

Faculty of Agriculture, Department of Environmental Bioscience	
Diploma Policy	<p>The Department of Environmental Bioscience confers a bachelor's degree (in agriculture) to a student who has acquired the abilities listed below in accordance with our founding spirit, the Faculty's objective in developing human resources :Our mission is to cultivate human resources who can contribute to society with a broad base of specialized expertise, grounded in the life sciences, food/health sciences, and environmental sciences, and capacities for insight, creativity, and practical action; and the Department's objective in developing human resources :Our mission is to cultivate human resources who can understand the environmental issues affecting living organisms on a global scale and contribute to the realization of a sustainable society of harmonious coexistence between organisms, humans, and nature; and earned the Department's required minimum number of credits (124).</p> <p>(1) A strong educational background, language skills, communication abilities, presentation skills, respect for nature and living organisms, high ethical standards, and a rich sense of humanity.</p> <p>(2) Broad specialized expertise and basic analytical abilities in environmental bioscience (ecosystem conservation, environmental chemistry, biofunctional chemistry, and green space landscaping) and the creative capacity to create environments where organisms, humankind, and nature can exist in harmony.</p> <p>(3) The ability to explore and solve problems in the fields of ecosystem conservation, environmental chemistry, biofunctional chemistry, and green space landscaping, a determination to continue actively tackling issues pertaining to biodiversity and environmental conservation throughout life, and the ability to thrive in a variety of fields.</p>
Curriculum Policy	<p>The Department of Environmental Bioscience designs its curriculum, comprising Liberal Arts Education and Specialized Education, to accomplish the Department's objective in developing human resources and nurture students with the qualities and abilities stated in the diploma policy. Students are required to earn a certain number of credits in each component of the curriculum, which serves to establish a broad educational background and foundation of basic knowledge that enable students to develop the abilities for thriving in various fields.</p> <p>(1) Liberal Arts Education, which comprises Basic Subjects, Humanities and Social Science Subjects, Natural Science Subjects, Verbal Communication Subjects, Information Technology Subjects, Health and Sports Subjects, and Career Education Subjects, helps students develop a strong educational background, language skills, communication abilities, presentation skills, respect for nature and living organisms, high ethical standards, and a rich sense of humanity.</p> <p>(2) Specialized Education comprises a group of Basic Education Subjects and Specialized Education Subjects, establishing an integrated, systematic framework of subjects that help students progress sequentially from basic knowledge to applied studies. In addition to featuring lecture-based classes on theory and knowledge, the Specialized Education curriculum also includes lab experiments, practice labs, and seminars that further nurture students' abilities to learn independently. The Specialized Education curriculum also focuses on interactive learning across the subject spectrum, forming strong student-instructor connections and fostering a more independent, self-motivated approach to learning.</p> <p>(3) The Department's Specialized Education culminates in the final two years of the curriculum, when students join laboratories (year 3) and then do their Graduation Research under the guidance of their advisors (year 4). Graduation Research also gives each student an opportunity to select a research topic of his or her choice, thereby respecting the individuality of each learner. In addition, the Graduation Research framework requires each student to formulate his or her own research plan by gathering a broad range of information through discussions with instructors and fellow students. After conducting experiments and analyses, students must then compile their findings and give a Graduation Research presentation at the end of the academic year. The Graduation Research process, a multi-stage sequence of academic inquiry, allows students to develop the abilities to explore issues, create solutions to problems, put their knowledge into practice, express themselves, develop their ethical perspectives, and collaborate with others.</p> <p>(4) In order to ensure that the policy functions effectively and both improves and enriches the quality of student learning, the Department sets a maximum number of credits that a student can register for in a given academic year and also enforces minimum credit requirements for progressing to years 3 and 4 in the curriculum. The Department also releases syllabuses for the courses offered, including class plans, learning objectives, and grading standards. In addition, the Department requires each student to create and analyze portfolios and learning outcomes in accordance with the diploma policy, a process that facilitates self-learning, and uses the GPA system (an international set of standards for evaluating academic performance) for the purpose of academic guidance by advisors.</p>
Admission Policy	<p>The Department of Environmental Bioscience admits applicants who understand the Department's objective in developing human resources and have acquired the following abilities and attitudes through prior education such as high school education.</p> <p>(1) A basic knowledge of biology, chemistry, physics, mathematics, Japanese, English, and other fields, which form the basis for studying in the Department, and the ability to apply that knowledge.</p> <p>(2) A strong interest in studying and ambition to study academic disciplines relating to ecosystem conservation, environmental chemistry, biofunctional chemistry, green space landscaping, and other fields.</p> <p>(3) A drive to explore problems, the ability to learn actively, continuously, and cooperatively, and an ambition to continue learning throughout life.</p>