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| | Animal Science Program |
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Specifications for Major Program
Name of School (Program) [School of Applied Biological Science comprises]

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| Program name (Japanese) | |
| (English) | Animal Science Program |

1 Degree to be obtained: Bachelor of Agriculture

2 Overview

In the five major programs of the School of Applied Biological Science (Integrated Ecoscience Program, Fisheries Biology Program, Animal Science Program, Food Science Program, and Applied Molecular and Cellular Biology Program), the aim is to enable students to acquire a wide range of knowledge and wisdom in the realms of natural and social sciences related to applied biology. Specifically, we provide education that allows students to acquire basic knowledge regarding biotic resources and food production, biotechnology, and protection of the biological environment; gain experience in field science; understand bioethics and engineering ethics; and obtain capabilities in foreign languages such as English and in data processing.

In the Animal Science Program, education is provided by faculty members belonging to six educational subjects (animal breeding and genetics, animal reproduction, animal nutrition and feeding, animal behavior and physiology, animal histophysiology, and Saijo Station (terrestrial field science)) enabling students to acquire basic knowledge and skills regarding animal production and use, and to be capable of widely considering issues in related areas, and of solving problems. To achieve the goal described above, in this program students study to develop their understanding of matters such as animal physiology; the development of useful new functions; the theory and technology for healthy, modern production; the relationship between nature, human beings, and animals; and the use of products for food. Students gain knowledge and skills related to these areas by attending lectures, and they also acquire intellectual and practical abilities by conducting practical fieldwork and animal experiments. In addition to this, they broaden their international perspective by participating in the foreign text reading course. Furthermore, students improve their abilities comprehensively by undertaking graduation research.

This program aims to enable students to develop basic capabilities that can be used in areas of animal production related to such issues as the increased production and stable supply of animal food resources that are superior in quality and safety, the application of animal resources for improving the natural environment and human life, and the enhancement of an international outlook and engineering ethics.

The students educated in the program are expected to go on to graduate school, or to become researchers and specialists with an international outlook working in institutions such as the public office for agriculture and fisheries, or in business fields related to foods and chemical/pharmaceutical products.

3 Diploma policy (policy for awarding degrees and goal of the program)

The Animal Science Program aims to develop professionals who are capable of working as specialists in fields related to issues such as the increased production and stable supply of animal food resources that are superior in quality and safety, and the application of animal resources for improving the natural environment and human life. Therefore, in this program, the degree of Bachelor of Agriculture will be awarded to students who have earned the required credits and certification to satisfy the specified level of achievement, passed the examination that is administered by the School of Applied Biological Science, and acquired the following abilities.

Through liberal arts education, the student is required to acquire:

practically use and apply these skills; and

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Good) (Good)

