

For entrants in FY 2019

Attachment Form 1

Description of Major Program

Name of Faculty (Department) [School of Applied Biological Science (Department of Applied Biological Science)]

Name of Program	Molecular Agro-Life Science Program
Degree to be obtained: Bachelor of Agriculture	
<p>The School of Applied Biological Science aims to educate students to acquire a wide range of knowledge and understanding in the realms of the natural and social sciences related to applied biology. Specifically, we provide education that allows students to acquire basic knowledge regarding food production, biotic resources, biological environment and biotechnology, gain experience in field science, understand bioethics and engineering ethics, and gain abilities in foreign languages, such as English, and in data processing.</p> <p>In the Molecular Agro-Life Science Program, the education is provided by faculties involved in areas represented by five keywords (genome science, biological material, systemic life, health care, biotechnology) to students to develop the capability for casting light on the functionality of organisms from the view point related to low molecule chemical compounds and biopolymers such as genes and proteins. In this Program, furthermore, cells and organelles are characterized as an assembly of organic molecules and students study the natural phenomena generated by those molecules in a cell and an individual organism. This Program covers all the lives including microorganisms, animals and plants and tries to understand the lives of those organisms within the context of the entire ecosystem. The academic areas that constitute the core of this Program are characterized as "basic areas that constitute the base of practical science" that is evolved from the view point of molecular biology to the state-of-art technology in agricultural science. Students are allowed to start the course from the basics to acquire the capability of applying their knowledge and skills for development of innovative technologies in areas such as food resource production and health care when he/she graduates from the Program.</p> <p>To carry out this Program, faculties of this Program establish a horizontal network to provide education that is oriented towards application of biology. Individual faculties in this Program have generated research results that are highly valued globally, therefore students are allowed to acquire the basic knowledge and skills while experiencing the cutting edge of findings and broaden the point of view to areas of application.</p> <p>This Program educates students to become experts who have acquired a higher level of expertise in the graduate school after this program or a research worker and a specialist with an international point of view in such as a public office for agriculture and fisheries or in business fields related to agriculture, foods, and chemical and pharmaceutical products.</p>	
<p>Diploma policy (policy for degree conferment and target to be achieved in program)</p> <p>The Molecular Agro-Life Science Program aims to enable students to acquire the basic knowledge, expertise, and skills related to the natural phenomena generated by organic molecule, cell, individual organisms, and population that constitute the foundation of the applied biology to develop human resources who are capable of working as a scientist in such as a company, college, and public organization. Therefore, in this program, the degree of Bachelor of Agriculture</p>	

will be awarded to students who acquire the capabilities described below, earn the required credits and to satisfy the specified achievement level, and pass the examination that is administered by the School of Applied Biological Science.

Through liberal arts education subjects:

- (1) The ability to study autonomously; the ability to collect, analyze, and criticize data; and putting these abilities into practice;
- (2) Insight, from a broad perspective, into the essentials and the background of phenomena, and the linguistic ability and concern about peace which are required for a citizen of the world;
- (3) The ability to identify a problem based on broad knowledge, integrate findings to establish a "knowledge system" that is really useful for problem solving, and examine phenomena from a top-down perspective based on this integrated knowledge; and
- (4) General and basic knowledge of science that enables the student to develop the knowledge and skills required for application in any of the specialty fields of applied biological science.

Through the specialized fundamental subjects for specialized education, the student is required to acquire:

- (5) The ability to understand cutting-edge topics, as well as the basic ideas related to organisms and the biosphere;
- (6) The ability to understand the value orientation and relevance to a globalized society of applied biology, and the importance of communication and consensus building in relation to the application of scientific results; and
- (7) Understanding of problems regarding research misconduct and the importance of research and engineering ethics.

