Six years have passed since the Great East Japan Earthquake Disaster and the Fukushima Daiichi Nuclear Plant Accident. The reopening of the national highways and expressways connecting north to south in the evacuation areas have restored the basic traffic infrastructure, marking major progress in the restoration efforts of disaster-affected areas. Still, more than 110,000 residents of Fukushima prefecture remain evacuated within and outside of the prefecture.

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January 2015 saw the announcement of the future vision for Fukushima University, the “Nakai Plan 2021.” In light of items to include in the third mid-term target plan currently under development for completion by 2021, the Nakai Plan outlines directions and specific plans that only this University can accomplish by 2021, ten years after the earthquake and nuclear disaster. The Nakai Plan 2021 includes individual and specific measures for developing human resources able to creatively engage with regional challenges (education), fulfilling its mission as a research university within Fukushima (research) and contributing as a core knowledge base to Rebuilding Fukushima (contribution to society).

Fukushima University established new academic areas in science and technology at the same time as it became incorporated as a national university corporation. It developed from a humanities-oriented tertiary institution into a comprehensive university that fuses the humanities and the sciences. We ask for your kind support in the efforts of Fukushima University to “move forward with the community” with the aim of developing human resources with a global perspective and sensitivity who are able to solve the various challenges facing the region.
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Nakai Plan 2021
—Towards an Academic Institution Specializing in Human Resources Development That Moves Forward with the Community—

An Academic Institution Specializing in Human Resource Development That Moves Forward with the Community

Since its establishment, Fukushima University has sent out specialized human resources into the spheres of education, industry and administration in the locality of Fukushima. Based on the spirit of freedom, self-government and independence, the University facilitates education and research that fuses the humanities with the sciences to fulfill its mission as a trusted higher education institution with a strong presence in the local community.

In order for Fukushima University to further fulfill its mission as a human resources development institution that contributes to the creation of a new regional society, Fukushima University will aim to achieve the following goals under its new mission statement called the Nakai Plan 2021. Together with its local communities, Fukushima University will tackle 21st Century Challenges being faced in Fukushima today, and move forward by leveraging lessons learned through the earthquake and nuclear disasters.

Education

Develop human resources that can creatively engage with regional challenges.

Organizational Infrastructure That Promotes Educational Reform

- Establish organizational infrastructure to facilitate educational reform by comprehensively evaluating general education, specialized education, teacher training and other educational activities engaged in by the University.

Establishment of an Educational Program That Responds to 21st Century Challenges

- Develop the Fukushima Future Studies as a minor unique to Fukushima University, and reinforce its function to develop new human resources capable of tackling issues related to the revitalization of Fukushima.
- Build academic programs that correspond with global human resources development as a means to facilitate academic activities in step with globalization.
- Increase the sophistication of teacher training functions to take into account the realities of school education in Fukushima.
- Facilitate human resource development capable of handling challenges pertaining to food and agricultural safety in post-disaster Fukushima.
- Promote the development of human resources in the renewable energy field while reinforcing human resources development functions in science and technology.

- Create a new purpose for human resource development based on research results from the Institute of Environmental Radioactivity.

Reinforce Foundational Education and Verification of Quality Assurance

- Further human resource development by adopting active learning in our curriculum.
- Bolster general education while pursuing specialized training that meets the academic interests of students.

Economic Support to Students and Upgrading Study Environments

- Systematically renovate aging facilities and equipment.
- Upgrade self-study spaces for students.
- Continue to develop the Student Education Support Fund to bolster support for student life.
Research
Fulfill Our Mission as a Research Institution in Fukushima.

Proactive Initiative for 21st Century Challenges That Are Accelerated in Fukushima
- Research and proactively engage with challenges accelerated in Fukushima since the earthquake and nuclear disasters, that are also challenges being faced in Japan as a whole, such as progressively lower birth rates, aging population, community breakdowns, and energy issues.

Global Promotion of Environmental Radioactivity Behavioral Research by the Institute of Environmental Radioactivity
- Bolster systems and functions in the Institute of Environmental Radioactivity (IER) by inviting more international researchers, and lay down groundwork for developing IER as a cutting edge global research organization within the field of environmental radioactivity.

Formulation of a Future Creative Education Style by the Innovative Learning Laboratory (ILLab)
- Develop the expertise and experience acquired through activities by the OECD Tohoku School into developmental research for a new human resource development program at our Innovative Learning Laboratory.

Contribution to Society
Contribute to society as a core knowledge base for Rebuilding Fukushima.

Core Knowledge Base within the Community
- Contribute to resolving challenges facing Fukushima and regional communities by developing industries based on innovations and social revitalization.

Developmental Reorganization of the Fukushima Future Center for Regional Revitalization
- Reorganize the Fukushima Future Center for Regional Revitalization (FURE) to further develop the organization as an asset to restoration and revitalization and continue support activities that move with the community.

Contributions to Restoration Through Close Collaboration with Fukushima Prefecture and the National Government, etc.
- Engage in activities based on the Fukushima Prefecture Restoration Plan and the Innovation Coast Scheme as a part of Revitalizing Fukushima.

Establishment of an Educational Research Organization
Establish and develop an educational research organization that meets the needs of society.

Establish a Human Resources Development Organization for Agriculture
- Establish a human resources development organization in the field of agriculture at an early stage in order to accommodate the rising demand for HR development in agriculture in Fukushima due to food safety issues following the March 11th disaster.

Establishing a Graduate School in Education
- Enhancing overall capabilities and aptitudes of teachers in Fukushima Prefecture by establishing a graduate school of education appropriate that meets the needs of Fukushima.

Management and Operations
Administrative reforms throughout the university.
- Establish an IR (Institutional Review) office to collect and analyze objective data on university operations and facilitate continuous university reform.
- Modify the director/vice presidential system and selection method, and in doing so clarify responsibilities and authority to enable an efficient management and operation structure.
- Create an environment that allows strategic resource allocation by providing an expense reserve that is at the discretion of the president and other means through the adoption of new methods for managing labor costs.
- Enhance overall financial strategies to create a structure that can respond flexibly to the changing needs of society.
- Convene a commemorative project for Fukushima University’s 70th anniversary (2019).
The faculty wants to train teachers who can directly tackle issues at the front line of education, and to encourage the development of people who can provide assistance to the local community through culture.

The Faculty of Human Development and Culture is looking carefully at issues facing both school education and the local community, and is approaching these from the perspectives of human development and culture. The courses in this faculty place importance on curriculum flexibility, careful advice, and the ability to put things into practice. Through these courses, the faculty nurtures educators of people and culture who will educate people and create culture, and who will drive the recovery of the Tohoku Region and create the future for Japan.

Creating the next generation of specialists who will drive human growth: training the educators

At the Faculty of Human Development and Culture, we train specialists who will promote human growth and who can be active in various areas in society. By specialists who will promote human growth we mean the people who will actively utilize their knowledge of education in schools and kindergartens, and in local government bodies and companies. Through our curriculum, students will become familiar with the knowledge, techniques and values that will support human growth, from the specialized perspectives of the humanities and social sciences, and mathematical sciences. The students can gain teaching certificates in almost the same way as they would at the Faculty of Education.

There are three majors in the Faculty. The first is Human Development, which helps students to learn the reasoning behind development. The second is Cultural Exploration, in which students learn about the way the world works and tackle some contemporary issues. The third is Sports and Arts, in which students aim to create culture through physical and artistic training. Both students who want to become teachers and those who want to carry out research in their area of specialty can apply their learning.

Admissions Policy — Ideal student —

We are looking for students who are interested in human development and the exploration and creation of culture, and who are keen to play a role in the challenges facing human development today.

Goals of Learning

Fostering the educators of people and culture

Overview of the Faculty

Fukushima University
Curriculum Features
The Faculty of Human Development and Culture places great importance on proactive learning by each student, and has an education system that offers a flexible curriculum according to each student's interests and their career path. Teachers who are curriculum advisors provide support for curriculum development. In addition, class advisors are available to discuss daily life and study issues with the students.

By setting study goals that look ahead across the four-year period of studies at our university and by recording the details of your study history in the portfolio, you can clearly see what you have studied so far, and what the future issues will be. Looking back over what you have learned will strengthen your ability to make things happen.

Lecture Features
Lectures in the Faculty of Human Development and Culture do not all take place in traditional classroom settings. There are many opportunities for students to conduct research in groups, publish their results, and carry out practical work in the local community. Each year there are practical training courses where students can develop their practical teaching skills. These offer many opportunities for students to learn outside the classroom through a variety of training programs that include: natural training experience, local community education practice, clinical education practice, the special overseas course and teaching practice. Through these courses, students develop an awareness of problems encountered in the field, and build up their knowledge and ability to apply what they have learned.

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<th>Natural training experience (First Year)</th>
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<td>The natural training experience is held during the summer holidays, and approximately eighty first year students who are new to the university take part. The students form teams and organize a three-day exchange program with elementary and junior high school students. This unique program involves the planning of a natural training school. In this program, students can form a basic understanding of children as well as the difficulties and joys of creating educational activities.</td>
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<td>The objective of local community education practice is for students to build up their practical abilities as teachers or local community educators by interacting with children in the local community. In this program, the students work in groups to provide support for after-school care primarily at community centers, attend workshops held at the Komu-komu facility for the children of Fukushima City, and carry out activities in special-needs groups in the local community.</td>
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<td>In the clinical education practice course, students support at schools for children with special needs within the Fukushima City public school system. During the course, the students assist with the teaching and daily activities of children who require one-on-one instruction, and children who spend all day in school sick bays or in resource rooms because they cannot participate in normal class activities. The students learn about the broad range of understanding of children that teachers need to have, and gain practical experience in instructing children.</td>
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Curriculum and support system

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Major in Human Development

Giving students practical skills and values that will support independence, through a deep understanding of human development

The most important quality for an educator to have is a deep understanding and trust of people.

