The proactive use of scientific knowledge related to sports and logical thinking skills will be evaluated, as well as the multifaceted assessment of particularly excellent skills and outstanding efforts in a single athletic event based on those skills.
	Entrance Examination for IB Students	Academic ability, athletic ability, and international qualities will be evaluated comprehensively, of those with a strong interest in the fields of physical education, health, sport and coaching, who are capable of playing an active role internationally in these fields in the future.
	Entrance Examination for Foreign School Students	Type 1) Strong interest in physical education, sports, and health, along with thinking ability, basic Japanese language skills, high English proficiency, and excellent athletic ability will be evaluated comprehensively. Type 2) Strong interest in physical education, sports, and health, along with basic academic skills related to health and physical education, high English proficiency, Japanese language skills, and excellent athletic ability will be evaluated comprehensively.

Learning Support Framework

Academic Support	On the second floor of the 5C Building in the Physical Education and Arts Area, which is mainly used by students of our school group, we have established the “Student Commons for Athlete” to promote language learning and international communication, and the “Physical Education Teacher Support Room” for guidance related to teacher employment examinations, thereby supporting more effective learning. Also, in the autumn semester of the first year, there is a course called “Tutorial for Physical Education, Health and Sport Sciences” where students find an academic issue they want to explore on their own at the university, plan how to proceed with their inquiry, and attempt the exploration while conducting literature surveys and interviewing faculty members. In this course, tutor instructors provide consultation and advice regarding the inquiry process.
Opportunities for Peer Interaction	In addition to daily lectures, exercises, practical training, and sports club activities, for example, the “Graduation Dance Performance” organized by the Dance Studies research area also serves as a valuable interaction opportunity for students. Every year, hundreds of students gather for this performance beyond grade levels and specialized competitions or events, creating an original and powerful stage together with new friends. Also, many students participate in various sports events hosted by the Bureau of Physical Education and Sport (such as “TSUKUBA LIVE!”), gaining opportunities to put the knowledge they have learned into practice.
Opportunities for Student–Faculty Interaction	In addition to the teachers responsible for each subject, there are rich opportunities for interaction with homeroom teachers, advisors for graduation research fields, and teachers involved in sports club activities (such as advisers, club leaders, supervisors, and coaches). Moreover, through the meeting involving faculties and student representatives , a forum is provided for exchanging opinions between teachers and students. Overall, about 120 faculty members in charge of this academic group support the learning of each student from multiple angles.

Approaches to Assuring and Enhancing Educational Quality

To improve students' motivation to learn, we set the views and criteria for grading and clearly show them in the syllabus. This allows faculty members and the students have common understanding on class operation and grading.

In particular, the Curriculum Committee and the FD Committee conduct evaluations related to students' learning outcomes and course surveys to verify the validity of the curriculum and the appropriateness of instruction.

In order for students and faculty to mutually confi rm the status of acquisition of a wide range of practical skills, teaching abilities and academic knowledge and skills, and to clearly understand the direction of education and learning, we have established a system where practical skill tests are conducted to support the improvement of each student's athletic and teaching abilities.

Exercises are conducted in collaboration with graduate students as a part of high quality classes while encouraging the students to continue study at the graduate school.

Training sessions and other events are carried out in collaboration with external organizations that have agreements with the University with an aim to raise awareness of students in international cooperation and development.

School of Art and Design

Bachelor of Art and Design

Educational Objectives

We aim to train experts in art or design who possess an interdisciplinary and international perspective as well as solid academic ability.
We aim to develop individuals capable of proposing solutions through art and/or design methods to address complex social issues as well as the academic challenges and demands related to art and/or design

■ Bachelor of Art and Design

Program Educational Objectives

Graduate Profile	Individuals equipped with flexible creativity and rich expressive abilities, who, as experts full of creative energy, contribute to society through artistic and/or design expressions aligned with their respective areas of expertise.
Career Paths after Graduation / Completion	There are as many career paths as there are graduates. Graduates pursue diverse paths, such as continuing to graduate school, entering the workforce, or becoming independent writers and designers. On the other hand, some working adults return to university, enrolling in undergraduate or graduate programs to further their education. Examples of career paths (including those who studied abroad or completed graduate studies) include writers, designers, picture book authors, painters, various types of designers, architects, calligraphers, sculptors, urban planners, producers, manga artists, and more. Beyond corporate positions, graduates can also engage as governmental and municipal employees, university faculty, school teachers, curators, and researchers.

Diploma Policy

Bachelor of Art and Design is awarded to those who have acquired the knowledge and skills based on the educational objectives of the undergraduate program of the University of Tsukuba (generic competences), as well as the knowledge and skills based on the human resource development goals of this particular faculty (specialized competences).

Knowledge and Skills (Specialized Competences)	1. Creative expressiveness	The ability to appropriately express original and flexible ideas and thoughts related to the arts by fully utilizing specialized knowledge and skills in art and/or design.
	2. Problem-solving ability	The ability to independently identify various problems related to art and/or design, and to solve them through flexible thinking and accurate judgment by applying acquired knowledge and skills.
	3. Logical thinking ability based on extensive knowledge	The ability to think logically about diverse issues from a broad perspective gained through interdisciplinary and international education, as well as specialized knowledge and experience.
	4. Highly developed sense of communication	The ability to cultivate the capacity to share sensibility and collaborate with other people, enabling communication that forms rich and creative human relationships.
	5. Fundamental ability for autonomous and social activities of creation	The ability to understand the role and significance of art in society and to pursue creative activities autonomously as a specialist in art and/or design.

