

For entrants in AY 2021

Appended Form 1

Specifications for Major Program

Name of School (Program) [School of Science (Department of Biological Science)]

| | |
|-------------------------|----------|
| Program name (Japanese) | 生物学プログラム |
| (English) | Biology |

1. Degree to be obtained: Bachelor of Science

2. Overview

The Biology Program aims to contribute to the progress of mankind through both educational activities that develop human resources who can understand biological phenomena from various angles ranging from molecular & cellular levels to individual & crowd levels, and research activities to explore biological phenomena. To understand and explore biological phenomena, it is necessary to acquire knowledge of animals, plants, and microorganisms, as well as basic skills in ecology, physiology, biochemistry, genetics, and other related fields, and to gain a deep understanding of topics ranging over interdisciplinary fields. The results of detailed investigations have been utilized as examples of biotechnology or as techniques to assess the impact of human activities on the natural world.

The Biology Program can be classified into liberal arts education subjects and specialized education subjects. Liberal arts education subjects consist of Peace Science Courses, Basic Courses in University Education, Common Subjects, and Foundation Courses. Peace Science Courses, Basic Courses in University Education & Common Subjects, which are positioned as general cultural subjects that should be acquired as a functioning member of society or as an individual, are important in forming a social point of view and for personality development. Offered classes can be chosen according to individual students' interests. Fundamental subjects are intended to provide a basic knowledge in the science field such as basic science. Specialized education subjects include basic specialized subjects and specialized subjects. Biology, which is a specialism in this program, places importance on the concept of knowledge and practices. Students can acquire practical skills while taking experiments from the second year in addition to lectures and seminars. Therefore, students will acquire basic knowledge and skills in biology through fundamental subjects, basic specialized subjects, and specialized subjects which are systematically and organically constructed mainly around the four pillars of zoology, botany, biochemistry, and genetics. Furthermore, students will acquire the ability to summarize the knowledge they have acquired and their achievements into a report, and the skills needed to effectively communicate their knowledge and achievements through seminars and practices. In the final academic year, students will conduct graduation research in their laboratory. While learning the latest experimental techniques, they will improve their own awareness as a specialist in biology by working on unsolved problems.

This Program is designed to accommodate students who wish to obtain a science teacher's license for junior and senior high schools.

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

This Program is designed to educate engineers who have knowledge and practical experience in biology and who engage in basic research and applications, and human resources who can play an active role in the front line in various related fields such as practical work in the industrial world and science education, as well as human resources who can function internationally with presentation abilities.

We will award a bachelor degree in science to students who have acquired the knowledge and skill listed below and the standard number of credits specified in the curriculum based on a comprehensive judgment of their education level and expertise, as well as the results of their graduation research.

- The degree recipient can understand biological phenomena from various angles ranging from molecular & cellular levels to individual & crowd levels, and research activities to explore biological phenomena.

- The degree recipient has knowledge and skills in liberal arts education subjects and specialized education subjects.

- The degree recipient has basic knowledge and skills in English for specialized area in the biology field.

- The degree recipient has practical skills in biological sciences and ability to take initiative in solving the problems in the biology field.

- The degree recipient can describe the opinion related to the biology field and make a presentation.

4. Curriculum policy (policy for organizing and implementing the curriculum)

To achieve the goals described in the Diploma policy, this Program offers educational programs that take into account the concept and methods of modern biology, inheriting the traditions of the Imperial University Teachers College, and offers a system of flexible education while taking into consideration students' proficiency levels.

Specifically, the four-year curriculum is structured so that students can complete their liberal arts education subjects in the first and second years, and take specialized class subjects in their second and third years. Most of these class subjects are selectively required, and students are recommended to study them independently.

- In the 1st academic year, students learn general knowledge by liberal arts education subjects and basic biological knowledge by some specialized subjects including "Basic Biological Science A and B".

- Specialized subjects in 2nd and 3rd years include contents related to various fields in biology ranging from molecular & cellular levels to individual & crowd levels. Most of the subjects are compulsory elective. The students learn special knowledge proactively.

- In the 2nd and 3rd year, students learn basic skills in practical biology by "Practice for Fundamental Biology I – IV". Students also learn how to summarize the results, to discuss on the results, and to make reports.

- In the final academic year, students will work on the latest research tasks in their laboratory. The resulting achievements will be presented in the presentation session for graduation theses, and students will receive an evaluation from faculty members of the Program in Biological Science.

5. Start time and acceptance conditions

The School of Science gives entrance examinations by Department. The Biology Program shall mainly target entrants to the Department of Biological Science, who select this Program at the time of admission. Therefore, students will receive an education in line with the Biology Program from the beginning of the first year. However, entrants to the Department of Biological Science are assumed to have mastered the subjects listed below by the end of their high school years. Those who have not taken or have not mastered any of these subjects must take

supplementary education.

Subjects: English, Mathematics, Physics, Chemistry, and Biology

Although the Biology Program is open to all students at the University, the requirements for students outside the Department of Biological Science to select this Program shall be separately specified based on the regulations on transferring to a different School or transferring a different Department.

6. Obtainable qualifications

1. Teaching Licenses

(1) Type-1 Junior High School Teaching License (science)

(2) Type-1 High School Teaching License (science)

2. Qualification as a curator.

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.

8. Academic achievement

At the end of each semester, evaluation criteria will be shown with a clear indication of attainment standards according to the evaluation items for academic achievements.