Through the specialized education in this program, the student is required to acquire:

- (8) Systematic and hierarchical knowledge and understanding regarding physiology of microorganisms, plants, and animals and functionality of living bodies from the level of molecule and cell to that of the individual organism and ecosystem;
- (9) Data collection and analysis capabilities and systematic skills for research in the academic fields regarding molecule, cell, functionality of living bodies, and ecosystem and ability to practically use and apply those fundamental skills; and
- (10) Capability of applying such as the knowledge, skills, and attitude that he/she has obtained in an integrated manner to solve problems that he/she identifies and logically present the conclusion orally or in writing and discuss with the other persons in the area that studies functionality of a cell and living body from the molecular point of view.

Curriculum policy (policy for arranging and executing the educational courses)

To enable students to achieve the targets that are defined for the Molecular Agro-Life Science Program, the educational courses are organized and executed according to the following policies:

- (1) Courses in the liberal arts education aim to develop a wide-ranging and in-depth education and general intelligence, and to foster in students a depth of humanity and desire for peace. They also aim to develop practical foreign language abilities, an international perspective, the ability to understand different cultures, and the ability to utilize information and communication. In addition to this, courses in fundamental subjects are incorporated into the liberal arts education in order to develop professionals with the basic scientific knowledge and skills required for application in any of the specialty fields of applied biological science.
- (2) Courses in special education develop basic capabilities related to biology and the biosphere through the "specialized fundamental subjects" that are common for all courses at the School of Applied Biological Science. The courses include exercises abroad, internships, field exercises, and lectures regarding scientific and engineering

ethics in order to develop the ability to make a hypothesis and basic, practical capabilities required for activities undertaken in leading positions in the international and/or local community. The courses also aim to develop the ability to understand problems regarding research misconduct and the importance of research and engineering ethics.

- (3) The "specialized subjects" provided in the specialized education in this Program are categorized in "base subjects" in which students study molecular biology regarding organic molecule, cell, individual organism, and population and "advanced subjects" in which the molecule biology is applied and developed to provide systematic education with continuity. They aim to develop capabilities for understanding natural phenomena from the view point of molecular biology and developing the understanding for practical science. In addition to that, this Program provides subjects of "exercise and practicum" in which Problem-based Learning (PBL) is conducted for identifying and solving problems to allow students to acquire skills and attitudes that he/she can widely use and apply in areas of agricultural science. In addition to that, students develop general capabilities for problem solving including skills for communication, presentation, and practical foreign language capability while preparing his/her "graduation thesis."
- (4) Achievement in education is evaluated based on the grade scores for the subjects and the achievement level against the target defined for this program.

Start time and acceptance conditions

The School of Applied Biological Science holds the entrance examination collectively for the Department of Applied Biological Science. Students mainly take the liberal arts curricula that are held for the whole of the university (seminar for developing intelligence, subject regarding peace, introduction to university education, foreign language study, data processing study, disciplinary subjects, and subject regarding health & sports) in the first and second semesters of the first year and the first semesters of the second year. Assignment of students to the Molecular Agro-Life Science Program is actually conducted in the second semester of the second year.

Students study the fundamental subjects for one year after entering the university to acquire the basic knowledge required for studying the expertise. Then they mainly study the specialized fundamental subjects common for the all students of School of Applied Biological Science in the second semester of the second year. Particularly, they take the subjects of Laboratory Work in General Chemistry, Laboratory Work in General Physics, and Laboratory Work in General Biology I & II (including computer exercise) as those regarding experiments that are common for all students of the School of Applied Biological Science that consist of to get basic training for experiments in a wide area that is commonly required for the students of the School of Applied Biological Science. Students acquire a wide range of intelligence, capability in foreign languages such as English, data processing skills, basic knowledge common for the students of the School of Applied Biological Science, understanding for bioethics and ethics of science by the first semester of the second year to allow themselves to understand the aim and characteristics of each major program and select the most appropriate program.

Students are allocated either of four major programs (Integrative Hydrospheric Science Program, Applied Animal & Plant Science Program, Food Science Program, and Molecular Agricultural Biology Program) based on his/her wish and achievement level in the second semester of the second year. Students who enter the university in the fiscal year are equally divided into four programs in principle. The digits after a decimal point are rounded up.

The student must meet the specified "requirements for allocation to the program" if he/she wishes to be allocated to the program.

