

Educational purpose

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 Agro-Biological Resource Sciences

■ Bachelor of Bioresource Science

■ Bachelor of Agricultural Science

Educational purpose

In the College of Agro-Biological Resource Sciences, we foster personnel who can contribute to a stable food supply as well as sustainable development and conservation-based use of biological resources in harmony with the environment from a regional and global viewpoint through comprehensive learning related to biological resources that are a foundation for human existence and for safe and enriched lives.

Desired students

Personnel with strong interest in biological resources, 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.

Measures to ensure and improve the quality of education

Class liaison committee meetings are held every semester with participation of class advisors for the first and second years, course instructors, Faculty Development (FD) Committee members 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 instructor 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.

We offer course information sessions for first- and second-year students and laboratory information sessions for third-year students to support smooth progression into the course in the third year and graduation research in the fourth year.

The course requirements for promotion to the third year course and the start of the graduation research in the fourth year are set, and promotion and graduation are approved based on strict grading.

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		

Bachelor of Bioresource Science

Diploma Policy

We grant diplomas for Bachelor of Bioresource Science to persons who have acquired knowledge and abilities (that is, Generic Competences), based on the educational purpose for undergraduate students at the University of Tsukuba and the educational purpose of our school and college. Students must have achieved the following goals in their learning outcomes.

Students have acquired a wide-range knowledge that allows them to substantially understand nature, humanity, and culture.

Students have acquired systematic specialized knowledge related to the use of diverse biological resources, abilities to utilize such knowledge, and abilities for further highly advanced specialized pursuits in graduate schools.

Students have gained abilities and communication competency for understanding different cultures necessary for overseas cooperation in the field of development and the use of biological resources.

Students are able to analyze information and knowledge related to the utilization of biological resources through making use of Information and Communication Technology (ICT) and to receive and dispatch information internally and externally.

Students are motivated to contribute to the development of agriculture and forestry as well as food and environmental problems and have acquired the power to continue their growth even after graduation.

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.

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 learn mandatory subjects for the college, deepen their understanding of agrobiological sciences, and foster an awareness of issues for problem-solving.

During the second year, students acquire competency 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 Bioresource Sciences.

Implementation policy

During the first year, students gain basic knowledge about agrobiological sciences 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.

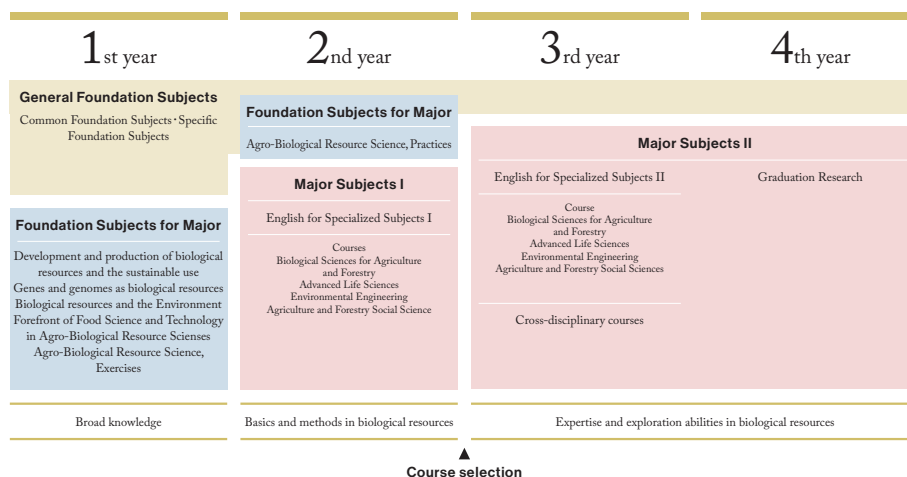
Policy for evaluation of learning outcomes

Faculty members strictly evaluate grades according to the methods described in syllabuses. Moreover, understanding and confirming competences obtained by students are of use for guidance in choosing courses, graduation theses, and career paths.

Characteristics

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 competencies to be developed and curriculums



Bachelor of Agricultural Science

Diploma Policy

We grant diplomas for Bachelor of Agricultural Science to persons who have acquired knowledge and abilities (that is, Generic Competences) based on the educational purpose for undergraduate students at the University of Tsukuba, and the educational purpose of our school and college. Students must have achieved the following goals in their learning outcomes.

Students have acquired a wide-range knowledge that allows them to substantially understand nature, humanity, and culture.

Students have acquired systematic specialized knowledge related to the use of diverse biological resources, abilities to utilize such knowledge, and abilities for further highly advanced specialized pursuits in graduate schools.

Students have gained abilities and communication competency for understanding different cultures necessary for overseas cooperation in the field of development and the use of biological resources.

Students are able to analyze information and knowledge related to the utilization of biological resources through making use of Information and Communication Technology (ICT) and to receive and dispatch information internally and externally.

Students are motivated to contribute to the development of agriculture and forestry as well as food and environmental problems and have acquired the power to continue their growth even after graduation.

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.

General policy

In the first half of the curriculum, students acquire knowledge on a wide range of liberal arts courses and study courses for a specialized field that form the basis for Agricultural Sciences. In the second half of the curriculum, students study specialized and cross-disciplinary courses, participate in internship programs, and improve their expertise by compiling the knowledge in graduation research.

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 learn mandatory subjects for their college in question, deepen their understanding of Agricultural Sciences, and foster an awareness of issues for problem-solving.

During the second year, students acquire competency with methods for deepening specialties through learning basic Major Subjects. At the same time, students expand interdisciplinary views by taking Major Subjects I, a cross-sectional field subject.

During the third year, students deepen their specialties through Major Subjects II. Students concentrate on subjects of the course to which they belong. At the same time, they gain knowledge in associated fields through Major Subjects, cross-sectional field subjects.

During the fourth year, students continue studying Major Subjects II. Simultaneously, we implement the 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 Agricultural Sciences.

Implementation policy

■ During the first year, students gain basic knowledge about agrobiological sciences 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, Practices , and in the second year, students also gain basic knowledge about agrobiological sciences through Agro-Biological Resource Science, Exercises. After that, students learn Major Subjects.

■ Students deepen specialties by systematically studying Major Subjects. 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.

Policy for evaluation of learning outcomes

Faculty members strictly evaluate grades according to the methods described in syllabuses. Moreover, understanding and confirming competences obtained by students are of use for guidance in choosing courses, graduation theses, and career paths.

Characteristics

Students take internship courses to gain work experience in fields related to food production and environmental conservation. This allows them to understand careers where they can make use of their expertise.