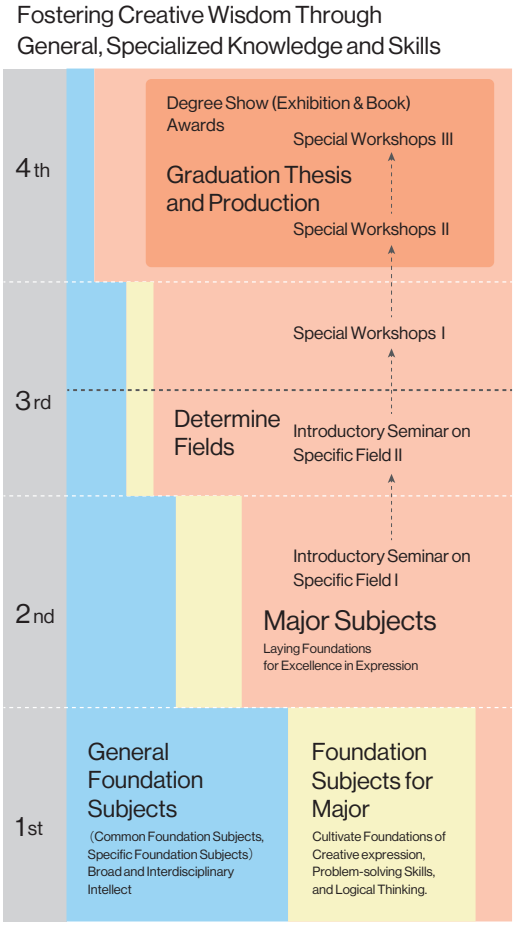
Guidelines for Assessing Learning Outcomes	After fulfilling the requirements necessary for graduation, faculty members responsible for each of the 14 fields will evaluate the consolidation and development of students' learning outcomes, focusing primarily on the graduation research—whether a “thesis and work” or a “thesis” —that encapsulates the knowledge and competences specified in the “Degree Conferment Policy”. This evaluation also takes into account students' efforts in both classwork and extracurricular activities, assessed from the following perspectives. – Creative expressiveness ① Is the student capable of expressing original and flexible ideas and thinking related to the art? ② Is the student capable of applying the knowledge and skills acquired through learning in an area of expertise? – Problem-solving ability ① Is the student capable of proactively identify various issues related to art and/or design? ② Is the student capable of proactively identify various social issues? ③ Is the student capable of proposing and implementing solutions through flexible consideration and accurate judgment by utilizing the knowledge and skills acquired through learning in an area of expertise? – Logical thinking ability based on extensive knowledge ① Are knowledge and experience gained through interdisciplinary education reflected? ② Are specialized knowledge and experience in art and/or design reflected? ③ Is a broad perspective reflected in the student's thinking? ④ Is the student capable of presenting topics related to art and/or design in a foreign language? – Highly developed sense of communication ① Can the student participate in the management of the graduation exhibition and publicly present their works and papers? ② Can the student communicate effectively with others through presentations, critiques, workshops, and other formats related to art and/or design? – Fundamental ability for autonomous and social activities of creation ① Is the student capable of cultivating a unique sense of aesthetics through specialized learning? ② Has the student deepened their understanding of the significance and role of art and/or design in society? ③ Is the student capable of completing works and papers through the study of art and/or design? ④ Is the student capable of presenting works and papers at exhibitions, academic conferences, and other events both within and outside the university?

Curriculum Policy

We organize and implement the curricula based on the following policies for programs that allow students to acquire learning outcomes related to Bachelor of Art and Design.

