Graduate School of Human Development and Environment, Kobe University

2011

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Message

Dean, the Graduate School of Human Development and Environment, Kobe University
Kaoru Hounoki

It is eighteen years since the Faculty of Human Development was established and three years since the Graduate School of Human Development and Environment was reorganized. Throughout the past years, we've dedicated ourselves to education and research, focusing on human development as well as on environmental development which supports and lays foundation for human development. Problems concerning human development and environment are complex, defying simple and instant answers. We've however taken pride in pursuing those difficult tasks and objectives.

Now that the protection of ecology on daily basis is on people's consciousness and there's also a growing recognition that human development does not always proceed along the gradual process, we're convinced that we've taken on those tasks of contemporary relevance from their early stages and tried to explore unknown territories. For those endeavors, we've collaborated with students and local people, and in close international cooperation as well. The evaluation of our past achievements, however, we'd rather like to leave to judgments by others.

The Faculty of Human Development and the Graduate School of Human Development and Environment seek for those who embrace theory and practice, principle and application, and a diverse range of interests both in humanities and in science, and who are willing to study and work hard together with us. We want to share with them the pleasure of constructing questions to inquire into many interesting and intriguing problems such as what it is to have a wide diversity of value coexist with each other and how to grasp what changes and what does not change.

Philosophy and Purpose of the Graduate School of Human Development and Environment

The purpose of the Graduate School of Human Development and Environment is to address fundamental and practical research related to human development itself and the environment that supports that development while simultaneously bringing about human development and the formation of the civil society from multiple stances. To achieve that purpose we are challenging the creation of a new research area that organically binds human development to the formation of a civil society by utilizing new values for a civil society in a cooperation of experts and non-experts while collaborating with local community, administration, companies, and citizens (we refer to this as the "Creation of a human community).

The master course therefore involves educational activities in the development of human resources that can actively participate in the formation of a mature society with high levels of expertise. The doctorate course involves educational activities in the development of researchers and teachers at universities that can actively deploy such research activities.

Education organization

Division	Lecture	Educational research field
Division of Psychological Development and Health Promotion	Human Development Lecture	Principle of Psychological Development
		Health Promotion and Education
Division of Education and Learning	Human Formation Lecture	Educational Science
		Child Development
		Support for Human Community and Development
Division of Human Behavior	Human Behavior Lecture	Sport Sciences
		Behavioral Development
Division of Human Expression	Human Expression Lecture	Expressive Culture
		Expressive Creation
Division of Human Environmental Science	Environmental Foundation Lecture	Natural Environmental Science
		Mathematics and Informatics
	Environmental Formation Lecture	Living Environment
		Social Environment
	Adjunct Lecture: Advanced Human Environmental Science (Doctor Course)	Advanced Human Environmental Science

Summarized History of the Graduate School of Human Development and Environment

Date	History
October 1874	Established Hyogo Prefectural Teacher-Training Center.
January 1877	Renamed as Kobe Normal College.
September 1886	Renamed as Hyogo Prefectural Lower Normal College.
April 1898	Renamed as Hyogo Prefectural Normal College.
April 1900	Renamed as Hyogo First Normal College.
February 1901	Established Hyogo Second Normal College in Himeji.
August 1901	Renamed Hyogo First Normal College as Hyogo Mikage Normal College.
	Renamed Hyogo Second Normal College as Hyogo Himeji Normal College.
February 1902	Established Hyogo Akashi Women's Normal College.
April 1936	Integrated Hyogo Mikage Normal College with Hyogo Himeji Normal College and renamed them as Hyogo Prefectural Normal College.
April 1943	Included Hyogo Akashi Women's Normal College within Hyogo Prefectural Normal College and transferred their administration to the Japanese government.
April 1944	Transferred the administration of Hyogo Normal College of Vocational Education to the Japanese government.
May 1949	Integrated Hyogo Prefectural Normal College with Hyogo Normal College of Vocational Education and started Faculty of Education, Kobe University.
April 1965	Established the Postgraduate Course in Education, Kobe University.
May 1976	Established Center for Educational Engineering, Faculty of Education, Kobe University.
March 1981	Abolished the Postgraduate Course in Education, Kobe University.
April 1981	Established the master course of the Graduate School of Education, Kobe University.
June 1990	Reorganized Center for Educational Engineering, Faculty of Education, Kobe University into the Center for Educational Research and Instruction, Faculty of Education, Kobe University.
October 1992	Reorganized Faculty of Education, Kobe University into Faculty of Human Development, Kobe University.
	Reorganized Center for Educational Research and Instruction into the Research Center for Human Sciences, Faculty of Human Development, Kobe University.
April 1997	Established the master course of the Graduate School of Cultural Studies and Human Science, Kobe University based on Faculty of Human Development and Faculty of Intercultural Studies, Kobe University.
March 1998	Abolished the Special Course for School Nurse-Teachers, Kobe University.
April 1999	Established the doctor course of the Graduate School of Cultural Studies and Human Science, Kobe University.
March 2001	Abolished the master course of the Graduate School of Education, Kobe University.
March 2005	Abolished the Research Center for Human Sciences, Faculty of Human Development, Kobe University.
April 2005	Reorganized 3 departments and 12 courses of Faculty of Human Development, Kobe University into 4 departments and 6 courses.
April 2005	Established the Institute of Human Development Support, the Graduate School of Cultural Studies and Human Science, Kobe University.
April 2007	Reorganized the Graduate School of Cultural Studies and Human Science into the Graduate School of Human Development and Environment, Kobe University.

Features of Education of the Graduate School of Human Development and Environment

The education program of this graduate school involves a systematic approach that produces and supports the overall acquisition of the knowledge, abilities, qualities, skills, and the self-development ability for them that an individual student can obtain through the various opportunities provided in the course of this graduate school, and is an ability development support type program that supports learners from their individual stance. That type of curriculum involves the following concrete measures being used in the master and doctor courses.

Master course
In terms of support in the expertise formation process the accumulation method is used that consists of the basic subject (respective special lectures etc), advanced subject (practice etc), and other related subjects depending on the research theme. In the "Practice" class a skill group to be developed is specified in the syllabus and then used to emphasize the development of the pertinent skill.
In the "Special Research" class involving a master's thesis practical instruction such as field work and participation in workshops etc is provided. Multiple teachers are involved in the creation a student's master's thesis.
Doctoral course candidates are supported in "participation in academic societies" in their first year and then "presentations at academic societies" in their second year.
A long-term study system is also available for any working students, in which the special educational method case specified in Article 14 of University Establishment Standards can be applied.
As the common subject in all graduate schools of the "Research on Human Community Creation" we actively participate in the industry-academia-government-private collaborative field research utilizing the HC Center, "Arch", Science Café, internships, etc. Through these activities the type of minds needed in human development and the creation of human communities are fostered.
Through "participating" in and "managing" the activities that take place at the divisional or laboratory level (division research seminar, master thesis presentation, etc) we support the development of 'soft' skills such as communication, negotiations, planning, management, teamwork, leadership, etc and the fundamental abilities needed as a member of society.

Doctor course
An advanced subject (Special lecture II) is taken in the first year of the doctor course. All students entering the doctor course are also expected to take the basic subjects (Special lecture I, etc).
Systematic thesis creation and an instruction system involving multiple teachers (basic thesis, proposal, preparatory thesis, interim presentation, and public final test) are provided in ensuring that the creation of a doctoral thesis goes smoothly over the five years of a masters or doctoral course.
Detailed support such as in presentations at academic societies, papers being presented to academic society magazines, and proposals for research fund acquisition etc is provided over the three years of a doctoral course.
The practical educational ability development in particular of students who wish to become university teachers is supported by providing them with the subject of "Practice in Educational Ability Training", which is the equivalent of the Teaching Practice in the undergraduate course.