In the Human Development major, students are trained in the values and attitudes required in educators. While learning about the logic and diversity of development, the essentials of education and contemporary education, students acquire the knowledge and techniques they will need as teachers. They are exposed to various approaches to human psychology, and become familiar with special techniques of child education and special-needs education. Through a diverse range of fieldwork programs, students deepen their understanding of human development. We train people who can put their skills into practice to help others achieve independence in a variety of settings, including the local community, businesses, education and welfare.

Major in Cultural Exploration

From the standpoints of culture and science, fostering a broad knowledge about society, an awareness of social problems, and an inquiring mind

Each and every human being is brought up in society. In the Cultural Exploration major, students study human development from the perspective of society and culture, and link this to the training of the next generation. In this major, students deepen their understanding of language culture, regional culture, the life sciences and mathematical science subjects and learn about their mutual influence and applicability. Students look at the various ways that knowledge exists and functions in society. Students become familiar with specialized knowledge of society and culture and learn how this can be applied. They analyze contemporary problems facing schools and the local community, and learn how to tackle these issues head on.

Major in Sports and Arts

Through the pursuit of sports and art, students heighten their unique abilities and create culture that can contribute to local communities

Not only do sports and art excite people, they also play a vital role in establishing the individual.

In the Sports and Arts major, students study the following topics at an advanced level: enhancing competitiveness, life-long physical exercise and sports; ideas and theories of art and music; and performative techniques. Students are trained to become outstanding human resources who can utilize these skills. Students can go on to become teachers of music, art or physical education; excellent competitors or performers; instructors in the areas of sports or art; and people who can contribute in the local community to the planning of events, health and welfare.

Student’s Voice

“LONG LIVE FUKUDAI!!!!”

The Faculty of Human Development and Culture, as its name depicts, prepares students who intend to promote human growth and become active members in the society. Holistically, the Faculty provides study in a wide range of subjects. The department also welcomes students from across the globe with different cultural backgrounds. Studying in Fukushima University has given me an insight to the rich Japanese educational system and culture. Attending physical education classes here has boosted my confidence as a teacher trainee on effective teaching and learning methodology. I have never regretted being in class with Japanese students because I feel unique when they respond to me in a welcoming manner. Even though we have different cultural and language backgrounds, I’m able to mingle with other students. Fukushima University accepts and welcomes everybody no matter what their cultural diversity. I am proud to be a student teacher in Fukushima University because it has given me a unique opportunity to meet people with different cultural backgrounds. LONG LIVE FUKUDAI!!!!

Martha Koomson
Research Student, Graduate School of Human Development and Culture, from Republic of Ghana
Admissions Policy — Ideal student —

The ideal student is someone who will study the issues that local communities are facing from a wide-range of interdisciplinary perspectives, who has the desire to create a healthy culture for local communities in which people can live more at ease, and who has the drive to acquire the necessary knowledge and skills to achieve these objectives.

Goals of Learning

Fostering real learning ability

Training local community people who have the desire to be leaders, well equipped in both theory and practice, and able to get local communities motivated and active.

Overview of the Faculty

We train people who will study the problems of local communities from a wide range of interdisciplinary perspectives to come up with solutions.

Re-envisioned in 2005, this Faculty seeks students who have an interest in contributing to municipalities that are in tune with Japan’s era of the local community and the era of decentralization. By studying law, politics, public administration, sociology and cultural sciences, among other subjects, students will undertake interdisciplinary studies and research. The aim of these studies is to train a diverse range of people who possess the abstract and specific skills that will enable them to identify the issues facing local communities and help solve them.

Our curriculum includes a wide range of contemporary themes such as the citizen-judge system, advocacy, the decentralization of power, town planning, social welfare, the environment, information, mass media, gender, social education, and the understanding of other cultures. We also offer classes that cover important areas in practical learning, hands-on experience and local fieldwork.
Curriculum Features

Actual social problems are complex, and cannot be solved only through one approach coming from a single academic discipline. Students can develop the ability to use multiple approaches to tackle contemporary problems through interdisciplinary study of a wide range of courses at our Faculty. They can learn about local community problems by interacting with members of these communities through the projects and practical training courses offered.

While receiving a four-year, integrated, small class-size education, students can acquire a proactive attitude to learning in accordance with the learning progress of each individual. They select their major at the start of their second year, as the Faculty believes this approach enables students to acquire the expertise that each of them seeks while developing a broad grounding from a diverse range of subjects.

Lecture Features

In the Faculty of Administration and Social Sciences, practical learning, hands-on experience and local fieldwork are considered essential to help students develop the ability to solve problems in their communities. Practical training courses are offered in the areas of social education, social welfare, as well as in research topics in regional administration, archeology, and paleography and museum studies. In addition, through courses in the specialized practicum and introduction to major, students carry out fieldwork in local communities to explore various themes in depth. The Faculty offers active subjects that include student-planned classes, interdisciplinary classes, and fieldwork courses both in Japan and overseas. These place great importance on the autonomy of the students and teachers who plan the classes.

### Studies in Regional Administration Topics

In this training program, students gain experience to the point of creating policy proposals oriented towards the realities of communities. Studies begin with an investigation of the literature and reference materials relating to local community issues and policy formation. The students select a research theme and community to study, then plan and execute all stages, from social surveying to the compilation and presentation of a report. This training course enables students to enrich their university learning by coming into contact with a range of people in local communities.

### Studies in Social Welfare Topics

This class explores welfare issues, and helps students to understand the situations of the disabled, the elderly, children and other recipients of social welfare. For example, students simulate actual visually impaired lifestyles or use wheelchairs to get around local communities; they carry out group surveys, and gain hands-on experience in actual welfare related work by spending a week at an elderly care facility.

### Student-Planned Classes

Students set the issues they will study, carry out activities on and off campus (limited to within Japan) and conduct proactive studies and training. The planned classes are for second-year students and above. Provided that the self-planned classes meet the faculty’s conditions, they are given credits (2 credits). The students are required to pass the results of their studies on to other students through the preparation of reports, lectures and so forth. Students are also required to submit reports at report-sharing meetings with their fellow students.
**Major in Law**

A post-graduation pathway that responds to a wide range of social phenomena in the community based on a systematic legal education

In the Law major, we offer a systematic legal education aimed at developing human resources with legal policy skills, such as policymaking, ordinance and rule making, and legal interpretation abilities that will enable them to respond to issues in the community. To that end, we have put in place a variety of courses corresponding to such fundamental and elementary legal fields as constitutional law, civil law, commercial law, civil trial law, criminal trial law, and administrative law. In addition, in contrast with the curriculum of a conventional legal education, we offer a large number of unique courses such as municipal law, environmental law, labor law, social security law, economic law, international law, and the sociology of law.

**Major in Community Management**

To develop talented people who will take the lead in regional development in accordance with individual local characteristics

In solving community-specific problems through regional development, apart from municipalities developing policies and measures on their own, there is a need for new partnerships that leverage the attributes of other participants such as citizens and companies. In the Community Management major, in order to cultivate new regional leaders, we teach our students about the system and techniques of policies and plans as seen mainly from the standpoint of politics and government, but also from the viewpoint of citizens. They also learn how to analyze regional information and understand regional conditions. These are skills that are indispensable for decision making.

**Major in Social and Cultural Studies**

A post-graduation pathway that corresponds to the symbiosis of local communities containing multiple elements, on a foundation of sociology and cultural theory

In addition to possessing an overall view of the community, new community leaders need to perceive the symbiosis of diverse elements in society; they need an understanding and acceptance of multiculturalism in response to the internationalization of communities, and a flexible outlook on the changing roles of men and women. In the Social and Cultural Studies major, we look for ways to solve problems by analyzing the issues that contemporary communities confront from the standpoints of sociology and cultural theory. We investigate topics with an awareness of sociological history and of the global society, with an eye on the US, Europe and Asia.

**Student’s Voice**

“Four years at Fukushima University”

I’m an international student from China and these past four years I’ve lived days filled with all kinds of excitement and wonder at Fukushima University – being immersed in a foreign language environment, making friends from all over the world regardless of nationality and experiencing a different set of culture and customs.

While making friends at Fukushima, I’ve experienced a side of Japanese society different from the big cities. And while learning about Fukushima’s climate, history, traditional fine arts, festivals and food culture, I’ve also studied about the disaster recovery and challenges that this regional community faces. Learning for four years at Fukushima University has been a wholesome experience. I want to give it my all and contribute to the disaster recovery as best I can.
Faculty of Economics and Business Administration

Admissions Policy — Ideal student —
Someone with a keen interest in the variety of problems facing modern society, who looks to identify and pursue their own topics with an animated mind. We look for students who can make a contribution to the community and the world by drawing on their education, knowledge and interpretive skills.

Goals of Learning

Studying with an intellectual mind
Toward the creation of a new Fukushima. Backed by ninety years of tradition, we want you to feel the joy of intellectual inquiry as we consider issues together with the region.