Available qualification

- (1) Educational personnel certification: Type 1 License for High School Teacher (science)
- (2) Curator License
- (3) Appointment qualification for food sanitation supervisor and food sanitation inspector
* For details of acquisition of those qualifications, refer to the "Students Handbook."
- (4) Qualification for examination for Class A hazardous materials engineer

7. Class subjects and their contents

* For the class subjects, refer to the subject table in Attachment 1.

* For the details of the class subjects, refer to the syllabus that is published for each academic year.

Achievement evaluation	Numerical conversion	8. Academic achievement
S (Excellent: 90 or more points)	4	The evaluation criteria are specified for each academic achievement evaluation item, and the achievement level against the criteria is determined at the end of the semester.
A (Very good: 80 - 89 points)	3	The evaluation score for each evaluation item is converted to a numerical value (S = 4, A = 3, B = 2, and C = 1), and the evaluation standard for academic achievement, from when the student entered the university to the end of the semester, is determined using these values while applying weightings. The evaluation standards consist of three
B (Good: 70 - 79 points)	2	
C (Passed: 60 - 69 points)	1	

levels, i.e. Excellent, Very Good, and Good.

Study achievement	Evaluation standard
Excellent	3.00 - 4.00
Very Good	2.00 - 2.99
Good	1.00 - 1.99

* Refer to the relationship between evaluation items and evaluation criteria described in Attachment 2.

* Refer to the relationship between evaluation items and class subjects described in Attachment 3.

* Refer to the curriculum map in Attachment 4.

9. Graduation thesis (graduation research) (meaning, student allocation, timing, etc.)

(1) Purpose

The graduation research in this program (Graduate Thesis) aims to allow the student to dedicate himself/herself to cutting-edge research in order to systematically gain understanding of problems and their background in the field of applied biological science, as well as to acquire comprehensive capabilities while analyzing and considering the obtained results and presenting the results in English both orally and in writing.

(2) Overview and meaning

Students conduct the graduate research under the guidance of their supervisor. Through their graduation research, students engage with the process consisting of understanding the situation (comprehension ability and intelligence), identification of problems (analysis ability and insight), and presentation of the results (proposal and execution

ability), and, by doing so, they acquire the capability and skills required to work as experts after their graduation.

Students learn the basic concepts and attitude fundamentally required for research activities, establish a plan for their research, study methods for the research and experiments, and carry out the research under the instruction of their supervisor. Furthermore, students review the results obtained in the research and define targets for the further research. Students experience a series of research processes in order to have the chance to observe research activities at the cutting edge. They prepare a graduation thesis based on the study results and submit it before the specified date.

(3) Timing and method for determining the supervisor

The supervisor is determined in the 2nd semester of the 3rd academic year.

The supervisor is determined under the guidance of the tutor. The tutor holds a guidance seminar for students to explain the specialties of each member of faculty. The tutor also instructs students to attend the presentation assembly for graduation theses and Masters theses in order to understand the details of research done by faculty members. Students visit a faculty member who he/she wants to choose as supervisor, and learn about the details of the graduation thesis and environment of the laboratory. Supervisors are designated after the tutor considers students' wishes and makes adjustments. Then the faculty committee of the program approves the designated supervisors.

10. Responsibility

(1) Responsibility for PDCA (plan, do, check, and act) cycle

The education affairs committee of school and the faculty members who provide the lectures are engaged in the processes of "plan" and "do"

The faculty committee of the program plans and executes the major program on their own responsibility. A chief faculty member is designated as the supervisor of the program.

The education affairs committee of the school exercises control over the major programs provided in the school.

The education affairs committee of the department consists of members who are elected for each program, a chairman who is chosen by the school, and another member.

The education reform promotion committee is engaged in the process of "check."

The education reform promotion committee consists of members who are elected in each program, a chairman who is chosen by the school, the chairman of the education affairs committee of the school, an assistant chief of the graduate course, and the other member(s).

The education reform promotion committee reviews and evaluates the major programs provided in each program, reports the results to the education affairs committee of the school and the programs, and provides advice and recommendations.

