

School of Art and Design

■ Bachelor of Art and Design

■ Educational purpose ■

School of Art and Design is designed to cultivate experts in art or design who possess interdisciplinary and international perspectives and solid academic ability as well as flexible inspiration and rich expressiveness, filled with creative lifeblood.

■ Desired students ■

We seek those who are enthusiastically pursue training in art and have the motivation to challenge creative activities from social and international points of view and the motivation to contribute to the society by art or design expressions based on the knowledge and means that extend to many areas.

Measures to ensure and improve the quality of education

Assurance of the quality of education

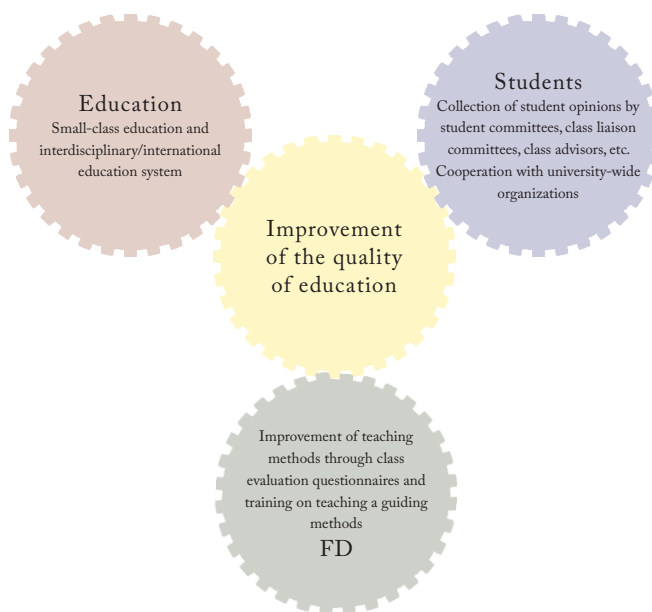
We encourage students to present their works and research at exhibitions and study group meetings both on and off campus. As a result, students are able to recognize their own abilities and faculty members are able to view their teaching objectively, which leads to the improvement of the quality of education.

Reflecting student opinions in educational improvement

Led by the Art Faculty Development (FD) Committee, student class evaluation surveys, as well as research and training on teaching methods and student guidance, are conducted to continuously improve our educational methods.

The Student Committee of the School of Art and Design, class liaison committees, class advisors, and graduation research advisors carefully collect opinions on education from students. In addition, in cooperation with the university-wide organizations, such as the Student Support Center and University Health Center, we support students to ensure their healthy and meaningful student lives.

Measures to ensure and improve the quality of education



Bachelor of Art and Design

Diploma Policy

A Bachelor of Art and Design is granted to those who are admitted to have gained the knowledge and ability (Generic Competences) that should be gained based on the curriculum targets stipulated for the University of Tsukuba's undergraduate degree programs and have reached the following achievement targets as to the learning outcomes in art.

Creative expressiveness

Capable of appropriately expressing ingenious and flexible artistic inspiration and thought by getting the specialized knowledge and skills in art or design into full use

Problem-solving ability

Capable of spontaneously identifying modern problems in art or design and solving them with flexible thought and accurate decision-making using gained knowledge or skills

Logical thinking ability based on extensive knowledge

Capable of logical thinking for diverse issues from a wide perspective developed by interdisciplinary and international education and based on specialized knowledge and experience

Highly developed sense of communication

Capable of communication that produces rich and creative personal relationships using the ability to communicate sensibilities in forms and to cooperate by sharing sensibilities

Fundamental ability for autonomous and social activities of creation

Capable of autonomously continuing the activities of creation as an expert in art or design with the understanding of the meanings and roles of art in the society

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 Art and Design.

General policy

Taking advantage of the features that the artistic education opportunities available through a diverse-field university can offer, the curriculum is designed to cultivate human resources bursting with creative ability with fostering transferable skills that the integration of artistic sensibilities into wide interdisciplinary intellect (generic knowledge and skills) and deep specialized skills (specialized knowledge and skills).

The curriculum builds up the specialized foundations of art through Foundation Subjects for Major, from which students learn the foundations of each of the realms in art and design in a cross-disciplinary manner, and with Major Subjects. Furthermore, students acquire a highly developed sense of communication through the cross-disciplinary subjects that are placed regardless of the academic years of students and the area of expertise.

