

## Educational purpose

We foster personnel leading the unfolding of the 21st century who understand and use various information technologies related to given activities, such as recording, accumulation, sharing, processing, and utilization of knowledge and information as well as the science underlying such technologies. Moreover, we aim to require students to acquire sufficient knowledge and expertise for human intellectual activities and social and cultural foundations as well as from the aspect of science and technology.

# College of Knowledge and Library Sciences

## ■ Bachelor of Arts in Library and Information Science

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### ■ Educational purpose ■

Developing the abilities to use knowledge and information, The Program offers specialized education for associated system of society and techniques. Through learning them, we develop experts who contribute to make strides in the formation, processing, distribution and use of knowledge resources and also professionals who possess a comprehensive perspective extending over human, society and technology and problem-solving ability.

### ■ Desired students ■

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.

## Measures to ensure and improve the quality of education

### Policies and measures for guaranteeing the quality of education

The College expects students 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. In the first year, students take the Progress Report On Generic Skills (PROG) test to understand their own strengths and weaknesses, which will serve as a guide for their personal development at university. 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 class evaluation surveys by students.
- The results of surveys on course enrollment and grade distribution are published.
- The content of the syllabi is reviewed.

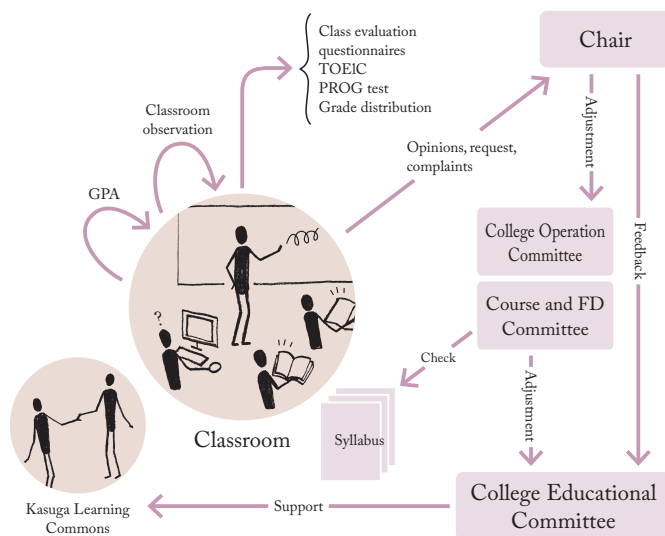
### Educational improvement scheme

The Course and FD Group are responsible for planning and implementation of the overall curriculum.

### Measures for improvement of curriculum

The Course and FD Group take the lead in periodic review of the curriculum contents and link between courses.

### Cycle of improving the learning environment and enhancing educational abilities



# Bachelor of Arts in Library and Information Science

## Diploma Policy

Bachelor of Arts in Library and Information Science will be awarded to those who are recognized as having acquired knowledge and abilities (Generic Competences) to be acquired based on the educational purpose of the University of Tsukuba bachelor's program, and achieved the following achievement goals based on the educational purpose of College of Knowledge and Library Sciences, School of Informatics.

- Must have gained a broad range of foundations in both humanities and science.
- Must understand diverse investigation and analysis methods such as quantitative and qualitative investigation and statistical analysis and be able to make decisions based on the practice and data of them.
- Must have gained the techniques to form and use knowledge resources and data infrastructures.
- Must have gained the skills to provide clearer description of knowledge.
- Must understand the human process of knowledge transfer and sharing from a viewpoint of information science.
- Must have gained the attitude to respect the differences in culture and value and possess ethical view and public spirit.

## Curriculum Policy

As the program to pursue studies for a Bachelor of Arts in Library and Information Science, the curriculum is organized and implemented based on the following policies.

### General policy

Divided into three majors, the curriculum is organized based on the keyword “human” for the major in Knowledge Studies, “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, technology and society/culture in line with the realm of specialty.

### Course sequence policy

In the first year, students learn basic knowledge and techniques through General Foundation Subjects such as knowledge information, information systems and other Foundation Subjects for Major as well as elementary programming, etc. in addition to Multidisciplinary Subjects and foundation subjects such as foreign languages and physical education. In the second year, to further deepen the knowledge and techniques gained in the first year, students take Foundation Subjects for Major, which include the lectures set up for each major theme and Knowledge Information Resources Labs from which students learn techniques. In the third year, students select one of the three majors and take the Major Subjects of the selected one. To develop diverse viewpoints, students are required to take the Major Subjects of other majors in addition to those of the major to which the student belongs. In the fourth year, each student belongs to a relevant research laboratory to conduct graduation research and write a graduation thesis.

### Implementation policy

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. To allow students to understand their studies comprehensively in an applied and practical setting, the curriculum includes seminars and workshops as required subjects for all academic years of students. In addition, “Internship” at a library or company and “International Internship” as an overseas training subject are programmed.

**Policy for evaluation of learning outcomes**

For each of the subjects offered in the College, the achievement target and its corresponding evaluation criteria are clarified in the syllabus so that the grant of credits is based on the reliable evaluation of the target achievement of the subject. To make the evaluation of student performance fairer and more transparent, the target value of performance grade distribution is

defined, and the distribution for each subject will be made public. On the whole, the curriculum is structured to cover the knowledge and abilities required for the grant of diploma, which are shown in the section for the diploma policy.

**Characteristics**

The Kasuga Learning Commons has been set up in the Library on Library and Information Science, where students can seek advice from senior students. The advice given at the Commons includes issues on course-taking planning, daily life, tips for class assignments, report writing, and use of libraries. Students can also receive practical training in system software development through the Embedding Technology Campus OJT and the Education Network for Practical Information Technologies (enPiT) programs.

**Structure of curriculum**

