TA／SA handbook

provisional version

2024

Tottori University

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1. What is education?

1.1 What is education?

Education is a series of processes that encourage students to acquire knowledge, skills, etc., and to develop themselves. Education effectively develops students' abilities and helps them acquire various skills, such as knowledge and problem-solving skills, as well as attitudes, such as a sense of ethics. Therefore, educators need to be aware that they are not only providing knowledge to students, but also promoting their overall development as human beings.

1.2 Educator awareness

The first thing you should be basically aware of as a TA is that you are one of the educators mentioned above. By learning and growing to be good educators themselves, TA can provide better educational support to their students. As an educator, TA are expected to be flexible in adapting to a diverse student population, to always be willing to improve, to grow with students, and to build a better classroom environment.

1.3 Positioning of TA in educational activities

TA assist faculty members in educational activities and provide support to students in and out of the classroom. TA are also expected to build a good rapport with students, help them better understand the class, and provide feedback, including answers to their questions. In addition, it is important to work closely with faculty members to help them achieve their educational goals.

1.4 Basic attitudes as a TA

TA have a wide range of responsibilities, which will be explained in detail in later chapters. They include assisting in educational activities as directed by faculty, as well as facilitating communication with students, providing evaluations and feedback, and responding to questions. TA are expected to support the academic environment to promote student understanding and play a role in improving the quality of education.

To fulfill this role, it is essential for TA to understand the classes they are responsible for, be willing to actively assist in the classroom, be flexible, and have good communication skills with students. With those in mind, it is the TA's fundamental responsibility to cooperate with the faculty and contribute to improving the quality of education.

1.5 Educational goals of Tottori University: Philosophy, educational grand design

The university's philosophy is the basic values and goals that the university seeks

to achieve. It is the university's identity and social mission, and guides all university activities, including education, research, and social contribution. Therefore, it should be shared by all members of the university, including faculty, staff, and students, and should be clearly stated both inside and outside the university. The philosophy of Tottori University is "Fusion of Knowledge and Practice". Please confirm the meaning of this philosophy on the university website.

On the other hand, the educational grand design is the overall picture of the university's educational policy, curriculum, and educational process. This is an educational policy that should be formulated and implemented based on the university's philosophy, which relates to education, including the knowledge and skills that students should acquire at the university. The grand design of the university's education is "education based on modern culture and human skills." For details, please be sure to check the "Attached Materials" at the end of this document.

1.6 Three University Policies (Three Basic Policies on Bachelor's course education) and Three Policies for faculties and departments
Tottori University has established three policies (Diploma policy, Curriculum policy, Admission policy). Each policy is briefly explained at the end of this document.

First, Diploma policy establishes the criteria for granting graduation and conferring degrees when students fulfill the prescribed requirements and obtain the necessary credits.
Universities award degrees after confirming that students have acquired a certain level of knowledge, skills, and attitudes in specialized fields and in a broad range of liberal arts. A degree is meant as a specific qualification or recognition in a profession or research in society. Therefore, the degree awarding policy is important to ensure the credibility of the university and the value of the degree.

Next, we will discuss Curriculum policy. It is a policy for the design and implementation of the educational programs or curricula offered by a university. Curricula are structured so that students take a series of courses to enhance their academic understanding and expertise, and curricula are constructed to meet certain standards while remaining flexible enough to respond to changes in society and developments in specialized fields.

Finally, Admission policy is a statement of the criteria by which the university accepts students. It considers a variety of factors, including a student's academic record, admissions tests, essays, and interviews to assess academic ability and

personality. Universities are expected to accept appropriate students who are academically responsive and maintain academic quality while taking into account diversity and inclusiveness.

Please refer to the attached University's three policies (university-wide) at the end of this document. In addition, TA should be sure to review and understand the 3 policies of the academic departments in which the courses they are responsible for are offered.

2 Purpose of the TA system and outline of operations

2.1 Purpose and outline of operations

This section describes the purpose of the TA system and an overview of TA duties. The TA system was established to provide support for more direct engagement with students when it is difficult for faculty members to work closely with students in large lectures, experiments, or exercises, etc. TA are responsible for supplementary educational duties so that faculty members can focus more deeply on teaching.

· Student Learning Support:

TA assist students in deepening their understanding of subject matter and assignments. TA also support students to make the learning process more effective by providing individual and small-group support.

