

福井大学

2018-2019
University guide



Nurturing individuals shining on the world stage



Message from the President

At the University of Fukui, composed of 4 undergraduate schools: Education, Medical Sciences, Engineering and Global and Community Studies, and 3 graduate schools: Education, Medical Sciences, and Engineering, we provide comprehensive education that maximizes the abilities of each and every student. In addition, through unique learning in each school, we aim to nurture talented individuals with the ability to work in the globalizing and increasingly complex society.

In the School of Engineering, we aim to nurture engineers with a wide knowledge base and applied engineering skills through teaching fundamental and specialized knowledge and crossover learning into related fields. In the School of Global and Community Studies, which is in its third year since establishment, we have focused on intensification of foreign language education and practical specialized education

such as with interdisciplinary education and problem exploration projects, so that we can nurture individuals who can examine and find solutions for world issues from a global perspective. In the School of Education, we are dedicated to the training of teaching staff. We use practical methods for learning (students and school staff regularly visit education-related sites), and we also have ongoing research and development on new education methods utilizing active learning. In the School of Medical Sciences, our medical science education has a high degree of internationality, and we educate highly practical doctors and nurses who can cope with the ever-advancing healthcare profession.

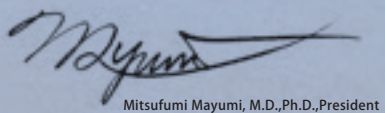
The graduates of the University of Fukui are active in various fields both in Fukui and outside the prefecture. In terms of employment, we have maintained a high employment rate and a low rate of job turnover, proving that the abilities of our students are evaluated highly in companies. At the same time, it is also the result of our students developing into strong individuals.

Fukui Prefecture, where the University of Fukui is located, is home to many companies that boast some of the finest technical ability in the world, and these companies are advancing into many countries and regions. The University of Fukui plays a valuable role in connecting students from abroad with these companies.

The University of Fukui is a "university where students can gain true ability." The entire teaching staff will do their best to support students to polish their skills and become individuals who have the communication skills to live in the current global environment and who can contribute to the society.

I sincerely hope that you will choose to study at the University of Fukui, gain the skills you need to achieve your dreams, and take flight from Fukui to the world.




Mitsufumi Mayumi, M.D., Ph.D., President



響 | Hibiki / ひびき、ひびく

The word hibiki means "sound," "echo," or "resonance," and is used in the saying "kokoro ni hibiku," or, literally, "to resonate with the heart." This saying refers to going beyond simply understanding what someone means; that, rather, you can feel the passion and depth of their beliefs, as they express themselves on a profound level. The University of Fukui's campus is a place where individuals can find others whose dreams and goals reverberate with one's own, creating a harmony that is more than the sum of its parts. We believe that your time spent here is sure to play a major role in building your future.

Calligraphy / © GOROH TAGAWA

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TARGET:Japan

In recent years, the number of international students who come to Japan on university exchange programs has topped 200,000. As the number of international students continues to increase, options for where to study and where to experience the sensations of Japanese culture become more diverse.

Whether you are currently in a degree program for Japan Studies, Asian Studies, Japanese language—or you simply want to study for a semester or a year at a Japanese university, there are many opportunities open to you to immerse yourself in Japanese culture.

Packing into a large metropolitan area such as Tokyo or Osaka will give you an inside understanding of urban Japan along with the hundreds of other foreign students and visitors who either study or visit there. However, more and more, international students who want a deep taste of the “authentic” and “secreted” Japan—as well as the availability of easy access to the trendy urban side of Japanese society—are choosing to study in smaller, more rural cities in universities such as the University of Fukui which offer Japanese studies and language courses as well as an array of courses taught in English. To coin a phrase, a destination such as Fukui offers you the “best of both worlds.”



When you decide to study in Fukui, you are choosing to plunge yourself entirely in the midst of everyday Japanese life. Since the number of foreign residents in Fukui remains smaller than that of a large city, while living and studying in Fukui you will never have to search for a genuine Japanese environment, both on campus and in the surrounding vicinity. It is simply there, all around you. The “real deal.” How is this hoped-for experience possible? First of all, Fukui prefecture is located in west-central Japan. It is tucked away on the coast of the Japan Sea and is surrounded by Kyoto to the west, Gifu and Shiga prefectures to the east, and Ishikawa prefecture to the north.

Within a couple of hours, you can reach the cities of Osaka and Nagoya on fast-moving trains. While you will always have access to what those cities offer, you

can rest assured that you will always return to your Japanese “home,” snuggled in the foothills of Fukui, as you resume your acclimation to Japanese language, culture, and time-honored customs. The chance to enter Japanese culture at an enhanced level is simply not possible in a large city where cultural realities are often found only in museums, public exhibitions, and limited day trips. Living in the culture is inescapable in Fukui.

Cultural immersion is, by far, the very best way to know about that culture, to feel it. If, in your day to day activities, you find yourself needing to speak the language, or to understand how and why people do certain things in certain ways, through inquiry and by listening, you will learn. Far beyond choosing photographed items from a menu in a restaurant or easily finding someone who speaks your mother

tongue, you will learn by beginning to speak with university staff members, shop clerks, train attendants and bus drivers, children walking across campus on their way to school, and even doctors and nurses should that become necessary. It is not the case that many such people do not speak at least some English, but the language choice will be yours. In fact, there are a number of free consulting services available in English at various places in Fukui City, so there is never a need to panic. You can focus on linguistic and cultural immersion in a relaxed atmosphere.

There are innumerable reasons to study in Fukui, especially when you consider the seasonal activities that dominate the local scene. Here are some of the most notable events to consider, season by season.

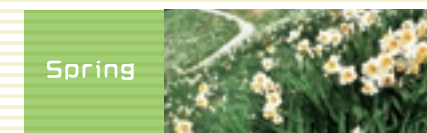


From the very beginning of the year, during the New Year’s holiday, there is a variety of community events and activities not easily found elsewhere. In the newly constructed trendy Happiring complex located directly in front of Fukui train station, there is a *taiko* drum performance, a concert, and ice-skating at the Smile Skate HappiRink. Soon after that, an annual New Year’s firemen parade takes place, which includes heavy log carrying, acrobatic performances on ladders, and a band performance. These are just a few of the ways in which Fukui people celebrate their heritage and daily lives as a new year commences.

Throughout January and February, snowboarding and skiing enthusiasts take great pleasure in making their way to *Ski Jam Katsuyama (Jamkatsu)*, which is one of the largest and most popular resorts in the region. With record snowfalls in recent years, Jamkatsu offers students an exhilarating moment of relaxation and interaction with local people as well as the chance to mingle with students from neighboring universities.

After a day on the slopes, you can relax in a hot spring and also try some of the local beverages, including the sake for which Fukui is famous.