Curriculum Design Framework	**General policy** Taking advantage of the unique artistic learning opportunities offered by a comprehensive university, the curriculum is designed to cultivate art and design experts with strong creative abilities. It fosters creative wisdom by integrating artistic sensibilities with broad interdisciplinary knowledge (Convergence Knowledge) and deep specialized skills (Creative Wisdom). The curriculum establishes the specialized foundations of art through Foundation Subjects, which provide students with interdisciplinary learning across the various realms of art and design, and through Major Subjects that deepen expertise in specific areas. Furthermore, students develop a highly refined sense of communication through cross-disciplinary subjects offered regardless of academic year or area of specialization **Course sequence policy** – In the first and second years of the curriculum, which integrate foundational and specialized subjects, General Foundation Subjects connect diverse specialized fields that are required to build a flexible base to support creative expressiveness in art, problem-solving skills, and logical thinking. Simultaneously, students cultivate the ability to apply specialized knowledge by studying the fundamentals of their chosen fields and by selectively engaging in interdisciplinary and international lectures and seminars. After the third year, through lectures, seminars and workshops of more advanced Major Subjects in their respective fields, students develop exceptional expressiveness and persuasive abilities, grounded in logical thinking and cross-disciplinary knowledge, which they will apply in addressing diverse issues as they progress into their Graduation Research Project. – Graduation Research Project The Graduation Research Project, representing the culmination of the four-year program, is designed to foster the student's independence. Under the guidance of a research supervisor, each student identifies a research theme of their own and develops their thinking and expression around it. Through this process, students cultivate the foundational abilities necessary for carrying out creative activities autonomously and socially as professionals in art and/or design. At the same time, they perfect their expressive skills through affectiveness, and develop communication abilities that enable the formation of rich, creative human relationships grounded in shared perceptions and affectiveness. Typically, the graduation works or theses are exhibited in public venues outside the university, such as museums, galleries, etc. Through the publication of the “Graduation Research Project portfolio” we invite social evaluations and outstanding works are awarded to be collected by the university. **Implementation policy** – Education that places value on student individuality In art education, the individuality of each student should be respected to the greatest extent. To support this, specialized education in each field is conducted in small classes whenever possible, fostering close communication and enabling students to cultivate their own distinct artistic identities. – Classes connecting to “actual scenes” Interdisciplinary curricula are organized in collaboration with students and faculty members from across the university, as well as with external communities, to provide education directly connected to real-world practices—such as in companies, public institutions, museums, and educational institutions—and to facilitate meaningful interactions for educational purposes. Through these experiences, students develop a high level of collaborative ability appropriate for contemporary society and cultivate an interdisciplinary perspective. – Creative expressiveness and logical thinking ability Creation and thesis writing are established as diploma requirements to promote the development of creative expressiveness through artistic practice, and to acquire a solid written expression based on objective and logical reasoning. – Development of creative ability based on worldwide points of view International communication skills and creative abilities from a global perspective are cultivated through opportunities such as study-abroad exchange programs, research exchanges conducted under international exchange agreements, work exchange exhibitions, and international internships.

Curriculum Design Framework	**About the Japan-Expert (bachelor degree) Program** Within the Japan-Expert (bachelor degree) Program, the Japanese Art and Design Course provides specialized intensive Japanese language instruction. During the first six months after enrollment, students focus on strengthening their Japanese language proficiency to a level that allows them to take specialized subjects. Japanese language education is delivered by specialized instructors to comprehensively enhance skills in grammar, kanji, listening, speaking, reading, and writing. Moreover, specialized Japanese language classes taught by instructors from each course are offered to make a smoother transition into specialized coursework once the intensive language period concludes. In addition, through compulsory internships, students will be capable to acquire practical skills and on-site experience. Considering students' future employment in Japan, the program provides practical experience tailored to each course's specialization in collaboration with external organizations.
Teaching and Learning Methods	We seek external evaluation through the public exhibition of graduation research and the publication Graduation Research Project work's compilations.



Admission Policy

Desired Student Profile	We seek individuals who are passionate about pursuing training in art, who are motivated to take on the challenge of creative activities from a social and international perspective, and who have the motivation to contribute to society through art or design expressions based on the knowledge and methods related means that extend to several areas.	
Student Evaluation and Selection	Individual Achievement Test First Round	The school comprehensively evaluate a broad range of basic academic skills and abilities related to the art.
	Individual Achievement Test Second Round	The school comprehensively evaluate basic academic skills and fundamental abilities related to the art.
	Entrance Examination by School Recommendation	In addition to academic achievements and activities in high school (post-lower secondary education), the school comprehensively evaluate qualities, motivation, and abilities related to the art.
	IB：Entrance Examination for IB Students	Candidates who have obtained the International Baccalaureate diploma are comprehensively evaluated on their general abilities necessary for receiving education at our university, such as basic academic skills, the ability to identify and solve problems, and initiative, as well as their qualities, motivation, and fundamental skills related to the art.
	Entrance Examination for Foreign School Students	Type 1：For long-term students and international students In addition to learning and activity achievements at the high school (post-lower secondary education) level and Japanese language proficiency, qualities, motivation, and basic abilities related to the art are comprehensively evaluated. Type 2：For short-term students and returnees In addition to the outcomes of learning and activities in senior high school (post-lower secondary education), comprehensive evaluation is conducted of qualities, motivation, and basic abilities related to the art.
	Japan-Expert Bachelor's Program	In addition to the learning outcomes and Japanese language proficiency in senior high school (post-lower secondary education), a comprehensive evaluation is conducted on qualities and motivation related to the art, including submitted documents and works.

Learning Support Framework

Academic Support	The following activities are conducted to support effective learning. – Orientation for new students – Curriculum guidance – Photography training sessions at the workshop studio conducted by technical staff or administrative (technical) assistants – Production consultations conducted by technical staff and safety training including how to handle equipment are held as needed in the metal, woodworking and general processing rooms.
Opportunities for Peer Interaction	Activities of the "University of Tsukuba Art Gallery T+": At the Art Gallery T+, which is mainly operated by students, various genres of works such as flat art, three-dimensional works, installations, and video art can be exhibited as a free platform for expression. In addition, there are also student-organized special exhibitions, creating a space for creative interaction. By having students exhibit and appreciate each other's works, the gallery expects to strengthen positive peer effects. Furthermore, information dissemination is actively carried out through social media and free papers.
Opportunities for Student–Faculty Interaction	The Student Committee of the School of Art and design, the Class Contact Association, class homeroom teachers, and graduation research advisors dilligently collect students' opinions regarding education and other matters. They collaborate with university-wide organizations such as the Student Support Center and the Health Management Center to support students in leading a healthy and meaningful student life.