Students' academic achievements from admission to the current semester will be indicated as one of three levels: "Excellent," "Very Good," and "Good," based on evaluation criteria calculated by adding the weighted values to numerically converted evaluations of their academic achievements (S = 4, A = 3, B = 2, and C = 1) in each subject being evaluated.

| Evaluation of academic achievement | Converted value |
|------------------------------------|-----------------|
| S (90 or more points) | 4 |
| A (80 – 89 points) | 3 |
| B (70 – 79 points) | 2 |
| C (60 – 69 points) | 1 |

| Academic achievement | Evaluation criteria |
|----------------------|---------------------|
| 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

On the basis of the basic knowledge and basic skills in biology that they have acquired by the third year, students will be involved in the most advanced research conducted in the laboratory at their assignment

destinations. Through that experience, they will absorb the latest knowledge focusing on the relevant research field, and acquire advanced skills. Also, they will learn how to advance their research and refine their capabilities as an engineer or a researcher with originality, aspiration, patience, a spirit of cooperation, and flexibility, and will acquire abilities that they can use in a graduate school or in corporate or social activities. They will enhance their presentation skills through daily discussions and seminars in their laboratory. In completing the Program, they will be able to gain confidence from summarizing the content of their one-year graduation research into a graduation thesis, and by giving a poster presentation on their thesis.

2. Outline of research

An outline of each laboratory is introduced on the official website of the Department of Biological Science. It is also possible to gain information on the activities of laboratory by talking with faculty members qualified to give guidance on graduation research, and/or with students from a graduate school or of the School of Science who belong to a laboratory. Please refer to the explanation on the research content of each laboratory given in the lecture of “Advanced Biology” that will be offered in the third year.

3. Time and Method of assignment

Time of assignment: Students will receive their assignment at the beginning of the fourth year. However, target students must meet the “conditions for taking graduation research.”

(For the “conditions for taking graduation research,” please see the Handbook for Students of the School of Science.)

Method of assignment: For graduation thesis, students are basically assigned to the laboratory where they carry out "Practice for Fundamental Biology IV" during the second semester of the third academic year. In order to assign in which laboratory they carry out "Practice for Fundamental Biology IV", a wish survey will be conducted for applicant students after completion of the first semester of the third academic year. If the number of applicants exceeds the capacity of a given laboratory, priority will be given to students with higher academic achievements.

10. Responsibility

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

“Plan” and “Do” shall be conducted by the Faculty Council in Charge of Major Program in Biology (Chief: Dean of the Department).

“Check” and “Act” shall be conducted by the Faculty Council in Charge of Major Program in Biology, taking into account the contents of the report on the consultation between the Dean of the Department and the Academic Affairs Advisory Committee of the Department of Biological Science based on the materials prepared by the Faculty Council in Charge of the Major Program in Biology.

For faculty members who belong to the Faculty Council in Charge of the Major Program, please see Attached Sheet 5.

(2) Evaluation of the program

1. Criteria for program assessment

- (1) Graduates' proficiency levels
- (2) Students' degrees of satisfaction
- (3) Faculty members' degrees of satisfaction
- (4) Achievements in graduate research

2. Implementing the assessment

- (1) Graduates will make an external assessment.
- (2) Enrollees and graduates will respond to a questionnaire on the assessment of the entire Program.
- (3) Faculty members will respond to a questionnaire on the assessment of the entire Program.
- (4) Graduates will respond to a questionnaire on their achievements in graduate research.

3. The idea and method of feedback for students

With "Students-oriented Education" as our basic principle, we will comprehensively review the results of the external assessments by graduates and the questionnaire on the assessment responded to by enrollees and graduates in each fiscal year to identify any problems with the Program. The structure of the Program and the class content will be modified by the Faculty Council in Charge of Major Program in Biology as required.

Table of Registration Standards for Biology Program (Entrants of 2021)

Refer to Study Guidance for the Biology Program for requirements for attending the course.

Students are allowed to take class subjects provided in other programs and schools, and in other universities, in addition to the class subjects listed in this table, and the credit for those subjects that the faculty committee of the Biology Program certifies is accepted as the required credit for graduation.

* Students who have earned the required credits (refer to the Students Handbook for the details) can acquire the type 1 license for junior high school teacher (science), the type 1 license for senior high school teacher (science), and the curator license.

(Liberal Arts Education)