Course sequence policy

In the curriculum for the first and second years in which foundations and specializations are integrated, the General Foundation Subjects connecting to diverse specialized areas are set up as required subjects to cultivate the base to be flexibly adept at using the creative expressiveness in art, problem-solving ability and logical thinking ability. In addition, the ability to use specialized knowledge is cultivated by learning the foundations in applicable specialized realms and at the same time by selectively taking interdisciplinary and international lectures and seminars.

After the third year, through the lectures, seminars and workshops of more advanced Major Subjects in relevant realms, students develop the outstanding expressiveness and persuasiveness

founded on the logical thinking ability and cross-disciplinary knowledge for use in diverse issues to shift to diploma research with the utilization of these acquisitions.

■ Diploma research

The diploma research, which is the culmination of the four years, serves to assure the independency of the student. With diploma research supervision, each student finds a research theme in his or her own right and thinks and expresses it. In this way, the foundation ability for carrying out the activities of creation autonomously as an expert in art or design is cultivated, and the expressiveness bursting with sensibilities and the communication ability for forming rich, creative human relationships that share perceptions and sensibilities are honed. All diploma research works are publicly exhibited in a public museum out of the university, and with the publication of a diploma research portfolio to solicit social evaluations, excellent works are awarded to be collected in the university.

■ Implementation policy

■ Education that places value on student individuality

In the education in art, student individuality should be respected to a maximum extent. The specialized education in each of the realms is implemented in small classes wherever possible to communicatively help students develop their own distinct personalities.

■ Classes connecting to “actual scenes”

Interdisciplinary curriculums are organized in cooperation with the students and faculty members of all School and communities to provide education that directly connects to actual work, such as those at companies, administrative organizations, museums and education scenes as well as interactions with people for educational purposes so that students develop their high collaboration ability suited to the times and an interdisciplinary perspective.

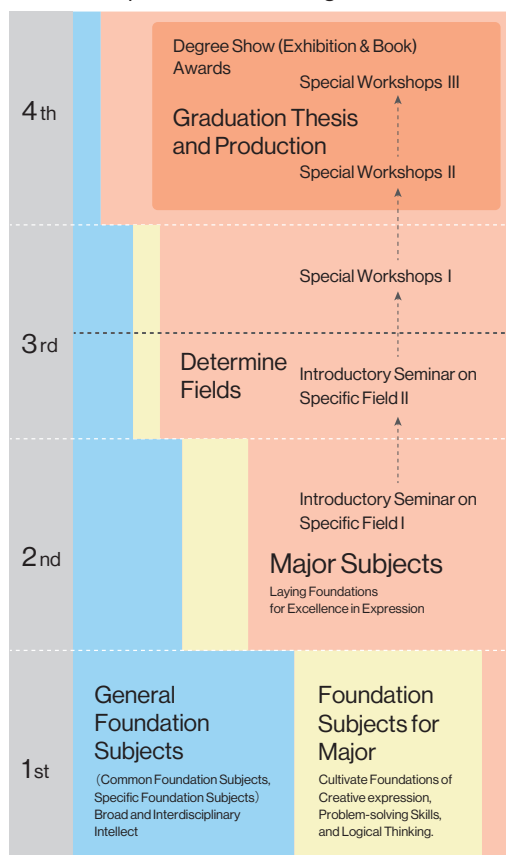
■ Both creative expressiveness and logical thinking ability

Creation and thesis writing are set up as diploma requirements to aim at the acquisition of creative expressiveness through the practice of creation and the acquisition of solid text expressiveness founded on objective and logical reasoning.

■ Development of creative ability based on worldwide points of view

The international communication ability and the creative ability from a worldwide perspective are trained with the use of the opportunities such as

Fostering Transferable Skills Through Generic, Specialized Knowledge and Skills



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an exchange program for studying abroad and research exchanges based on the international exchange agreement, etc., work exchange exhibitions, and international internships.

Policy for evaluation of learning outcomes

Evaluation is made with a diploma research (“thesis” and “work”, or “thesis”) that concentrates or expands learning outcomes. In addition, diploma research is exhibited in public or published into a portfolio in order to solicit external evaluations.