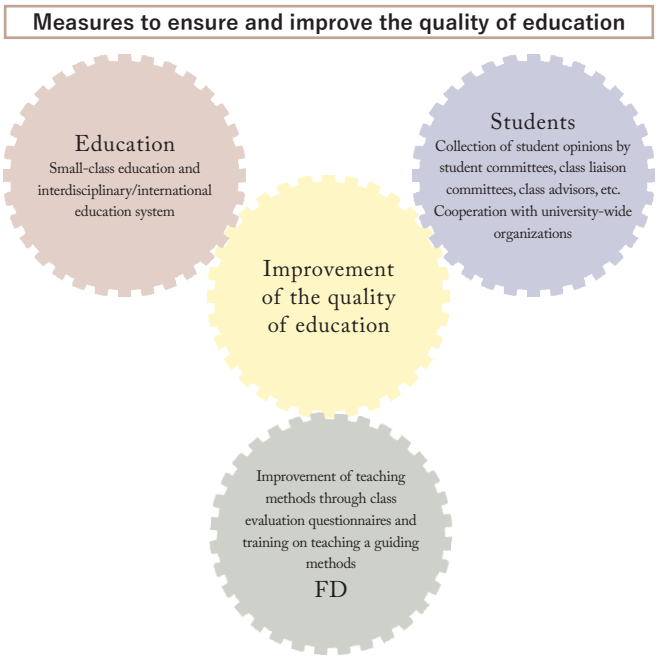
Approaches to Assuring and Enhancing Educational Quality

Quality of education assurance

– Through continuous improvement of overall educational activities based on the evaluation results of learning outcomes by the Curriculum Committee of the School of Art and Design., we ensure the quality of education and strengthen the system aimed at achieving the human resource development objectives of the School of Art and Design.
– The School encourages students to present their works and papers at exhibitions and study group meetings, both on and off campus. This practice allows students to evaluate their own abilities while enabling faculty members to assess their teaching objectively, thereby contributing to the improvement of the quality of education.

Reflecting student opinions in educational improvement

– Under the leadership of the Art Faculty Development (FD) Committee, student class evaluation surveys are conducted alongside research and training on teaching methods and student guidance, with the aim of continuously enhancing educational practices.


Measures to ensure and improve the quality of education
Education
Small-class education and interdisciplinary/international education system
Students
Collection of student opinions by student committees, class liaison committees, class advisors, etc.
Cooperation with university-wide organizations
Improvement of the quality of education
Improvement of teaching methods through class evaluation questionnaires and training on teaching a guiding methods
FD

School of Transdisciplinary Science and Design

■ Bachelor of Arts and Science

Educational Objectives

The programme aims to develop individuals with data science literacy who can apply ideas and technologies from the natural sciences, humanities and social sciences to a broad range of environmental and social issues. By utilising design thinking, our students can creatively contribute to solving global issues.

Graduate Profile	Personas to be cultivated are individuals with data science literacy who can apply ideas and technologies from the natural sciences, humanities and social sciences to a broad range of environmental and social issues. By utilising design thinking, they can creatively contribute to solving global issues.
Career Paths after Graduation / Completion	– Pursue a higher degree in a Japanese or Malaysian graduate school in fi elds such as information science, humanities and social sciences, life sciences, environmental sciences, education, sports science, or science and engineering etc. – Work in a Japanese company in Malaysia or in a company in Japan – Work in a government agency, organisation, etc. in Malaysia

■ Bachelor of Arts and Science

Diploma Policy

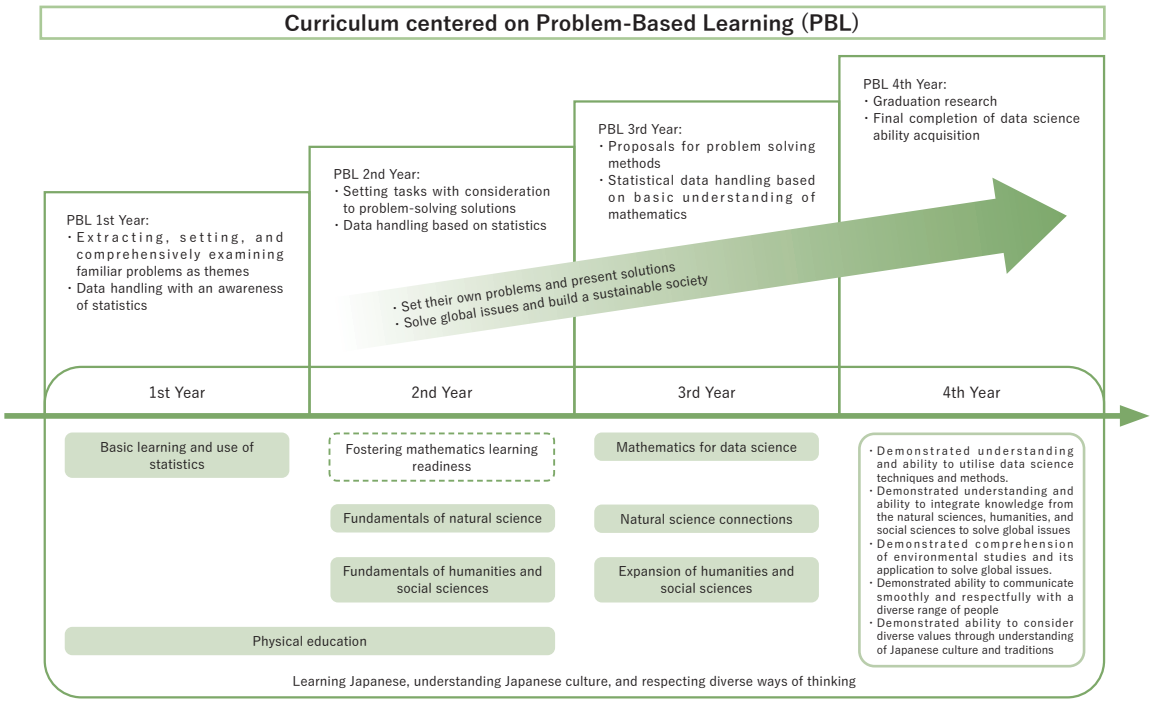
A Bachelor of Arts and Science is granted to those who are recognised as having gained the appropriate knowledge and skills (generic competences) set out in the curriculum targets stipulated for the University of Tsukuba's undergraduate degree programmes, as well as who have reached the following achievement targets and skills in their learning outcomes based on the educational purpose for the School.

