

■ Bachelor of Art and Design

Program Educational Objectives

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

<b>Knowledge and Skills (Specialized Competences)</b>	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.

<p><b>Guidelines for Assessing Learning Outcomes</b></p>	<p>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.</p> <ul style="list-style-type: none"> <li>- Creative expressiveness             <ul style="list-style-type: none"> <li>① Is the student capable of expressing original and flexible ideas and thinking related to the art?</li> <li>② Is the student capable of applying the knowledge and skills acquired through learning in an area of expertise?</li> </ul> </li> <li>- Problem-solving ability             <ul style="list-style-type: none"> <li>① Is the student capable of proactively identify various issues related to art and/or design?</li> <li>② Is the student capable of proactively identify various social issues?</li> <li>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?</li> </ul> </li> <li>- Logical thinking ability based on extensive knowledge             <ul style="list-style-type: none"> <li>① Are knowledge and experience gained through interdisciplinary education reflected?</li> <li>② Are specialized knowledge and experience in art and/or design reflected?</li> <li>③ Is a broad perspective reflected in the student's thinking?</li> <li>④ Is the student capable of presenting topics related to art and/or design in a foreign language?</li> </ul> </li> <li>- Highly developed sense of communication             <ul style="list-style-type: none"> <li>① Can the student participate in the management of the graduation exhibition and publicly present their works and papers?</li> <li>② Can the student communicate effectively with others through presentations, critiques, workshops, and other formats related to art and/or design?</li> </ul> </li> <li>- Fundamental ability for autonomous and social activities of creation             <ul style="list-style-type: none"> <li>① Is the student capable of cultivating a unique sense of aesthetics through specialized learning?</li> <li>② Has the student deepened their understanding of the significance and role of art and/or design in society?</li> <li>③ Is the student capable of completing works and papers through the study of art and/or design?</li> <li>④ Is the student capable of presenting works and papers at exhibitions, academic conferences, and other events both within and outside the university?</li> </ul> </li> </ul>
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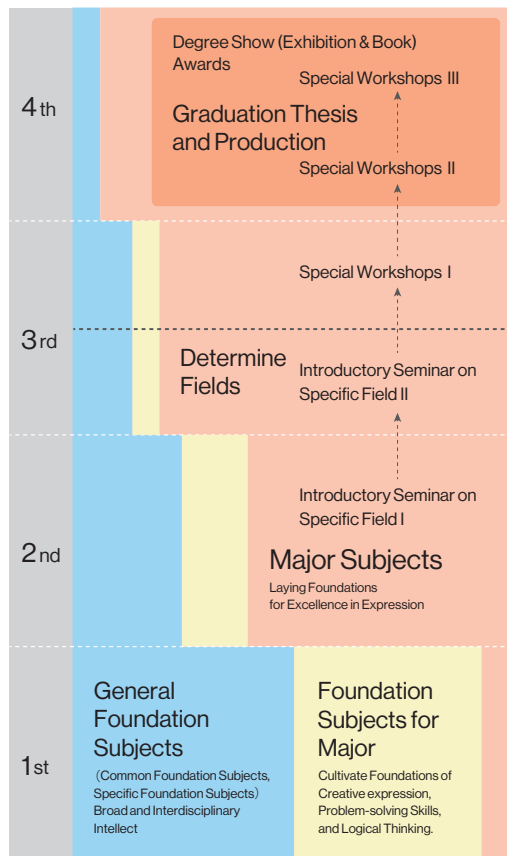
Curriculum Policy

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.

<p><b>Curriculum Design Framework</b></p>	<p><b>General policy</b>                  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</p> <p><b>Course sequence policy</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> </ul> <p><b>Implementation policy</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- 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.</li> <li>- 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.</li> </ul>
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<p><b>Curriculum Design Framework</b></p>	<p><b>About the Japan-Expert (bachelor degree) Program</b>                  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.</p>
<p><b>Teaching and Learning Methods</b></p>	<p>We seek external evaluation through the public exhibition of graduation research and the publication Graduation Research Project work's compilations.</p>

Fostering Creative Wisdom Through General, Specialized Knowledge and Skills



Admission Policy

<b>Desired Student Profile</b>	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.	
<b>Student Evaluation and Selection</b>	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	<p>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.</p> <p>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.</p>
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

<p><b>Academic Support</b></p>	<p>The following activities are conducted to support effective learning.</p> <ul style="list-style-type: none"> <li>- Orientation for new students</li> <li>- Curriculum guidance</li> <li>- Photography training sessions at the workshop studio conducted by technical staff or administrative (technical) assistants</li> <li>- 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.</li> </ul>
<p><b>Opportunities for Peer Interaction</b></p>	<p>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.</p>
<p><b>Opportunities for Student-Faculty Interaction</b></p>	<p>The Student Committee of the School of Art and design, the Class Contact Association, class homeroom teachers, and graduation research advisors diligently 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.</p>

## 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