Admission Policy of the Graduate School of Human Development and Environment

Master course
The master course involves the development of experts with the skills needed in the respective curriculums and human resources with high levels of intellectual education that can take an active role in civil society based on their wide ranging vision and expert knowledge. To achieve this purpose we accept students that have the following qualities and abilities.
Fundamental qualities and abilities needed to accomplish advanced research
Acute sensitivity to the various human and environment issues and the quality of being able to analyze new issues based on their deep expertise
The level of intellectual abilities needed in analyzing and considering issues from a variety of multilevel perspectives and the performance of systematic conceptualization and theorization
Sufficiently active enough to be able to propose the concrete measures needed to settle modern day issues and utilize actual countermeasures

Doctor course
In the doctor course researchers are developed with high levels of expertise on human formation and the human environment and creatively excellent research and development abilities based on a wide range of vision and deep expertise on "Research on the creation of human communities" that can then independently create new knowledge and values. We also develop university teachers with an assured education and educational development abilities in addition to research abilities. Students with the following qualities and abilities are accepted in achieving that purpose.
Fundamental qualities and abilities needed to accomplish advanced research
Acute sensitivity to the various human and environment issues and the quality of being able to analyze new issues based on their deep expertise
The level of intellectual abilities needed in analyzing and considering issues from a variety of multilevel perspectives and the performance of systematic conceptualization and theorization
Sufficiently active enough to be able to propose the concrete measures needed to settle modern day issues and utilize actual countermeasures

Degree Obtained from the Graduate School of Human Development and Environment and Admission

Degree obtained in the master course and admission to the doctoral course
In principle a master's degree can be obtained in the master's course; however, a master of education can be obtained in the Division of Education and Learning or a master of science in the Division of Human Environmental Science, depending on the content of the educational research. Any student that has completed a master degree who then wishing to then enter the doctor course can enter the course after selection, therefore making the admission fee unnecessary.

Degree obtained in the doctor course
In principle a doctoral degree is obtained in the doctoral course; however, a doctor of education can be obtained in the Division of Education and Learning and a doctor of science in the Division of Human Environmental Science, depending on the content of the educational research.

Division of Psychological Development and Health Promotion [Human Development Lecture]

This consists of two educational research fields: the "Principle of Psychological Development", which focuses on individual psychological development , and in which the research subjects involve psychological development and psychological clinical areas such as personality formation, psychological adaptation, and developmental disorders, and "Health Promotion and Education" in which the research subjects involve factors related to human health and development and health promotion measures. In the master course human resources are developed with highly expert knowledge on the fundamental issues involved in developmental psychology, along with clinical issues such as psychological adaptation, mental health and pathology, and developmental disorders, and health issues that are the foundation of lifespan development, and who can then be spontaneously committed to the formation process of a humanly mature civil society.
In the doctor course researchers are developed with high levels of expertise with these issues and creatively excellent research and development abilities who can independently create new knowledge and values or university teachers with an assured education and educational development abilities in addition to research abilities.

Division of Psychological Development and Health Promotion [Human Development Lecture]
Human Development Lecture

Education research field	Position	Name	Major class names	Research themes of respective teachers	Course in charge (Doctor course)	
Psychological Development	Professor	Kazuo NAKAMURA	Topics in Human Development I/II	Cultural and Historical Development in Human Personality	Principle of Psychological Development Course	○
	Professor	Masayoshi MORIOKA	Topics in Clinical Studies of Human Relations I/II	Cultural and Narrative Perspective On the Psychotherapeutic Process	Clinical Psychology Course	○
	Professor	Yoshiko KAWASAKI	Topics in Psychotherapy(master course)	Psychotherapy with Deaf People	Clinical Psychology Course	
	Associate professor	Toshiki ITOH	Topics in Art Therapy I/II	Changes of Image Expression in Psychotherapy	Clinical Psychology Course	○
	Associate professor	Seiichi SAITOH	Topics in Personality Development I/II	Pubertal Physical Growth and its Psychological Adaptation	Principle of Psychological Development Course	○
	Associate professor	Miki SAKAMOTO	Topics in Educational Developmental Psychology I/II	Cognitive Development in Childhood	Principle of Psychological Development Course	○
	Associate professor	Fuyuhiko TANI	Topics in Self-Formation I/II	Ego Identity Formation in Adolescence	Principle of Psychological Development Course	○
	Associate professor	Keigo YOSHIDA	Topics in Clinical Psychology I/II	Psychotherapeutic Method, Privacy and Secrets	Clinical Psychology Course	○
	Associate professor	Naoki AIZAWA	Topics in Clinical Psychological Test (master course)	Psychological Tests (projective method); Adolescent Narcissism	Clinical Psychology Course	
	Associate professor	Kazushige AKAGI	Topics in Developmental Behavior Analysis(master course)	Communication Development in Children with Autism	Principle of Psychological Development Course	
Health Promotion and Education	Professor	Tetsuro KAWABATA	Topics in Health Behavior I/II	Study on Health Behavior and Life Skills	Health Promotion and Education Course*	○
	Professor	Youichi TANAKA	Topics in Ecological Health Management I/II	Research on Children's Feet and Relationship to Shoes	Health Promotion and Education Course	○

	Associate professor	Satoshi TSUJIMOTO	Topics in Child Health and Development I/II	Health Promotion and Development of the Brain and Minds	Health Promotion and Education Course	〇
	Associate professor	Harunobu NAKAMURA	Topics in Public Health I/II	Lifestyle, Preventive Medicine and Health Promotion	Health Promotion and Education Course	〇

"I/II" at the end of a subject title denotes a master course subject using "I" or a doctoral course subject using "II".

When the subject title differs in master and doctor courses a (master course) or (doctor course) is added at the end of the subject title.

*The teacher also has a class in the Support for Human Community and Development Course of the Division of Education and Learning (1-year course).

〇 denotes the teacher in charge of the doctor course.

Master Course
Students in the master course will belong to one of the following study and research courses.

Principle of Psychological Development Course
The ability to totally research mental development and the style and power of execution necessary in managing smooth human relationships utilizing psychological expertise and technology is developed. To achieve this purpose we provide fundamental and comprehensive curriculums such as on mental functions, mental mechanisms, mental development and formation, and understanding and support for mental disorders.
Students can further deepen their expert knowledge on mental issues by accumulating clinical and practical understanding on the fundaments and principles through simultaneously studying the subjects in the Clinical Psychology Course of the same Human Development Lectures.

Expected places of employment
Psychological positions (Psychological judges, psychological instructors) in local municipalities, professional positions with the Ministry of Justice (Investigators at family courts, differentiation engineering officials), educational organizations (for those with teaching credentials only), and general service in private companies and local municipalities

Learning Model

Place of employment	Professional position of the Ministry of Justice (Investigator of family court, differentiation engineering official)		
Theme of master thesis	Developmental Relationship between the Ego in the Adolescence and Identity		
Education requirements and number of credits	Segment	Subject name	Number of credits
	Common subject among graduate schools	Research on Human Community Creation	2
	Compulsory subject	Special Research I	4
		Special Research II	4
	Basic subject	Topics in Personality Development I	2
		Topics in Self-Formation I	2
		Topics in Clinical Studies of Developmental Disabilities I	2
	Advanced subject	Practical Topics in Personality Development	2
		Practical Topics in Self-Formation	2
		Practical Topics in Human Development	2
	Related subject	Topics in Clinical Psychology I	2
		Topics in Clinical Psychological Test	2
		Topics in Educational Clinic	2

Clinical Psychology Course

Course involving the development of clinical psychotherapists that is the Class 1 Graduate School Course used to obtain the necessary qualifications for admission to the clinical psychotherapist examination.

The expertise needed in the approaches to children and adults with mental problems, psychological clinical interviews, and psychological assessments is developed through subjects corresponding to the specified curriculum and practical work at the Psychological Counseling Center of the graduate school and an external training facility.