Knowledge and Skills (Specialized Competences)	1. Data Science Application Skills	Demonstrated understanding and ability to utilise data science techniques and methods.
	2. Liberal Arts Application Skills	Demonstrated understanding and ability to integrate knowledge from the natural sciences, humanities and social sciences to solve global issues.
	3. Environmental Studies Application Skills	Demonstrated comprehension of environmental studies and its application to solve global issues.
	4. Communication skills	Demonstrated ability to communicate smoothly and respectfully with a diverse range of people.
	5. Multicultural Thinking Skills:	Demonstrated ability to consider diverse values through understanding of Japanese culture and traditions.
Guidelines for Assessing Learning Outcomes	For Problem-Based Learning (PBL) including graduation research, a presentation session to report learning outcomes shall be held at the end of each academic year. For graduation research presentations, in addition to the supervising lecturer, multiple lecturers shall evaluate the acquisition status of the knowledge and skills (competences) outlined in the diploma policy. For other course subjects, the syllabus shall indicate the correspondence, assessment criteria, and grading methods for each subject in relation to the competences outlined in the diploma policy. Achievement tests and reports, enabling the visualisation of learning outcomes, shall be assigned to each student to evaluate the acquisition of these competences.	

Curriculum Policy

Our curriculum is based on the following policies to help students achieve the learning outcomes for their Bachelor of Arts and Science degrees:

Curriculum Design Framework	– Our programme integrates fundamental knowledge in humanities and social sciences, understanding Japanese culture and society, and natural sciences, with the basic academic principles of data science that include core applications of mathematics, programming, and statistics. The information literacy and data science foundation learned in the fi rst year of the programme enables students to apply their knowledge to problem-solving in their upper years. This approach enables students to simultaneously develop a deep understanding of data science while gaining experience in applying data-science techniques to real-world issues. – Our class exercises in problem-based learning subjects offer opportunities for discussions and analyses of current issues and problem-solving proposals, allowing students to obtain clear learning objectives through credit attainment. These exercises provided mainly in the first to third years of our programme allow students to develop their abilities and apply them towards their chosen graduation research topics. – Our programme of required common foundation subjects, including three multidisciplinary subjects, physical education, foreign languages, information literacy, and data sciences, are designed to correspond to our university's other undergraduate programmes. – Our programme also offers subjects related to Malaysian society and language, as stipulated by Malaysian higher education polic – Firmly based in linking data science approaches, our programme is designed to provide students with knowledge and skills in foundation subjects for their majors by integrating fundamentals of natural sciences, humanities and social sciences, as well as Japanese language and Japanese studies. Students can then apply this knowledge and skill set to current issues analysis and solution exercises. – Students will present a visualisation of their progress on their learning outcomes in their problem-based learning and graduation research classes at the end of each academic year. Our faculty members evaluate each student's learning outcomes based on the content of such reports and presentations.
Teaching and Learning Methods	Our human resource development objective focuses on equipping students with basic skills in data science, and then providing opportunities for them to apply ideas and technologies from the natural sciences, humanities and social sciences to a wide range of environmental and social issues. This approach allows students to actually experience how engineering can be used to eff ectively contribute to solving global issues. We have incorporated many problem-based learning approaches in our curriculum which correspond to using evidence-based data science techniques to identify and extract solutions to globalisation-related issues. This emphasis on practical problem-solving develops students' abilities to realise concrete and comprehensive solutions to today's complex real-world issues



Admission Policy

Desired Student Profile	Our programme will particularly appeal to students who are: 1. Strongly interested in and motivated to study global issues and their resolutions in Malaysia and South-East Asia 2. Clearly enthusiastic about integrating knowledge from the natural sciences, humanities and social sciences to solve complex global issues 3. Keenly determined in judging information applicability based on objective data and materials, and who can logically communicate their ideas 4. Genuinely interested in Japanese language and culture, and who can respect diverse values and ways of thinking	
Student Evaluation and Selection	School Recommendation Scheme	Applicants will be comprehensively evaluated based on their excellent academic performance in secondary or post-secondary education, ability to learn in Japanese, and high interest and motivation to learn and solve global issues.
	Aptitude-based Scheme	Applicants will be comprehensively evaluated based on their basic academic competence, advanced comprehension skills required for learning data science, critical thinking skills, and interest and expressiveness to global issues.