Overview of the Faculty

In Japan, developing human resources who have the practical skills to tackle ever-changing global economic problems

In the Faculty of Economics and Business Administration, which inherited an economics department with a long-standing history and traditions going back to the former Fukushima Commercial High School, we are fostering human resources that grasp the structure and current conditions in a world and in a Japan that are changing, and have the practical skills to actively work toward the resolution of economic problems and improvement in corporate activities. In this faculty, we hope that you will become an economist with the ability to work proactively on problem solving, who also displays strong ethics. To this end, we focus on nurturing the applied skills that allow you to discover, analyze and solve problems by utilizing the knowledge and education required when studying for a bachelor’s degree in economics, the communication skills used in listening, speaking, and writing (including foreign languages), and the motivation to work with a widespread career view. With a flagging Japanese economy, an unstable and uncertain global economy, and Japanese companies continuing to struggle, it is hard to predict the future. Thus this is an interesting time to be studying economics. We are cultivating practical skills by taking an interest in the variety of problems facing modern society, and viewing them from an economic and management perspective.
Curriculum Features

We provide a cumulative style of education within the Faculty of Economics and Business Administration, whereby the literacy needed as an economist in the early years of university is added to each academic year, and then expanded to achieve a deeper level of specialization. We provide a wide range of options so as to offer courses that are in keeping with individual interests and concerns. However, in order to maintain the quality of learning, we have introduced a cap system, setting an upper limit on the number of credits that can be registered for, and have set a strict performance appraisal standard of a 2.0 GPA (Grade Point Average; performance appraisal system) or higher. To support student learning, in the first year, instructors in general educational practicum, and in the second year and beyond, educators in specialized practicum, consult with students as advisers on a variety of issues including studying and life.

Lecture Features

The Faculty of Economics and Business Administration provides a path of systematic study for students. In order to cultivate professionals with skills that are useful in the real world, students are taught in intensive, small-group classes, and receive direct guidance throughout their studies, from the moment that they enter the university and begin their general education practicum, until the end of their studies when they complete their thesis. For students who want to acquire an even deeper level of understanding, we offer specialized training courses for regional surveys, statistical data analysis and overseas surveys. In addition, we provide students with special training programs to improve their language abilities and information processing skills and also an advanced level course that enables them to attend lectures at the graduate school.

<table>
<thead>
<tr>
<th>General Education Practicum</th>
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<tbody>
<tr>
<td>The general education practicum course is intended for new students and features small class sizes. The goals of this course are to teach students the fundamentals of economics and management, how to write reports, how to collect and analyze materials, and presentation skills. Emphasis is placed on group discussions and independent group activities, which enables students to get a taste of how interesting economics and business administration can be, while at the same time enjoying forming teams and cooperating with their fellow students.</td>
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<tr>
<th>Overseas Survey Practicum</th>
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<tr>
<td>This course was created for students who wish to visit sites in Asia to get a genuine insight into what it is like to conduct research overseas. The students themselves decide on their research theme and the location they will visit, prepare a survey plan, and then carry out the field work. In recent years, students have carried out field work on social businesses in a variety of countries, including India, Bangladesh, and Malaysia. These lessons not only enable students to improve their ability to plan and implement research, but also to become more international in their outlook.</td>
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<tr>
<th>Work Experience Abroad</th>
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<tr>
<td>This course combines a preparatory class for students wanting to work abroad in an English-speaking environment, an actual internship experience overseas, and a follow-up class for debriefing and reflecting on actual experiences while working abroad. The goal of the course is to help students improve critical skills for bridging the gap between studying English and actually using English on a daily basis as a bilingual member of the global community. As a communication course the class utilizes a CLIL (Content in Language Learning) paradigm where content is of primary concern and the study of language will be secondary.</td>
</tr>
</tbody>
</table>
Major in Economic Analysis

Through their studies, students will become true economists with the problem solving skills to guide them through the roughest of economic seas.

The conventional Japanese economic system has proved itself to be incapable of adequately responding to our rapidly changing world. We have seen that this is the case in both the public system, which determines the relationship between the government and private sector economies, and in the financial system, which has a major impact on the stock markets and foreign-currency markets, for example. Students majoring in economic analysis will become true economists, with the skills to logically analyze and dissect a range of economic problems in areas such as these. The goal of the course is to teach students the economic theories they will require and to develop their ability to objectively analyze data in order to cultivate true economists who will be able to freely navigate the stormiest of economic seas.

Major in International and Regional Economy

To develop professionals who understand the regions, Japan, and the world from a global perspective, and who will be able to connect Japan to the world while also helping to support the regions.

In the coming age we are going to need truly professional economists that are able to take a global viewpoint and a regional viewpoint and then take appropriate action. In the International and Regional Economy major, students will learn about Japanese economic and social policies, and measures to revitalize the regions, and about economic and social conditions that exist between Japan and other areas such as Asia, Europe and the United States. Through their studies, students will become professionals with a global perspective capable of putting things into practice. To this end, this major focuses on students acquiring the necessary research and language abilities. Students will take part in a variety of fieldwork, including regional and overseas surveys.

Major in Business Administration

To cultivate professionals specializing in management that have a comprehensive ability to make decisions and put them into practice in a complex environment.

To grasp the substance and issues of management and to resolve problems, it is essential to have a broad competence obtained through leading-edge learning and accessing the latest information. Business administration can be described as the practice of fully comprehending the elements, setting optimal goals, and implementing and maintaining the thought processes required to realize those goals, or the action of selection. This major will cultivate the skilled management professionals that are essential to regional areas, Japan, and the world in the practical fields of learning in modern society, where internationalization and the information age are advancing.

Student’s Voice

“Unique challenges and prospects”

As an exchange student I studied for one year at Fukushima University. There is a close connection between the University and the community of the area, which gives students the chance to study in an environment where theory and practice are deeply interwoven. Apart from participating in classes, there are many prospects for students to engage in special trainings or activities to refine personal skills and deepen specific and cultural understanding. For instance, I joined the Fukushima Ambassadors Program and learned with a group of international and local students about the current situation in Fukushima and the sustainable recovery efforts. Being able to work and learn with the community of Fukushima was another enrichment of my stay in Fukushima.

Studying at Fukushima University is an insightful and fascinating experience because of the opportunity to study alongside a vibrant and motivated group of students and teachers. I will cherish the time I studied in Fukushima for the rest of my life.

Philip Georgiadis
Exchange student from Ruhr-University Bochum, Germany
Faculty of Symbiotic Systems Science

Exploring the Science and Technology of Symbiosis

Superseding the boundaries of humanities or science and technology, creating a sustainable and recycling society built on self-motivated discoveries.

Overview of the Faculty

We develop people who are educated in a wide array of sciences and technologies that can solve the myriad issues we will face in the 21st century using new methods.

The traditional mode of single subject knowledge and techniques alone cannot deal with the challenges facing science and technology today. Conservation of the global environment or functionality support for disabled people requires a multilateral approach. At the Faculty of Symbiotic Systems Science, we integrate the humanities with the sciences, and research and teaching is carried out from a triple major perspective of the symbiosis of people, industry and environment. In the Human Support System major, our aim is to develop support systems for human sensory and movement functions by using information and electronic technology. In the Industrial System major, the focus is not on mass-production and mass-consumption, but on researching resource conservation, and sustainable and recycling-oriented industry systems. Finally, in the Environmental System Management major, we research and analyze the impact of human activity and the workings of our society on the environment with the aim of solving various environmental issues surrounding systems in nature. Our faculty is best suited to students who want to learn a broad array of sciences and technologies and grapple with new ideas.
The main focus at the Faculty of Symbiotic Systems Science is an education that emphasizes foundations, sets individual goals and engages in problem solving; an integrative education that fosters students with a broad perspective; an education with global qualities that will enable students to contribute internationally; and a practical education that gives students concrete skills. There are five specialization domains; Foundation Subjects, Major Subjects (Lecture Subjects and Integrated Humanities and Sciences Subjects), Free Elective Subjects, Practicum Classes and Thesis. While there are required basic units for each domain, we have extended our range of elective subjects as far as possible and provide detailed academic guidance to accommodate the varied academic needs of each student.

Curriculum Features

The curriculum and support system at the Faculty of Symbiotic Systems Science is designed to foster students who are well versed in the knowledge of modern science and technology. Students will learn the science and technology subjects unique to our school which introduce the philosophy behind integrating humanities and sciences as well as the methods of enquiry within each specialization area.

Obtaining Specialized Education

Within the specialization areas of the Faculty of Symbiotic Systems Science, there are cluster-shared subjects, faculty foundation subjects and major foundation subjects which provide introductory and foundational knowledge on human understanding, industry and environmental science. Further study in practical major subjects and specialized major subjects provides specialization for career building at the bachelor level. Integrated humanities and sciences curricula are offered at the specialized education level in other faculties as well.

- **Faculty Foundation Subjects**
  - Faculty Foundation Subjects A: Physics I (Dynamics), Chemistry I (Basic Chemistry), Foundation of Laboratory Science Faculty
  - Faculty Foundation Subjects B: Foundation of Mathematics, *Analysis I
  - Faculty Foundation Subjects C: Foundation Geometry, Linear Algebra
  - Faculty Foundation Subjects D: Earth Science, Biology, Foundation of Computer Programming
  - Faculty Foundation Subjects E: *Analysis II, Probability and Statistics, Physics II (Electromagnetism), Physics III (Thermodynamics), Chemistry II (Physical Chemistry)
  *Shared Subject with the Faculty of Human Development and Culture

- **Cluster-Shared Subjects**
  - Science of Symbiosis / Overview of Human Support System / Overview of Industrial System / Overview of Environmental System Management

Science of Symbiosis (First Year)

The aim in this lecture subject is to alter and develop the knowledge gained in high school from an exam oriented skill set to one that is useful for studying symbiotic systems science. In concrete terms, this subject confirms basic concepts in mathematics, physics and related areas for a deeper understanding of the significance of modern science.