Throughout the winter period, December through March, a well-planned Saturday can bring you to Fukui’s *Eiheiji Temple*, a Soto school temple founded in the 13th century where you can practice *zazen*, eat traditional foods with Buddhist monks, and have a peaceful, relaxing time walking on the beautifully landscaped hillside. *Eiheiji Temple* draws a half a million visitors a year, including, in the past, Steve Jobs.



By mid-March, spring arrives shortly before the academic year begins. To welcome the new season, local people celebrate the annual *Fukui Spring Festival* over a period of a few weeks. To kick off the festival, the *Echizen Historic Parade* takes place through downtown Fukui City and, during that time, well-known entertainers perform. As the days follow, there is a flower viewing (*hanami*) with Japanese lanterns (*bonburi*) on *Asuwa Mountain*; there is also a stairway lamplighting at *Atagozaka* on the north side of the mountain.



As cherry blossoms begin to bloom, Fukui City lights up 2.2 kilometers along the *Asuwa River* and hundreds of paper lanterns are hung along the river bank.

Spring is also the right time to stop by the *Yokokan Garden* where you can participate in an authentic tea ceremony every Saturday and Sunday throughout the season. By the beginning of April, *Mount Garagara campground* is open. With a reduced fee for students, you and your new friends can rent a log cabin that has barbecue grills and access to natural hot springs. There is no better way to party than in the outdoors while camping.

If you want to experience traditional Japanese life, spring is one of the best times to visit the *Osagoe Folk Village*; fall is the other time. Here, you can learn how



to make carp streamers used on *Children’s Day* during *Golden Week*, tour traditional homes from the Edo period, cook rice with a traditional Japanese oven (*kamado*), and even compose reggae songs with a local Fukui reggae band!





A most popular summer event across Japan is the annual **Tanabata Festival**, or Star Festival. At the University of Fukui, the Language Center has a Tanabata party established by the Student Coordinators in the Global Hub. It is time to write a wish in the form of a poem (*tanzaku*) and hang it on a bamboo tree. For those who want to celebrate more, you can return to the Osagoe Folk Village to listen to the story of the stars, sing songs about Tanabata, and scoop goldfish.



What better way to kick off the summer season than to join the **Hana Hana** (flower) Festival in Fukui City? While free saplings are distributed, preserved flowers are on display. Pots and pots of flowers bring the warmth of the summer to Fukui. There is also the **Hami Melon Festival** in late June where you can sample and compare the varieties of Fukui-grown melons.

By July, it is time to take a local train ride to the seaside town of **Mikuni** where you can view the popular **Tojinbo cliffs**. Mikuni is surrounded by the sea, rivers, and small hills. It is "all the rage" as the spot to have your first taste of Echizen crab, the pride of Fukui which is craved throughout Japan. The Tojinbo cliffs rise 25 meters above the sea and offer a spectacular view while quickly reminding one of the forces of nature. While there, you can swim at **Hamaji beach**. In July, the swimming pools at the **Miyama B&G Marine Center** will once again open to the public.



Perhaps the most obvious sign that the summer is coming to an end is the ever popular and **populous Phoenix Festival Fireworks** in early August. Crowds of people—families, university student groups, office workers with colleagues—find places alongside the **Asuwa river**, spread out tarps, and enjoy the festivities while eating and sipping on various brews, from oolong tea and water, to beer and sake. During the remainder of August, several other activities take place to remind one that the warm season will soon end: a straw throwing contest in the Togo village **Otsukune Festival**, walking through the **Yokokan Garden** while wearing a *kimono* or *yukata*, learning to write one's name in Japanese calligraphy, flower pressing to make your own iPhone case, and making a *kokedama* (a ball of soil covered with moss featuring an ornamental plant).



何遠之有 |
Nannotookikotoka-korean
なんのおきことかこれあらん
"One picture is worth a thousand words."
Calligraphy / © GOROH TAGAWA



September brings the autumn to Fukui. **Autumn foliage tea ceremonies** take place at the **Yokokan Garden** on weekends. On two particular days, *sencha* tea ceremonies are held.

Once again, you can travel to **Atagozaka** on **Asuwa Mountain**, this time to view the autumn lighting of 140 Japanese lanterns. There is generally a one-hour jazz night there supported by flute and vibes. Here you will also find a warm and inviting cafe where you can have coffee, read, and just hang out with your friends.



Throughout the autumn, there are a number of excellent hiking areas in Fukui, including: **Mihama**, **Mount Arashima**, **Mount Saiho**, and **Mount Arashimadake**.



In late October, you can try your hand at a soba eating contest at the **Soba Festival** in **Miyama**. Contests are arranged by age. You can party on the **Fukui International Club Halloween train**, which takes costumed revelers from Fukui City to the beaches at **Mikuni**. In November there is a very popular **Soba Thanksgiving Festival** which gives one the unusual chance to taste Fukui's famous *oroshi-soba* as well as to receive free rice balls and to participate in a baked sweet potato taste-testing. There's also time to try making your own soba.



**FRIENDLY,
FUN, FUKUI!**

Of course, the autumn would not be complete without viewing the stunning foliage in Fukui prefecture (*momijigari*). A Saturday or Sunday without worrying about homework can be most pleasant in the rural niches of Fukui, offering memories for a lifetime.

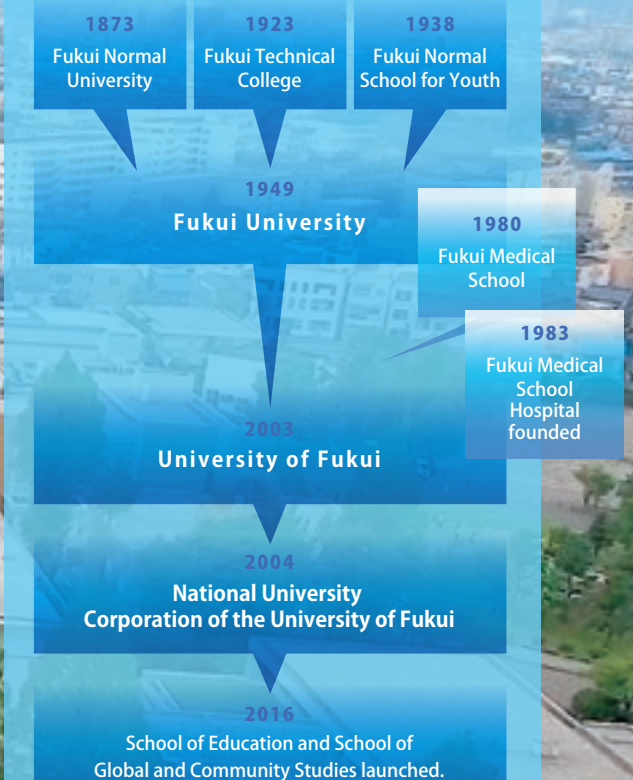
At all times of the year, students enjoy eating tasty, popular local foods in restaurants adjacent to the dormitories from *sushi* to *yakitori* to *okonomiyaki* to *ramen*...and more. Everything is just steps away from the student housing complex. In addition, there is a substantial nightlife within walking distance of the **Bunkyo campus** where you can enjoy "live houses" and music of all sorts while trying local beverages. For a small city, Fukui offers non-stop participation in Japanese culture and traditions.

