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

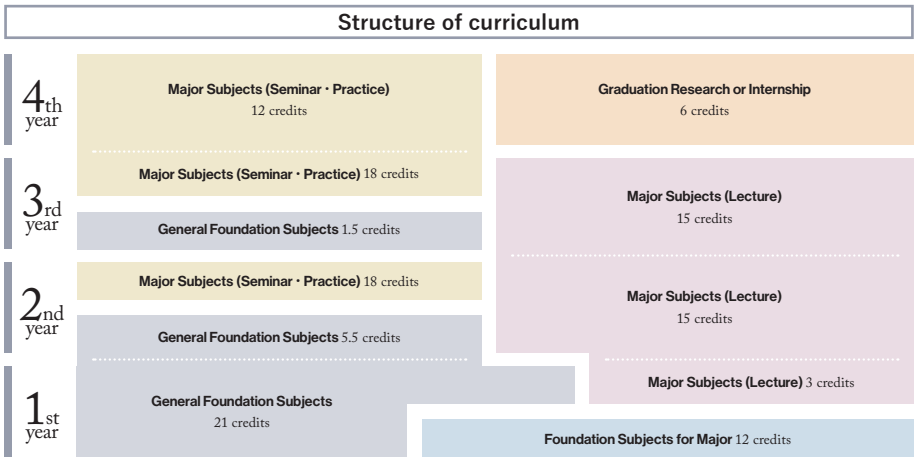
In order to confer the degree of Bachelor of Arts and Sciences, this degree program organizes and implements its curriculum according to the following policies, ensuring that the designated competences (both general and specialized) are systematically cultivated in line with the program's human resource 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.