The faculty committee of the program that takes the responsibility for execution of the major program is engaged in the process of "act."

The faculty committee of the program and the education affairs committee of the school prepare and execute a plan for improvement taking the report, advice, and recommendations that are provided by the education reform promotion committee after the check process into consideration.

A tutor is designated for each program to provide direction regarding study and life.

A supervisor is designated in to each student in the program to provide guidance regarding the graduation thesis. The mentor guides the students through the process of the graduation research until they graduate.

The faculty committee of the program, the education affairs committee of the school, and the education reform

promotion committee cooperate with each other to execute their roles with responsibility in the cycle of "plan", "do", "check", and "act" to improve the education provided at the school.

(2) Evaluation of program

Viewpoints for evaluation of program

The Molecular Agro-Life Science Program is evaluated from the viewpoints of "educational effectiveness" and "social effectiveness."

The "educational effectiveness" is evaluated by effects of the program execution on educational achievement in students.

The "social effectiveness" is evaluated by effects of the educational achievement in the program on the society.

Evaluation method

In this program, the achievement in the program is evaluated from the viewpoints described above for students in the second semester of the fourth year. For the "educational effectiveness", the results and achievement 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. The "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 human resources staff member of a company that employs mainly students of this program to evaluate this program. In addition to that, we request graduates of this program to evaluate both their own achievement and that of the program. The staff in the company and graduates are requested to provide evaluation and advice regarding whether the class subjects and their contents in this program were effective for social activities, whether the contents of class appropriately corresponded to the changes in science, technology, and society, and any class subjects that would be required for the future.

Policy and method for feedback to students

The education reform promotion committee regularly conducts inquiries and interviews for students to review and evaluate the program, improve the contents of the program, and provide advice and recommendations for improvement.

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ക്രമ നമ്പർ	പേര്	പദനം	പദം	നിലവാരം	സ്ഥലം	പരീക്ഷണ							
						1 st ഘട്ടം		2 ^d ഘട്ടം		3 ^d ഘട്ടം		4 th ഘട്ടം	
						മുൻ	പിൻ	മുൻ	പിൻ	മുൻ	പിൻ	മുൻ	പിൻ
	പേര്	2		2	പേര്								
	പിൻ നമ്പർ	2	പിൻ നമ്പർ	2	പേര്								
	പേര്	2	പേര്	2	പേര്								

ക്രമ നമ്പർ	പേര്	പദനം	പദം	നിലവാരം	സ്ഥലം	പരീക്ഷണ							
						1 st ഘട്ടം		2 ^d ഘട്ടം		3 ^d ഘട്ടം		4 th ഘട്ടം	
						മുൻ	പിൻ	മുൻ	പിൻ	മുൻ	പിൻ	മുൻ	പിൻ
	പേര്	2	പേര്	1	പേര്								
	പിൻ നമ്പർ	2	പേര്	1	പേര്								
	പേര്	4	പേര്	1	പേര്								
	പേര്	4	പേര്	1	പേര്								
	പേര്	4	പേര്	1	പേര്								
	പേര്	4	പേര്	1	പേര്								
	പേര്	2	പേര്	2	പേര്								
	പേര്	9	പേര്	1 o 2	പേര്								
	പേര്	2	പേര്	1 o 2	പേര്								
	പേര്	4	പേര്	2	പേര്								
	പേര്	4	പേര്	2	പേര്								
	പേര്	4	പേര്	2	പേര്								
	പേര്	4	പേര്	2	പേര്								

		<p>“Experimental Methods and Laboratory Work in Physics I”,</p> <p>“Experimental Methods and Laboratory Work in Physics II”,</p> <p>“Experimental Methods and Laboratory Work in Chemistry I”,</p> <p>“Experimental Methods and Laboratory Work in Chemistry II”,</p> <p>“Experimental Methods and Laboratory Work in Biology I”,</p> <p>“Experimental Methods and Laboratory Work in Biology II” (Note8)</p>	<p>a</p> <p>b</p>	<p>c</p> <p>d</p>								
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Table of Registration Standards(Specialized Fundamental Subjects)