The University of Fukui is waiting for you!

FACTS & FIGURES



History



Mission

Serving as a center of academic and cultural activities, the University of Fukui aims to promote world-class education and research in science and technology for peoples' well-being and to provide advanced medical services to local residents while maintaining a high sense of ethics. To this end, we will develop human resources who are capable of contributing to society on the local, national, and global levels. We will continue to further our own original and region-specific studies in education, pursue highly advanced research in science, technology, and medical sciences, and also provide professional medical care services.



Campuses



BUNKYO campus
(School of Global and Community Studies / School of Education / School of Engineering)



MATSUOKA campus
(School of Medical Sciences)



TSURUGA campus
(Research Institute of Nuclear Engineering)



My future found at University of Fukui

Schools | The University of Fukui has four schools, three graduate schools and one united graduate school.



School of Global and Community Studies

◎ Department of Global and Community Studies

School of Education

◎ Teacher Education Program

Primary Education Course
Secondary Education Course

Graduate School of Education

◎ Master's Program

School Education

◎ Professional Graduate School

Professional Development of Teachers

United Graduate School of Professional Development of Teachers

(University of Fukui, Nara Women's University, and Gifu Shotoku Gakuen University)

◎ Course for Management of School Reconstruction

◎ Course for Coordinator of School-based Professional Learning Communities of Teachers

◎ Course for Lesson Study and Professional Development of Teachers

School of Medical Sciences

◎ College of Medicine

◎ College of Nursing

Graduate School of Medical Sciences

◎ Master's Program

Nursing

◎ Doctoral Program

Integrated and Advanced Medical Course

School of Engineering

- ◎ Department of Mechanical and System Engineering
- ◎ Department of Electrical, Electronic and Computer Engineering
- ◎ Department of Architecture and Civil Engineering
- ◎ Department of Materials Science and Biotechnology
- ◎ Department of Applied Physics

Graduate School of Engineering

◎ Master's Program

Mechanical Engineering
Electrical and Electronics Engineering
Information Science
Architecture and Civil Engineering
Materials Science and Engineering
Applied Chemistry and Biotechnology
Applied Physics
Human and Artificial Intelligent Systems
Frontier Fiber Technology and Science
Nuclear Power and Energy Safety Engineering

◎ Doctoral Program

Advanced Interdisciplinary Science and Technology

Class Time

1st Period 8:45 ~ 10:15
2nd Period 10:30 ~ 12:00
3rd Period 13:00 ~ 14:30
4th Period 14:45 ~ 16:15
5th Period 16:30 ~ 18:00



Academic Calendar

2018 Spring

Start of Spring Semester

April 1

Classes Start

April 9

Exam Week

July 31- August 6

Summer Vacation

August 7- September 30

End of Spring Semester

September 30

2018 Fall

Start of Fall Semester

October 1

Classes Start

October 1

Winter Break

December 25-January 4

Exam Week

February 4-8

Spring Vacation

February 12-Early April

End of Fall Semester

March 31

University of Fukui by Numbers

as of May 2017



No.1

Employment Success Rate among national university corporations with multiple faculties
10 year continuation



Students to Faculty Ratio



Partner Institutions
(as of March 2018)



Libraries with
659,203
Books



Institutions and Centers

5,105

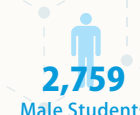
Total Students

4,064

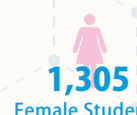
Undergraduate Students

1,041

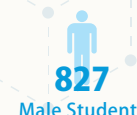
Graduate Students



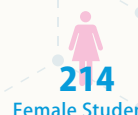
Male Students



Female Students



Male Students



Female Students



Japanese Students



International Students



Japanese Students



International Students



Hospital



Junior High School



Elementary School



Kindergarten



School for Special Needs





Global and Community Studies is an interdisciplinary field that examines the interplay of local and global change and the challenges facing local communities and global societies such as an aging population, declining birthrate, gender inequality, global warming, global immigration, cultural conflict, social instability, and other critical issues arising in the world of accelerating globalization today.

The School of Global and Community Studies (GCS) was launched in April 2016. Each year's intake is about 60 students. GCS has already established its identity as a friendly school with a family-like environment and a small global-village atmosphere where students, including international students, can discuss freely with faculty members and learn about global and community issues.

The GCS mission is to cultivate students to be able to work together with people of different cultural backgrounds to identify and resolve challenges and to contribute to local community revitalization and the development of global societies. This is accomplished by providing students with a wide range of knowledge from the humanities and social sciences to natural sciences and by nurturing the following knowledge and skills for students: English language proficiency, multicultural communication, intercultural understanding, critical thinking, problem solving, and professional expertise.

The following are three educational characteristics of GCS that are used to achieve such human resource development: international education, project-based learning (PBL), and interdisciplinary education.



International Education: English, Foreign Languages, and Study Abroad

During the first year, students participate in an intensive English language for academic purposes program. Class sizes are kept small to encourage maximum student participation and tailored instructor feedback. In the 2nd year, Global approach students will continue to take academic English courses (composition, writing and reading, philosophy, and linguistics) and aim to obtain a TOEFL score of 550 or above as an ultimate goal. Furthermore, students will begin to learn their second foreign language--Chinese, French or German. They can study English and other foreign language communication skills independently through ICT in the university's Language Development Center (LDC), further developing their multicultural communication and cross-cultural understanding skills.

At the start of the 2nd year, students will choose either one of the two learning approaches: global approach (learning based on a global perspective) or community approach (learning based on a community perspective) as per their preference. Global approach students are required to study abroad for one or two semesters and Community approach students are recommended to study at least one semester at one of our student exchange partner institutions.

Students must achieve a TOEFL score of 530 or above and a GPA score of 2.5 or above (out of a 4.0 scale) to qualify to study abroad. They are expected to study abroad in their 3rd year and they can choose their study abroad destinations and programs as per their study plans taking into consideration their chosen graduation projects and thesis. Students are also offered internship opportunities at some of our partner institutions during the period of the exchange programs, such as working in a museum, a Japanese language center, an urban community revitalization center, and an international office. We expect to increase the internship opportunities for GCS students at our partner institutions.

In Spring 2018, GCS sent its first group of exchange students to its partner institutions in Europe and Asia, and another group of students will follow in Fall 2018. We will continue to expand both the number of students we exchange as well as the number of our partner institutions in the years to come.