Students can improve their expertise in clinical practices and their research abilities with regard to mental issues based on a wide range of views through research and instructions in a collaboration with the Principle of Psychological Development Course of the same Human Development Lecture and postgraduate students of the course.

Expected places of employment

School counselors at kindergartens, elementary schools, junior high schools, and high schools. Hospital psychotherapists, counselor at educational counseling rooms, industrial counselors at companies, investigators at family courts, differentiation engineering officials, training managers at reformatories and medical reformatories, psychotherapists at local municipalities (psychological judges, psychological instructors).

Learning Model

Place of employment	School Counselor of Hyogo Prefecture		
Theme of master thesis	Case of A Male Truant Junior High School Student in the Adaptation Instruction Room		
Education requirements and number of credits	Segment	Subject name	Number of credits
	Common subject among graduate schools	Research on Human Community Creation	2
	Compulsory subject	Special Research I	4
		Special Research II	4
	Basic subject	Topics in Clinical Psychology I	2
		Topics in Psychotherapy I	2
		Topics in Clinical Psychological Test	2
	Advanced subject	Practical Topics in Clinical Psychology	2
		Practical Topics in Psychotherapy I	2
		Practical Topics in Clinical Psychological Test	2
		Basic Practical Topics in Clinical Psychotherapy	2
	Related subject	Practical Topics in Clinical Psychotherapy	2
		Counseling	2

Health Promotion and Education Course
In our modern society, preventing diseases and maintaining and promoting people's health are important. Experts need to be involved in maintaining and promoting health at various national, local, industrial, academic, and other organizations in raising health issues in those respective groups, identifying their cause, proposing effective countermeasure, and implementing health education in those groups. In this course, human resources are developed with the ability of being an expert on community health by studying human development, child and home support, and the food environment in addition to the above theme in deepening their respective research theme. Moreover, the ability to perform deeper research in a doctoral course is also developed.

Expected places of employment
Research and educational positions at universities, experts on health education, sanitation supervisors at companies, teachers at elementary schools, junior high schools, and high schools, administration of labor sanitation, health administration, health promotion industry, other general companies.

Learning Model

Place of employment	Public administration (health)		
Theme of master thesis	Research on the Establishment of Appropriate Lifestyle of Children		
Education requirements and number of credits	Segment	Subject name	Number of credits
	Common subject among graduate schools	Research on Human Community Creation	2
	Compulsory subject	Special Research I	4
		Special Research II	4
	Basic subject	Topics in Health Politics I	2
		Topics in Ecological Health Management I	2
		Topics in Health Behavior I	2
		Topics in Child Health and Development I	2
		Topics in Public Health I	2
	Advanced subject	Practical Topics in Health Politics	2
		Practical Topics in Ecological Health Management	2
		Practical Topics in Health Behavior	2
		Practical Topics in Public Health	
	Related subject	Topics in Human Development I	2

Doctor Course
With the study and research involved in the master course human resources are developed that can carry out research from multidimensional and general perspectives on issue which need to be settled while further acquiring more expertise on lifelong mental and physical human development. We also expect to develop the educational abilities of teachers that will suit working at educational research organizations such as universities after completion. Higher professional education and research take place around the various issues of personality formation that are indispensable in understanding human lifelong development, the various fundamental developmental psychology issues, various clinical issues such as psychological adaptation, mental health and pathology, and developmental disorders, along with the health issues that are the basis of lifelong development.

Division of Education and Learning [Human Formation Lecture]

This consists of three main educational research fields: "Educational Science", which focuses on the social and personal deeds involved in human formation such as education and study and in which the research subject involves understanding and improving educational phenomenon as social deeds, "Child Development", in which the research subject involves the development of infants and school-age children, and "Support for Human Communities and Development", in which the research subject involves the social and educational development support needed in the human formation functions of modern society. In the master course human resources are developed with highly expert knowledge that allows a multidimensional approach to identifying the social and personal deeds that take place in human formation such as broad "education" and "study", and who can then spontaneously be committed to the formation process of a humanly mature civil society. In the doctor course researchers are developed with high levels of expertise on the social and personal deeds involved in human formation and creatively excellent research and development abilities, and who can then independently create new knowledge and values or university teachers with an assured education and educational development abilities in addition to research abilities.

Division of Education and Learning [Human Formation Lecture]

Human Formation Lecture

Education research field	Position	Name	Major class names	Research themes of respective teachers	Course in charge (Doctor course)	
Educational Science	Professor	Shigenori INAGAKI	Topics in Science Curriculum I/II	Science Education	Educational Science Course	○
	Professor	Nobushige IMATANI	Topics in Social Cognition Education (master course) Topics in Citizenship Education (doctor course)	Educational Program of Five-day School Week and Integrated Study	Educational Science Course	○
	Professor	Toshio FUNAKI	Topics in History of Japanese Education I/II	History of Modern Japanese Teacher Education	Educational Science Course	○
	Associate professor	Hironobu SHIROZU	Topics in Historical Anthropology of Education I/II	Historical Anthropology of Education	Educational Science Course	○
	Associate professor	Etsuji Yamaguchi	Topics in Principle of Science Education I	Science Education	Educational Science Course	○
	Associate professor	Koichi YAMASHITA	Topics in System of Education I/II	Educational System, School Management	Educational Science Course	○
	Associate professor	Jun YOSHINAGA	Topics in Contents of Social Cognition Education	Democratic Decision Making on Political Issues	Educational Science Course	○

Child Development	Professor	Katsuhisa GOMI	Topics in Childhood Musical Expression I/II	Early Childhood Musical Development and Rythmique Instruction	Child Development Course	○
	Professor	Mikio SUZUKI	Topics in Art Education and Modern Society I/II	Modern Possibility of Art Education and Reconstruction of the Process of Art Education	Child Development Course	○
	Professor	Takashi KINOSHITA	Topics in Infant Young Child Development I/II	Young Child Development	Child Development Course	○
	Associate professor	Shohei KOKUDO	Topics in Playsical and Motor Development Activities I/II	Interaction of Growth, Health and Motor Development with Lifestyle and Living Environment on Children	Child Development Course	○
	Associate professor	Tsuyoshi MEGURO	Topics in Literature for Children (master course)	Social History of Children's Literature and Culture	Child Development Course	
	Lecturer	Kimie TESHIGAWARA	Topics in Children's Art (master course)	Research on Art Education by Artists	Child Development Course	
	Associate professor	Sachiko KITANO	Topics in Early Childhood Education and Care	Professionalism in Early Childhood Education and Care	Child Development Course	○
Support for Human Community and Development	Professor	Atsushi ITOH	Topics in Child Development Support I/II	Community Based Support for Child and Family Development	Support for Human Community and Development Course*	○
	Professor	Makoto SUEMOTO	Topics in Continuing Education I/II	Application of Life Story to Adult Education	Support for Human Community and Development Course*	○
	Professor	Kaoru HOUNOKI	Topics in Learning of Gender Equity I/II	Educational Issues on Realization of Gender Equality	Support for Human Community and Development Course*	○

	Professor	Kouji MATSUOKA	Topics in Lifelong Learning I/II	Organizational Process and Support of Informal Education	Support for Human Community and Development Course*	○
	Associate professor	Eiji TSUDA	Topics in Facilitation in Adult Learning I/II	Learning for Settling Social Issues on Disorder	Support for Human Community and Development Course*	○

"I/II" at the end of a subject title denotes a master course subject using "I" or a doctor course subject using "II".

When the subject title differs in master and doctor courses a (master course) or (doctor course) is added at the end of the subject name.

*The teacher also has a class in the Support for Human Community and Development Course (1-year course).

○ denotes the teacher in charge of the doctor course.

+ This teacher will resign on March 31, 2010.