Learning Support Framework

Academic Support	Problem-Based Learning (PBL) is consistently employed, and within this course, a system has been established whereby teaching staff support students' learning.
Opportunities for Peer Interaction	Students proactively plan and implement sporting events and networking events for new students, with staff providing full support. Through these student-led social events, an atmosphere conducive to conversation among students is fostered, creating an active learning environment with high collaborative learning effects.
Opportunities for Student–Faculty Interaction	We arrange forums for students to exchange views with teaching and administrative staff two to four times a year. We continuously implement improvements based on student feedback to enhance the learning environment.

Approaches to Assuring and Enhancing Educational Quality

Our School's PDCA committee continuously evaluates education and administrative activities. This committee improves and enhances education and research within the School by:

① Quality improvement proposals based on learning outcomes assessment results concerning teaching and learning evaluation standards (Offi ce of Management for Teaching and Learning).

② Conducting self-checks and implementing quality improvement proposals concerning organisational evaluation standards (Organisational Evaluation Committee).

③ Undertaking continuous collection of quantitative and qualitative data on quality assurance.

④ Responding to other educational and administrative matters

The quality improvement proposals noted in 1 and 2 follow a PDCA cycle for quality assurance and improvement within the School.

School of Integrative and Global Majors

Bachelor's Program in Global Issues

■ Bachelor of Arts and Science

Bachelor's Program in Global Issues

■ Bachelor of Arts and Science

Program Educational Objectives

This Degree Program is designed to cultivate those who possess a wide range of basic knowledge that sees the global issues overall from a higher perspective with the eagerness to seek required information and technologies in their own right to solve issues on people and the environment regardless of the area of expertise and make decisions to select the best suited solutions from many options.

Graduate Profile	To foster human resources possessing the following specific competencies as well as generic competences for bachelor programs. – Basic knowledge: Basic knowledge of science, humanities, sociology, informatics, etc. necessary to tackle global-scale issues – Information analysis capabilities: Ability to analyze information collected to solve global issues and accurately interpret and understand such information – Dialogic communication skills: Communication skills to explain and discuss logically and empathically with people of different cultural backgrounds and specialties – Specialized knowledge: Expertise in global environment, risk and safety, health and well-being issues, tolerant society and sustainabiliby, which is essential for solving global issues – Ability to find and solve problems: Ability to identify global-scale issues in the natural environment and human society and find solutions to them – Proposal ability: Ability to propose concrete measures to solve global-scale issues based on basic and specialized knowledge and detailed information analysis
Career Paths after Graduation / Completion	We envision our graduates pursuing careers in organizations that aim to address global challenges, such as international organizations, research institutes, and globally operating companies. Specifically, this includes global corporations (in fields such as manufacturing, consulting, and education), general trading companies (in areas such as environmental business, medical and healthcare equipment, food industries, and overseas risk management), international organizations (e.g., UN, WHO, UNESCO), as well as advancement to graduate schools. Approximately 30% of our graduates continue to graduate studies at universities in Japan and abroad, including the University of Tsukuba.

Diploma Policy

We foster human resources who can play active roles in international organizations, research institutes, and globally operating companies—anywhere that seeks solutions to global challenges—equipped with flexible, logical thinking skills and advanced specialized knowledge tailored to their interests.

Knowledge and Skills (Specialized Competences)	1. Basic knowledge	Knowledge, at the level of General Foundation Subjects and Foundation Subjects for Major in fields such as natural sciences, humanities, social sciences, and information science, which provides the essential basis for engaging with global challenges through a cross-disciplinary approach.
	2. Information analysis capabilities	Ability to analyze information collected to solve global issues and accurately interpret and understand such information
	3. Dialogic communication skills	Communication skills to explain and discuss logically and empathically with people of different cultural backgrounds and specialties
	4. Specialized knowledge	Knowledge at the level of Major Subjects in relevant fields that is necessary for addressing cross-disciplinary global issues such as the global environment, risk and safety, health and well-being, inclusive and symbiotic societies, and sustainability.
	5. Ability to find and solve problems	Ability to identify global-scale issues in the natural environment and human society and find solutions to them
	6. Proposal ability	Ability to propose concrete measures to solve global-scale issues based on basic and specialized knowledge and detailed information analysis
Guidelines for Assessing Learning Outcomes	**Policy for evaluation of learning outcomes** Students are evaluated with the credits earned from the subjects defined in the curriculum, the acquisition of gener ic and specializ ed competences, and the possession of the insight appropriate to a Bachelor of Arts and Science working on global issues, the ability to grasp from a higher perspective and the ability to lead issues to solutions. In diploma research or long-term training, the issue identifying ability, issue solving ability, research or practical ability, etc. are evaluated. In the diploma research presentation, students' presentation and communication skills, as well as their responses to questions, are evaluated comprehensively in reference to the competences specified in the Diploma Policy, in order to assess both their generic and specialized competences.	