Project-Based Learning (PBL)

Students are required to take Project-Based Learning courses from the first through the third year (Global approach students can take them in the fourth year as well). The courses are conducted either in English or in Japanese. Students are divided into small groups and visit local communities, schools, companies, business sectors, government offices, and NGOs as per the topics they will examine. Students will deepen their understanding of their topics and obtain the knowledge and skills required to address issues in specific areas. At the end of the PBL classes, they are required to identify problems and present concrete solutions.

The courses offer students specific knowledge of regions, develop their community-based research skills, and cultivate their ability to solve problems by participating in various projects. Through this firsthand learning (learning by doing) of local particularities and communities, students will gain an understanding of the impact of global change on the life in local communities and the relationship between local and global change.

Courses

In the first year, students will take PBL-Introduction A and B. In terms of PBL-Introduction B, students can choose either "story telling" or "study abroad."

PBL-Introduction A

Students will learn about the current situation of Fukui Prefecture's industrial and community development and identify problems preventing community revitalization through direct interviews and by hearing from local company workers, government officials, and others. Students are expected to make a presentation about what they have found and discuss the problems and their solutions.

PBL-Introduction B "Storytelling"

The course focuses on the telling and sharing of stories in English for the purpose of communication. Students research and learn a number stories from many different countries and engage directly in storytelling through the use of picture books and role playing for children and parents in the local community. This engagement in "literacy in action" will enable them to improve their overall English communication and presentation skills.

PBL-Introduction B "Study Abroad"

The course focuses on and compares definitions of "global human resources" and the higher education reform and policy necessary to cultivate them between Thailand and Japan. Students will learn about the problems and challenges in policy implementation in each country. Students will eventually identify 21st century skills needed to be successful in today's globalizing society, and they are expected to design their study plan for the next three years to achieve their future career goals.



After completing PBL-Introduction A & B, students will take PBL I and II in the second year and PBL III in the third year. All the PBL courses are created under the following three themes: Regional and Industry Development, Multicultural Exchanges, and Diversity. The following are PBL I & II courses:

PBL I&II in Community Approach

Students focus on and learn about specific companies and communities as well as about problems that workers and companies face in order to achieve their specific goals. Students are divided into small groups and conduct their research by direct interviews and lectures. Students then identify and make clear the reasons and backgrounds of the problems and conceptualize them for further research.

PBL I&II in Global Approach “Fukui Culture and Community”

Students learn about one of Fukui’s traditional products as well as its culture from local experts, and then promote the product in and outside Fukui and Japan. In 2017, the traditional product was Fukui’s *sake*. Students visited *sake* companies, communicated with *sake* makers, and with some restaurant owners who sell mainly Fukui’s *sake*. Students put their learning together and have been working on a multilingual *sake* pamphlet to introduce *sake* products and *sake* culture to visitors as well as potential future visitors to Fukui.

PBL I&II in Global Approach “Fukui International Festival”

Students plan, organize, and join the Fukui International Festival with the Fukui International Association, with both Japanese and non-Japanese volunteers. Students learn about the current situations of foreign residents in Fukui, then identify and analyze their language and cultural problems, finding solutions and providing support services for them. Students are trained to learn to see a multicultural society from a global perspective and continue to find problems and seek solutions to establish multicultural coexistence in the community.

Students will move onto PBL III in the third year and then complete their graduation theses and projects in the fourth year.

Interdisciplinary Education

The world is becoming increasingly complex today. Students need to obtain the knowledge and skills to solve tough problems, collect evidence, analyze a massive amount of information and data, think deeply, and think globally. Gaining such skills is possible by interdisciplinary education.

The University of Fukui requires students to take courses from a wide range of disciplines from arts and humanities to math and sciences in general education during the first and the second year. In order to be able to conduct data analysis and obtain scientific research methods and basic research techniques, GCS students are also required to take research literacy courses. Then, they continue their interdisciplinary education as their core education in the 3rd and 4th years by taking, in particular, courses in the following three areas: Life Environment, Medical Science, and Science & Technology. GCS works closely with the School of Engineering and the School of Medical Science to offer such courses to prepare students to be successful in today’s era of globalization and digitalization.

Identifying multiculturalism and diversity as core values, the GCS program strives to promote international education and enhance international student mobility through student exchange programs. For that purpose, it has adopted a compatible international academic system: course codes, a cap system, 13-step grading and GPA systems, and honors degrees.

International students who hope to complete their degree at the University of Fukui in the GCS program will be able to obtain Japanese and English fluency, a deeper understanding of Fukui and Japan, and they will build a strong network with Japanese people and society. Moreover, in this globalizing world, they will gain the 21st century skills and abilities needed to play a leading role in Japan, Asia, and the world.



Courses Taught in English

The main language of instruction at the University of Fukui is Japanese. However, there are intensive English language courses and a variety of content courses taught in English in the School of Global and Community Studies.

<English Language Courses>	
ENG085	TOEFL Preparation
ENG091a	English Reading III
ENG091b	English Reading IV
ENG092a	English Writing III
ENG092b	English Writing IV
ENG100a	English Composition I
ENG100b	English Composition II
ENG101a	Academic Reading I
ENG101b	Academic Reading II
ENG200a	Academic English Writing I
ENG200b	Academic English Writing II

<English Taught Courses>	
SOC100	Introduction to Global and Community Studies *
RES110	Introduction to Research E
RES260	Qualitative Research E
JLT100	Introduction to Japanese Language Studies*
JLT210	Teaching Japanese as a Second Language for Communication*
JLT300	School Education in Japan
ICS110	Project-Based Learning Introduction – B
ICS200	Project-Based Learning I
ICS250	Project-Based Learning II
ICS300	Project-Based Learning IIIA
ICS350	Project-Based Learning IIIB
ICS301	Project-Based Learning IIIC
PLS210	International Relations
PLS220	International Policies
MLC350	International Communication
LLL100	Public Speaking
B3020	Introduction to Philosophy (Common Ed. credit)
LLL200	English as a World Language
LLL210	Introduction to Linguistics
LLL230	The Japanese Language Through Time
LLL250	Introduction to American English
LLL260	Introduction to Phonetics and Phonology for EFL Learning
LLL300	Second Language Acquisition
LLL350	Psycholinguistics
ISS100	Intercultural Communication
ISS250	Psychology
ISS300	Human Development
ISS400	Game-Based Learning
EDU210	Social Justice Issues in Education
ISS200	Intro. to Japanese Traditions and Culture
HUM100	World Music
HUM300	Humanistic Traditions in the West
LIT200	American Short Stories
LIT300	Topics in American Literature
LIT310	Social Issues in Asian American Literature
LIT400	Irish Literature
LIT410	Comparative Literature
LIT420	Women in Literature
TESIS410	Thesis

* The courses are taught partly in Japanese.



Curriculum Policy

For our school education programs, we develop and administer curricula with the following characteristics to train teachers who, while collaborating with a variety of people as experts in public education, support the learning and development of children through teaching skills supported by academic knowledge, and continue to learn throughout their lives.