Master Course
Students in the master course will belong to one of the following study and research courses.

Educational Science Course
In the Educational Science Course, human resources (teachers and researchers) are developed that can be devoted to educational sites as leaders with high levels of expertise, skills, and the methods which correspond to various educational issues that modern society is now confronted by. Though learning methods of data analysis, evaluating things from philosophical and historical point of view, and debating on the most appropriate problem-solving, and so on, students are instructed to be able to consider school education system from the viewpoint of "educational science" in order to being teachers with abilities of critical insight, self-reflection, and self-development. Moreover, the development of researchers who can be devoted to education takes place through integrating theory into practice is another purpose of the course. Study and research in this course aims at not only theoretical understanding but also learning highly advanced skills needed to understand specific educational issues through actual paticipating in them.

Expected places of employment
In many cases teachers in elementary and secondary education (elementary schools, junior high schools, and high schools); however, public official and education-related companies will also be alternatives. At the same time active support is provided to students wishing to enter the doctor course in becoming a researcher or university teacher etc.

Child Development Course
The Child Development Course is one of the country leading course serving children through its research, practice, and teaching.
Noted for its interdisciplinary activities and for its integration of research, the course prepares graduate students to become leaders in a variety of fields, including early childhood education, mental and motor developmental science, fields of music, arts, mathematics, and literature as they related to children's development and education.
Current situations surrounding children are worsening. Students acquire academic expertise through not only clarifying the factors that produce the issues concerning the respective children but also through reviewing them from a social or historical point of view.
The role of home, school and community culture is essential for the growth of children as they impact the lives of children. Programs in the Child Development Course are designed to help graduate students integrate child development research and theory with effective practice, with opportunities for working with children and conducting research in a variety of settings, including schools, kindergartens, and local communities.
Through the above study and research activities, the childhood experts are developed, that are expected

to contribute to and lead efforts to enhance the lives of children at any new issues, with using high levels of knowledge and technology on the child development and education of children.

Expected places of employment
Teachers at kindergarten and elementary schools, instructors at various children's facilities, children's book publishers etc.

Support for Human Community and Development Course
This graduate school has an affiliate facility named the Action Research Center for Human & Community Development. The center collaborates and coordinates with administrative bodies, companies, and civil organizations such as NPOs/NGOs in the deployment of practical research on the principles and methods involved in concrete support in local contributions and social responsibility. Most of the teachers at the center belong to and are involved in Human Formation Lecture classes. The range of the education and research involved is quite wide: Lifelong learning support, gender culture learning support, child development support, continuous education support, and adult learning support. A quantity of fieldwork either within or outside the university is also included in the curriculum. Any student taking this course can obtain a practical point of view and the essence needed to understand the meaning of both support and being a supporter through viewing and understanding the practices involved while deepening fundamental approaches and theoretical considerations on what support should be actually provided.

Expected places of employment
Local municipalities (officials at prefecture or city offices etc), social education field (officials at community centers etc), school education field (teachers), social welfare field (social welfare councils, officials at related facilities, nursery schools etc), companies (person in charge of personnel affairs, human resource development consultants etc), NPOs.

Support for Human Community and Development Course (1-year course)
This course targets working people with certain levels of experience and performance in any field deeply related to human development and its support, with education and research taking place that involves them. Postgraduate students taking the course can obtain a master's degree by submitting a thesis or research paper after having acquired the credits required to graduate within one year of having taken the general course (completion limit: 2 years). The aforementioned six teachers that belong to the Action Research Center for Human & Community Development (five belonging to the Division of Human Formation and one to the Division of Psychological Development and Health Promotion) are responsible for this course. The education and research area involves health promotion, child and home support, a volunteer society and learning support, gender research and learning support, disorder coexistence support, and labor and adult learning support. In addition to the acquisition of practical skills and higher quality support technology students taking the course are required to improve their practical methodology, widen the view of their research, deepen the point of view of their research, and review their research theme from both theoretical and practical perspectives, although mainly in one of those areas.

Expected places of employment
The course targets working people already involved in the relevant practices in society, and therefore in principle any student completing the course will continue in the same occupation as that at the time of admission. However, local municipalities, the social education field, school education field, social welfare field, companies, and NPOs are also alternatives if seeking a new job. Previous examples of job changes have involved school officials (at universities and vocational colleges etc) and the staff involving in establishing NPOs.

Doctor Course
To achieve the purpose of the Division of Human Formation this course involves researching the relationship between social deeds such as education in a broad sense and human formation from multidimensional perspectives. The issues are approached through the following three fields: "Educational Science", which decrypts and improves educational phenomenon in a narrow sense that is the aspect of social system of the human formation, "Child Development", which captures child development from multiple points of view that include education, culture, welfare, and the environment etc, and "Support for Human Community and Development", which focuses on support for the human formation function needed in modern society.

Division of Human Behavior [Human Behavior Lecture]

This consists of two main educational research fields: "Sport Sciences", in which the research subject is the mechanism, principles, and meaning in modern society of physical activities such as exercise, sport, and daily rhythms, and "Behavioral Development", in which the research subject involves the phenomenon of the development of human behavior along with aging and adaptation to the environment from the point of view of exercise physiology, sociology, and kinesiology. In the master course human resources are developed with highly expert knowledge on the physical aspects of human behavior and the development of human behavior along with aging and adaptation to the environment, and that can then spontaneously commit to the formation process of a humanly mature civil society. In the doctor course researchers are developed with high levels of expertise on these aspects and creatively excellent research and development abilities that can then independently create new knowledge and values or university teachers with an assured education and educational development abilities in addition to research abilities.

Division of Human Behavior [Human Behavior Lecture]
Human Behavior Lecture

Education research field	Position	Name	Major class names	Research themes of respective teachers	Course in charge (Doctor course)	
Sport Sciences	Professor	Shoko KAWABE	Topics in Human Motor Control System I/II	Analysis of Human Voluntary Motor Control System	Sport Sciences Course	○
	Professor	Yoshiaki TAKEI	Topics in Human Physiological System I/II	Quantitative Evaluation of Stress by Analysis of Heart Rate Variability	Sport Sciences Course	○
	Professor	Kazufumi HIRAKAWA	Topics in Exercise Testing and Prescription I/II	Improvement of Physical Fitness and Sports Performance	Sport Sciences Course	○
	Professor	Masato MAEDA	Topics in Sport Biomechanics (master course), Topics in Technique of Sports Performance (doctor course)	Analysis of Human Movement and Equipment in Sport	Sport Sciences Course	○
	Professor	Yasuyoshi YANAGIDA	Topics in Neurotraumatic Mild Head Injury I/II	Issues on Neurotrauma of Brain Concussion and Preventive Education	Sport Sciences Course	○
	Professor	Yasuo YAMAGUCHI	Topics in Social Sciences of Sport I/II	Sport Promotion and Community Development	Sport Sciences Course	○
	Associate professor	Shinobu AKIMOTO	Topics in Cultural History of Sport I/II	Sport in Late Nineteenth-Century England	Sport Sciences Course	○
	Associate professor	Yoshihiro TAKADA	Topics in Physical Conditioning (master course)	Training Method for Preventing Injury of Baseball Pitcher	Sport Sciences Course	
	Associate professor	Kazushi TAKAMI	Topics in Psychology of Exercise and Sport	Psychological Processes of Exercise Habit	Sport Sciences Course	○

Behavioral Development	Professor	Shuichi OKADA	Topics in Aging Kinesiology I/II	Analysis and Improvement Strategy of Motor Function in the Elderly	Behavioral Development Course	○
	Professor	Toshikatsu ODA	Topics in Gerontology I/II	Research on Successful Aging	Behavioral Development Course	○
	Professor	Narihiko KONDO	Topics in Applied Human Physiology and Adaptation I/II	Analysis of Human Thermoregulatory System	Behavioral Development Course	○
	Associate professor	Makoto CHOGAHARA	Topics in Sport Gerontology I/II	Sport Promotion for the Middle and Senior Population	Behavioral Development Course	○

"I/II" at the end of the subject title denotes a master course subject using "I" and a doctor course subject using "II".