| Type | Subject type | Required No. of credits | Class subjects, etc. | No. of credits | Type of course registration | Year in which the subject is taken (*The lower figure means semester)(Note 1) | | | | | | | | | | | | | | | |
|--|---|---|--|--|-----------------------------|--|------|-----------|------|-----------|------|-----------|------|--|--|--|--|--|--|--|--|
| | | | | | | 1st grade | | 2nd grade | | 3rd grade | | 4th grade | | | | | | | | | |
| | | | | | | Spring | Fall | Spring | Fall | Spring | Fall | Spring | Fall | | | | | | | | |
| | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | | | | | | | |
| Liberal Arts Education Subjects | Peace Science Courses | 2 | From "Peace Science Courses" | Each 2 | Elective/required | ○ | | | | | | | | | | | | | | | |
| | Introduction to University Education | 2 | Introduction to University Education | 2 | Required | ② | | | | | | | | | | | | | | | |
| | Introductory Seminar for First-Year Students | 2 | Introductory Seminar for First-Year Students (Note 2) | 2 | Required | ② | | | | | | | | | | | | | | | |
| | Area Courses | 12 | From "Area Courses" (Note 3) | 1 or 2 | Elective/required | ○ | ○ | ○ | ○ | | | | | | | | | | | | |
| | Common Subjects | Foreign Languages English (Note 4) | Basic English Usage | Basic English Usage I | 1 | Required | ① | | | | | | | | | | | | | | |
| | | | | Basic English Usage II | 1 | | | ① | | | | | | | | | | | | | |
| | | | Communication I | Communication IA | 1 | Required | ① | | | | | | | | | | | | | | |
| | | | | Communication IB | 1 | | ① | | | | | | | | | | | | | | |
| | | Communication II | Communication IIA | 1 | Required | | ① | | | | | | | | | | | | | | |
| | | | Communication IIB | 1 | | | ① | | | | | | | | | | | | | | |
| | | Non-English Foreign Languages (German, French, Spanish, Russian, Chinese, Korean, and Arabic) (Note 5) | (0) | Foreign Languages: Basic Studies I | 1 | Free elective | ○ | | | | | | | | | | | | | | |
| | | | | Foreign Languages: Basic Studies II | 1 | | ○ | | | | | | | | | | | | | | |
| | | | | Foreign Languages: Basic Studies III | 1 | | | ○ | | | | | | | | | | | | | |
| | | | | Foreign Languages: Basic Studies IV | 1 | | | ○ | | | | | | | | | | | | | |
| | Information and Data Science Courses | 4 | 2 | Introduction to Information and Data Sciences | 2 | Required | ② | | | | | | | | | | | | | | |
| | | | 2 | Ground zero programming | 2 | Elective/required | | ○ | | | | | | | | | | | | | |
| | | | | Fundamental Date Science | 2 | | | ○ | | | | | | | | | | | | | |
| | Social Cooperation Courses (Note 6) | (0) | From "Social Cooperation Courses" | 1 or 2 | Free elective | ○ | ○ | | | | | | | | | | | | | | |
| | Foundation Courses | 2 | 2 | Experimental Methods and Laboratory Work in Biology I | 1 | Required | | ① | | | | | | | | | | | | | |
| | | | | Experimental Methods and Laboratory Work in Biology II | 1 | | | ① | | | | | | | | | | | | | |
| 2 | | 2 | General Chemistry | 2 | Elective/required | ○ | | | | | | | | | | | | | | | |
| | | | Fundamental Physical Chemistry | 2 | | | ○ | | | | | | | | | | | | | | |
| 1 subjects (2 credits) from the two subjects above | | | | | | | | | | | | | | | | | | | | | |
| 2 | | 2 | Experimental Methods and Laboratory Work in Physics I | 1 | Elective/required | | ○ | | | | | | | | | | | | | | |
| | | | Experimental Methods and Laboratory Work in Physics II | 1 | | | ○ | | | | | | | | | | | | | | |
| | | | Experimental Methods and Laboratory Work in Chemistry I | 1 | | | ○ | | | | | | | | | | | | | | |
| | | | Experimental Methods and Laboratory Work in Chemistry II | 1 | | | ○ | | | | | | | | | | | | | | |
| | | | Experimental Methods and Laboratory Work in Earth Sciences I | 1 | | | | ○ | | | | | | | | | | | | | |
| | Experimental Methods and Laboratory Work in Earth Sciences II | | 1 | | | | ○ | | | | | | | | | | | | | | |
| I and II of the same subject (2 credits) from the 6 subjects above | | | | | | | | | | | | | | | | | | | | | |
| Total (Liberal Arts Education Subjects) | | 34 | | | | | | | | | | | | | | | | | | | |

- (Note 1) The indicated semester represents that in which students typically take the subject. It is permitted to take the subject in the same (first or second) semester in the following year, however, it is required to confirm the details in syllabus for that academic year, because the subject might be provided in a different semester or term.
- (Note 2) Choose one of the courses: "Field of Animal & Life & Science" or "Field of Plants." In the case of taking the two courses, only two credits per course shall be conferred.
- (Note 3) It is required to earn 12 credits in "Area Courses", and they must consist of at least 6 credits in "Human & Social Science Subjects" and at least 4 credits in "Natural Science Subjects". Students who want to acquire an educational personnel certification must take the subject "Japanese Constitution" in the "Human & Social Science Subjects." Credits earned through the subject "Advanced English for Communication", "Foreign Languages: Intensive Studies", and "Overseas Language Seminar (German, French, Spanish, Russian, Chinese, and Korean)" in "Foreign Languages" are accepted as the credits required for "Human & Social Science Subjects".
- (Note 4) The credit for "Field Research in the English-speaking World" that is earned through such activities as a short-term study abroad, and that for "Online English Seminar A" and "Online English Seminar B", that is earned through self-study, are accepted as the credit for the subject "Communication I and II". Achievement in a foreign language skill test might also be accepted as credit. For the details, refer to the description of English subjects in liberal arts education and the item "Credit based on Achievement in Foreign Language Skill Tests" in the Student Handbook.
- (Note 5) •The credit for "Foreign Languages: Basic Studies I, II, III and IV" is accepted as credits for the category of "Any subject".
•Arabic course is limited to I and II.
- (Note 6) The credit of the subject "Social Cooperation Courses" is accepted as credit for the category of "Any subject".