· Improving the quality of education:

TA work with faculty members to improve the quality of education by preparing teaching materials, assisting with class management, and providing a better learning environment for students under the direction of the faculty member.

The following is a description of the basic roles of TA

· Classroom Assistance: TA assist in the teaching of lectures, experiments, and exercises.

TA assist in lectures, experiments, and exercises. This includes explaining teaching materials, explaining assignments, preparing for experiments, and assisting with exercises.

· Assistance with evaluation:

TA may assist with grading exams and assignments, recording grades, providing feedback, and other evaluation-related tasks. This work must also be done appropriately in consultation with university policies and faculty.

· Supervision of practical exercises and experiments:.

In some courses, TA may be assigned to assist in the teaching of practical exercises and experiments. This assists students in acquiring practical skills and knowledge. These duties must be discussed with the instructor in charge of the course and must

be performed in accordance with the instructor's instructions.
· Assistance in the development and preparation of teaching materials:
TA may also assist in the development and preparation of teaching materials. This work must also be discussed with the faculty member in charge of the course and must be performed in accordance with the TA's instructions.

TA are required to perform their duties as TA in an appropriate manner.
The TA system is an indispensable part of university education and is indispensable for providing quality education.

However, as described below, there are certain duties that SA (undergraduate students) and TA (graduate students) may or may not be able to perform, so please make sure you understand your role and the specific duties you must perform before classes begin. Please make sure that you understand your role and the specific duties you are expected to perform before the start of class.

Work hours	SA	TA	Work	Note
During class time	○	○	Infectious Disease Response	Temperature measurement, preparation of disinfectant, etc.
During class time	○	○	Attendance confirmation and management	
During class time	○	○	Assist in teaching lectures and exercises	Appropriate instruction and guidance from faculty
During class time	○	○	Assist in teaching experiments and practical training	Appropriate instruction and guidance from faculty
During class time	×	×	Supervision of regular examinations (mid-term and final)	
During class time	○	○	Assist in supervising regular examinations (mid-term and final)	Appropriate instruction and guidance from faculty
During class time	×	○	Supervision other than regular examinations (mid-term and final)	
During class time	○	○	Assist in the supervision of non periodic examinations (mid-term and final)	Quizzes, quiz reports, etc.
During class time	○	○	Collection (organization) of reports, etc.	
Outside class time	×	×	Creating regular examinations (mid-term and final)	Reports, etc. in lieu of periodic examinations
Outside class time	×	×	Grading of regular examinations (mid-term and final)	Reports, etc. in lieu of periodic examinations
Outside class time	×	○	Assist in grading periodic examinations (mid-term and final)	Appropriate instruction and guidance from faculty
Outside	×	×	Creating questions other than those for	Quizzes, quiz reports,

class time			regular examinations (mid-term and final)	etc.
Outside class time	×	×	Grading other than regular exams (midterm and final)	Quizzes, quiz reports, etc.
Outside class time	○	○	Assist in grading other than regular exams (midterm and final)	Appropriate instruction and guidance from faculty
Outside class time	○	○	Preparation and cleanup of teaching materials and equipment	
Outside class time	×	×	Preparation of teaching materials (drafts)	
Outside class time	○	○	Assist in preparation of teaching materials (printing, preparation, etc.)	
Outside class time	×	×	Entring grades, management of exam answers, reports, etc.	
Outside class time	○	○	Assistance in preparation for experiments and practical training	
Outside class time	○	○	Academic Counseling	
Others	×	×	Activities unrelated to the subject for which you are responsible	Administrative work for conferences, other subjects, etc.

SA/TA Work Assignment Chart

2.2 TA work hours, etc.

As a rule, TA are limited to a maximum of 30 hours per week. In principle, the faculty member in charge of the class must be present when TA work is performed. If the work is relatively easy, or if the faculty member in charge of the class is not available, another regular faculty member may confirm the work in place of the faculty member in charge of the class. In either case, the TA work should be confirmed by the faculty member after the TA work is completed and a work report should be prepared.

2.3 Basic competencies required for TA

TA are required to have the basic abilities to understand and explain the content of the study, and to provide guidance.