Faculty organization and new curriculum development that covers a wide range of specialist fields

Develop classes and curricula that incorporate various communities and social issues through collaboration among faculty members representing a variety of subjects and fields. Moreover, nurture talented individuals with the ability to reflect on the importance of school education that considers the current conditions of global society.

Collaborative learning based on cycles of practice and reflection

Help students amass learning experiences based on a cycle of participation in and reflection on practices to encourage children's growth and development. Students learn what they need to become professional teachers by collaborating across year groups to investigate teaching practices.

Organization of subjects to enhance specialist knowledge in subjects/fields

Foster specialist knowledge of the objectives, goals, content, and methods of each subject/field based on an understanding of the basis and significance of the subject/field and its historical background. In addition, help students develop practical abilities for organizing learning based on cross-subject, systematic perspectives while developing proposals and conducting case studies of the curricula, units, classes, materials, and activity content of each subject/field.

Organization of subjects to promote deep human understanding

Foster the ability to support the growth and development of children from a variety of perspectives, with a consideration for the growth of preschool children and students with special educational needs, while developing specialist understanding of human education and psychology.

Training teachers who can continue learning

Develop learning communities that incorporate generational transfer cycles by recording learning histories and achievements that highlight progress in academic development. To evaluate overall ability as a professional, grasp the processes of collaborative inquiry, and the abilities that are developed through it, and prepare and publicize individual learning records.

Organization

School of Education

- Teacher Education Program -

◎ Primary Education Course

- Elementary Education Subcourse
- Special Needs Education Subcourse

◎ Secondary Education Course

- Humanities and Social Education Subcourse
- Science and Mathematics, Living Environment Studies Education Subcourse
- Art and Sports Education Subcourse

- Affiliated Schools -

- ◎ Kindergarten
- ◎ Compulsory Education School
- ◎ School for Special Needs Education
- ◎ Education Center of Nature

Graduate School of Education

- Master's Program -

◎ School Education

- Elementary Education Course
- Humanities and Social Education Course
- Science and Mathematics, Living Environment Studies Education Course
- Art and Sports Education Subcourse

- Professional Graduate School -

◎ Professional Development of Teachers

- Division for Coordination of Professional Learning Communities
- Division for Management of School Reconstruction

◎ United Graduate School of Professional Development of Teachers

- Course for Management of School Reconstruction
- Course for Coordinator of School-based Professional Learning Communities of Teachers
- Course for Lesson Study and Professional Development of Teachers

School of Education

The Undergraduate Program is comprised of two courses, the "Primary Education Course" and the "Secondary Education Course," which are designed to nurture talented individuals who can apply advanced specialist knowledge and practical abilities to actively tackle various issues surrounding school education.



Primary Education Course

For students aspiring to work as teachers, in elementary schools, schools (or classes) for special needs education, kindergartens, etc.

▼ Wishes to acquire specialist knowledge of subject content in a cross-cutting, systematic manner

▼ Wishes to deepen specialist understanding of the development and learning of pupils/students

▼ Wishes to develop the ability to work together with local communities

▼ Wishes to enhance specialist knowledge for dealing with children with a variety of needs

Train elementary and special needs school teachers with the ability to resolve current issues in school education, including joint elementary-junior high education, kindergarten-elementary collaboration, school-community collaboration, and special needs education. Provide a curriculum that accommodates new educational content, such as English classes at elementary school, ICT education, and inclusive education, with a focus on practical, and collaborative project-based classes.



Secondary Education Course

For students aspiring to work in junior or senior high schools

▼ Wishes to understand the characteristics of adolescence

▼ Wishes to acquire advanced specialist knowledge for responding to students' intellectual curiosity and self-actualization needs

▼ Wishes to develop subject teaching ability in order to plan and implement self-directed, collaborative learning

With joint junior-senior high school education in mind, train junior and senior high school teachers with advanced, systematic specialist knowledge who can plan and implement self-directed, collaborative learning. Provide a curriculum in which students can study teaching methods related to project-based and active learning while also enhancing their specialist knowledge of the educational content of each subject.



Unique Initiatives in the School of Education

Network of Inquiry



In the Network of Inquiry, students aspiring to work as teachers participate in hands-on activities with local elementary and junior high school students. The activities are divided into nine blocks, including puppetry and papermaking, and the entire activity process, from planning to ensuring the students' safety and liaising with parents, is managed by the students. Through these activities, students can deepen their understanding and specialist skills for non-textbook curricula, such as integrated study and special activities classes.

Life Partner Project

In the Life Partner Project, students visit the schools and homes of students who are unable to adapt to school or the collective learning environment to assist them in gaining independence by acting as a kind of "mentor." While consulting with faculty members and graduate students, the students deepen their relationships with the children.

Core Science Teachers (CST)

With a training center for core science teachers (CST) that leverages the characteristics of the three-year postgraduate courses for training elementary (and junior high) school teachers who have graduated from science and technology faculties, and of the University of Fukui School of Education, which has adopted the philosophy of providing integrated training in elementary, junior high (and senior high) school teaching, we help students strengthen their skills for teaching students and other teachers as well as their expertise in science, thus producing a large number of outstanding core science teachers (CST), who go on to serve as pillars of communities.

University of Findlay Short-term Teaching Practice Program



While students from the College of Education at the University of Findlay (Ohio, United States) undertake a teaching practice of around three weeks in schools and facilities affiliated with the University of Fukui School of Education, our students work on the same training at the University of Findlay, or at local schools in and around Findlay.

Graduate Programs - Graduate School of Education / Joint Graduate School of Professional Development of Teachers

We offer two graduate programs, "School Education," which aims to train teachers and educational specialists who can demonstrate outstanding practical abilities in education, and "Professional Development of Teachers" (Professional Graduate School), which aims to develop the professional abilities of pivotal teachers in the enterprise of school education in the 21st century.

School Education

The School Education program aims to nurture students with professional teaching qualities and abilities for tackling new issues in school education, and the ability to plan and teach practical lessons based on advanced specialist subject knowledge, who can address the various issues facing school education today in a comprehensive and flexible manner.

● Example of Course Schedule

2nd year	Master's thesis Project research (4 credits)	Collaborative Practice Research Project IV (2 credits) (Prepare/present report)	The latter period
		Collaborative Practice Research Project III (2 credits) (Practice and reflect 2)	The first half
1st year	Specialized course subjects (at least 18 credits)	Collaborative Practice Research Project II (2 credits) (Practice and reflect 1)	The latter period
		Collaborative Practice Research Project I (2 credits) (Survey/plan)	The first half

● Collaborative Practice Research Project

Going beyond course boundaries, graduate students and faculty members collaborate with elementary, junior high, and senior high school teachers at affiliated or local schools to conduct practical activities and research focused on classroom teaching. The aim of the project is to acquire knowledge related to subject content, with lessons in mind, and to develop skills for planning and teaching lessons, collaborating, and investigating issues, through a two-year period of regular, continuous research activities.