When the subject title differs in the master and doctor courses a (master course) or (doctor course) is added at the end of the subject name.

○ denotes the teacher in charge of the doctor course.

Master Course
Students in the master course will belong to one of the following study and research courses.

Sport Sciences Course
Students study the mechanism and psychological and physiological effects of physical activities and the prevention of physical disorders from the point of view of exercise physiology, biomechanics, training conditioning sciences, and exercise psychology, and culture, history, and promotion measures in exercise and sport from the point of view of sports cultural history and lifelong sports in acquiring the necessary knowledge, practicality, and research methods regarding physical behavior. As well as the development of sport sciences field researchers we also develop experts in instructions and policy making that take place in the sports field.

Expected places of employment
Sports industry, sports administration, sports press, general companies, private and public health promotion and exercise facilities, universal local sports clubs, professional sports organizations

Learning Model

Place of employment	Private and public health promotion and exercise facility		
Theme of master thesis	Research on Promotion of Local Sports Clubs		
Education requirements and number of credits	Segment	Subject name	Number of credits
	Common subject among graduate schools	Research on Human Community Creation	2
	Compulsory subject	Special Research I	4
		Special Research II	4
	Basic subject	Topics in Exercise Testing and Prescription I	2
		Topics in Sport Biomechanics	2
		Topics in Exercise Psychology I	2
		Topics in Social Sciences of Sport I	2
	Advanced subject	Practical Topics in Exercise Testing and Prescription	2
		Practical Topics in Social Sport Sciences	2
	Related subject	Topics in Cultural History of Sport I	2
		Topics in Gerontology I	2
		Topics in Sport Gerontology I	2
		Topics in Aging Kinesiology I	2

Behavioral Development Course
The issues of the advanced information network and low birthrate and aging population faced by modern society in principle involve human behavior. In settling these issues it is important to understand the mechanism and principles of how human behavior develops with age and how that development aids people in adapting to society and the environment. In this course human resources are developed that can approach the issue of the development of human behavior with age and adaptation to the environment from academic perspectives in the multiple research fields made available in this course such as gerontology, sports gerontology, sociology, religious sociology, applied physiology, and sport sciences in capturing various actual human behavior in a multifaceted manner from both the points of view of social science and natural science.

Expected places of employment
Planner at companies, specific field involving the aging issue at public offices, businesses involved in planning various events for the elderly, general companies

Learning Model

Place of employment	Planner of aging issues (specific field involving in aging issue at public offices, business of planning various events for the elderly)		
Theme of master thesis	Relationship between Motivation in Life of the Elderly and Its Environmental Factors		
Education requirements and number of credits	Segment	Subject name	Number of credits
	Common subject among graduate schools	Research on Human Community Creation	2
	Compulsory subject	Special Research I	4
		Special Research II	4
	Basic subject	Topics in Gerontology I	2
		Topics in Sport Gerontology I	2
		Topics in Aging Kinesiology I	2
		Topics in Behavioral Adaptation I	2
		Topics in Applied Human Physiology and Adaptation I	2
	Advanced subject	Practical Topics in Gerontology	2
		Practical Topics in Sport Gerontology	2
		Practical Topics in Aging Kinesiology	2
	Related subject	Topics in Child Health and Development I	2
		Topics in Psychology for Human Living Environment I	2

Doctor Course
Modern society faces a variety of issues, with above all the issue of human behavior being more highly focused on than ever before. Scientific analysis and verification, and practical proposal from new points of view corresponding to them are therefore required. This course consists of the two education and research fields of Sport Sciences and Behavioral Development, which capture human behavior in a multifaceted manner from biological, social, cultural, and psychological perspectives in academically educating and researching the possibilities and issues in lifelong human behavior for use in the creation and practice of comfortable human lives in our future society.

Division of Human Expression [Human Expression Lecture]

This consists of two main educational research fields: "Expressive Culture", which approaches the essence, meaning, or principles of human expression from the points of view of history, sociology, psychology, etc, and "Human Creation", which deeply pursuits the possibilities and applications available through actual practice in the human expression field. In the master's course human resources are developed with highly expert knowledge on human expression activities and that can then spontaneously commit to the formation process of a humanly mature civil society. In the doctoral course researchers are developed with high levels of expertise in those human expression activities and creatively excellent research and development abilities that can then independently create new knowledge and values or university teachers with an assured education and educational development abilities in addition to research abilities.

Division of Human Expression [Human Expression Lecture]

Human Expression Lecture

Education research field	Position	Name	Major class names	Research themes of respective teachers	Course in charge (Doctor course)	
Expressive Culture	Professor	Naoki ODAKA	Topics in Figural Science I/II	Mathematical Formation/Sensitivity Science	Expressive Culture Course	○
	Professor	Shuuichi NAKAYAMA	Topics in Design History I/II	British Design in Modern Society	Expressive Culture Course	○
	Associate professor	Hiromitsu UMEMIYA	Topics in Architectural Culture I/II	Modernism Architecture in Japan	Expressive Culture Course	○
	Associate professor	Misako OTA	Topics in Music History I/II	Music Culture, Music, and Musical between the World Wars	Expressive Culture Course	○
	Associate professor	Akeo TABATA	Topics in Media Information Society I/II	Social Role of Video Image	Expressive Culture Course	○
	Lecturer	Hiroko HIRAYOSHI	Topics in Fashion Culture I/II	Body Expression of Women in Modern Fashion	Expressive Culture Course	
	Lecturer	Michiko YAMAMOTO	-	Figural Psychology/Sensitivity Psychology	Expressive Culture Course	
Expression Creation	Professor	Yoshio SAIDA	Topics in Group Performance of Music (master course) Practice on Topics in Group Performance of Music	Communication through Direction	Community Arts Course	○

	Professor	Tomoko SASAKI	Topics in Vocal Music (master course) Practical Topics in Vocal Music	Communication through Songs	Community Arts Course	○
	Professor	Jun TSUKAWAKI	Topics in Modern Sculpture I/II	Production of and Research on Modern Sculpture	Community Arts Course	○
	Professor	Hajime BANDO	Topics in Expression of Instrumental Music (master course)	Communication through Piano Play	Community Arts Course	
	Professor	Yu WAKAO	Topics in Music Therapy I/II	Ad Lib in Music Therapy	Community Arts Course	○
	Associate professor	Yoshihiro KISHIMOTO	Topics in Contemporary Painting (master course)	Production of and Research on Contemporary Painting	Community Arts Course	
	Associate professor	Fumio TAMURA	Topics in Music Composition (master course)	Music Composition and Research on Contemporary Music	Community Arts Course	
	Lecturer	Noriko SEKI	Topics in Dance Performance (master course)	Production of and Research on Contemporary Dance	Community Arts Course	

"I/II" at the end of the subject title denotes a master course subject using "I" and a doctor course subject using "II".
When the subject title differs in the master and doctor courses a (master course) or (doctor course) is added at the end of the subject name.
○ denotes the teacher in charge of the doctor course.

Master Course
Students in the master course will belong to one of the following study and research courses.

Expressive Culture Course
Research (including expression activities and field work) is performed on the various human expression activities and sensitivity in them from the perspectives of liberal arts, social science, and natural science. The logical expression ability to communicate with others in a compelling manner is also fostered in addition to a deep recognition for the past, present, and future of expression culture and a flexible and creative imagination. Human resources are developed such as experts at public offices, private companies, and organizations, researchers, curators, art managers, stage managers, editors, journalists, and writers who can all play an active role in the various fields of expression culture in a future mature society.