- * Note for the "Specialized Education Subjects" listed in the next page and after
- (Note 7) To achieve the 71 credits required for the "Specialized Subjects", it is required to earn 10 or more credits for elective required subjects and free elective subjects, as well as 26 credits for required subjects and 35 credits for elective required subjects.
- (Note 8) The credits that exceed 1 subject (2credits) are accepted as credits for the category of "Any subject".
- (Note 9) "Summer Course for Marine Biology A", "Practice for Phytogeography", and "Practice for Ecology" shall be offered intensively in a certain period, and each can accept only a limited number of students.
"Practice for Phytogeography" and "Practice for Ecology" shall be offered alternately for second-year and third-year students every other year.
- (Note 10) "Marine Biological Course" shall be offered intensively in a certain period, and can only accept a limited number of students.
- (Note 11) "Marine course for marine biological education" shall be offered intensively, three times a year, and can only accept a limited number of students.
- (Note 12) "Special Lectures in Biological Science" shall be offered intensively in a certain period (in or after the fifth semester).
- (Note 13) Because 128 credits are required for graduation, it is required to earn 10 or more credits regardless of the categorization of Liberal Arts Education Subjects and Specialized Education Subjects, in addition to the required credits for each subject category (118 credits in total that consist of 34 credits for Liberal Arts Education Subjects and 71 credits for Specialized Education Subjects).
However, the credit for the subjects described below is not accepted as the required credit for graduation: For the details of subjects related to educational personnel certification, refer to the list of required credits in "Acquisition of Educational Personnel Certification" in the Student Handbook.
- Any credit that exceeds 12 credits for "Area Courses"
 - "Health and Sports Courses"
 - Any credit for subjects only related to educational personnel certification
 - Credits for "Experiments in General Physics A", "Experiments in Chemistry A", "Laboratory Work in Biology A" and "Experiments in General Geology A"
 - "Basic Specialized Subjects" and "Specialized Subjects" provided in another program in another school (except those that are admitted by the faculty committee of Biology Program)

Academic achievements of Biology Program

Relationships between the evaluation items and evaluation criteria

| Academic achievements | | Evaluation criteria | | |
|-----------------------------|--|---|--|--|
| Evaluation items | | Excellent | Very Good | Good |
| Knowledge and Understanding | (1) Studying to understand liberal arts, peace, foreign languages, culture and society. | Superbly being able to understand. | Being able to understand well. | Being able to understand. |
| | (2) Understanding and learning basic knowledge in scientific fields. | Superbly being able to understand and learn. | Being able to understand and acquire. | Being able to understand and acquire. |
| | (3) To understand and acquire advanced knowledge on specialties in biology. | Superbly being able to understand and learn. | Being able to understand and acquire. | Being able to understand and acquire. |
| Abilities and Skills | (1) To acquire abilities to understand information security compliance, to collect and evaluate data. | Superbly being able to understand the information security compliance, collect data, and assess them. | Being able to understand well about information security compliance and collect data and evaluate it. | To be able to collect and evaluate data by understanding Information Security Compliance. |
| | (2) Acquiring ability to apply basic knowledge to biological issues and reading comprehension of English theses. | Superbly being able to solve several biological issues and read English theses. | Being able to sufficiently solve various biology issues, read english avademic articles. | To be able to solve physiological problems and to understand English academic papers. |
| | (3) Based on basic knowledge which is already acquired, to obtain the following experimental skills in order to practice research: 1) Basic observation skills and skills to manage experiments. 2) Ability to record observed natural phenomena. 3) Ability to collect and assess data. | Superbly being able to acquire the ability of experiment | Being able to acquire experimental capability | To acquire skills for experiments. |
| Comprehensive Abilities | (1) Understanding rudimentary matters for biological research such as observation of animals•plants and ways of experiments and writing reports through observation of research objects, collection, consideration, discussion and presentation. | To sufficiently understand elementary items needed to handle biological research, and to be able to proactively work on it. | To understand elementary items needed to handle biological research, and to be able to proactively work on it. | To understand elementary items needed to handle biological research, and to be able to proactively work on it. |
| | (2) To absorb cutting-edge knowledge, acquire high-level skills, learn how to conduct research, improve presentation ability through discussion, summarize research results as a graduation thesis. | Superbly being able to tackle with research, integrate and announce it. | Being able to sufficiently address a research and summarize it and make a presentation | Being able to tackle with research, summarize, and make a presentation. |

Placement of Liberal Arts Education in the Major Program

For an understanding of the advanced and specialized content in the Major Program, it is important to acquire broad and basic knowledge. To this end, we must give students guidance according to their needs so that they will be able to respond to specialized programs by choosing from liberal arts education subjects.