Integrative Hydrospheric Science Program, Applied Animal and Plant Science Program, Food Science Program, Molecular Agro-Life Science Program

Type	Subject type	Required No. of credits	Class subjects	No. of credits	Year in which the subject is taken															
					1 st grade		2 nd grade		3 rd grade		4 th grade									
					Springs	Fall	Springs	Fall	Springs	Fall	Springs	Fall								
Specialized Subjects	Specialized Fundamental Subjects	24	Introduction to Applied Biological Sciences	2																
			Introduction to Microbiology	2																
			Introduction to Molecular Biochemistry	2																
			Agricultural Production Resources	2																
			Physics for Applied Biological Science	2																
			Ethics of Science and Technology	2																
			Statistics in Biology	2																
			Environmental Sciences for Bioproduction	2																
			Laboratory Work in General Biology I	1																
			Laboratory Work in General Biology II	1																
			Laboratory Work in General Chemistry	1																
			Laboratory Work in General Physics	1																
			Required Subjects: Total 20 credits																	

			Seminar in Field Science	2								
			Research Front of Applied Biological Sciences	2								
			Introduction to Physiology	2								
			Public Health	2								
			Elective Required Subjects Take 4 credits from above subjects (Redundant credits over 4 credits move to Elective Subjects in each Program)									

			<p>Elective Required Subjects: Take 12 credits from above subjects (Redundant credits over 12 credits move to Elective Subjects)</p>
			<p>Elective Subjects: At least 17 credits must be obtained.</p> <p>Specialized subjects from other Applied Biological Science programs can be included in the elective subjects.</p> <p>Up to 12credits 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.</p> <p>Credits obtained from Liberal Arts Education Subjects and subjects related to the teaching progression cannot be included in the credits required for graduation.</p>
	Total	124	

[Credits required for graduation] 124 credits (44 credits for liberal arts education subjects + 24 credits for specialized fundamental subjects + 56 credits for specialized subjects)

Results of study in Food Science Program

Relation between evaluation items and evaluation criteria

		Excellent	Very Good	Good
(1)	Ability for comprehensive and cross-disciplinary thinking and knowledge / understandings required to see a phenomena from a broad, top-down perspective and to take action for solving problems regarding the specialized area.	Has superior ability for comprehensive and cross-disciplinary thinking and capability to see a phenomenon from a broad, top-down perspective and to take action for solving problems regarding the specialized area.	Has sufficient ability for comprehensive and cross-disciplinary thinking and capability to see a phenomenon from a broad, top-down perspective and to take action for solving problems regarding the specialized area.	Has basic ability for comprehensive and cross-disciplinary thinking and capability to see a phenomenon from a broad, top-down perspective and to take action for solving problems regarding the specialized area.
(2)	Basic knowledge and understanding required for acquiring expertise	Has fundamental knowledge and profound understanding required for acquiring expertise, and is capable of explaining this knowledge while	Has fundamental knowledge and profound understanding required for acquiring expertise, and is capable of sufficiently explaining this knowledge	Has fundamental knowledge and profound understanding required for acquiring expertise, and is capable of providing basic explanation of this
(3)				
(1)				

~ i i i i s i t t y v e	Ability to organize own ideas, demonstrate comprehension based on those ideas, logically represent own conclusion orally or in a document, and exchange ideas in areas in which themes regarding functions of organic molecule, cell, individual organism, and population are discussed from view points related to molecules.	Capable of organizing own ideas, demonstrating comprehension based on those ideas, logically representing own conclusion orally or in a document, and exchanging advanced ideas in areas in which themes regarding functions of organic molecule, cell, individual organism, and population are discussed from view points related to molecules.	Capable of organizing own ideas, demonstrating comprehension based on those ideas, logically representing own conclusion orally or in a document, and sufficiently exchanging ideas in areas in which themes regarding functions of organic molecule, cell, individual organism, and population are discussed from view points related to molecules.	Capable of organizing own ideas, demonstrating comprehension based on those ideas, logically representing own conclusion orally or in a document, and exchanging ideas in areas in which themes regarding organic molecule, cell, individual organism, and population are discussed from view points related to molecules.
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Role of liberal arts education in this program

