

For entrants in AY 2018

Appended Form 1

Specifications for Major Program

Name of School (Program) [School of Science (Department of Earth and Planetary Systems Science)]

Program name (Japanese)	地球惑星システム学プログラム
(English)	Earth and Planetary Systems Science

- Degree to be obtained: Bachelor of Science
- Overview

The School of Science at Hiroshima University aims to educate students to steadily learn the basics of natural science, and to foster acute sensitivity for exploring truth, in order to provide professionals with an integrated ability to make judgments based on broad and deep intelligence.

The Earth and Planetary Systems Science Program aims to provide people of talent who have their intellectual base in earth and planetary science and are capable of working as (1) researchers, (2) engineers, and (3) educators in various fields in society. For example, students are expected to become (1) faculty members at a college or researchers in another research institute, (2) civil engineering consultants and engineers in a company related to natural resources, energy, disaster prevention, and information technology, and (3) science teachers in junior and/or senior high schools. In order to educate students to acquire knowledge, specialized skills, and analytic capabilities that cover the wide field of earth and planetary science, and to provide subjects that meet the various interests and characteristics of each student, the program consists of field exercises and graduation research in addition to lectures, practices, and exercises provided as indoor classes.

In this program, students study, from the basics to the application, three categories of subjects required for advanced research in earth and planetary systems science, i.e. (1) minerals, rocks, and ores geology; (2) the solar system, the earth, and the emergence and evolution of life; and (3) the motion mechanisms and internal structure of the solid part of the earth and planets. This program is composed as a bottom-up process that works on a year by year basis to enable students to study earth and planetary science from its basics and finally become capable of the application and practice required for state-of-the-art research.
- Diploma policy (policy for awarding degrees and goal of the program)

This program aims to educate students to become people of talent who can work actively, with an international point of view, as researchers, engineers, and educators in fields related to earth and planetary systems science, in which various areas of earth and planetary science are amalgamated. This program will award the degree bachelor of science to students who have acquired the capabilities described below and earned the required credits defined for the educational course:

 - The basic knowledge of mathematics, physics, chemistry, biology, and earth and planetary science required for studying a wide variety of areas of earth and planetary systems science;
 - The basic skills in English and information processing required for studying a wide variety of areas of earth and

planetary systems science;

- The capability for reading academic documents related to earth and planetary science in Japanese and English, and understanding and examining structures and phenomena from the microscopic to the macroscopic level; and
- The capability for performing specialized research related to earth and planetary systems science, organizing the results into a thesis, and presenting it in English.

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

This program has been designed to educate students through the study, first of all, of the wide range of basics in earth and planetary systems science that form a fusion of the various areas of the field, before advancing to further specialized areas.

- In the first year, students study subjects to learn a wide range of the basics of mathematics, physics, chemistry, biology, and earth and planetary science in liberal arts education and specialized education. In addition to this, they learn foreign languages, mainly English, and the basics of information processing, in order to acquire the fundamental skills required for studying earth and planetary science. Students also acquire basic knowledge related to geology in liberal arts seminars and field excursions.
- In the second year, in specialized education, students study the basics of geology, physics of earth and planetary interiors, and geo- and cosmochemistry, in order to acquire basic capabilities required for the specialized study of a variety of areas in earth and planetary systems science. Students also acquire skills in English that can be immediately useful for specialized areas in the classes that are specifically designed for earth and planetary science, as well as in the classes in the liberal arts education. The field excursion is conducted in a different location to that of the first year, to enhance students' knowledge of geology.
- In the third year, students enhance their knowledge and skills in specialized areas through lectures and exercises mainly related to elective subjects for specialized education. They conduct geological surveys and indoor experiments as practice in order to acquire the practical capabilities required for research activities such as observation in the field, data processing, report preparation, and presentation.
- In the fourth year, students are allocated to a laboratory to conduct graduation research on their own topics. They acquire knowledge and skills related to specialized areas through their activities in the laboratory, and develop communication and presen

chooses this program are separately stipulated based on the provisions regarding transfer between schools/departments.

6. Obtainable qualifications

1: Educational personnel certification

(1) Type 1 License for Junior High School Teacher (Science)

(2) Type 1 License for High School Teacher (Science)

2: Curator license

3: Assistant registered surveyor

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

The evaluation criteria are specified for each evaluation item for academic achievement, and the level of achievement against the criteria is designated at the end of the semester.

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 last semester, is determined using these values while applying weightings. The evaluation standards consist of three levels, i.e. Excellent, Very Good, and Good.

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. Meaning

To demonstrate achievement in the bachelor's course as a whole.

2. Timing of student allocation

At the beginning of the fourth academic year. To be allocated to a laboratory, students must satisfy the "Conditions for Starting Graduation Research." For the details, refer to Study Guidance for the Earth and Planetary

Science Program in the "Students Handbook" (received when the student enters the university).

3. Method of student allocation

If the number of students who wish to be allocated to each member of faculty varies significantly, the faculty member to which students are allocated for graduation research is determined based on their academic score at the end of the third academic year.

10. Responsibility

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

If the number of students who wish to be allocated to each member of faculty varies significantly, the faculty member to which students are allocated for graduation research is determined based on their academic score at the end of the third academic year.