Relationships between the evaluation items and class subjects

| Subject Classification | Subject Name | Credits | Type of course registration | Grade | Evaluation items | | | | | | | | | | | | | | | | Total weighted values of evaluation items in the subject |
|------------------------|--|---------|-----------------------------|-------|--|-------------------------------------|--|-------------------------------------|--|-------------------------------------|--|-------------------------------------|--|-------------------------------------|--|-------------------------------------|--|-------------------------------------|--|-------------------------------------|--|
| | | | | | Knowledge and Understanding | | | | | | Abilities and Skills | | | | | | Comprehensive Abilities | | | | |
| | | | | | (1) | | (2) | | (3) | | (1) | | (2) | | (3) | | (1) | | (2) | | |
| | | | | | Weighted values of evaluation items in the subject | Weighted values of evaluation items | Weighted values of evaluation items in the subject | Weighted values of evaluation items | Weighted values of evaluation items in the subject | Weighted values of evaluation items | Weighted values of evaluation items in the subject | Weighted values of evaluation items | Weighted values of evaluation items in the subject | Weighted values of evaluation items | Weighted values of evaluation items in the subject | Weighted values of evaluation items | Weighted values of evaluation items in the subject | Weighted values of evaluation items | Weighted values of evaluation items in the subject | Weighted values of evaluation items | |
| Liberal Arts Education | Peace Science Courses | 2 | Elective/required | 1-2T | 100 | 1 | | | | | | | | | | | | | | 100 | |
| Liberal Arts Education | Introduction to University Education | 2 | Required | 1-1T | 100 | 1 | | | | | | | | | | | | | | 100 | |
| Liberal Arts Education | Introductory Seminar for First-Year Students | 2 | Required | 1-2T | | | | | | | | | | | | 100 | 2 | | | 100 | |
| Liberal Arts Education | Area Courses | 12 | Elective/required | 1-2 | 100 | 1 | | | | | | | | | | | | | | 100 | |
| Liberal Arts Education | Basic English Usage I | 1 | Required | 1 | 100 | 1 | | | | | | | | | | | | | | 100 | |
| Liberal Arts Education | Basic English Usage II | 1 | Required | 2 | 100 | 1 | | | | | | | | | | | | | | 100 | |
| Liberal Arts Education | Communication I | 2 | Required | 1 | 100 | 2 | | | | | | | | | | | | | | 100 | |
| Liberal Arts Education | Communication II | 2 | Required | 2 | 100 | 2 | | | | | | | | | | | | | | 100 | |
| Liberal Arts Education | Foreign Languages: Basic Studies I | 1 | Free elective | 1 | 100 | 1 | | | | | | | | | | | | | | 100 | |
| Liberal Arts Education | Foreign Languages: Basic Studies II | 1 | Free elective | 1 | 100 | 1 | | | | | | | | | | | | | | 100 | |
| Liberal Arts Education | Foreign Languages: Basic Studies III | 1 | Free elective | 2 | 100 | 1 | | | | | | | | | | | | | | 100 | |
| Liberal Arts Education | Foreign Languages: Basic Studies IV | 1 | Free elective | 2 | 100 | 1 | | | | | | | | | | | | | | 100 | |
| Liberal Arts Education | Introduction to Information and Data Sciences | 2 | Required | 1-2T | | | | | | 100 | 2 | | | | | | | | | 100 | |
| Liberal Arts Education | Ground zero programming | 2 | Elective/required | 2-3T | | | | | | 100 | 2 | | | | | | | | | 100 | |
| Liberal Arts Education | Fundamental Date Science | 2 | Elective/required | 2-4T | | | | | | 100 | 2 | | | | | | | | | 100 | |
| Liberal Arts Education | Social Cooperation Courses | 0 | Free elective | 1-2 | 100 | 1 | | | | | | | | | | | | | | 100 | |
| Liberal Arts Education | Experimental Methods and Laboratory Work in Biology I | 2 | Required | 2-3T | | | | | | | | | | 100 | 2 | | | | | 100 | |
| Liberal Arts Education | Experimental Methods and Laboratory Work in Biology II | 2 | Required | 2-4T | | | | | | | | | | 100 | 2 | | | | | 100 | |
| Liberal Arts Education | General Chemistry | 2 | Elective/required | 1-1T | | | 100 | 1 | | | | | | | | | | | | 100 | |
| Liberal Arts Education | Fundamental Physical Chemistry | 2 | Elective/required | 2-3T | | | 100 | 1 | | | | | | | | | | | | 100 | |
| Liberal Arts Education | Experimental Methods and Laboratory Work in Physics I | 2 | Elective/required | 2-3T | | | | | | | | | | 100 | 1 | | | | | 100 | |