Expected places of employment
Curators, broadcasting stations, ad agencies, culture-related administrative organizations, design offices, space coordinators, journalists

Learning Model

Place of employment	Journalist, broadcasting station		
Theme of master thesis	Discussion about Descriptive Symbolism on Characters in Video		
Education requirements and number of credits	Segment	Subject name	Number of credits
	Common subject among graduate schools	Research on Human Community Creation	2
	Compulsory subject	Special Research I	4
		Special Research II	4
	Basic subject	Topics in Design History I	2
		Topics in Architectural Culture I	2
		Topics in Media Information Society I	2
		Topics in Music History I	2
		Topics in Fashion Culture I	2
	Advanced subject	Practical Topics in Design History	2
		Practical Topics in Architectural Culture	2
		Practical Topics in Media Information Society	2
	Related subject	Topics in Contemporary Painting	2
		Practical Topics in 3D Figure Formation	2

Community Arts Course
Artistic activities take place not only in the so-called high art but also in lifelong education, public art, and therapy in modern life. The demand and importance of it will increase as a welfare society that emphasizes QOL is realized. This course is a leader in future development by comprehensively handling areas yet to have been established as new fields. Education and research takes place in particular for the purpose of developing facilitators and instructors to be involved in lifelong education related to arts in local communities, or in the practice and research of music therapy and dance therapy related to the above, and the creation and development of a new art form as community art.

Expected places of employment
Organizations supporting local art activities through art therapy and education, school teachers

Learning model

Place of employment	School teacher, NPO that supports the local art activity		
Theme of master thesis	Research on the Issue on the Community Music Therapy in Japan		
Education requirements and number of credits	Segment	Subject name	Number of credits
	Common subject among graduate schools	Research on Human Community Creation	2
	Compulsory subject	Special Research I	4
		Special Research II	4
	Basic subject	Topics in Clinical Music I	2
		Topics in Group Performance of Music	2
		Topics in Expression of Instrumental Music	2
		Topics in Vocal Music I	2
	Advanced subject	Practical Topics in Clinical Music	2
		Practical Topics in Expression of Instrumental Music	2
		Practical Topics in Vocal Music	2
	Related subject	Topics in Art Therapy I	2
		Topics in Music History I	2
		Topics in Lifelong Learning I	2

Doctor Course
Based on the study and research foundation gained in the master's course higher and more professional education and research on various human expression activities and the sensitivity in them are provided. Achieving the purpose of this course involves two education and research fields: "Expressive Culture", which approaches the essence, meaning, or principles of human expression from the perspectives of history, sociology, and psychology, and "Expression Creation", which deeply pursues the possibilities and applications through practices in the human expression field in aiming at developing university teachers with high levels of expertise and an assured education and educational development abilities.

Division of Human Environmental Science [Environmental Foundation Lecture] [Environmental Formation Lecture] [Environmental Advanced Science Lecture (Adjunct)]

This consists of four main educational research fields: "Natural Environmental Science", which focuses on the resolution and development of environmental factors that promote and support human development and in which the research subject is the natural environment and the interaction between the natural environment and humans, "Mathematics and Informatics", in which the research subject is the information environment based on the expertise of mathematical science, "Living Environment", in which the research subject is the resolution and development of comfortable living environments, and "Social Environment", in which the subject is the modern social environment. In the master course human resources are developed with highly expert knowledge on the resolution and development of environmental factors that promote and support human development and that can then spontaneously commit to the formation process of a humanly mature civil society. In the doctor course researchers are developed with higher expertise in such fields and with creatively excellent research and development abilities that can then independently create new knowledge and values or university teachers with an assured education and educational development abilities in addition to research abilities.

Division of Human Environmental Science [Environmental Foundation Lecture] [Environmental Formation Lecture] [Environmental Advanced Science Lecture (Adjunct)]

Environmental Foundation Course

Education research field	Position	Name	Major class names	Research themes of respective teachers	Course in charge (Doctor course)	
Natural Environmental Science	Professor	Shigeki AOKI	Topics in Fundamental Particle Physics I/II	Experimental Research on Particle and Cosmic Ray	Natural Environmental Science Course	○
	Professor	Masayuki ITOH	Topics in Physics of Space Environment I/II	Observational Research of Space with X-ray	Natural Environmental Science Course	○
	Professor	Shinichi UEJI	Topics in Environmental Organic Chemistry I/II	Resolution of Enzyme Function	Natural Environmental Science Course	○
	Professor	Taira ENOMOTO	Environmental Molecular Biology (master course) Environmental Biotechnology (doctor course)	Biological Signal Mechanism	Natural Environmental Science Course	○
	Professor	Kuniyoshi EBINA	Topics in Physics of Hierarchical Structure of Nature (master course) Topics in Theoretical Environmental Physics (doctor course)	Theoretical Research on the Earth System and Life System	Natural Environmental Science Course	○
	Professor	Keiitsu SAITOH	Topics in Analytical Chemistry I/II	Research on Chemiluminescence Detection	Natural Environmental Science Course	○

		Professor	Yoshiaki TAKEDA	Topics in Environmental Vegetation Science I/II	Composition, Diversity, and Environmental Factor of Plant Community	Natural Environmental Science Course	○
		Professor	Yasutaka TERAKADO	Topics in Environmental Geochemistry I/II	Geochemistry of Natural Waters and Crustal Materials	Natural Environmental Science Course	○
		Professor	Kazumichi NAKAGAWA	Topics in Interaction of Ultraviolet Light and Radiation with Matter I/II	Synchrotron Radiation Physics of Biological Molecules, and Environmental Physics	Natural Environmental Science Course	○
		Associate professor	Atsushi USHIMARU	Topics in Plant Diversity Science I/II	Evolution, Diversity and Conservation of Flowering Plants	Natural Environmental Science Course	○
		Associate professor	Yasuhito EBARA	Topics in Supramolecular Chemistry (master course) Biological Supramolecular Chemistry (doctor course)	Use of DNA and Peptide as Functional Materials	Natural Environmental Science Course	○
		Associate professor	Kenichi OHKUSHI	Topics in Environmental Geology I/II	High Precise Environmental Restoration of the Quatemary	Natural Environmental Science Course	○
		Associate professor	Yasuoki TAKAMI	Topics in Environment Creational Science I/II	Evolution Mechanism of Diversity on Insects	Natural Environmental Science Course	○
Mathematics and Informatics		Professor	Jouji TAKAHASHI	Topics in Organizational Skills with Mathematical Methods I/II	General Theory and Applications of Boolean-Valued Models of Set Theory	Mathematics and Informatics Course	○
		Professor	Makoto TAKAHASHI	Topics in Computational Logic I/II	Research on Structure of Infinite Boolean Algebras	Mathematics and Informatics Course	○
		Professor	Takahisa MIYATA	Topics in Applied Geometry I/II	Shape Theory and Its Applications	Mathematics and Informatics Course	○
		Associate professor	Taichi INABA	Topics in Statistical Inference (master course)	Ratio Data Analysis at Small Sample Problem	Mathematics and Informatics Course	
		Associate professor	Masataka KUWAMURA	Topics in Nonlinear Mathematical Sciences I/II	Analysis for Nonlinear Phenomena	Mathematics and Informatics Course	○

| | Associate professor | Yuji SAKAMOTO | Topics in Statistical Analysis (master course) | The Theory of Statistical Inference of Diffusion Process | Mathematics and Informatics Course | ○ |
| | Associate professor | Kosaku NAGASAKA | Topics in Computer Algebra (master course) | Research on Value and Mathematical Expression Fusion Calculation and Research on Integrated Calculation System | | |

"I/II" at the end of the subject title denotes a master course subject using "I" and a doctor course subject using "II".

When the subject title differs in the master and doctor courses a (master course) or (doctor course) is added at the end of the subject name.