2.3.1 Understanding of academic content

TA need to have a deep understanding of the subjects and course contents they are teaching. To do so, they need to read textbooks and reference materials and acquire relevant knowledge. It is also important to deepen their understanding of the class objectives and curriculum. This understanding of the academic content will enable the TA to answer students' questions appropriately and to manage the class smoothly under the direction of the instructor.

2.3.2 Ability to explain (observe students and elicit questions)

TA must be able to explain class content to students in an easy-to-understand manner.

This includes the ability to explain complex concepts concisely and visually using diagrams and graphs. In addition, TA need to observe students' learning status and attitudes, encourage students to ask questions, and create an atmosphere and situation that makes it easy for students to ask questions.

2.3.3 Ability to provide guidance

TA need to be able to provide guidance and feedback to individual students and groups. TA must also be able to monitor students' academic progress and provide support appropriate to the individual student's situation.

2.3.4 Specific code of conduct as a TA

(1) Be on the teaching side: While keeping the student's perspective in mind, change your mindset from being the one who is taught to being the one who teaches (and assists the student).

(2) Understand the nature of your duties and take notes so as not to forget.

(3) In order to understand the class and the students, first look around the entire class, observe how the students are working and how the teachers are doing, and grasp the current situation. Especially in the case of experimental classes or classes that use equipment, give priority to safety and make sure that the equipment is being handled properly. When interacting with students and faculty, listen to their voices first. Listening is important not only for understanding others, but also for communication.

(4) Be aware of both verbal and non-verbal communication to gain the trust of faculty and students.
・Make eye contact (depending on the situation and the student).
・Use soft facial expressions.
・Consider gestures and posture.
・Use a appropriate tone of voice (natural tone, volume and speed of speech).
・Do not respond negatively to the other person's opinions.

(5) When instructing students, provide examples and ask questions to help them understand and answer. For example, if a student seems to have difficulty answering a question, ask a simple question that can be answered with "yes" or "no," etc.

(6) To stimulate the overall discussion, talk to any students who are isolated during the discussion and encourage them to participate. Also, if the content of the group discussion is too far from the purpose or theme, or if a particular student is speaking one-sidedly and not allowing everyone a chance to speak, get involved with that group and adjust the discussion so that everyone can participate and discuss the purpose or theme.

3. Responsibilities and Duties of TA

3.1 Understanding Diversity, equity, and inclusive education

3.1.1 Understanding Diversity and Equity

Diversity assumes the presence of students with diverse values, including different cultures, languages, religions, genders, abilities, and experiences. The University respects diversity and emphasizes the inclusion of these individuals both inside and outside the classroom. In keeping with this University policy, TA are expected to understand and respect that students come from diverse backgrounds.

Equity also means providing equal opportunities to all students; TA should strive to ensure that students have equitable academic opportunities and are evaluated fairly. Equity is also related to diversity, which requires recognizing that students come from different backgrounds and abilities and responding appropriately accordingly. In addition, TA should be mindful of their own biases (preconceptions and biases) and stereotypes (ideas and assumptions that are prevalent among many people) and strive to avoid allowing them to influence students. If the TA themselves have any of the diversity biases or stereotypes, it is important that they make every effort to overcome them.

3.1.2 Understanding Inclusive Education

Inclusive education is education that seeks to provide an environment in which all students can participate and succeed in academic activities. This means education that aims to enable students with different backgrounds and abilities to learn and develop in their own way, based on the presence of the diversity.

To facilitate the implementation of such inclusive education, TA will be involved in the following ways in cooperation with the faculty members in charge of the course.

・Responding to different learning styles
 Recognize that students have different learning styles and provide materials and activities accordingly.
・Ensuring accessibility
 Provide methods for students to acquire materials and access classrooms.
・Providing feedback
 Provide feedback to students by appropriate methods.
・Facilitate communication
 Facilitate communication with students to understand their academic progress and the support they need.

In this way, TA are expected to understand the importance of diversity and equity and to promote inclusive educational practices. This creates an environment in

which all students can participate and thrive in academic activities.

3.2 Human rights, harassment

3.2.1 Human rights

In university education, it is important to respect and protect the human rights of students. Human rights are fundamental rights that all people have and include the right to learn and grow freely without discrimination or unfair treatment. Faculty and TA are responsible for ensuring that students are not violated in their human rights and that they operate their classes in an appropriate environment.