The liberal arts education in this program aims to build both the language skills and the academic foundation required for the specialized education. It develops not only a capability for studying autonomously and a scientific intelligence based on the ability to collect, analyze and criticize data, but also language skills that allow the student to exchange ideas with others in English. Also, it enhances insight from a broad perspective for the essentials and the background of phenomena, and the linguistic ability and concern for peace which are required for a citizen of the world. It enables students to acquire the ability to integrate findings and establish a "knowledge system" that is really useful for problem solving, and to examine phenomena using a top-down perspective based on this integrated knowledge.

Attachment 4

Curriculum map for Food Science Program

Study achievement Study achievement		1st year		2nd year		3rd year		4th year		
		1st semester	2nd semester	3rd semester	4th semester	5th semester	6th semester	7th semester	8th semester	
K n o w l e d g e & u n d e r s t a	D Basic knowledge and understanding required for acquiring expertise	Seminar for developing intelligence (E.)								
		Introduction to University Education (E.)	Research Front of Applied Biological Sciences (E•)							
		Peace Science Courses (E.)	Introduction to Molecular Biochemistry (E.)							
		Area Courses subject (E•)								
		Basic Calculus / Elements of Calculus (E.)	Organic Chemistry (E.)	Environmental Sciences for Bioproduction (E.)				Public Health (E•)		
		General Chemistry / Basic Concepts of Chemistry (E.)	Cell Science (E.)	Statistics in Biology (E.)						
		Introduction to Applied Biological Science (E.)	Species Biology (E.)							
		Introduction to Microbiology (E.)	Agricultural Production Resources (E.)	Introduction to Physiology (E•)						
			Physics for Applied Biological Science (E.)							
			Ethics of Science and Technology (E.)							
	Seminar in Field Science (E•)									

Attachment 5

氏名	職名	〒	室	Eメール
Muneharu Esaka	◎	7927	A706	mesaka>hiroshima-u.ac.jp
Shiji Ohta	◎	6537	School of Integrated Arts and Sciences C224	ohta>>hiroshima-u.ac.jp
Yoshihiro Sambongi	◎	7924	A702	sambongi>hiroshima-u.ac.jp
Masayuki Shimada	◎	7899	B412	mashimad>>hiroshima-u.ac.jp
Noriaki Shimizu	◎	6528	School of Integrated Arts and Sciences C321	shimizu>>hiroshima-u.ac.jp
Takeshi Naganuma	Professor	7986	A415	takn>hiroshima-u.ac.jp
Shuichi Furusawa	◎	7967	B314	sfurusa>>hiroshima-u.ac.jp
Hiroyuki Horiuchi	◎	7970	B313	hori10>hiroshima-u.ac.jp
Hisashi Omura	Associate Professor	6502	School of Integrated Arts and Sciences B501	homura>>hiroshima-u.ac.jp
Yasushi Okinaka	Associate Professor	7978	A605	okinaka>>hiroshima-u.ac.jp
Hisato Kuniyoshi	Associate Professor	7948	A605	hkuni>>hiroshima-u.ac.jp
Keiso Teshima	Associate Professor	6529	School of Integrated Arts and Sciences B304	teshi>hiroshima-u.ac.jp
Masahide Nishibori	Associate Professor	7992	B415	nishibo>>hiroshima-u.ac.jp
Koichi Funato	Associate Professor	7923	A704	kfunato>hiroshima-u.ac.jp
Noriyuki Yanaka	Associate Professor	7979	A609	yanaka>hiroshima-u.ac.jp

Attachment 5

Yukichi Fujikawa	Associate Professor	7928	A707	fujikawa>hiroshima-u.ac.jp
Tomoko Kawai	Assistant Professor		B411	
Marina Suekawa	Assistant Professor	6448	A708	msuekawa@hiroshima-u.ac.jp
Sotaro Fujii	Assistant Professor	4045	A711	sofujii@hiroshima-u.ac.jp
Mei Matsuzaki	Assistant Professor			