Global Environment Science Experiment (Second Year)

The image at the upper right shows the observation of volcanic geomorphology and fumes at Mount Azuma-kofuji. Emphasis is placed on understanding nature through observation outdoors. Students learn about local geology, subsurface geology of plains and basins, observation of atmospheric activity and phenomena surrounding the diffusion of materials.

Industrial System Experiment (Second Year)

This subject carries out practicum and experiments along four themes: manufacturing rubber with magnetic components, assembly system design, plastic synthesis, and product development, product design and marketing.

CAD/CAM Practice (Third Year)

In order to bring your own ideas into reality, designs must satisfy a variety of different conditions. Through this lecture subject, students will understand design, drawing and production methods and put this understanding into practice using computers and machine tools.
Major in Human Support System

To train people with the ability to develop human technology that fuses an understanding of humanity with information engineering and mechatronics

In an aging society, technology development based on a deep understanding of humanity is essential in achieving a society where everyone can have a peace of mind and a comfortable lifestyle. This major fosters the sensitivity to systems and foundational skills required for science and technology to perform its original mission of providing solutions to these issues.

In the Human Support System major, research and teaching pursues the science of understanding humanity, including physiology and psychology, integrated with engineering and science. Our aim is to foster people who research and develop robots and software that support humans, based on a deep understanding of humanity.

Major in Industrial System

Fostering people to engage in environment-friendly manufacturing and system building

For adapting the fast changing current industry conditions such as product/service technology, material science, production and management system, and etc., the wider areas of knowledges and research skills are necessary. Especially, the more effective systematic management approaches for the industry which requires recycling and conserving resources and enhanced production system have become essential to creating a new, value-added industrial society.

Therefore, designing effective new manufacturing and management systems are required for considering symbiosis of industry and the environment.

Through the wide range of researches on environment-friendly eco-materials and energy, and management systems, the Industrial System major provides the multidisciplinary skills of understanding of science and technology, and social science who have system design and solution analysis abilities, and also the business management sense to take the lead in manufacturing and system building in 21st century industry.

Major in Environmental System Management

Educating people who will develop systems that secure the quality and quantity of natural resources

Population increase and expansion of human activity is giving rise to global warming and many other environmental issues on our planet. To resolve these issues, concurrent understanding of humanity and natural ecology systems is indispensable. The key to bringing about this understanding is a cross-disciplinary integration of social sciences, engineering and physical science into a symbiotic systems science, and the creation of a management science based on this symbiotic study. We are developing human resources who are versed in these pursuits.

Student’s Voice

“A University where you can do anything”

Before coming to Fukushima I attended a Japanese language school in Osaka for a year so initially after arriving in Fukushima I felt that life here was inconvenient. However, I like studying here more and the locals are more kind and pleasant.

I’m not sure how other faculties are but in Symbiotic Systems Science we like to think outside the box. So science students not only study their chosen fields but should also take subjects in other areas of study as well.

There are lots of events for international students at Fukushima University like festivals and volunteer activities aimed at assisting children. Lastly there are 78 clubs and societies too, so there’s at least one for everyone and I think joining one will make your life at Fukushima University so much more fun.

Do Thi Hanh Hoa
Third year, Faculty of Symbiotic Systems Science, Kim Vietnam
Learning via autonomous studies in four curriculum areas

At Fukushima University, the curriculum is divided up into four areas: the Common Area, Self-design Area, Specialized Area and Elective Area.

Common Area
This consists of the general subjects the student learns that go beyond the science and humanities framework: broad elective subjects, through which the student aims to acquire scientific knowledge and ways of thinking, deep insights into humanity, and a broad general knowledge; foreign language subjects, through which the student can develop their foreign-language communication skills; information education subjects, that raise the student’s computer skills; and health and sports subjects that help the student maintain and improve their physical abilities.

Self-design Area
This forms the core of study for the individual course plans students prepare to improve themselves, and is mainly for first and second year students. This approach enables students to find the paths that they want to explore, while at the same time attending lectures.

The Self-design Area consists of general education practicum classes, that are seminar-style lessons with a class size of twenty people; career creation subjects that teach students about ethics and the basics of correct attitudes to work in today’s society and make them think about their own path choices and university studies; and the self-study program which encourages independence and autonomy, as well as developing the student’s ability to function in society as part of a group.

Specialized Area
This is a systematic curriculum that focuses on fundamental and foundation subjects to enable students to achieve both their educational objectives in each cluster, faculty, and major, and their personal development objectives.

Elective Area
In addition to meeting the required number of units for graduation in the Common Area, Self-design Area and Specialized Area, the student can select an area of study from among the courses in each area that they themselves are interested in studying further.

About the acquisition of credits:

GPA system
At Fukushima University we use a grade point system in which the level of achievement of the objectives of each course is assessed as a five-step grade. The grade point average (GPA) is calculated for each semester and becomes the basis for more detailed educational guidance. It is not enough merely to gain the required number of credits for graduation; the level at which students have studied in each class will also be examined.

Setting upper limits on the number of course credits:

Cap system
At Fukushima University, we place an upper limit (a Cap system) on the number of course credits that a student can register for in each semester. We have this system to ensure that students spend sufficient time studying the subjects they have enrolled in.

Educational Organization
(2 clusters, 4 faculties)
Students belong to clusters and faculties.

Research organization
(12 researchers’ departments)
Teachers develop their research activities along their various areas of specialty, under the more flexible “researchers’ departments” system of organization.

You can study subjects in other faculties
As you build up your curriculum, you may take classes offered by other faculties. Experience gained in classes offered by other faculties helps to give you a wider perspective to better understand your own major.
Uncovering new stages through in-depth study

Career Formation Theory
This is a compulsory subject for all first year students in which they look at themselves, and review their own lives, and the images and attitudes that they have towards work and careers. They learn about the ways that they can approach work and careers, and deepen the understanding of the learning they will accomplish at university.

Career Model Studies
This subject covers practical career and work theory, and also life theory. In addition to lectures by visiting educators, artists, lawyers, public officials, self-employed businesspeople, engineers and other people from outside the university, this subject also includes workplace visits and surveys.

Internship
Internship gives students the opportunity to gain work experience that will help them to make career choices, and makes their university learning more active and ambitious. At Fukushima University, we are making an all-out effort to widen the range of entities willing to accept interns and we are deepening our level of cooperation with them so that we can offer a full range of internship opportunities to our students.

![Diagram of Educational Guidance System]

**Human Resources Development Goals**
We are an academic institution specializing in human resources development with an emphasis on education. We aim to cultivate professionals with a broad perspective and well-developed creative abilities.

**Elective Area**
This is an area in which students select and study subjects that they are individually interested in, from those available in the Self-design, Common and Specialized areas.

**Subjects Common to the Cluster**
These are basic knowledge and theory subjects that students of the cluster should study in common.

**Specialized Area**
This is a compulsory subject for all first year students in which they look at themselves, and review their own lives, and the images and attitudes that they have towards work and careers. They learn about the ways that they can approach work and careers, and deepen the understanding of the learning they will accomplish at university.

**Self-design Area**
In this Area, the students assess themselves during their first and second years, and consider the paths they will take after their graduation and their future lives as adults. Having a clear view of their career path will help enrich later studies at university.

**Common Area**
This is the curriculum that is common to all faculties. The general subjects in this area have an interdisciplinary-based content. Students select a single theme from among topics that include: university theory, 21st-century global economics, peace and conflict in today’s world, and information networks and society. Through an approach that involves a range of fields, the students learn multifaceted and comprehensive ways of thinking.
Global Education at Fukushima University

New types of international exchange that are only available at Fukushima University

Connecting to the world by transmitting information about Fukushima

Fukushima is now known throughout the world due to the overwhelming international media attention on the Great East Japan Earthquake and the nuclear reactor accident. These events have drawn people’s attention to Fukushima University, leading to a number of scholarships and also research exchange, student exchange and study opportunities that are only possible in Fukushima. Previously, in international exchange the emphasis was on experiencing culture overseas. However, after the earthquake, there has been an added significance to exchange as a means to transmit information about Fukushima overseas. International exchange has certainly contributed to the revitalization of Fukushima Prefecture and provided a perfect opportunity to connect with the world at large. At Fukushima University, there has been a surge in overseas students and researchers who visit the prefecture on a short-term program, along with student volunteers who support these students and programs.

Student’s Voice

“Remember There are plenty more pebbles on the beach!”

I've always believed that learning isn't just about reading textbooks and reference books. I've also believed that studying abroad isn't the only way for students to build stronger intercultural skills. I, for one, couldn’t participate in a study abroad program during my four years at Fukushima University. Yet, I still managed to make many lifelong friends from all over the world during my time here, and this is thanks to the diverse intercultural programs offered by Fukushima University that not only provide students with chances to study abroad, but also allow for language acquisition and international exchange to occur in Fukushima, while outside of the classrooms. These programs are free for anyone to participate in, and are designed to put us in real-life situations with students from many cultural backgrounds, as we learn to accept each other’s differences, and even practice our language skills by imitating each other like a baby does to its parent. I always therefore tell my peers, “If you can study abroad, do it! But remember, there are always plenty more pebbles on the beach!” It’s important for everyone to realize the accessibility and infinite possibilities the international center’s programs offer us. So don’t feel shy, let’s all act like Big Babies and start learning from scratch from each other, and build friendships that will last forever.