3.2.2 Harassment

Harassment is behavior or comments that an individual finds offensive based on attributes such as gender, race, religion, sexual orientation, disability, or age. Harassment can be detrimental to the academic environment and can hinder student learning and growth. In the classroom, faculty and TA have a responsibility to prevent harassment from occurring and to ensure that students can learn in a safe and comfortable environment.

3.2.3 Role of TA in protecting human rights and preventing harassment

TA are in the position to interact directly with students. Therefore, TA need to pay special attention to respecting human rights and preventing harassment.

· Respect and fairness

TA need to be respectful and fair to all students. As mentioned in the diversity section, TA must not discriminate against students based on gender, race, religion, sexual orientation, disability, age.

· Privacy and Confidentiality

TA must protect the privacy and confidentiality of students. They may not divulge students' personal information or grades to other students or third parties.

· Prevention of Harassment

TAs are also responsible for preventing harassment. Faculty members and TA must be careful not to act or speak in ways that students may find offensive. If harassment does occur, it must be promptly reported to the faculty member or other relevant person, and appropriate action must be taken.

· Maintaining and improving the learning environment

TA are responsible for maintaining a good learning environment, and if necessary, making suggestions to faculty for improvement. TA should try to provide a comfortable learning environment for students and remove obstacles to learning.

3.3 Barrier-free

Barrier-free refers to an environment that is safe and comfortable for all people, including people with disabilities and the elderly. In university education, it is

important to provide a barrier-free environment.

To provide an appropriate barrier-free environment, it is important to follow the following principles

・Accessibility

　Universities should design and maintain their facilities so that students have easy access to classrooms, laboratories, etc. TA should consult with faculty members if they identify any conditions in the classroom environment that may present a barrier to accessibility.

・Access to information

　Assistance will be provided to students to facilitate access to information. If a student has a hearing or visual impairment, he/she should consult with the instructor in charge or seek professional advice, such as drawing large letters when writing on the board.

3.4 Reasonable accommodations

Reasonable accommodation is a means of ensuring that students with disabilities or problems have an equal opportunity to study at the university. It is a legal requirement to ensure that such students can attend classes without disadvantage and is based on laws such as the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Rights Act (IDEA). These laws are designed to ensure that people with disabilities are not placed at a disadvantage in public places or educational institutions.

Examples of reasonable accommodations at educational institutions include the following. These include postponing exams or providing a special testing environment, recording lectures, adjusting lecture schedules, adjusting lecture content, adjusting lecture locations, adjusting how you participate in lectures, and adjusting how lectures are evaluated. If there is a student who requires reasonable accommodations for a class you are teaching, the university will notify the faculty member in charge of the student of the specific student's situation and the matters that need to be addressed. It is necessary to share necessary information with the faculty member in charge of the student and deal with the student's situation, taking the student's privacy into consideration.

The University has a "Support Center for Students with Disabilities" (located on the 2nd floor of the Common Education Building A), which provides consultation services for students who experience difficulties in their studies due to disabilities or illnesses. The center provides consultation not only for students with disabilities, but also for students on how to support their studies.

4. Crisis response (accidental infliction of injury, fire, earthquake, etc.)

In the event of an incident, accident, or other emergency, TA should, in principle, seek instructions from the faculty member in charge of the course, and take appropriate measures. In addition, please discuss the division of roles and responsibilities with the faculty member in charge of the course in advance, assuming the following types of crises. In addition, please confirm the location of AEDs (Automated External Defibrillators) and actively participate in any training sessions on how to use AEDs.

4.1 Accidental infliction of injury

- In the event of a serious accident, ask the office (see 6.2) to call 119 for an ambulance from an extension phone in a classroom, laboratory, or hallway, or, in the case of an emergency, especially outside the campus, call 119 directly from a cell phone and then immediately contact the office.
- In the case of a relatively minor accident, provide first aid and care, and contact the Health Service Center and the office for advice on how to handle the situation. In the case, please note as compact as possible "who (who), when (when), where (where), and in what condition (why/what)".

4.2 Fires

- Notify everyone that there is a fire.
- Press the button on the fire alarm system (confirm its location in advance).
- Call 119 and at the same time contact the nearest office (if the fire is minor, the office may be the first contact). When reporting the fire, give the location (address, building information: name of the building, floor, and classroom) and the situation (the situation in which the fire occurred, the state of the fire, and in the case of a chemical fire, the name of the chemical) as accurately as possible.