○ denotes the teacher in charge of the doctor course.

Environmental Formation Course

Education research field	Position	Name	Major class names	Research themes of respective teachers	Course in charge (Doctor course)	
Living Environment	Professor	Hideki ICHIHASHI	Topics in Plant Environment I/II	Creation of Comfortable Living Environment with Plants, Greening of Living Environment and Its Evaluation	Living Environment Course	○
	Professor	Hitoshi JOU	Topics in Psychology for Human Living Environment I/II	Research on Cognitive Behavior in Living Environment	Living Environment Course	○
	Professor	Naoko SHIRASUGI	Topics in Dietary Environmental Science I/II	Environmental Issues Produced by Dietary Life and Research on Taste Components	Living Environment Course	○
	Professor	Yousuke HIRAYAMA	Topics in Spatial Planning I/II	Housing and urban planning	Living Environment Course	○
	Professor	Sumio YANO	Topics I/II in Mechanical Dynamics and Biomechanics	Measurement of Biological Characteristics and Motion Analysis	Living Environment Course	○
	Associate professor	Mari INOUE	Topics in Clothing Environment I/II	Design and Evaluation of Clothing Environment	Living Environment Course	○
	Associate professor	Nobuko OHMIDO	Topics in Plant Biotechnology I/II	Plant Environmental Science for Genes	Living Environment Course	○
	Associate professor	Hiroya FUKUDA	Topics in Electronic Devices and Energy Equipments I/II	Application of Inverter to Specific Medical Equipment	Living Environment Course	○

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	Associate professor	Tomohiro TABATA	Topics in Ecology for Human Life Environment I	Regional and residential environmental system research from life cycle perspective		
Social Environment	Professor	Shinichi ASANO	Topics in Social Change I/II	Cultural Change and Social Variation along with Human Movement	Social Environment Course	○
	Professor	Akihiro OKADA	Topics in Comparative Studies on the Norm in Society I/II	Change of Modern and Present British Constitution	Social Environment Course	○
	Professor	Atsumi NINOMIYA	Topics in Industrial Society Structure I/II	International Comparative Research on Current Welfare Nations	Social Environment Course	○
	Professor	Takeshi YAMASAKI	Topics in Urban Regional Structure I/II	Formation and Change of Urban Regional Structure	Social Environment Course	○
	Professor	Susumu WADA	Topics in Constitutional Order I/II	Necessity and Possibility of the Constitution of Japan	Social Environment Course	○
	Associate professor	Takuya IWASA	Topics in Labour Social History (master course)	Formation and Change of Employment Rules	Social Environment Course	
	Associate professor	Kazuhiro OHTA	Topics in International Society Structure I/II	Development of Developing Countries and Democracy	Social Environment Course	○
	Associate professor	Munenori SAWA	Topics in Rural Regional Structure I/II	Globalization and Local Society	Social Environment Course	○
	Associate professor	Naoto HASHIMOTO	Topics in History of Social Thought (master course)	Issues on Concept of Rationality and Historical Image	Social Environment Course	

"I/II" at the end of the subject title denotes a master course subject using "I" and a doctor course subject using "II".
When the subject title differs in the master and doctor courses a (master course) or (doctor course) is added at the end of the subject name.
○ denotes the teacher in charge of the doctor course.
+ The teacher will resign on March 31, 2010.

Environmental Advanced Science Course (Adjunct) , Doctor Course Only

Education research field	Position	Name	Major class names	Research themes of respective teachers	Parent organization
Environmental Advanced Science	Professor	Hitoshi MUKAI	Topics in Atmospheric Environmental Science	Atmospheric Environmental Science	National Institute for Environmental Studies
	Professor	Takashi IMAMURA	Topics in Atmospheric Chemistry	Atmospheric Chemistry	National Institute for Environmental Studies
	Professor	Shinichi WAKITA	Topics in Environmental Stress Science	Environmental Analytical Chemistry, NanoBio Instrumentation Engineering	National Institute of Advanced Industrial Science and Technology
	Associate professor	Hidenori NAGAI	Topics in Frontiers of Environmental Bioinstrumentation	Micro Fluid Engineering	National Institute of Advanced Industrial Science and Technology

Master Course
In the master course the student will belong to one of the following study and research courses.

Environmental Foundation Lecture

Natural Environmental Science Course
Human resources are developed with the ability to carry out fundamental research on the natural environment scheme and the interaction between the environment and humans, and aims at settling concrete issues on the human environment from the stance of natural science. To achieve that purpose environmental issues closely related to human life such as environmental pollution and environmental conservation are delved into while deepening fundamental but wide understanding of material systems, life systems, the surface of the earth, and space, which are all related to the natural environment. Moreover, students acquire the professional skills and abilities needed at the sites of advanced research and in society itself through internships and others, and develop research abilities through special research and the creation of a thesis.

Expected places of employment
Researchers and administrators in the environment field at local municipalities, technical engineers at environmental consultation companies, science teachers at junior high schools and high schools, researchers and engineers at companies, environmental-related NGOs, NPO officials, university teachers

Learning Model

Place of employment	Environment-related department of local municipalities		
Theme of master thesis	Dynamics in Water Quality of Rivers and Inner Seas and Resolution of Material Behavior		
Education requirements and number of credits	Segment	Subject name	Number of credits
	Common subject among graduate schools	Research on Human Community Creation	2
	Compulsory subject	Special Research I	4
		Special Research II	4
	Basic subject	Advanced Natural Science A	1
		Advanced Natural Science B	1
		Special Class on Environmental Science A	1
		Practical Science Communication	1
		Fundamental Environmental Life Science B	1
	Advanced subject	Topics in Environmental Geochemistry I	2
		Practical Topics in Environmental Geochemistry	2
		Topics in Environmental Geology I	2
		Topics in Analytical Chemistry I	2
		Topics in Environmental Organic Chemistry I	2
		Topics in Interaction of Ultraviolet Light and Radiation with Matter I	2
	Related subject	Internship IA	2

Mathematics and Informatics Course
In our present society where information environments are growing more and more diverse and sophisticated, and not only at companies but also various other places such as local communities and educational organizations, human resources that can promote informatization and solve problems are becoming increasingly necessary. In intellectual environments, such as information environments, an important pillar used in resolving issues is the effective use of a variety of software and IT devices and the appropriate formation of targets utilizing mathematical methods. In this course human resources are developed with high levels of expertise in mathematical science and that correspond to the diversity and upgrading of information environments in settling the various issues which arise in information environments.

Expected places of employment
Mathematics teachers at junior high schools and high schools, educational informatization coordinators, software development engineers, in-house quality management education promoters, local public organization officials (Official in charge of ICT), Statistical analysis engineers at medicine manufacturing companies

Learning Model

Place of employment	Mathematics teachers at junior high schools and high schools (corresponding to an upgrade of the information environment and promotion of the informatization of mathematics education)		
Theme of master thesis	Effective Mathematical Education through Technology		
Education requirements and number of credits	Segment	Subject name	Number of credits
	Common subject among graduate schools	Research on Human Community Creation	2
	Compulsory subject	Special Research I	4
		Special Research II	4
	Basic subject	Topics in organizational skills with mathematical methods I	2
		Topics in mathematical information educational methods	2
		Topics in Computer Algebra I	2
		Topics in Computational Logic I	2
	Advanced subject	Practical Topics in Mathematical Methods used in the Art of War	2
		Practical Topics in Mathematical Informative Educational Methods	2
		Practical Topics in Computer Algebra	2
		Practical Topics in Computational Logic	2
	Related subject	Practical Topics in Cognitive Science	2
		Science Education Curriculum I	2

Environmental Formation Lecture

Living Environment Course
Modern life and the surrounding environment that supports it is currently facing a complicated situation as society is being upgraded and involved in rapid change. In this course human resources are developed that can identify, analyze, and resolve issues on the living environment formation we seek in more comfortable lives. Human resources are also being developed for the central and local administrative sectors that manage proposals and policies related to daily life, key personnel with planning and practical creative life activity abilities for the company activity sector, and for NPOs or NGOs that address local life and environmental issues.