| Subject Classification | Subject Name | Credits | Type of course registration | Grade | Evaluation items | | | | | | | | | | | | | | | | Total weighted values of evaluation items in the subject | |
|------------------------|---|---------|-----------------------------|-------|--|-------------------------------------|--|-------------------------------------|--|-------------------------------------|--|-------------------------------------|--|-------------------------------------|--|-------------------------------------|--|-------------------------------------|--|---|--|-----|
| | | | | | Knowledge and Understanding | | | | | | Abilities and Skills | | | | | | Comprehensive Abilities | | | | | |
| | | | | | (1) | | (2) | | (3) | (1) | | (2) | | (3) | | (1) | | (2) | | | | |
| | | | | | Weighted values of evaluation items in the subject | Weighted values of evaluation items | Weighted values of evaluation items in the subject | Weighted values of evaluation items | Weighted values of evaluation items in the subject | Weighted values of evaluation items | Weighted values of evaluation items in the subject | Weighted values of evaluation items | Weighted values of evaluation items in the subject | Weighted values of evaluation items | Weighted values of evaluation items in the subject | Weighted values of evaluation items | Weighted values of evaluation items in the subject | Weighted values of evaluation items | Weighted values of evaluation items in the subject | | | |
| Liberal Arts Education | Experimental Methods and Laboratory Work in Physics II | 2 | Elective/required | 2-4T | | | | | | | | | | | | 100 | 1 | | | | | 100 |
| Liberal Arts Education | Experimental Methods and Laboratory Work in Chemistry I | 2 | Elective/required | 2-3T | | | | | | | | | | | | 100 | 1 | | | | | 100 |
| Liberal Arts Education | Experimental Methods and Laboratory Work in Chemistry II | 2 | Elective/required | 2-4T | | | | | | | | | | | | 100 | 1 | | | | | 100 |
| Liberal Arts Education | Experimental Methods and Laboratory Work in Earth Sciences I | 2 | Elective/required | 3-1T | | | | | | | | | | | | 100 | 1 | | | | | 100 |
| Liberal Arts Education | Experimental Methods and Laboratory Work in Earth Sciences II | 2 | Elective/required | 3-2T | | | | | | | | | | | | 100 | 1 | | | | | 100 |
| Specialized Education | Introduction to Mathematics | 2 | Elective/required | 1-1T | | | 100 | 1 | | | | | | | | | | | | | | 100 |
| Specialized Education | Introduction to Information Mathematics | 2 | Elective/required | 2-3T | | | 100 | 1 | | | | | | | | | | | | | | 100 |
| Specialized Education | Introduction to Physics A | 2 | Elective/required | 1-2T | | | 100 | 1 | | | | | | | | | | | | | | 100 |
| Specialized Education | Introduction to Physics B | 2 | Elective/required | 2-4T | | | 100 | 1 | | | | | | | | | | | | | | 100 |
| Specialized Education | Introduction to Chemistry A | 2 | Elective/required | 1-1T | | | 100 | 1 | | | | | | | | | | | | | | 100 |
| Specialized Education | Introduction to Chemistry B | 2 | Elective/required | 2-3T | | | 100 | 1 | | | | | | | | | | | | | | 100 |
| Specialized Education | Introduction to Biological Sciences A | 2 | Elective/required | 1-2T | | | 100 | 1 | | | | | | | | | | | | | | 100 |
| Specialized Education | Introduction to Biological Sciences B | 2 | Elective/required | 2-4T | | | 100 | 1 | | | | | | | | | | | | | | 100 |
| Specialized Education | Introduction to Earth and Planetary Sciences A | 2 | Elective/required | 1-2T | | | 100 | 1 | | | | | | | | | | | | | | 100 |
| Specialized Education | Introduction to Earth and Planetary Sciences B | 2 | Elective/required | 2-4T | | | 100 | 1 | | | | | | | | | | | | | | 100 |
| Specialized Education | English Seminar on Biological Science | 1 | Required | 2 | | | | | | | | 100 | 2 | | | | | | | | | 100 |
| Specialized Education | Basic Biological Science A | 2 | Required | 1-1T | | | | | 100 | 2 | | | | | | | | | | | | 100 |
| Specialized Education | Basic Biological Science B | 2 | Required | 1-2T | | | | | 100 | 2 | | | | | | | | | | | | 100 |
| Specialized Education | Seminar on Biological Science | 2 | Required | 3-1T | | | | | | | | 100 | 2 | | | | | | | | | 100 |
| Specialized Education | Practice for Fundamental Biology I | 4 | Required | 3 | | | | | | | | | | 100 | 2 | | | | | | | 100 |
| Specialized Education | Practice for Fundamental Biology II | 4 | Required | 4 | | | | | | | | | | 100 | 2 | | | | | | | 100 |
| Specialized Education | Practice for Fundamental Biology III | 6 | Required | 5 | | | | | | | | | | 100 | 2 | | | | | | | 100 |
| Specialized Education | Practice for Fundamental Biology IV | 4 | Required | 6 | | | | | | | | | | 100 | 2 | | | | | | | 100 |
| Specialized Education | Special Study for Graduation | 各4 | Required | 7-8 | | | | | | | | | | | | | | | 100 | 3 | | 100 |

| Subject Classification | Subject Name | Credits | Type of course registration | Grade | Evaluation items | | | | | | | | | | | | | | | | Total weighted values of evaluation items in the subject |
|------------------------|--|---------|-----------------------------|-------|--|-------------------------------------|--|-------------------------------------|--|-------------------------------------|--|-------------------------------------|--|-------------------------------------|--|-------------------------------------|--|-------------------------------------|--|-------------------------------------|--|
| | | | | | Knowledge and Understanding | | | | | | Abilities and Skills | | | | | | Comprehensive Abilities | | | | |
| | | | | | (1) | | (2) | | (3) | (1) | | (2) | | (3) | | (1) | | (2) | | | |
| | | | | | Weighted values of evaluation items in the subject | Weighted values of evaluation items | Weighted values of evaluation items in the subject | Weighted values of evaluation items | Weighted values of evaluation items in the subject | Weighted values of evaluation items | Weighted values of evaluation items in the subject | Weighted values of evaluation items | Weighted values of evaluation items in the subject | Weighted values of evaluation items | Weighted values of evaluation items in the subject | Weighted values of evaluation items | Weighted values of evaluation items in the subject | Weighted values of evaluation items | Weighted values of evaluation items in the subject | Weighted values of evaluation items | |
| Specialized Education | Developmental Biology B | 2 | Elective/required | 5-2T | | | | | 100 | 2 | | | | | | | | | | | 100 |
| Specialized Education | Animal Physiology B | 2 | Elective/required | 5-2T | | | | | 100 | 2 | | | | | | | | | | | 100 |
| Specialized Education | Plant Physiology B | 2 | Elective/required | 4-4T | | | | | 100 | 2 | | | | | | | | | | | 100 |
| Specialized Education | Plant Ecology B | 2 | Elective/required | 4-3T | | | | | 100 | 2 | | | | | | | | | | | 100 |
| Specialized Education | Endocrinology • Immunology | 2 | Elective/required | 5-1T | | | | | 100 | 2 | | | | | | | | | | | 100 |
| Specialized Education | Genome Biology | 2 | Elective/required | 5-2T | | | | | 100 | 2 | | | | | | | | | | | 100 |
| Specialized Education | Systems Biology | 2 | Elective/required | 5-1T | | | | | 100 | 2 | | | | | | | | | | | 100 |
| Specialized Education | Regeneration Biology | 2 | Elective/required | 5-1T | | | | | 100 | 2 | | | | | | | | | | | 100 |
| Specialized Education | Seminar for Developmental Biology | 2 | Elective/required | 8 | | | | | | | | | 100 | 2 | | | | | | | 100 |
| Specialized Education | Seminar for Cell Biology | 2 | Elective/required | 8 | | | | | | | | | 100 | 2 | | | | | | | 100 |
| Specialized Education | Seminar for Molecular Physiology | 2 | Elective/required | 8 | | | | | | | | | 100 | 2 | | | | | | | 100 |
| Specialized Education | Seminar for Plant Taxonomy and Ecology | 2 | Elective/required | 8 | | | | | | | | | 100 | 2 | | | | | | | 100 |
| Specialized Education | Seminar for Plant Physiological Chemistry | 2 | Elective/required | 8 | | | | | | | | | 100 | 2 | | | | | | | 100 |
| Specialized Education | Seminar for Plant and Microbial Molecular Genetics | 2 | Elective/required | 8 | | | | | | | | | 100 | 2 | | | | | | | 100 |
| Specialized Education | Seminar for Molecular Genetics | 2 | Elective/required | 8 | | | | | | | | | 100 | 2 | | | | | | | 100 |
| Specialized Education | Seminar for Molecular Plant Biology | 2 | Elective/required | 8 | | | | | | | | | 100 | 2 | | | | | | | 100 |
| Specialized Education | Seminar for Gene Chemistry | 2 | Elective/required | 8 | | | | | | | | | 100 | 2 | | | | | | | 100 |
| Specialized Education | Seminar for Evolution and Development | 2 | Elective/required | 8 | | | | | | | | | 100 | 2 | | | | | | | 100 |
| Specialized Education | Seminar for Island Biology | 2 | Elective/required | 8 | | | | | | | | | 100 | 2 | | | | | | | 100 |
| Specialized Education | Seminar for Plant Genetic Resources | 2 | Elective/required | 8 | | | | | | | | | 100 | 2 | | | | | | | 100 |
| Specialized Education | Seminar for Amphibian Biology | 2 | Elective/required | 8 | | | | | | | | | 100 | 2 | | | | | | | 100 |
| Specialized Education | Summer Course for Marine Biology A | 1 | Elective/required | 3 | | | | | | | | | | | 100 | 2 | | | | | 100 |
| Specialized Education | Practice for Phytogeography | 1 | Elective/required | 3 | | | | | | | | | | | 100 | 2 | | | | | 100 |
| Specialized Education | Practice for Ecology | 1 | Elective/required | 4 | | | | | | | | | | | 100 | 2 | | | | | 100 |