Professional Development of Teachers

In the Professional Development of Teachers program, to train teachers with advanced professional skills and outstanding qualities and the ability to continue learning, students engage in a cycle of practice and reflection under the "school-based system." The "school-based system" is an original educational method pioneered by the University of Fukui, in which elementary, junior high, senior high, and special needs school classrooms serve as platforms for learning and graduate students undertake long-term internships adjusted to the cycle of the base school.

● Features of the Professional Graduate School

New curriculum design to integrate theory and practice (school-based collaborative practice research)

▼ Development of long-term school-based collaborative practice research

Schools work together with the Graduate School to conduct long-term practical, collaborative research that focuses on issues in response to the needs of schools.

▼ Intensive accumulation of reflection on practice and theoretical research (intensive course)

Students participate in practices and research in schools before engaging in intensive reflection and research and theorizing their practical findings during the summer/winter vacation period.

▼ Organization of interactive learning and exchange across generations (joint conferences)

Beyond generations from younger to middle and older in managerial position exchange and learn researches on each issues while supporting each other.

▼ Exchange and sharing of practices and research that goes beyond schools and communities (Roundtable for Reflective Practice and Organizational Learning)

We hold a round-table event that is open to the public (Roundtable for Reflective Practice and Organizational Learning) twice a year to exchange and share the practices and research conducted at each school in a way that goes beyond individual schools and communities.

United Graduate School of Professional Development of Teachers

The University of Fukui founded the Professional Graduate School to develop the specialist abilities of teachers who will play leading roles in 21st-century school education. In April 2018, we established a Joint Professional Graduate School with Nara Women's University and Gifu Shotoku Gakuen University in order to develop a new system of teacher training, utilizing the practical research conducted at our distinctive affiliated schools and base schools.

- ◎ Course for Management of Reconstruction
- ◎ Course for Coordinator of School-based Professional Learning Communities of Teachers
- ◎ Course for Lesson Study and Professional Development of Teachers



Affiliated Schools, Kindergarten, and Facilities

Kindergarten

As a local hub for early childhood education and childcare support, the kindergarten has developed a comprehensive program of preschool activities centered on cooperative play.



Compulsory Education School

The Compulsory Education School offers a nine-year integrated program of study, comprised of a six-year primary course and a three-year secondary course.



School for Special Needs Education

The School for Special Needs Education contains elementary, junior high, and senior high sections and provides a 12-year integrated program of study to help students with intellectual disabilities discover and develop their qualities with a view to participating in society in the future.



Education Center of Nature

The Education Center of Nature aims to facilitate outdoor learning practices that foster a broad view of nature, as well as basic research on these practices, for undergraduate students and for the students and children at the affiliated schools and kindergarten.



Academic Programs for International Students

Student Exchange Program

Under exchange agreements with the University of Fukui, students from partner universities can study at the University of Fukui on exchange for either six or twelve months, while remaining a student of the university in their home country. In this system, students can obtain credits or receive research instruction, while deepening their understanding of specialist knowledge and of Japan. Students can take classes or receive research instruction together with Japanese students at the University of Fukui.

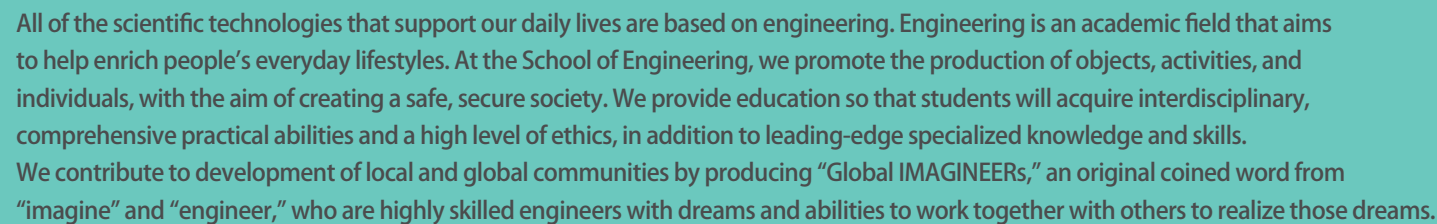
In-service Training Program for international Teachers

This program is aimed at current teaching staff of primary and secondary education institutions in their own countries and staff of teacher training schools. After six months of Japanese language training, students undertake one year of study on Japanese education methods. In addition, there are visits to affiliated elementary and junior high schools to see practice teaching, as well as various visits organized by local government or private organizations. (For Japanese government (MEXT) scholarship students)

Course in Japanese Language and Japanese Culture

This program aims to improve Japanese language ability, and understanding of Japan and Japanese culture. (For Japanese government (MEXT) scholarship students)





Purposes of Education and Research in Relation to Human Resource Development and Other Aspects

Expected Student Characteristics

- 1 Individuals with basic academic ability, eager to take on challenges
- 2 Individuals who desire to play active roles in international society through science and technology

In order to develop advanced specialists with the type of comprehensive ability and character required in engineering, in addition to technical knowledge and skills, education is provided based on the following policies:

- 1 Students should acquire knowledge in mathematics and natural sciences as the basis of engineering.
- 2 Students should acquire technical knowledge and skills in each field of engineering.
- 3 Students should gain broad perspectives on diverse academic fields.
- 4 Students should acquire overall capacity, combining creativity, self-study ability, problem-solving ability, and communication skills.
- 5 Students should gain an understanding of the sense of ethics that they should follow, and the social responsibility that they should bear, as engineers.

The School of Engineering aims to provide society with graduates who have the following characteristics:

- 1 Technical knowledge and skills, as well as basic and general knowledge
- 2 Creativity, self-study ability, problem-solving ability, and communication skills
- 3 An understanding of the sense of ethics that they should follow, and the social responsibility that they should bear, as advanced professional engineers, as well as broad perspectives to contribute to the development of society

Department of Mechanical and System Engineering

Trains engineers who can contribute to the creation of a safe, secure society, and contribute to innovative manufacturing

- Mechanical Engineering Course
- Robotics Course
- Nuclear Power and Energy Safety Engineering Courses

Trains engineers who will lay the foundations for tomorrow, such as a sustainable low-carbon society and a safe, secure information society

- Electronics Engineering Course
- Electrical, Communications and Systems Engineering Course
- Computer Science Course

Trains engineers who have the practical skills to contribute to the creation of a safe, secure social-life environment

- Architecture and Building Engineering Course
- Civil Engineering

Trains practical chemistry-based engineers who can contribute to the creation of a safe, secure, sustainable society

- Frontier Fiber and Materials Engineering Course
- Materials Chemistry Course
- Biotechnological and Biomedical Engineering Course

Trains engineers who contribute to next-generation technological development by exploring the world of physics

- Students learn the basics of natural sciences, and consider their application to the field of engineering.
- Diverse areas of natural sciences are widely covered with a focus on physics.

