

## 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.

<b>Graduate Profile</b>	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.
<b>Career Paths after Graduation / Completion</b>	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).

<b>Knowledge and Skills (Specialized Competences)</b>	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
<b>Guidelines for Assessing Learning Outcomes</b>	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.

<p><b>Curriculum Design Framework</b></p>	<p><b>General policy</b>                  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.</p> <p><b>Corresponding Course Categories and Subject Groups</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- 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.</li> <li>- 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.</li> <li>- 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.</li> <li>- 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.</li> <li>- 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.</li> </ul> <p><b>Course sequence policy</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- 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.</li> </ul> <p><b>Implementation policy</b>                  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.</p>
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**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**

1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year
<p><b>Foundation Subjects for Major</b></p> <p>Students obtain basics of Information Literacy, including mathematics and basic English in the used in the specialized field.</p>	<p><b>Foundation Subjects for Major (common for the College)</b></p> <p>Students obtain basics of Information Literacy, including mathematics and basic English in the used in the specialized field.</p>	<p><b>Major Subjects (Major in Software and Computing Science)</b></p> <p>Students acquire profound expertise, practical technical skills and problem-solving abilities through specialized classes and experiments in the field of information sciences, including program language theory, mathematical modeling, software science and intelligent interfaces.</p>	<p><b>Graduation Research, English for Specialized Subjects</b></p> <p>Students acquire creativity, problem-solving skills, communication abilities, etc.</p>
<p><b>Common Foundation Subjects</b></p> <p>Through courses of foreign languages, physical education, information, etc., students obtain skills necessary to be successful members of society.</p>			
<p><b>Specific Foundation Subjects</b></p> <p>Students can freely take courses from other schools and colleges to acquire a broad range of knowledge.</p>			

Admission Policy

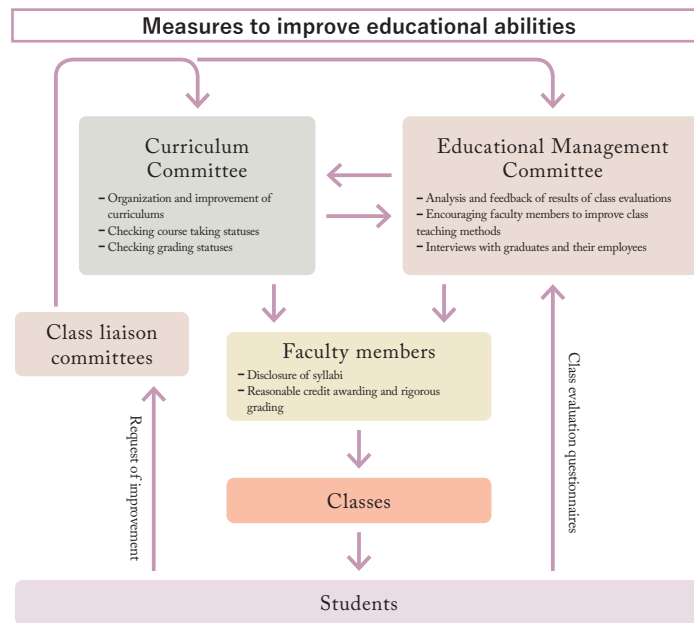
<b>Desired Student Profile</b>	<p>Personnel with strong curiosity and a spirit of inquiry concerning information technology and natural science/engineering, and with basic academic skills necessary for learning the subjects. Moreover, such personnel are desired to be motivated to creatively use and developing leaned knowledge, proactively engage in new challenges, and take leadership in the information society.</p>	
<b>Student Evaluation and Selection</b>	Individual Achievement Test First Round	<p>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.</p>
	Entrance Examination by School Recommendation	<p>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.</p>
	Entrance Examination by Admissions Center	<p>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.</p>
	Entrance Examination for International Science Olympiad Participants	<p>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.</p>
	Entrance Examination for IB Students	<p>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.</p>
	Entrance Examination for Foreign School Students	<p>(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.</p>
	Transfer examination	<p>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.</p>

Learning Support Framework

<p><b>Academic Support</b></p>	<p>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.</p>
<p><b>Opportunities for Peer Interaction</b></p>	<p>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.</p>
<p><b>Opportunities for Student-Faculty Interaction</b></p>	<p>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.</p>

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).

<b>Knowledge and Skills (Specialized Competences)</b>	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
<b>Guidelines for Assessing Learning Outcomes</b>	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.	

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**Teaching and Learning Methods**

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**Structure of competences to be developed and curriculums**

1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year
<p><b>Foundation Subjects for Major</b></p> <p>Students obtain basics of Information Literacy, including mathematics and basic English in the used in the specialized field.</p>	<p><b>Foundation Subjects for Major (common for the College)</b></p> <p>Students learn the theories and technologies that form the foundation of information science and engineering and acquire strong background in informatics and a high sense of social ethics.</p>	<p><b>Major Subjects (Major in Computer Systems, and Machine Intelligence and Media Technologies)</b></p> <p>Students acquire profound expertise, practical technical skills, and problem-solving abilities, etc. through specialized classes and experiments in the field of information engineering, focusing on hardware and network systems, fundamental software and system construction, and intelligent information and media engineering.</p>	<p><b>Graduation Research, English for Specialized Subjects</b></p> <p>Students acquire creativity, problem-solving skills, communication abilities, etc.</p>
<p><b>Common Foundation Subjects</b></p> <p>Through courses of foreign languages, physical education, information, etc., students obtain skills necessary to be successful members of society.</p>		<p><b>Major Subjects (Other)</b></p> <p>Students acquire a wide range of knowledge and skills in the field of information through the courses of software/hardware systems, computing science and internships.</p>	
<p><b>Specific Foundation Subjects</b></p> <p>Students can freely take courses from other schools and colleges to acquire a broad range of knowledge.</p>			

Admission Policy

<b>Desired Student Profile</b>	<p>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.</p>	
<b>Student Evaluation and Selection</b>	Individual Achievement Test First Round	<p>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.</p>
	Entrance Examination by School Recommendation	<p>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.</p>
	Entrance Examination by Admissions Center	<p>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.</p>
	Entrance Examination for International Science Olympiad Participants	<p>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.</p>
	Entrance Examination for IB Students	<p>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.</p>
	Entrance Examination for Foreign School Students	<p>(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.</p>
	Transfer examination	<p>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.</p>

Learning Support Framework

<p><b>Academic Support</b></p>	<p>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.</p>
<p><b>Opportunities for Peer Interaction</b></p>	<p>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.</p>
<p><b>Opportunities for Student-Faculty Interaction</b></p>	<p>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.</p>

### Approaches to Assuring and Enhancing Educational Quality

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