I will go to Germany to study at University of Hannover. The reason that I wanted to study abroad was because I participated in the Fukushima Ambassador Program. I’m not good at English, so I couldn't speak actively but it motivated me to be more serious about my language study because I was studying and socializing with students from various countries. Also, I realized that the purpose to learn the language is so I can express my opinions and learn and think about world events.

My dream is to be a medial worker or researcher working around the world. So I’m studying German hard now and in the future I want to study biology in German!

Ebana Akihiro
Fourth year, Faculty of Administration and Social Sciences, from Japan

Nakamura Megumi
Fourth year, Faculty of Symbiotic Systems Science, from Japan

Feature Program: Long-term Japan Study Program

The Japan study program (JSP) is a series of discussion-based courses taught in English covering diverse topics related to politics and business in Japan.

The Japan Study Program
I  Japanese Politics and Diplomacy
II  Business Communication
III  Post-March 11th Fukushima
IV  Environmental Recovery

Feature Program: Research Glocal Age 2020

The ability to respond flexibly, so-called “Resilience” to disasters and changes observed throughout the world has become a significant topic these days. In this program, five Japanese and Turkish universities share core expertise in research and education in agriculture, disaster mitigation, and recovery through a series of short to mid-term programs for both undergraduate and graduate levels.
Feature Program: Short-term
Fukushima Ambassadors Program

More than six years have passed since the March 11th disasters, yet its impact continues to affect those living in Fukushima prefecture. The Fukushima Ambassadors Program is an opportunity for students from around the world to see, hear, and reflect objectively upon the challenges faced in Fukushima today. By implementing a community-service based, hands-on approach to learning, the program helped students evaluate any preconceptions they may have had about post-March 11th Fukushima, and become, if they wished, an agent for its recovery.

Program Focus
To provide students with hands-on learning opportunities that focused on the physical, financial, and social consequences of the earthquake, tsunami and nuclear accident disasters.

Overall Aims of the Program
● Further each student’s understanding of the impacts that the disaster has had on the lives of people living in Fukushima
● Dispel any misconceptions students may have had of Fukushima
● Help students identify ways they can become an agent for change in the recovery efforts for Fukushima

Past Participants
132 students
(US, Germany, Turkey, China, Korea, Australia)

North America:
Colorado State University, Middle Tennessee State University, San Francisco State University, SUNY Albany, University of the Ozarks

Europe:
Hannover University, Ruhr University Bochum

Middle East:
Ankara University, Ege University

Asia:
Chongqing University of Technology, Hebei University, University of Seoul

Australia:
University of Queensland

Student’s Voice

The time you spend in Japan during the Ambassador Program is eye-opening and inspiring. Everyone has a different story to tell, and each one is as incredible as the last. In addition to the tremendous wealth of hope that you find in the people who live there, you also find a sincere kindness and desire to share with and educate those who visit. I learned more in 10 days about the impacts of a disaster like this than I could have hoped to learn in a lifetime of reading articles. Simply put, you won’t regret the decision to become an ambassador. This is a life-changing experience and one that you would be crazy to pass up.

Thanks to the Fukushima Ambassadors Program, I now have a true understanding of Japan and Fukushima as the beautiful prefecture that it is. It was truly an amazing experience to communicate with many of the residents, workers, and citizens who were directly impacted by such a massive disaster. I plan on keeping in touch with many of the students from Fukushima University and I’m sure that our friendships will grow into lifelong bonds. As I continue my academic career I will highly recommend this program to many of my peers as I have truly had a life changing experience. As I continue to study the fields of homeland security and emergency preparedness I will always have the skills and knowledge from the FAP to enhance my work and studies.

Amanda Townsend
FAP IX participant, USA

Brad Hershenson
FAP X participant, USA
Graduate Schools

Four research programs engaged in problem solving from an interdisciplinary perspective and exploration in highly specialized academic fields.

The Graduate School of Human Development and Culture was newly established in the 2009 academic year, based on the foundations of the previous Education Research program, to proactively respond to the variety of needs surrounding human resource development and education of a regional society that supports the 21st Century.

At the base of this endeavor is a bachelor’s program in the Faculty of Human Development and Culture that aims to develop educators and facilitators of human development to play a varied and active role, and tackles the training of regional human resources starting with school education. Our research program deepens the academic research carried out in the undergraduate faculty regarding education and human development as well as the underlying current of cultural research. We build on this research foundation by fostering experts in education, development and regional support, who are equipped with highly specialized knowledge and the ability to respond to contemporary educational challenges. Following these aims, we explore lifelong human development and its surrounding issues. We also investigate culture as a creation of human mental activity and culture as the surrounding environment for human development. Through this work we respond to various challenges presented on the ground in educational settings and enhance interdisciplinary education and research at the graduate school. We also actively engage in fieldwork where appropriate, to comprehensively respond to individual challenges and foster practical strengths in each graduate. Further, the Clinical Psychology in Educational Settings program is offered as a daytime and evening program to train clinical psychologists.

This Graduate School is composed of three majors include three courses and eight domains.

- **Major in Professional Practice in Education (Professional School for Teacher Education)**
  - Middle Management Course
  - Educational Practices Enhancement Course
  - Special Education Enhancement Course

  While taking various education subjects, practical research into school and lesson reform will take place on-campus. Through this research and study into theories and practices, we wish to cultivate four main aptitudes (Learning critical thinking through management experience, sophisticated class designing and conducting, theoretical research abilities, and appropriate awareness of a teachership). Through the cultivation of these aptitudes, we aim to train expert teachers who can build a future for Fukushima.

- **Major in Creation of Regional Culture**
  - Support of Human Development Domain
  - Japanese and English Language and Culture Domain
  - Regional Lifestyles and Culture Domain
  - Mathematics and Science Domain
  - Sports and Health Sciences Domain
  - Arts and Culture Domain

  Drawing on highly specialized research in each domain, we are engaged in a multitude of regional issues, with a firm understanding of the cross-disciplinary and layered structure of challenges that lie within, and pursue interdisciplinary practical and solution-oriented research that takes into account the real relationships between humans and culture or humans and society.

- **Major in Clinical Psychology and School Education**
  - Clinical Psychology Domain
  - Clinical Psychology in Educational and Welfare Settings Domain

  We are engaged in researching school psychology and clinical policy that links schools, families, the community and various specialized institutions to effectively lead, aid and support children, young adults and their families in dealing with bullying, truancy and misconduct, or those who have special needs due to developmental disabilities and other causes.
Graduate School of Public Policy and Regional Administration

Furthering the interdisciplinary training and research carried out in the Faculty of Administration and Social Sciences, this program examines a multitude of issues facing regional society, such as decentralization, welfare, gender equality, community building, environment, education, non-profit organizations and globalization, from a multilateral perspective, and explores ways of resolving these issues.

Currently there are five study areas, consisting of Regional Administration, Social and Economic Legislation, Foundational Administrative Legislation, Social Planning, and Regional Culture. A wide variety of subjects are offered. Also, the program includes an Introduction to Local Policy Science where students attain basic literacy relating to research concepts, and Special Research on Localities which stretches beyond the academic field and focuses on a specific locality to conduct fieldwork. We envisage a broad range of backgrounds in our student body composition which include graduates of the Faculty of Administration and Social Sciences, and also local government officials, homemakers, self-employed people, office workers, nurses, and teaching staff, who all deliberate and seek out resolutions for various issues in our society.

This research program is composed of five different academic fields.

Regional Administration
This subject group deals with research in basic theories in administration and politics, while investigating local government administration that conforms to specific systems and realities from a legal and political perspective.

Social and Economic Legislation
This subject group handles research on social and economic issues in regional societies from a legal perspective.

Foundational Administrative Legislation
This subject group handles theoretical and tangible research on the legal systems that form the basis for regional administration.

Social Planning
With a firm grasp on the basic structures of society, and also the structures and issues in regional society that are based on this, research is carried out on the social planning that is essential to rebuilding and revitalizing local communities, especially from the perspective of instating policy.

Regional Culture
In this study group, research is carried out into methods that embrace the various aspects of local society based on regional lifestyles and culture. Both theoretical and empirical research is conducted on various forms of social information.

Graduate School of Economics

This graduate school aims to develop highly trained professionals with specialist knowledge and research capabilities in economics and business administration. It comprises two majors (Economics and Business Administration) and four courses.

Under the new curriculum that was introduced in the 2010 academic year, we have established a Specified Research Topics for Practitioners model designed to help people from the workforce to develop practical and applicable skills. This academic model does not require a Masters Thesis for graduation and is based on an accumulation of reports and surveys conducted by workers in companies and other institutions, and a research report on a specified topic related to their occupational and practical experience. This model exists alongside the more conventional course where a Masters Thesis is required, so the student can choose the most appropriate study model for them. Also, responding to the need for ongoing education among those in the workforce, we offer courses at the Koriyama Campus, provide a night and day curriculum, and have adopted long-term academic programs. We use external lecturers who are at the forefront of the business and economics fields to enhance our lecture program.

Economics and Economic History Course
This course provides a deep understanding of economics based on economic theory, empirical research methods and historical perspectives. The aim of this course is to develop human resources with the ability to plan projects and policy from a theoretical view of economics, to deal with various problems arising from the tumultuous contemporary economy.