Expected places of employment
City planning offices, development department of apparel manufacturers, development department of food companies, development department of housing material companies, design department of manufacturers, local municipalities

Learning Model

Place of employment	Quality evaluation of daily life goods in the planning and development departments of companies		
Theme of master thesis	Comparison of Properties of Elderly Nursing Care Products		
Education requirements and number of credits	Segment	Subject name	Number of credits
	Common subject among graduate schools	Research on Human Community Creation	2
	Compulsory subject	Special Research I	4
		Special Research II	4
	Basic subject	Dietary Environmental Science I	2
		Topics in Dwelling Environment	2
		Topics in Clothing Environment I	2
		Topics in Spatial Planning I	2
		Topics in Psychology for Human Living Environment I	2
	Advanced subject	Practical Topics in Clothing Environment	2
		Practical Topics in Spatial Planning	2
		Topics in Psychology for Human Living Environment I	2
	Related subject	Topics in Ecological Health Management I	2
		Topics in Gerontology I	2

Social Environment Course
The current social environment requires human resources that can precisely read the rapidly changing social situation along with the globalization, an advanced informatization, an low birthrate and an aging population, and the serious destruction of the natural environment, and then flexibly and sensitively correspond to it using the knowledge gained. In this course human resources are developed with the intellectual abilities needed to read the current situation using a wide variety of knowledge from social sciences and the actual ability to take action through sensitive and flexible problem solving which depends on the actual situation.

Expected places of employment
Expert in think tanks, planning department of local municipalities, social welfare and ecology-related companies, mass media

Learning Model

Place of employment	Experts from a local municipality in charge of "local cooperation" consultations and coordination		
Theme of master thesis	Practical Issues in "Local Cooperation" in "Decentralized Societies"		
Education requirements and number of credits	Segment	Subject name	Number of credits
	Common subject among graduate schools	Research on Human Community Creation	2
	Compulsory subject	Special Research I	4
		Special Research II	4
	Basic subject	Topics in Industrial Society Structure I	2
		Topics in Urban Regional Structure I	2
		Topics in Rural Regional Structure I	2
		Topics in Comparative Studies on the Norm in Society I	2
	Advanced subject	Practical Topics in Urban Regional Structures	2
		Practical Topics in Rural Regional Structures	2
		Practical Topics in Comparative Studies on Societal Norms	2
	Related subject	Topics in Spatial Planning I	2
		Practical Topics in Spatial Planning	2
		Topics in Psychology for Human Living Environment I	2

Doctor Course
Environmental Foundation Lecture
In principle this course involves educational research that focuses on the resolution of the natural environment from a physical point of view and fundamental issues in identifying the necessary information environment from a mathematical perspective, but the main theme involves the harmonized coexistence of humans and the environment. A natural development scheme is first sought in terms of the natural hierarchies of material systems, life systems, the surface of the earth, and space from a fundamental level with the aim of resolving concrete environmental issues such as environmental pollution and natural environmental conservation. Moreover, information environments are captured as a fundamental field in the formation of human environments, an information environment sought as an artificial intellectual environment that can support human intellectual activities from a mathematical perspective, and then eventually consider the mathematics needed to analyze human environments.

Environmental Formation Lecture
Humans exist as formed by the environments that surround them and who also then change that environment. In this course, using various applications of knowledge from natural science and social science, the possibility is sought that humans can form positive new environments which promote the development of humans themselves in the rapid changes that can take place. In particular education and

research takes place on human developmental environments by considering exactly what comfortable and safe human lives are using living science theory in a multifaceted manner and by reviewing the structure, variation, and regulation of the social framework that allows that life.

Environmental Advanced Science Lecture (Adjunct)
In developing powerful environmental science researchers of the next generation required in the further development of environmental science human resources are being developed at the national level by researching advanced environmental science in a collaboration of the graduate school, which performs systematic postgraduate education, and the research institute, which performs advanced research on environmental science but which does not have a graduate school. In the two fields of atmospheric environmental science and life informative environmental science research and education are carried out on the foundation and practice of environmental science in collaboration with the National Institute for Environmental Studies and the Computational Biology Research Center of the Advanced Industrial Science and Technology.

Outline of the Institute of Human Development Support –Platform for the university to collaborate with local community–

The Institute of Human Development Support was established within the former Graduate School of Cultural Studies and Human Science as a platform for the university to collaborate with the local community and featuring applied and practical research on human development. It consists of three particular organizations: the "Action Research Center for Human & Community Development", "Psychological Counseling Center", "Social Action Room", and "Science Shop", which are all involved in practical human development research in collaboration with NPOs, NGOs, administrative bodies, companies, and schools.

Research Summary of Action Research Center for Human & Community Development

"Health promotion" division
This division focuses on research into behavior that is closely related to current health issues as a measure for people to avoid any behavior with a high risk of resulting in a loss of health and to identify positive health promotion behavior. The research involves both health education and environmental creation in particular.

"Support for children and family" division
This division involves practical research on promoting the development of children from the perinatal period through to adolescence, their families, and caregivers through supporting the nurturing activities of families and facilities that incorporate family functionality. It also aims at the creation of "nurturing communities".

"Support for volunteer society and learning" division
This division involves volunteer activities that can be used in social participation as an opportunity for human formation, community formation, and studying and reviewing the manner of support methods through structuring collaborative practices and verifications.

"Support for gender research and learning" division
This division involves a study program on gender issues in cooperation with NPOs, companies, and individuals. It involves the development of a program and method of evaluation for the career development of females, in particular, from children through to adults, along with support for career developments.

"Support for disorder coexistence" division
This division seeks a method of creating a society in which everyone can live without falling by the wayside from the theme of "disorders"; in particular "intellectual disorders". It particularly focuses on the process wherein the activities and comments of the disabled can lead to changes in society.

"Support for laborers and adults" division
This division is involved in adult educational research in supporting studies on the labor and occupations of working people. In cooperation with the supporters that are there for workers to learn on it amasses

issues on a working-related "education site", and promotes practical = theoretical research.

Psychological Counseling Center
[Psychological Counseling Center]
The center provides counseling and support for anyone with mental problems from the point of view of psychological experts (counseling and play therapy) and aims at being a center that can be comfortably used by people in the local community. It is also a practical training organization used to develop clinical psychotherapists (Clinical Psychology Course). The need for higher quality counseling organizations or counselors on mental problems has recently been in the spotlight. To develop higher quality counselors it is essential to improve the quality of daily counseling. The center is extremely active from both the practical and the research perspectives.

Science Shop
[Science Shop]
The Science Shop addresses dialogue and collaborations between citizens and experts (scientists, engineers etc) in the local community in support of various scientific activities and the education of citizens with the aim of creating a community where people find scientific technology familiar, use it in problem solving, and indeed enjoy "science", including "research". It also supports the participation of postgraduate students in those types of approaches.

Social Action Room
[Social Action Room]
The Social Action Room was established in April 2005 for use in structuring a system that promotes communication with society, submitting information, and sharing the results of educational research with society. The members of this graduate school devote their intellectual resources to society in a variety of forms. To publicize the content of social actions members have been involved in it publishes annual social action reports written by the respective teachers. The content of the reports is also made available on a website.

Graduate School of Human Development and Environment
Address: 3-11 Tsurukabuto, Nada-ku Kobe HYOGO 657-8501 JAPAN
TEL: +81-78-803-7924
FAX: +81-78-803-7939

Website of the graduate school: http://www.h.kobe-u.ac.jp/

E-mail: info@h.kobe-u.ac.jp