MASTER'S PROGRAM

GLOBAL ENGINEERING PROGRAM FOR INTERNATIONAL STUDENTS (GEPIS)

GEPIS is a 2-year program that provides an opportunity for international students to study various fields of engineering and to obtain a Master's degree in Engineering. English is used as a primary language in teaching courses and for research supervision of the program.

COURSE LIST

Department of Applied Physics

Advanced Mathematical Physics
Physics of Magnetism
Cryogenic of Magnetism
Introduction to Far-infrared Research and Technology
Application of Spectroscopy on Condensed Matter
Physical Chemistry of Surfaces
Measurement Techniques at Interface
Advanced Applied Physics I
Advanced Applied Physics II

Department of Mechanical Engineering

Strength of Materials
Fluid Engineering
Control, System Engineering and Mechatronics
Engineering Material and Design
Thermal and Energy Engineering
Dynamics in Engineering
Advanced Mechanical Engineering I
Advanced Mechanical Engineering II

Department of Architecture and Civil Engineering

Environmental Engineering in Architecture, Adv.
National & Regional Planning, Adv.
Town and Community Planning, Adv.
Advanced Soil Mechanics
Architectural Design, Planning, and History, Adv.
Building Structural Planning and Design
Building Materials, Adv.
Environmental Hydraulics
Urban Design
Advanced Architecture and Civil Engineering I
Advanced Architecture and Civil Engineering II

Department of Electrical and Electronics Engineering

Solid State Physics, Adv.
Advanced Energy Engineering
Advanced System Science
Advanced Computer Engineering
Advanced Signal Processing
Semiconductor Devices
Semiconductor Process Technology
Nonlinear Optics
Solid State Electronic Physics
Optical Information Device Technology
Power System Engineering
Advanced Engineering for Electric Energy
Advanced Course on Power Electronics
Information and Communications Engineering, Adv.
Circuits and Systems, Adv.
Systems and Control Theory
Data Science Advanced Course
Advanced Electrical and Electronic Engineering I
Advanced Electrical and Electronic Engineering II

Department of Information Science

Image Processing, Adv.
Signal Processing and Filters, Adv.
System Program, Adv.
Numerical Linear Computation, Adv.
Information Theory, Adv.
Quantum Mechanics, Quantum Computation and Quantum Cryptography, Adv.
Mathematics in Communications, Adv.
Advanced Information Science I
Advanced Information Science II

Japanese Courses

Japanese 1
Japanese 2
Japanese 3
Japanese 4
Japanese 5

Department of Human and Artificial Intelligent Systems

Biomechanics
Robot Learning
Human Visuomotor Learning System
Signal Analysis
Brain Informatics
Frontier Materials for Robotics, Adv.
Intelligent Interface
Advanced Image Sensing and Measurement
Mobile Robotics
Neuroscience
Advanced Human and Artificial Intelligent Systems I
Advanced Human and Artificial Intelligent Systems II

Department of Materials Science and Engineering

Applied Analytical Chemistry
Thermal and Mechanical Properties of Polymer
Polymer Synthesis I
Polymer Synthesis II
Organic Chemistry Adv. II
Advanced Materials Science and Engineering I
Advanced Materials Science and Engineering II

Department of Applied Chemistry and Biotechnology

Organic Chemistry I, Adv.
Polymer Science
Molecular Biology
Bioengineering, Adv.
Seminar for Applied Chemistry and Biotechnology
Project Based Learning for Applied Chemistry and Biotechnology
Advanced Applied Chemistry and Biotechnology I
Advanced Applied Chemistry and Biotechnology II

Department of Frontier Fiber Technology and Science

Mechanical Properties of Fibers
Biological Engineering
Fiber - Polymer Processing
Fiber - Polymer Materials Engineering
Colloid and Surface Chemistry
Frontier Fiber Science Seminar
Introduction of Fiber Industry
Advanced Frontier Fiber Technology and Science I
Advanced Frontier Fiber Technology and Science II

Department of Nuclear Power and Energy Safety Engineering

Reactor Physics
Nuclear Reactor Control
Nuclear Fuel and Materials
Nuclear Fuel Cycle and Waste Management
Decommissioning of Nuclear Facilities
Reactor Thermal Hydraulics
Radiation Protection
Radiation Measurement
Energy and Environmental Science
Energy Politics
Energy Business
Energy Safety and Symbiosis Engineering I
Energy Safety and Symbiosis Engineering II
Energy Safety and Symbiosis Engineering III
Energy Safety and Symbiosis Engineering IV
Advanced Nuclear Power and Energy Safety Engineering I
Advanced Nuclear Power and Energy Safety Engineering II

Common Course

Long-term Internship
Project Based Learning H-I (PBL H-I)
Project Based Learning H-II (PBL H-II)
Project Based Learning W (PBL W)

DOCTORAL PROGRAM

GLOBAL ENGINEERING PROGRAM FOR RESEARCH AND DEVELOPMENT (GEP FOR R&D)

GEP for R&D is a 3-year doctoral program that aims to nurture individuals who are equipped with highly developed practical skills and capable of being industry leaders both in and outside of Japan. English is used as a primary language in teaching courses and for research supervision of the program. Upon completion of this program, successful students will be awarded a Doctor in Engineering.

COURSE LIST

Open Education Courses

Introduction to Graduate Studies I
Introduction to Graduate Studies II
Introduction to Graduate Studies III

Practical Training/International Experience Courses

Long-term Internship
Advanced Course of Intellectual Property and Patent
Business Strategy
Global Strategy and Open Innovation
Roadmap of Research and Development
On the Tutorial Training
Seminar for Global Marketing Research
Project Incubation Program
On the Consulting Training
Overseas Lectures and Exercises I
Overseas Lectures and Exercises II
Overseas Presentations and Discussions I
Overseas Presentations and Discussions II
Overseas Culture, Custom, and Communication I
Overseas Culture, Custom, and Communication II
Special Lecture on International Technology and Management
Overseas Business Internship
Creative System Design
Project Based Learning
Graduate School Short-term Internship Abroad A
Graduate School Short-term Internship Abroad B

Debate courses

Critical Eye for Technologies I
Critical Eye for Technologies II
Critical Eye for Technologies III

Research Seminar

Research Seminar in Major Field I
Research Seminar in Major Field II
Research Seminar in Sub-Major Field