International Economics and Business Management Course
This course is characterized by its dual approach to the current global economic situation and its movements, and trends in corporate strategies within this economic environment, from a business administration and economics perspective. Economics and business administration related-subjects are offered for this course.

Regional Economics and Business Management Course
This course is designed to respond to the needs for research on regional promotion and community building taking into account trends in regional companies, research on the strategic development of regional companies based on current trends in regional politics and economies, and research on the various issues that regional companies and local government face on the ground in regional society. Economics and business administration related-subjects are offered for this course.

Business Administration and Management Course
This course combines accounting and business administration to develop abstract thinking and practical management abilities
in regards to the various issues encountered in business management. We aim to develop business leaders and managers with excellent problem solving capabilities, and to train accounting specialists. We are also able to train commerce teachers with a high degree of educational proficiency for senior high schools, and can provide professional development for practicing commerce teachers and those currently employed in institutions supporting small and medium businesses.

Graduate School of Symbiotic Systems Science and Technology

Maintaining a keen awareness of research activities in the three majors in the undergraduate faculty, this graduate school is composed of six areas at the Masters level and three domains at the Doctorate level. Students belong to one of these areas or domains, where they deepen their expertise while cultivating a broad knowledge base through organically developing links with other areas and domains.

We are proactive in accepting international students and people in the workforce and contribute to scientific and technological development in the region and the world. Further, we hold corporate workshops and engage in collaborative research. This structure enables us to contribute to society. We have sophisticated research facilities for the science of the symbiosis of humans, industry and the environment, to support research on current social challenges facing the three research domains of human support, recycling-oriented industry systems and hydrological cycles in water catchments.

● Masters level (6 areas)

Human-Machine System Area

We are engaged in research on sciences for understanding humanity, human interface, human support mechatronics and industrial mechatronics.

Industrial System Area

Our research areas are as follows: Material science, Chemical engineering, Energy science, Process engineering, Biological technology, Mathematical analysis, Manufacturing and logistics systems, Industrial engineering, Management of technology, Economic information systems.

Environment System Area

Our area is involved in analysis, purification, management and planning of our environment related to atmosphere, water, soil and habit.

Mathematics and Information Technology Area

We research system control, mathematical models, knowledge software and information system building and management.

Materials Science Area

Our area researches new materials, catalysts, and enzymes generated through incorporation of metallic, ceramic, and polymer materials, as well as the development of advanced separation analysis technology.

Renewable Energy Area

We are engaged in researching renewable energies, resource and energy conservation and supply and demand analysis of energy resources.

● Doctorate level (3 domains)

Symbiotic Machine Systems Domain

Sophisticated research is pursued in the science of understanding humans, mechatronics, and information and computer sciences.

Industry Symbiosis Systems Domain

Sophisticated research is pursued in the fields of resource materials and energy, biotechnology and other engineering fields, foundation of mathematics and information, industrial policy, management of technology (MOT), production management and other fields.

Environmental Symbiosis Systems Domain

Our domain focuses on the studies on accurate understandings of the current state of the environment forming the basis of sophisticated research toward developing practical conservation and improvement technologies for better environmental management and planning.

“Time Travel to Heaven”

When I first arrived at Fukushima University, I was quite nervous as personal expectations to deliver were high. But somehow, Fukushima University had a special aura to it that allowed me to loosen up and be myself, and I feel this is largely because of the staff at the international center. They are patient, totally helpful and make you feel welcomed into the university.

The university provides you an immediate supervisor that thoroughly guides, tends to your needs and often has meetings with you to discuss work or non-related work issues. As a graduate student, the work is demanding but the professors provide an atmosphere that is calming and conducive to learning that helps you personally develop and deliver cutting edge results. And the occasional “nomikai” certainly breaks all barriers and hierarchy, too!

Overall, Fukushima University provides a learning environment that maintains a traditional feel on its campus while absorbing modernized ways, so if you like a bit of time travel, this certainly is the place for you.

Oh! And did I mention that it is located in the most beautiful prefecture in Japan with the most polite people? Tourists visit this prefecture the year over, and you’ve really got no reason to be anywhere else other than Fukushima. I often tell my friends life is as if the Garden of Eden is in your backyard, and I feel as if I am in heaven.

Chris Leong

Second year in Master course, Graduate School of Symbiotic Systems Science and Technology, from Republic of Fiji
Campus Facilities

Fukushima University International Center

The Fukushima University International Center (FUIC) was established in April 2012, for the purpose of organizing and promoting academic exchange and student exchange programs with overseas universities, as well as planning international student education and facilitating international exchange on educational research.

This center plans and organizes academic exchange agreements and student exchange agreements with overseas institutions, admission and dispatch of exchange students, and short-term exchange student programs. The center also provides support to international students in relation to their academic and living needs, as well as facilitating and enriching their learning environments.

University Library

The Fukushima University Library completed renovations in July 2015. The library holds about 900,000 volumes of books, academic journals, DVDs and CD-ROMs. Additionally, approximately 8,000 electric journals and a variety of other databases can be accessed online using information resources available on campus. The renovated building features a new study infrastructure including the Learning Commons, where students can study individually or in a group as well as seminar rooms, study rooms, and computer labs. Students can organize sessions and seminars utilizing the abundant academic materials. In addition, the Earthquake Disaster Resource Corner features about 5,000 resources ranging from materials related to the Great East Japan Earthquake Disaster to materials addressing the disaster from various perspectives including nuclear power, volunteering, localities, education, science, disaster prevention and industry.

Japanese Courses provided at Fukushima University

The Fukushima University International Center provides international students with beginner to academic level Japanese language courses designed to nurture key skills for succeeding at Japanese universities. In order to tailor curriculum content based on personal needs, considerable efforts are made to keep class sizes small by sustaining student teacher ratios of below 10:1. Additionally, individualized programs for students seeking project-based research on Japan are also made available.
The Institute of Environmental Radioactivity was established in July 2013 for the purpose of elucidating the behavior of radioactive nuclides emitted in the wake of the Fukushima Daiichi Nuclear Power Station accident in the environment through long-term studies and analysis. IER conducts research activities in collaboration with domestic universities and research institutions as well as with international researchers, universities and research institutions with proven track records. It currently has five foreign full-time researchers. IER takes on the role of a cutting-edge research institution in environmental radioactivity research that is open to the world.

Research and studies span a wide scope from the atmosphere to forests, rivers, lakes, and oceans. In addition to revealing the behavior of radioactive substances in the environment since the accident, it is also important to predict future behavior. These research results form the foundation for more specific restoration activities including the determination of effective radiation protection and decontamination methods, the return of residents and restoration of industry.

Major pathways for migration of radioactive substances in the environment are mainly erosion, transport and sedimentation through the actions of water, but there are also various other pathways. One is migration through biological activity, which means impact to the habitat. This research topic also engages with various themes including studies of the migration status of radioactive cesium in wild animals and fish and research on this mechanism as well as the diverse impacts from wild animals that have expanded their ranges of activity due to the evacuation of residents. Another important theme is also to shed light on the mechanism by which crops and other plants absorb radionuclides by stepping into micro-level investigations on granular structures of soil and the chemical composition within soil and the relationship with plant physiology. This research relates to the restoration of the agriculture, forestry and fishery industries. It also aids in the formulation of countermeasures to these issues, and the judgement about whether to return to the community.

The IER also develops measurement instruments, and serves as an archive center for environmental radioactivity, expanding the scope of its activities as a comprehensive environmental radioactivity research facility.

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**Major achievements**

- **Development of underwater robot for lake sediment survey**
  A new underwater robot for lake sediment surveys was developed by the IER, making undisturbed sediment core sampling possible in waters as deep as 100 meters in Lake Inawashiro.
- Study of radionuclide distribution and transport in a forest ecosystem
  IER researchers are conducting measurements of air dose rates at different altitudes in forest ecosystems to clarify the distribution and transport mechanisms of radionuclides. Samples of throughfall, stemflow, leaf litter, soil water, and groundwater are also being collected for radiocesium measurement using germanium semiconductor detectors.

- Study of radionuclide distribution and transport in the ocean
  IER researchers conduct studies off the coast of Fukushima Prefecture. The dispersion and sedimentation mechanisms of radioactive cesium in ocean water are analyzed in order to build predictive models of future movement. Researchers are also studying the radiocesium transfer in marine organisms such as plankton and benthic species.

- Development of an innovative system to speed up $^{90}$Sr measurement
  A new analysis system developed by the IER can complete $^{90}$Sr measurements in approximately 20 minutes, as opposed to conventional methodology that takes over 2 weeks to complete. This technology can be adopted by various research institutes for analysis of environmental samples in emergency situations. The system is also fully-automatic, which helps to reduce radiation exposure of researchers conducting measurements.

- Study of effect of radiation on and radionuclide transfer in animals, plants, and fungi
  Wild animals, plants, and fungi from Fukushima Prefecture are currently subjected to shipment restrictions. The IER is conducting studies to clarify radionuclide transfer in such wild organisms, in hopes to provide data that will serve as basis for future decision making and possible countermeasures in relation to such restrictions.

- Investigation on distribution and speciation of radionuclides
  Radionuclide behavior and its distribution in the environment vary depending on their chemical form. A study by IER is under way with a focus on radiocesium in irrigation water. There are two forms of radiocesium in irrigation water: dissolved form and suspended form. IER researchers are trying to find out how the difference in forms of radionuclides affect their transfer from irrigation water to crops. In addition, researchers are measuring Radioesium Interception Potential (RIP) of soil from different sites. RIP is believed to be the most decisive factor in influencing the transfer of radiocesium from soil to crops.