Curriculum Policy

Policy on the Organization and Implementation of the Curriculum

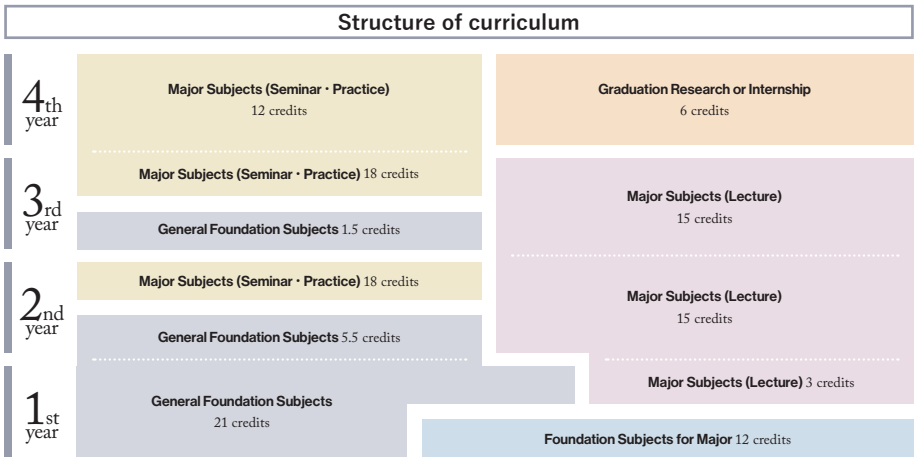
In order to confer the degree of Bachelor of Arts and Sciences, this degree program organizes and implements its curriculum according to the following policies, ensuring that the designated competences (both general and specialized) are systematically cultivated in line with the program's human resource development objectives. Classes are conducted in English in small-group settings, with an emphasis on problem-based learning (PBL). In addition, through collaboration with the International Christian University (ICU), students take foundation (liberal arts) courses in English at ICU. Before course registration, students are provided with model study plans and receive personalized guidance to ensure well-structured learning pathways.

Curriculum Design Framework	**General Policy** This program systematically and practically organizes its curriculum to cultivate individuals capable of addressing global issues from a comprehensive and interdisciplinary perspective that integrates the sciences and humanities. All classes are conducted in English with small-group instruction, and PBL is placed at the core to promote active learning and the holistic development of competences. Courses are categorized into three groups: **Foundation Courses**, which provide the basis for university-level learning and broad general education; **Basic Specialized Courses**, which give students an overview of global issues and basic analytical methods to build the foundation of competence; and **Specialized Courses**, which progressively deepen expertise and foster applied skills. Specialized Courses are structured around two major domains: “Environment” and “Human,” each further subdivided into two perspectives: “Global Environment” and “Risk & Safety” under Environment, and “Social Coexistence” and “Human Well-being” under Human. As the culmination of their studies, students in the fourth year undertake either a graduation research project or a long-term internship. This final stage integrates the knowledge, skills, and ethical awareness acquired over four years, confirming that the student's ability to apply these (particularly specialized competences) to real-world problem solving has reached the target level. **Learning Objectives and Competences for Each Academic Year (Semester)** To ensure a progressive and effective development of abilities, learning objectives are set for each academic year, with emphasis on cultivating relevant competences: – Year 1: [Foundations] Learning Objectives: In the first half (October–March), students study introductory specialized subjects at the University of Tsukuba. In the second half (April–September), they study intensively at ICU, acquiring liberal arts education in English. Through this, they gain essential academic skills for university-level learning, broaden their intellectual horizons, and acquire foundational literacy to understand global issues from both environmental and human perspectives. Main Competences Cultivated: Specialized: Basic knowledge General: Communication ability, data/information literacy, broad perspective and international outlook – Year 2: [Exploration] Learning Objectives: Through PBL-based exercises and practicums, students begin acquiring foundational knowledge and applied skills in the four specialized domains. They engage in group work and fieldwork to analyze challenges faced by local communities and explore their personal areas of interest. Main Competences Cultivated: Specialized: Foundational specialized knowledge, information analysis, basic problem-identification and problem-solving skills General: Critical and creative thinking, collaboration, autonomy, self-direction – Year 3: [Specialization] Learning Objectives: Students deepen their advanced knowledge and applied skills within their chosen domain. Through PBL, they analyze complex global issues from multiple perspectives, enhancing their capacity to propose solutions based on logical evidence. Students also prepare research plans in anticipation of their graduation project. Main Competences Cultivated*: Specialized: Applied specialized knowledge, dialogic communication, applied problem-identification and problem-solving skills General: Critical and creative thinking