| Subject Classification | Subject Name | Credits | Type of course registration | Grade | Evaluation items | | | | | | | | | | | | | | | | Total weighted values of evaluation items in the subject | | |
|------------------------|---|---------|-----------------------------|-------|--|-------------------------------------|--|-------------------------------------|--|-------------------------------------|--|-------------------------------------|--|-------------------------------------|--|-------------------------------------|--|-------------------------------------|--|-------------------------------------|--|--|-----|
| | | | | | Knowledge and Understanding | | | | | | Abilities and Skills | | | | | | Comprehensive Abilities | | | | | | |
| | | | | | (1) | | (2) | | (3) | | (1) | | (2) | | (3) | | (1) | | (2) | | | | |
| | | | | | Weighted values of evaluation items in the subject | Weighted values of evaluation items | Weighted values of evaluation items in the subject | Weighted values of evaluation items | Weighted values of evaluation items in the subject | Weighted values of evaluation items | Weighted values of evaluation items in the subject | Weighted values of evaluation items | Weighted values of evaluation items in the subject | Weighted values of evaluation items | Weighted values of evaluation items in the subject | Weighted values of evaluation items | Weighted values of evaluation items in the subject | Weighted values of evaluation items | Weighted values of evaluation items in the subject | Weighted values of evaluation items | | Weighted values of evaluation items in the subject | |
| Specialized Education | Summer Course for Marine Biology B | 1 | Free elective | 5 | | | | | | | | | | | | | 100 | 2 | | | | | 100 |
| Specialized Education | Marine Biological Course | 2 | Free elective | 3 | | | | | | | | | | | | | 100 | 2 | | | | | 100 |
| Specialized Education | Marine course for marine biological education | 1 | Free elective | 1-2 | | | | | | | | | | | | | 100 | 2 | | | | | 100 |
| Specialized Education | Biology Internship | 1 | Free elective | 5 | | | | | | | | | 100 | 2 | | | | | | | | | 100 |

