

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	<ul style="list-style-type: none"> - 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	<p>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.</p> <p>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.</p> <p>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.</p>

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

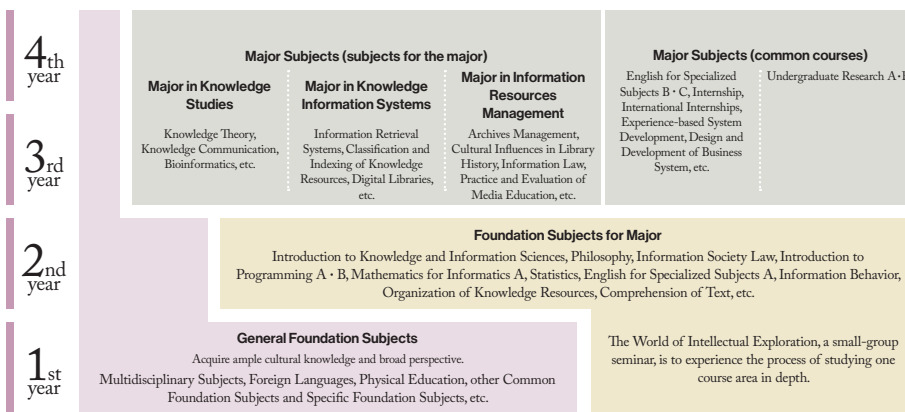
As a program designed to equip students with the knowledge and skills (competences) required for the Bachelor of Arts in Library and Information Science, the curriculum is organized and implemented based on the following policies.

<p>Curriculum Design Framework</p>	<p>General policy</p> <p>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.</p> <p>Course sequence policy</p> <p>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".</p> <p>Implementation policy</p> <p>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".</p>
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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

<p>Academic Support</p>	<p>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.</p> <p>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.</p>
<p>Opportunities for Peer Interaction</p>	<p>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.</p> <p>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.</p>
<p>Opportunities for Student-Faculty Interaction</p>	<p>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.</p> <p>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.</p> <p>Furthermore, each academic staff maintains office hours, during which students may visit without an appointment to ask questions or seek advice regarding their studies.</p>

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.