4.3 Earthquakes

Hide under a desk until the shaking stops. Keep away from windows, shelves, chemicals and equipment. In the event of a particularly large earthquake, wait until the tremors subside before evacuating to a designated evacuation site. Evacuation sites and evacuation routes are posted on the teaching tables and classroom walls, so be sure to check them beforehand. When evacuating, please turn off the power breaker and turn off the main gas valve as much as possible to prevent secondary disasters. Also, be sure to confirm your safety at the evacuation site.

Please refer to the "Guide to Student Life (For Safe Student Life)" and the "Safety Guide (Faculty of Engineering)" when responding to a crisis.

5. Protection of personal information

5.1 Personal information of students

Personal information is information that can be used to identify a specific individual by name, date of birth, etc., and that can be checked against other information to identify a specific individual. The following is a list of the main types of information.

・Course participant lists: Paper and electronic data
・Examination answers and reports: This includes not only regular examinations, but also quizzes and reports submitted electronically via manaba or e-mail as well as in class.
・Attendance Slips: In addition to attendance slips, attendance sheets and electronic data that record attendance and absenteeism are also under this category.
・Other: Students' submissions (questions, opinions, etc.)

When handling such materials containing personal information, please be sure to do so under the supervision of the faculty member in charge of the class. The storage and management of such materials is the responsibility of the faculty in charge of the class. Please note that the following actions are prohibited for both faculty and TA.

・Use of students' grades, contact information, or other personal information obtained in the course of their duties for purposes other than their duties.
・ Use of students' personal information outside of classrooms, laboratories, administrative offices, or the laboratories of the faculty member in charge of the class, etc.
・Use of personal information of students outside of classrooms, laboratories, administrative offices, and the laboratories of the faculty member in charge of the class, etc.
・Take any items related to students' personal information outside the university in paper or electronic media, etc.

5.2 Considerations other than personal information

Information about students obtained in the course of TA duties is prohibited from being disclosed to others even if those are not legally under the category of personal information (possible invasion of privacy).

If a faculty member or a TA leaks personal information, the university authorities (the employer) will be held responsible and the person who leaked the information may also be held legally responsible. If such a leak should occur, it is necessary to

promptly disclose the incident and take countermeasures to prevent the spread of damage. Therefore, if you discover a leakage of information, please immediately contact the faculty member in charge of the class.

6. Other considerations for TA duties

6.1 Handling of classes when weather warnings are issued, or public transportation is suspended

The following is an excerpt from the university's website regarding how to respond in these cases.

(1) If a special weather warning (excluding a special tidal wave warning) is issued for the northern part of Tottori City (Yonago City for the Yonago Campus) at 7:00 a.m., classes in the morning (periods 1 and 2) will be cancelled, and if the warning is issued at 11:00 a.m., classes in the afternoon (periods 3, 4 and 5) will be cancelled.

(2) If a weather warning (wind storm, heavy rain, flood, heavy snow, snow storm) is issued for the northern part of Tottori City (Yonago City for Yonago Campus) and public transportation (JR trains to and from Tottori Station and Yonago Station for Yonago Campus) are suspended, the Director in charge of Education (Dean of School of Medicine for Yonago Campus) will decide whether or not classes can be held by 7:00 a.m. for morning classes (periods 1 and 2) and by 11:00 a.m. for afternoon classes (periods 3, 4 and 5) after considering the weather conditions, etc.

(3) Classes will be cancelled in cases other than the above where it is deemed particularly necessary to ensure safety.

In principle, make-up classes for cancelled classes will be held on a reserve day set for each semester. However, this does not apply to cases in which make-up classes are conducted online.

6.2 Emergency Contact
＜Tottori Area＞
・Faculty of Regional Sciences Office 0857-31-5077
・Faculty of Engineering Office 0857-31-5183
・Faculty of Agriculture 0857-31-5343
・Education Support Division (Common Education Building) 0857-31-5053
・Health Science Center 0857-31-5065
・Student Support Center 0857-31-5058
・Nighttime: Tottori Campus Guardroom 0857-31-6757
＜Hamasaka Area＞

・Arid Land Research Center 0857-23-3411
＜Yonago Campus＞
・Education Affairs Division 0859-38-7096
・Health Science Center Yonago Branch 0859-38-6495
・Night time: Office on duty at Tottori University Hospital 0859-38-7200

<Attached Materials＞
● Educational Grand Design of Tottori University
Tottori University is committed to fostering well-educated individuals who can become the core of society, oriented toward solving the problems of local communities and understanding international society, through an education based on the modern liberal arts and human skills necessary for the times, in accordance with its basic philosophy of "fusion of knowledge and practice.