- Research related to storage of contaminated soil and decommissioning
  Our studies on environmental radioactivity include projects related to environmental issues that might arise in association with the storage of contaminated soil in temporary storage sites and intermediate storage facilities, as well as the future decommissioning work.

---

**Six Project Themes**

- **Rivers & Lakes**
  To investigate radionuclide transport from terrestrial to aquatic systems and elucidate the mechanisms

- **Ocean**
  To clarify the behavior of radionuclides in the marine environment

- **Ecosystems**
  To elucidate the migration of radionuclides within ecosystems and study the effects to biota from chronic exposures

- **Measurement & Analysis**
  To develop new methodologies to measure radionuclides in the environment and design measurement/analysis instruments

- **Speciation Radiochemistry**
  To clarify physicochemical forms of radionuclides and their effects on radionuclide behavior in the environment

- **Modelling**
  To develop modelling tools to simulate and predict radionuclide dynamics among different environmental compartments
Residents of Fukushima, which has become known throughout the world for the Great East Japan Earthquake Disaster and the Fukushima Daiichi Nuclear Plant Accident, are overcoming difficulties and rising up with a strong will to restore and revitalize disaster-affected areas.

Moving forward together with the community, Fukushima University joined forces with these people in an organizational response to long-term restoration and revitalization through the establishment of the Fukushima Future Center for Regional Revitalization in April 2011.

Among other activities, the center works with municipalities to:
- Support for learning by and independence of young people and children who were affected by the disaster
- Support for re-establishing local communities and revitalizing local industries
- Support for the recovery of polluted natural environments
- Support for initiatives related to renewable energies that hold new possibilities.

Furthermore, satellite offices have been established in Kawauchi Village, Futaba-gun and Minami-Soma City to conduct support activities that work closely with the region.

The Center was established in April 2001 with the goal of utilizing research and education results for sophisticating human resources and revitalizing communities through the University activities. In April 2008, the Center integrated with the Life-long Learning Research Center, which promotes life-long education activities in hopes of contributing to regional community with education. Through collaborations and alliances between the communities and the University, the Center promotes the following activities:
- Holding community forums, exhibiting research result as seeds, advisory operations and alliances with municipal governments and local industry
- Planning and managing life-long learning projects (public workshops, public classes and outbound workshops) as well as Wakuwaku Jr. College, other regional cooperation projects, and science communication activity.
- Issuing CERA’s bulletins, Newsletter and Academic Journals as well as collecting materials on the regional economy and society. Managing rare materials (Matsukawa Reference Room, etc.)

In 2014, the center was selected by MEXT as a “Strategic promotion project for core specialized human resource development within growth fields” and engaged in human resource development projects and program development within the renewable energies industry region as well as allied with research promotion organization to hold the Fukushima University symposium for Research and Regional Community Cooperation Results Report Meeting.

The former Graduate School of Education Center for Practical Education was enhanced and reorganized for the purpose of providing total support to academic support activities and education activities at the University while conducting investigations and research related to educational reform. The Center was established in April 2005, followed by the opening of Teacher Training and FD Departments in the following 2006, which established the operational structure of the Center.

Starting in April 2012, the organization went through restructuring in light of the circumstances at the time. (Head of Center ⇒ concurrent post of Vice President of Education, FD Department ⇒ Higher Education Development Department, Career Development Education and Research Department ⇒ Career Research Department, Education Planning Office ⇒ abolished.)

The Center is now composed of five divisions: Higher Education Development, Career Research, Teacher Training, Academic Counseling (with an attached Clinical Psychology and Academic Counseling Office) and Workshops for Working Teachers. The Center conducts operations linked with affiliated divisions throughout the University, including the improvement, enhancement and maintenance of the quality of education, career development and job search support, support for prospective teachers throughout the entire university, academic counseling from the front lines of education, and Workshops for working teachers and collaborations with school education related institutions.
Fukushima University and Workshops for working teachers and collaborations with school education related institutions. The Center conducts operations linked with affiliated campuses of the University, and works closely with the region.

The Center is now composed of five divisions: Higher Education Development, Education Planning Office, Development Education and Research Department, Career Research Department, and Career Counseling Office. These divisions have been enhanced and reorganized for the purpose of providing total support to academic and job search support, support for prospective teachers throughout the entire university, academic counseling from the front lines of education, and work closely with the region.

Furthermore, satellite offices have been established in Kawauchi Village, Futaba-gun, and Minami-Soma City to conduct support activities that are overcoming difficulties and rising up with a strong will to restore and revitalize. Among other activities, the center works with municipalities to:

- Support for learning by and independence of young people and children who were affected by the disaster
- Issuing the Center for Regional Affairs (CERA)'s bulletins, Newsletter and Academic Journals as well as collecting research project results
- Planning and managing life-long learning projects (public workshops, public classes, and outbound workshops) as well as Wakuwaku Jr. College, other regional research and education programs
- Holding community forums, exhibiting research results as seeds, advisory conferences, and career development programs
- Administering a Student Support and Outreach program through Collaboration and Partnership
- Planning and conducting educational and research related activities and investigations and research related to educational reform. The Center was established in April 2005, followed by the opening of Teacher Training and FD Departments in the following 2006, which established the operational structure of the Center.

The former Graduate School of Education Center for Practical Education was abolished.

The United Kingdom of Great Britain and Northern Ireland (Head of Center)

The University of Winchester May 29, 2010
University of Stirling Jan. 25, 2008
Middle Tennessee State University Jul. 2, 1996
University at Albany, State University of New York Dec. 26, 2012
Colorado State University Jun. 3, 2013
San Francisco State University Jan. 24, 2014
University of Ozarks Jun. 10, 2015
University of Georgia Sep. 2, 2015
University of Wisconsin Eau Claire Dec. 8, 1992
Middle Tennessee State University Jul. 2, 1996
University at Albany, State University of New York Dec. 26, 2012
Colorado State University Jun. 3, 2013
San Francisco State University Jan. 24, 2014
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University of Georgia Sep. 2, 2015

The United Kingdom of Great Britain and Northern Ireland

University of Stirling Jan. 25, 2008
The University of Winchester May 29, 2010

Federal Republic of Germany

Ruhr-Universität Bochum Oct. 8, 2009
Leibniz University of Hannover Jun. 10, 2015
Ludwigshafen University of Applied Sciences Apr. 21, 2016

Hungary

Károli Gáspár University of the Reformed Church Jun. 28, 2016

Romania

University of Bucharest Dec. 22, 2011

Republic of Belarus

Belarusian State University Feb. 24, 2012

Ukraine

National University of Life and Environmental Sciences of Ukraine Apr. 1, 2015
Chernihiv National University of Technology Apr. 1, 2015
Odessa State Environmental University Apr. 1, 2015

Russian Federation

Far Eastern State Transport University Jan. 11, 2017

Kingdom of Norway

Norwegian University of Life Sciences Aug. 18, 2015

Republic of Turkey

Ankara University Mar. 12, 2016
Middle East Technical University Apr. 28, 2016

Canada

University of British Columbia Apr. 28, 2016

Statistics

International Exchange

As of March 1st, 2017

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### Student Exchanges

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#### As of May 1st, 2016

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<td>153</td>
<td>41</td>
<td>152</td>
<td>32</td>
<td>161</td>
</tr>
<tr>
<td>Faculty of Symbiotic Systems Science</td>
<td>180</td>
<td>720</td>
<td>153</td>
<td>41</td>
<td>152</td>
<td>32</td>
<td>161</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>945</strong></td>
<td><strong>3,780</strong></td>
<td><strong>561</strong></td>
<td><strong>440</strong></td>
<td><strong>590</strong></td>
<td><strong>391</strong></td>
<td><strong>623</strong></td>
</tr>
</tbody>
</table>

*Blue=Male, Red=Female*

### Short-term Programs

#### Apr. 1st, 2016–Mar. 31st, 2017

<table>
<thead>
<tr>
<th>Year</th>
<th>Host Institution</th>
<th>Number of Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017</td>
<td>Chung-Ang University</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>The University of Queensland</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Colorado State University</td>
<td>7</td>
</tr>
<tr>
<td>2016-2017</td>
<td>Home Institution</td>
<td>Number of Student</td>
</tr>
<tr>
<td></td>
<td>Chongqing University of Technology</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>University at Albany, States University of New York</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Colorado State University</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>San Francisco State University</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>University of Ozarks</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Leibniz University of Hannover</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Ankara University</td>
<td>7</td>
</tr>
</tbody>
</table>

### Number of Students

#### Undergraduates

<table>
<thead>
<tr>
<th>Cluster, Faculty</th>
<th>Annual Quota for New Applicants</th>
<th>Standard Student Capacity</th>
<th>Present Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cluster of Human and Social Sciences</td>
<td>765</td>
<td>3,060</td>
<td>1,484</td>
</tr>
<tr>
<td>Faculty of Human Development and Culture</td>
<td>270</td>
<td>1,080</td>
<td>493</td>
</tr>
<tr>
<td>Faculty of Administration and Social Sciences</td>
<td>210</td>
<td>840</td>
<td>523</td>
</tr>
<tr>
<td>Faculty of Economics and Business Administration</td>
<td>225</td>
<td>900</td>
<td>672</td>
</tr>
<tr>
<td>Course of Liberal Arts for Modern Society</td>
<td>60</td>
<td>240</td>
<td>156</td>
</tr>
<tr>
<td>Cluster of Science and Technology</td>
<td>180</td>
<td>720</td>
<td>648</td>
</tr>
<tr>
<td>Faculty of Symbiotic Systems Science</td>
<td>180</td>
<td>720</td>
<td>648</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>945</strong></td>
<td><strong>3,780</strong></td>
<td><strong>2,492</strong></td>
</tr>
</tbody>
</table>