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| (Good) | 1.00 1.99 |

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| 60 | 69 | | |

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| <p>(c)</p> | <p>advice and recommendations.</p> <p>8. The course committee that takes the responsibility for execution of the major program is engaged in the process of "act."</p> <p>9. The Course committee and the education affairs committee of the school prepare and execute a plan for improvement taking into consideration the report, advice, and recommendations that are provided by the education reform promotion committee after the “check” process.</p> <p>The course committee, the education affairs committee of the school, and the education reform promotion committee cooperate with one another to execute their roles with responsibility in the "plan", "do", "check", and "act"cycle in order to improve the education provided by the school.</p> <p>(2) Evaluation of the program</p> <p>(a) Perspectives for evaluation of the program</p> <p>This program is evaluated from the perspectives of "educational effectiveness" and "social effectiveness."</p> <p>The "educational effectiveness" is evaluated by the effects of the implementation of the program on the educational achievement of the students.</p> <p>The "social effectiveness" is evaluated by the effects of educational achievement in the program on society.</p> <p>(b) Evaluation method</p> <p>In this program, achievement in the program is evaluated from the perspectives described above for students in the second semester of the fourth year.</p> <p>For "educational effectiveness", the results and achievements of the students who took the program are evaluated comprehensively by the group of faculty members who are engaged in the execution of the program. Also, the level of achievement of all the students is evaluated and reviewed.</p> <p>“Social effectiveness" is evaluated based on such things as the rate of employment in corporations that have a close connection with the contents of this program, and the pass rate in public servant examinations. We regularly request a member of human resources staff from a company that mainly employs students from this program to evaluate the program. In addition to this, we request graduates of this program to evaluate their own achievement and that of program. The staff working in companies and other graduates are requested to provide evaluation and advice regarding whether the class subjects and their contents in this program had a positive effect on their social activities, whether the contents of the classes appropriately corresponded to changes in science, technology, and society, and any additional class subject that may be required in the future.</p> <p>(c) Policy and method for feedback to students</p> <p>The education reform promotion committee regularly conducts surveys and interviews for students to review and evaluate the program, improve the contents of the program, and provide advice and recommendations for improvement.</p> |
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| | | | <p>Elective subjects: At least credits must be obtained.</p> <ul style="list-style-type: none"> • Students are required to take subjects from elective subjects of the Program appearing in the Table. • Specialized subjects from other Applied Biological Science programs outside the table can be included in the elective subjects. • Up to credits obtained from specialized subjects at another School and from subjects offered by the AIMS Program completed at the dispatch destination can be included in the credits required for graduation. • Credits obtained from Liberal Arts Education Subjects and subjects related to the teaching profession cannot be included in the credits required for graduation. |
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[No. of credits required for graduation]

credits (Liberal Arts Education Subjects: 4 credits + Basic Specialized Subjects: 24 credits + Specialized Subjects: 56 credits)

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The liberal arts education in this Program plays the role of creating an academic foundation for specialized education to enable students to develop a voluntary and independent learning attitude; to cultivate scientific thinking based on their ability to gather information, their analytical capacity, and critical powers; to gain deep insight into the nature of and background to things from a broad perspective; to strengthen their language skills to enable them to live as an international person and to develop their interest in peace; to integrate their extensive knowledge into a body of knowledge truly useful for solving problems; and to develop the ability to look at things from a comprehensive perspective.

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| 1 | | | (◎) | (○) | (◎) | | Graduation thesis (◎) | Graduation thesis (◎) | Graduation thesis (◎) |
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| | | | (◎) | (○) | (○) | Animal Welfare (◎) | Animal Production System (○) | | |
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| | | | | | (◎) | Genetic Diversity in Animals (○) | Feed Science (○) | | |
| | | | | | Animal Reproduction (◎) | Developmental Engineering (○) | Farm Animal Management (○) | | |
| | | | | | Animal Nutrition (◎) | Environmental Animal Physiology (◎) | Animal Production System (○) | | |
| | | | | | Animal Functional Anatomy (◎) | Feed Science (○) | Laboratory Animal Science (○) | | |
| | | | | | Practice for Animal Breeding and Genetics (◎) | Animal Physiology and Production (○) | Animal Pharmacology I (○) | | |
| | | | | | Laboratory Work in Animal Reproduction (◎) | Grassland Farming (○) | Animal Pharmacology I (○) | | |
| | | | | | Laboratory Work in Animal Functional Anatomy (◎) | Practice in Animal Nutrition (◎) | | | |
| | | | | | (○) | Practice of Environmental Physiology (◎) | | | |
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| | | | | | (◎) | Developmental Engineering (○) | Animal Production System (○) | | |
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| | | | | | Animal Nutrition (◎) | Animal Welfare (◎) | Animal Pharmacology I (○) | | |
| | | | | | Animal Functional Anatomy (◎) | Feed Science (○) | Animal Pharmacology I (○) | | |
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| | | (◎) | (◎) | | Animal Functional Anatomy (◎) | Environmental Animal Physiology (◎) | Animal Production System (○) | | | |
| | | (○) | (◎) | | (◎) | Animal Welfare (◎) | Laboratory Animal Science (○) | | | |
| | | (○) | | | Practice for Animal Breeding and Genetics (◎) | Feed Science (○) | | | | |
| | | | | | Laboratory Work in Animal Reproduction (◎) | Animal Physiology and Production (○) | | | | |
| | | | | | Laboratory Work in Animal Functional Anatomy (◎) | Grassland Farming | | | | |
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