The "modern liberal arts" that the university defines are as follows
(1) Broad knowledge of culture, society, and nature
(2) Understanding of specific fields of specialization
(3) The ability to logically explore and solve problems
(4) Ability to think creatively

The "human ability" that the University defines is as follows
(1) The ability to execute based on autonomy
(2) Ability to collaborate in diverse environments
(3) High ethical standards and social awareness as a citizen

● Tottori University's Three Policies
Three Basic Policies on Undergraduate Education
Based on the education and research philosophy of "fusion of knowledge and practice," Tottori University has set forth its educational goals in its academic regulations, and has embodied these goals in the "Grand Design for Education. The university declares that it aims to "cultivate well-educated individuals who can become the core of society" by developing "education based on the power of humanity.

In order to realize such human development, we have established the "Policy for Accreditation of Graduation and Degree Conferral," "Policy for Curriculum Development and Implementation," and "Policy for Acceptance of Students" for the bachelor's degree program.

Diploma Policy
Tottori University awards degrees (bachelor's degrees) to students who have completed the educational courses offered by each faculty and department, earned the prescribed credits, fulfilled graduation requirements, and acquired the following abilities, in accordance with the university's educational objectives.
・ The student must possess a broad knowledge of culture, society, and nature, as well as in-depth knowledge and understanding of each specialized field, and have the methods and skills to acquire this knowledge.
・ The student should be able to explore and solve various problems based on logical

thinking, sound judgment, and creative expression.
- The student should be interested in future activities in the local and international community, and have the lifelong learning ability to enrich his/her own life through independent and continuous study.
- The student should have a sound sense of ethics and the ability to collaborate with others based on rich communication and practice.

Curriculum Policy

Tottori University organizes and implements systematic curricula in each faculty and department based on the following policies so that students can acquire the abilities indicated in the policy for conferring degrees.

Curriculum and Educational Contents

- The University will integrate common university-wide subjects consisting of liberal arts, foreign languages, and health and sports subjects with specialized subjects for acquiring knowledge and skills in specific fields, in order to nurture well-rounded individuals who can play a central role in society.
- The curriculum will integrate knowledge and practice by encouraging theoretical and practical inquiry to develop problem-solving skills and practical social abilities, and by providing courses that integrate these two areas.
- We will enhance first-year education to enable students to take the initiative in their studies and to clarify their motivation for learning after entering the university.
- We will promote education related to career development in order to foster autonomous lifelong learning.

Educational Methods

- We will strive to develop interactive and participatory education in order to form the ability to have a sound sense of ethics and to practice in collaboration with others based on rich communication.

Evaluation of academic achievement

- We will evaluate the results of study through examinations, reports, and other means in accordance with the grading standards established by each faculty.
- We will strive to visualize the results of study and verify the curriculum.

Admission Policy

Tottori University accepts the following people who have a desire to deepen their knowledge and acquire theory, as well as a desire to make a broad contribution to

local and international society through practical application, and who aspire to enhance the abilities necessary to achieve this.

・Those who have basic knowledge and skills of culture, society, and nature from subjects taken in high school and other schools.
・Those who wish to acquire and improve their basic ability to think, judge, and express themselves when studying at the university.
・Those who wish to continuously improve their abilities and explore issues and problems.
・Those who wish to contribute to society by acquiring a sound sense of ethics and working independently and collaboratively with others.

In order to accept such people, faculties and departments clearly specify the abilities it seeks in applicants and how to evaluate them in relation to various abilities, and provide opportunities for entrance examinations based on multifaceted and comprehensive evaluation through comprehensive selection, school recommendation selection, and selection for working adults, in addition to the general selection process using the Common University Entrance Test. In addition to the general selection using the Common University Entrance Test, we will also provide opportunities for entrance examinations based on multifaceted and comprehensive evaluation through comprehensive selection, school recommendation selection, and selection for adults.

<Reference>
TA-related materials from Tokyo Institute of Technology, Saitama University, Mie University, Ehime University, and Kyushu University