Curriculum Map of Biology Program

| Academic achievements Evaluation items | | 1st grade | | 2nd grade | | 3rd grade | | 4th grade | |
|---|---|--|--|-------------------------------------|------------------------------|--|---------------|-----------------|---------------|
| | | Spring semester | Fall semester | Spring semester | Fall semester | Spring semester | Fall semester | Spring semester | Fall semester |
| Knowledge and Understanding | Studying to understand liberal arts, peace, foreign languages, culture and society. | Communication IA (◎) | Communication IIA (◎) | | | | | | |
| | | Communication IB (◎) | Communication IIB (◎) | | | | | | |
| | | Foreign Languages: Basic Studies I (△) | Foreign Languages: Basic Studies III (△) | | | | | | |
| | | Foreign Languages: Basic Studies II (△) | Foreign Languages: Basic Studies IV (△) | | | | | | |
| | | Basic English Usage I (◎) | Basic English Usage II (◎) | | | | | | |
| | | Area Courses (○) | Area Courses (○) | | | | | | |
| | | Social Cooperation Courses (△) | Social Cooperation Courses (△) | | | | | | |
| | Peace Science Courses (◎) | | | | | | | | |
| | Introduction to University Education (◎) | | | | | | | | |
| | Understanding and learning basic knowledge in scientific fields. | General Chemistry (○) | Fundamental Physical Chemistry (○) | | | | | | |
| Introduction to Mathematics (○) | | Introduction to Information Mathematics (○) | | | | | | | |
| Introduction to Physics A (○) | | Introduction to Physics B (○) | | | | | | | |
| Introduction to Chemistry A (○) | | Introduction to Chemistry B (○) | | | | | | | |
| Introduction to Biological Sciences A (○) | | Introduction to Biological Sciences B (○) | | | | | | | |
| To understand and acquire advanced knowledge on specialties in biology. | Introduction to Earth and Planetary Sciences A (○) | Introduction to Earth and Planetary Sciences B (○) | | | | | | | |
| | Basic Biological Science A (◎) | Genetics A (○) | Microbiology (○) | Developmental Biology A (○) | Cell Biology B (○) | Advanced Chemistry (○) | | | |
| | Basic Biological Science B (◎) | Biochemistry A (○) | Plant Ecology A (○) | Plant Physiology A (○) | Developmental Biology B (○) | Advanced Earth and Planetary Science (○) | | | |
| | | | Cell Biology A (○) | Biological Informatics (○) | Biochemistry B (○) | | | | |
| | | | Molecular Genetics A (○) | Molecular Genetics B (○) | Genetics B (○) | | | | |
| | | | Plant Taxonomy (○) | Animal Physiology A (○) | Molecular Cell Biology (○) | | | | |
| | | | | Regulation of Animal Morphology (○) | Animal Physiology B (○) | | | | |
| | | | | Plant Physiology B (○) | Comparative Embryology (○) | | | | |
| | | | | Plant Ecology B (○) | Plant Morphology (○) | | | | |
| | | | | Advanced Physics (○) | Advanced Mathematics (○) | | | | |
| | | | | | Endocrinology・Immunology (○) | | | | |
| | | | | | Advanced Biology (○) | | | | |
| | | | | | Genome Biology (○) | | | | |
| | | | | Systems Biology (○) | | | | | |
| | | | | Regeneration Biology (○) | | | | | |

| Academic achievements Evaluation items | | 1st grade | | 2nd grade | | 3rd grade | | 4th grade | |
|--|--|--|---|---|--|---|---------------|---|--|
| | | Spring semester | Fall semester | Spring semester | Fall semester | Spring semester | Fall semester | Spring semester | Fall semester |
| Abilities and Skills | To acquire abilities to understand information security compliance, to collect and evaluate data. | Introduction to Information and Data Sciences (Ⓢ) | Ground zero programming (○) Fundamental Date Science (○) | | | | | | |
| | Acquiring ability to apply basic knowledge to biological issues and reading comprehension of English theses. | | English Seminar on Biological Science (Ⓢ) | Seminar on Biological Science (Ⓢ) | | Biology Internship (Δ) | | | Seminar for Developmental Bioloev (○) |
| | | | | | | | | | Seminar for Cell Biology (○) |
| | | | | | | | | | Seminar for Molecular Physiology (○) |
| | | | | | | | | | Seminar for Plant Taxonomy and Ecology (○) |
| | | | | | | | | | Seminar for Plant Physiological Chemistry (○) |
| | | | | | | | | | Seminar for Plant and Microbial Molecular Genomics (○) |
| | | | | | | | | | Seminar for Molecular Genetics (○) |
| | | | | | | | | | Seminar for Molecular Plant Bioloev (○) |
| | | | | | | | | | Seminar for Gene Chemistry (○) |
| Based on basic knowledge which is already acquired, to obtain the following experimental skills in order to practice research: 1) Basic observation skills and skills to manage experiments. 2) Ability to record observed natural phenomena. 3) Ability to collect and assess data. | | Experimental Methods and Laboratory Work in Biology I (Ⓢ) | Experimental Methods and Laboratory Work in Earth Sciences I (○) | | | | | Seminar for Evolution and Development (○) | |
| | | Experimental Methods and Laboratory Work in Biology II (Ⓢ) | Experimental Methods and Laboratory Work in Earth Sciences II (○) | | | | | Seminar for Island Biology (○) | |
| | | Experimental Methods and Laboratory Work in Physics I (○) | Practice for Fundamental Bioloev I (Ⓢ) | Practice for Fundamental Bioloev II (Ⓢ) | Practice for Fundamental Bioloev III (Ⓢ) | Practice for Fundamental Bioloev IV (Ⓢ) | | Seminar for Plant Genetic Resources (○) | |
| | | Experimental Methods and Laboratory Work in Physics II (○) | Summer Course for Marine Bioloev A (○) | Practice for Ecology (○) | Summer Course for Marine Bioloev B (Δ) | | | Seminar for Amphibian Biology (○) | |
| | | Experimental Methods and Laboratory Work in Chemistry I (○) | Practice for Phytogeography (○) | | | | | | |
| | | Experimental Methods and Laboratory Work in Chemistry II (○) | Marine Biological Course (Δ) | | | | | | |
| | | Marine course for marine biological education (Δ) | | | | | | | |
| Comprehensive Abilities | Understanding rudimentary matters for biological research such as observation of animals-plants and ways of experiments and writing reports through observation of research objects, collection, consideration, discussion and presentation. | Introductory Seminar for First-Year Students (Ⓢ) | | | | | | | |
| | To absorb cutting-edge knowledge, acquire high-level skills, learn how to conduct research, improve presentation ability through discussion, summarize research results as a graduation thesis, and deliver presentations. | | | | | | | Special Study for Graduation (Ⓢ) | |
| | | | | | | | | Special Study for Graduation (Ⓢ) | |

Liberal Arts Education Subjects

Basic Specialized Subjects

Specialized Education Subjects

Graduation Thesis

(Ⓢ) Required

(○) Elective/required

(Δ) Free elective