	– Year 4: [Integration & Application] Learning Objectives: Through a graduation research project or long-term internship, students establish expertise in addressing specific issues. They synthesize the knowledge and skills acquired over four years, independently plan and implement projects, and logically and persuasively present their outcomes. Main Competences Cultivated: Specialized: Policy recommendation ability, integration of all specialized competences General: Integration and practical application of all general competences **Policy on the Organization of Courses** To achieve the above learning objectives and cultivate the required competences, courses are organized as follows: – Foundation Courses To ensure a smooth transition to university-level education and to lay the groundwork for "communication ability" and a "broad international outlook," students take seminars such as "First-Year Seminar" in the first semester. In the second semester (April–September), they study intensively at ICU, completing high-quality liberal arts foundation courses. – Basic Specialized Courses To establish a common foundation of "basic knowledge" related to global issues, these courses are offered at the University of Tsukuba in the first semester. "Introduction to Global Issues" provides a broad overview of diverse challenges, motivating students for advanced study. "Methodologies for Global Issues" emphasizes building "data/information literacy" and "dialogic communication," essential for PBL and graduation research. "Foundations of Global Issues (Environment/Human)" enables students to systematically acquire knowledge from both scientific and humanistic perspectives. – Specialized Courses To progressively cultivate "specialized knowledge," "information analysis," and "problem-identification and problem-solving" skills, PBL-based exercises and practicums are systematically offered from the second through fourth years. These courses also foster "collaboration and autonomy." Year 2: "Global Issues Practicum A-I / B-I" introduces students to problem analysis and solution exploration in their field of study. Year 3: "Global Issues Practicum A-II / B-II" develops advanced analytical methods and supports deeper engagement with individual research themes, enhancing "critical and creative thinking." Year 4: Capstone courses include "Comprehensive Practicum III" and "Graduation Research I & II" (or a long-term internship), integrating all competences and fostering the ability to make concrete "policy recommendations." The final achievement of competences is assessed at this stage.
Teaching and Learning Methods	All courses in this program are taught in English in the form of problem-based learning. Students can take a wide range of courses for the specialized fi eld from all schools and colleges. In addition, in cooperation with International Christian University (ICU), students can take basic courses (liberal arts courses) in English at ICU.

Specialty areas of the Bachelor's Program in Global Issues

Area	Pillar perspectives	Specialty area
Environment	Global environment	Environmental Studies, Geoscience, Geography, Social Science
	Risks and safety	Social Engineering, Safety System Science, Integrated Engineering
Human Studies	Diversity in society	Humanities, Social Sciences, Philosophy, Linguistics, Political Science
	Health and happiness of humans	Sports Science, Hygiene, Social Medicine



Admission Policy

Desired Student Profile	We seek individuals who have a strong interest in issues such as the global environment, risk and safety, social coexistence, and human well-being, and who possess broad knowledge and skills across both the humanities and the sciences. We welcome those who are eager to learn proactively beyond disciplinary boundaries, apply the knowledge, skills, and methods they acquire, and aspire to contribute to solving social challenges and creating new innovations in global companies and international organizations both in Japan and abroad.
Student Evaluation and Selection	Through document screening and an online oral examination, applicants will be evaluated on their fundamental academic abilities including English proficiency, their interest in and understanding of global issues, their willingness to engage in interdisciplinary learning, their logical and critical thinking and expressive skills, their ability to respond flexibly, and their international outlook.

Learning Support Framework

Academic Support	The Student Committee faculty members have designated core office hours, providing students with daily opportunities for academic consultation.
Opportunities for Peer Interaction	Interaction among students is fostered through group work in regular courses and through field activities. International students are assigned senior students of the program as tutors immediately after enrollment.
Opportunities for Student–Faculty Interaction	In graduation research activities, a faculty mentor is assigned alongside the primary supervisor in order to improve the quality of research from different veiwpoints and to promote effective communication between students and faculty.

Approaches to Assuring and Enhancing Educational Quality

Operational system

Under the Education Council, which oversees the activities of the entire program, the Steering Committee is set. Under the Steering Committee, the Admissions Committee, Curriculum Committee, Public Relations and International Cooperation Committee, Student Aff airs Committee, and Faculty Development Committee are set to deal with various issues.

System for Self-Evaluation of Education

The self-evaluation of the program's educational objectives, the three policies, instructional methods, student learning outcomes, and grading practices is conducted by the Program Steering Committee.

Educational and Instructional Framework

Faculty members participating in the degree program engage in Faculty Development (FD) and Staff Development (SD) workshops, where they exchange opinions and discuss the program's educational objectives, three policies, teaching methods, student learning outcomes, and grading practices. Through these activities, faculty members develop a shared understanding and approach to education. In addition, cooperative relationships among faculty and staff involved in the program are strengthened, and student guidance activities are further enhanced.

Reflection of Student Feedback

Student committee members interact with students daily through core-time sessions, providing frequent opportunities to hear individual opinions. For academic matters, both mentor faculty and research supervisors are assigned to facilitate communication with students. Issues and concerns raised are reviewed in relevant committees, and improvements are implemented accordingly.

Tsukuba Standards

The University of Tsukuba has formulated two sets of "Tsukuba Standards" for Undergraduate Schools and Colleges and the other for Graduate Schools and Programs, which are widely announced to the public as the University's educational declaration.

Tsukuba Standards for Undergraduate Schools and Colleges

In addition to setting forth the educational purpose of our bachelor programs and the university-wide measures for achieving them, it also clearly states the goals of the liberal arts education and the specific educational content for achieving them, the Diploma Policy and Curriculum Policy, and the measures for guaranteeing the quality of education in each educational organization.

Tsukuba Standards for Graduate Schools and Programs

In addition to setting forth the educational purpose of our graduate schools and programs and the university-wide measures for achieving them, the Diploma Policy and Curriculum Policy and the policy for guaranteeing the quality of education in each educational organization are clearly stated.

University of Tsukuba

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Tsukuba Standards for Undergraduate Schools and Colleges

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