*Blue=Male, Red=Female*

### Graduate Schools

#### As of May 1st, 2016

<table>
<thead>
<tr>
<th>Graduate School</th>
<th>Majors</th>
<th>Course</th>
<th>Annual Quota for New Applicants</th>
<th>Standard Student Capacity</th>
<th>Present Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Development and Culture</td>
<td>Teacher Development</td>
<td>Master</td>
<td>11</td>
<td>22</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Creation of Regional Culture</td>
<td>Master</td>
<td>20</td>
<td>40</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>School and Clinical Psychology</td>
<td>Master</td>
<td>9</td>
<td>18</td>
<td>6</td>
</tr>
<tr>
<td>Public Policy and Regional Administration</td>
<td>Public Policy and Region Administration</td>
<td>Master</td>
<td>20</td>
<td>40</td>
<td>18</td>
</tr>
<tr>
<td>Economics</td>
<td>Economics</td>
<td>Master</td>
<td>10</td>
<td>20</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Business Administration</td>
<td>Master</td>
<td>12</td>
<td>24</td>
<td>23</td>
</tr>
<tr>
<td>Symbiotic Systems Science and Technology</td>
<td>Symbiotic Systems Science and Technology</td>
<td>Master</td>
<td>60</td>
<td>120</td>
<td>69</td>
</tr>
<tr>
<td></td>
<td>Doctor</td>
<td>6</td>
<td>18</td>
<td>17</td>
<td>21</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>148</strong></td>
<td><strong>302</strong></td>
<td><strong>180</strong></td>
<td><strong>257</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Number of International Students

#### Faculties

<table>
<thead>
<tr>
<th>Faculty, Graduate School</th>
<th>Undergraduate School</th>
<th>Graduate School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students</td>
<td>Research Students</td>
</tr>
<tr>
<td>Human Development and Culture, Human Development and Culture</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Administration and Social Sciences, Public Policy and Regional Administration</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Economics and Business Administration, Economics</td>
<td>24</td>
<td>2</td>
</tr>
<tr>
<td>Symbiotic Systems Science, Symbiotic Systems Science and Technology</td>
<td>17</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>58</td>
<td>5</td>
</tr>
</tbody>
</table>

#### Nationalities

<table>
<thead>
<tr>
<th>Nation, Region</th>
<th>Undergraduate School</th>
<th>Graduate School</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students</td>
<td>Research Students</td>
<td>Students</td>
</tr>
<tr>
<td>People’s Republic of China</td>
<td>33</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Taiwan</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Republic of Korea</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mongolia</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Socialist Republic of Vietnam</td>
<td>20</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Australia</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Republic of Fiji</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Federal Republic of Germany</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Russian Federation</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Federative Republic of Brazil</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Republic of Ghana</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>58</td>
<td>5</td>
<td>12</td>
</tr>
</tbody>
</table>
Housing

International House

The Fukushima University International House is a residential facility located in Funaba, Fukushima City dedicated to foreign exchange students and researchers. Each room comes equipped with a kitchen, toilet and shower. After only a few shopping trips for daily necessities you'll be right at home. The residence period is generally up to 1 year.

Student Single Room

<table>
<thead>
<tr>
<th>Number of Room</th>
<th>Floor Space</th>
<th>Monthly Rent*</th>
</tr>
</thead>
<tbody>
<tr>
<td>38</td>
<td>12 m²</td>
<td>5,900 JPY</td>
</tr>
</tbody>
</table>

*Rent is as of 2017

Student Dormitories

On Campus at Fukushima University there are 2 male and 1 female dormitories each featuring Western-style rooms. All rooms come equipped with an air conditioner and bed. Desks, chairs and a bookcase can be loaned out upon request. The residence period is 4 years for undergraduate students and 2 years for graduate students.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Size</th>
<th>Number of International Student Rooms</th>
<th>Floor Space</th>
<th>Monthly Rent*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kisaragi Dormitory</td>
<td>Male</td>
<td>5 stories</td>
<td>10</td>
<td>8 m²</td>
</tr>
<tr>
<td>Shinobu Dormitory</td>
<td>Male</td>
<td>4 stories</td>
<td>7</td>
<td>8 m²</td>
</tr>
<tr>
<td>Aoi Dormitory</td>
<td>Female</td>
<td>4 stories</td>
<td>8</td>
<td>8 m²</td>
</tr>
</tbody>
</table>

*Rent is as of 2017

Apartments

A private apartment including a bath, kitchen and toilet in Fukushima City will cost around 30,000 JPY–45,000 JPY a month. When moving into an apartment, you will need a guarantor. International students without a guarantor (A guarantor should be a Fukushima City resident,) should apply to take out “Comprehensive Renters’ Insurance for Foreign Students Studying in Japan” through Japan Educational Exchanges and Services (JEES). Then, Fukushima University will act as your guarantor.
School Expenses

- Entrance Fee: 282,000 JPY
- Tuition Fee: 535,000 JPY

*Entrance/Tuition Fees are as of 2017

Entrance/Tuition Fee Exemption System

Financially disadvantaged students with records of excellent academic performance may be eligible to opt for a delayed payment of their fees, or may have their entrance and tuition fees waived entirely.

Living Expenses

An example of a Fukushima University Student’s monthly income and expenses is shown below. (From 2013 study of student lifestyles. Fukushima University Student Co-op)

<table>
<thead>
<tr>
<th>Income (JPY)</th>
<th>Student Dormitory</th>
<th>Private Apartment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allowance</td>
<td>19,090</td>
<td>57,650</td>
</tr>
<tr>
<td>Scholarship/Student Loan</td>
<td>56,300</td>
<td>24,240</td>
</tr>
<tr>
<td>Part-time Job</td>
<td>29,000</td>
<td>27,340</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>104,390</strong></td>
<td><strong>109,230</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenses (JPY)</th>
<th>Student Dormitory</th>
<th>Private Apartment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study Material</td>
<td>4,130</td>
<td>2,600</td>
</tr>
<tr>
<td>Board/Transport/Communication</td>
<td>18,060</td>
<td>55,900</td>
</tr>
<tr>
<td>Food</td>
<td>22,080</td>
<td>17,590</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>12,810</td>
<td>8,810</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>57,080</strong></td>
<td><strong>84,900</strong></td>
</tr>
</tbody>
</table>

International Student Calendar

First Semester

- Spring Holidays
- Entrance Ceremony
- New Student Orientation
- International Student Orientation
- Course Registration
- First Semester Classes Commence
- Clubs and Societies Orientation
- Sports Festival
- International Student Welcome Party
- Health Check-up
- Japanese Placement Test
- Fukushima University Anniversary (May 31st, No Classes)
- Regular Exams/Catch-up Period
- Summer Holidays
- Degree Presentation Ceremony
- Second Semester Classes Commence
- Course Registration
- School Festival
- Sports Festival
- Health Check-up
- Japanese Placement Test
- International Student’s Study Trip
- Winter Holidays
- Regular Exams/Catch-up Period
- Spring Holidays
- Degree Presentation Ceremony

Second Semester

-Apr.
-May
-Jun.
-Jul.
-Aug.
-Sep.
-Oct.
-Nov.
-Dec.
-Feb.
-Mar.

Fukushima University | 32
Fukushima is the third largest prefecture in Japan, and is commonly divided into three regions: the Naka-Dori, Aizu, and Hama-Dori. Naka-Dori, where Fukushima University is located, is situated in the central area of Fukushima Prefecture, and is surrounded by the Ou and Abukuma mountains. The region is renowned for growing fruit, as well as its many tourist locations involving flowers, such as the Hanami Mountains, described as Fukushima’s “fairyland,” and the Miharu Takizakura, widely considered to be one of Japan’s Top three cherry blossom trees.
By Train [From Tokyo]
Board the Tohoku Shinkansen (Bullet Train) at Tokyo Station and arrive at Fukushima Station (Travel time: 1 hr 40 mins).
From Fukushima Station, board the JR Tohoku line to Kanayagawa Station. The campus is a 10-minute walk from the station.
<<Kanayagawa is the 2nd stop from Fukushima Station (Travel time: 10 mins), and the 8th stop from Koriyama Station (Travel time: 40 mins)>>

By Train [From Sendai]
Board the Tohoku Shinkansen (Bullet Train) and disembark at Fukushima Station. (Travel time: 30 mins)
Board the JR Tohoku line, and arrive at Kanayagawa Station. The campus is a 10-minute walk from the station.
<<Kanayagawa is the 2nd stop from Fukushima Station (Travel time: 10 mins), and the 8th stop from Koriyama Station (Travel time: 40 mins)>>

By Car [From Tokyo]
From the Kawaguchi JCT, travel on the Tohoku Expressway.
The university is about 10 mins from the Fukushima-Matsukawa PA Smart IC and about 20 mins from the Fukushima-nishi IC.

By Car [From Sendai]
From the Sendai-Miyagi IC, travel on the Tohoku Expressway. The university is about 10 mins from the Fukushima-Matsukawa PA Smart IC and about 20 mins from the Fukushima-nishi IC.