Japanese Courses

Japanese 1
Japanese 2
Japanese 3
Japanese 4
Japanese 5

Advanced Courses

Advanced Mathematical Physics
Advanced Quantum Physics
Advanced Electromagnetic Physics
Advanced Condensed Matter Physics
Advanced Applied Physics
Advanced Course of Inorganic Materials
Organic Molecular Materials
Polymer Synthesis
Polymer Engineering
Fundamentals of Molecular Engineering
Advanced Polymer Science
Advanced Applied Biotechnology
Advanced Biological and Analytical Environmental Chemistry
Advanced Molecular and Cellular Biology
Advanced Microbial Resource
Advanced Machine Dynamics
Advanced Thermal and Fluid Engineering
Advanced System Control
Advanced Robot Control
Design and Manufacturing Engineering
Computers and Software I
Computers and Software II
Cognition and Human Interface I
Cognition and Human Interface II
Electronic Systems Engineering, Adv. I
Electronic Systems Engineering, Adv. II
Electronic Systems Engineering, Adv. III
Electronic Systems Engineering, Adv. IV
Building Structural System Design
Life Infrastructure and Disaster Prevention
Architectural and Urban Comfort Engineering
Architecture and Civil Engineering
Fiber Structure and Function, Advance
Advanced Fiber - Polymer Materials Engineering
Textile Engineering and Polymer Processing, Adv.
Biomimetic Engineering, Adv.
Advanced Energy Safety and Symbiosis Engineering I
Advanced Energy Safety and Symbiosis Engineering II
Advanced Nuclear Engineering I
Advanced Nuclear Engineering II

RESEARCH INSTITUTE OF NUCLEAR ENGINEERING (TSURUGA CAMPUS)

Research

- Basic research on nuclear energy using actual reactors, implemented in cooperation with research institutions, private enterprises, etc. in the Reinan Region of Fukui Prefecture
- Active academic interchanges with research institutions in France, the United States, and other countries; basic research on nuclear safety on an international level
- Research towards improved nuclear safety, disaster prevention, and risk management

Human Resources Development

- Undergraduate level education related to nuclear energy (Nuclear Power and Energy Safety Engineering Courses of the Department of Mechanical and System Engineering of the School of Engineering; Nuclear Power and Energy Safety Engineering, as a minor course of the School of Engineering)
- Graduate level education and research on nuclear safety (Department of Nuclear Power and Energy Safety Engineering, Graduate School of Engineering)
- Reception of researchers from both inside and outside of Japan; development of high-quality internationally-oriented human resources utilizing nuclear facilities in Fukui Prefecture

Cooperation and Research Base Establishment

- Cooperation with universities and research institutions in the Hokuriku, Chukyo, and Kansai regions
- Promotion of formation of research bases, with nuclear facilities at the core
- Cooperation with the Wakasa Wan Energy Research Center and other relevant organizations
- Contribution to the community by providing lectures, seminars, etc., as a research institute open to the community





"With Love and Medicine, Making People and Society Sound"

In 2017, we will launch our new motto "With Love and Medicine, Making People and Society Sound," followed by:

The Love of Wisdom, Seeking the Truth —

This is a form of love which Plato, the Greek philosopher, and Hippocrates, the Father of Medicine, enthusiastically believed in, the most rigorous form of inquiry where we know our ignorance, dedicate ourselves to the world of truth, and continuously encourage ourselves to seek the truth. It is a love based on respect for all human beings. We study and practice state-of-the-art knowledge and techniques of medicine and

nursing and promote research activities to explore the future medical and nursing sciences.

The Love for People, Respecting Their Lives and Empathizing with Them —

This is a thoroughly altruistic form of love where we intend to utilize our knowledge and wisdom for the sick and healthy people who all live their daily lives. Ryosaku (Haku-o) Kasahara (1809-1880), a Dutch-school doctor of Fukui Domain, was a typical doctor who lived his life with altruistic love. With love for wisdom, he continued to explore state-of-the-art

medicine without being influenced by the old medicine and customs, and tried to prevent an epidemic of smallpox which people feared as a fatal disease. At the same time, he really devoted his whole life to vaccinate as many people as possible against smallpox and to make people of Fukui Domain healthy. The idea of love appears first in the school song of Fukui Medical School (1978- 2003) from which our school was established. We educate and produce a number of doctors, nurses, and researchers with love for wisdom and people and we contribute to make people and society healthy.

School of Medical Sciences

College of Medicine

College of Nursing

Graduate School of Medical Sciences

Medicine (Ph.D)

Life Sciences

- Molecular Medical-Sciences
- Highly Developed Biological Systems of Human
- Bio-signaling in Biomedical Sciences
- Medical Microbiology
- Medical Functional Imaging

Advanced Biomedical Sciences

- **Oncology**
 - Peproductive and Perinatal Medicine
 - Ontological Medicine
 - Heavy Ion Treatment
- **Regenerative Medicine**
 - Human Growth and Development
 - Pathophysiological Analysis and Regulation
- **Medical Information of Pathophysiology**
 - Medical Imaging for Pathophysiological Information

Comprehensive Community Medicine

Special subjects that is focus on clinical fields which are concerned with Community and General Medicine, Emergency Medicine and Family Medicine.

Nursing (Master)

- Fundamental Nursing
- Community Health Nursing
- Adult Health Nursing
- Cancer Nursing
- Gerontological Nursing
- Maternal and Child Health Nursing
- Disaster Nursing



Undergraduate



Distinctive Subjects

Medicine

Professionalism

From their first year through their sixth, students study both the basics of medicine and community health care, learning about not only what is demanded of them as doctors in terms of their social responsibilities, but also how to work with the community, as well as across multiple disciplines. Students focus on professionalism: what society expects of doctors, and how to meet these expectations.

Clinical Practice

We promote clinical clerkships, encouraging students to be more involved with patients. In addition, for clinical reasoning, students give careful consideration to what type of diagnosis and treatment should be given to patients, based on themes of the patients' chief complaints and exam results, to improve students' medical knowledge and serve as a comprehensive review.

Nursing

Comprehensive Nursing Practicum

This practicum serves as a compilation of four years of training, integrating the knowledge, techniques, and attitudes learned so far, with a system similar to actual practice. Students practice in diverse environments, such as inpatient/outpatient care, welfare facilities, community facilities, and more, improving their nursing practice abilities by collaborating with others as they serve as active members of medical, health, and welfare teams.

Community Care Practicum

Society's needs for multidisciplinary home medical care are increasing. This practicum trains students by having them study alongside medical students, practicing at primary care and community health care facilities, with the aim of providing the rich nursing education necessary to provide care in this expanding field.

IFMSA

International Federation of Medical Students' Associations

Student Voice: Firsthand Experiences from IFMSA Exchange Program

During my summer break in my third year, I studied in Taiwan for a month, because I learned from a club at the university that there was an exchange program available.

In Taiwan, I attended the Laboratory for Immunology and Microbiology at Chang Gung University, studying mainly the basics of experimentation.

After my lab time, I often spent my free time going sightseeing with other medical students there.

In fact, my fondest memories of my study abroad experience are of the time I spent with them. During that month, I really felt the warmth and friendliness of the people of Taiwan.

I will always treasure this chance I had to meet them.



Foreign Exchange Program Track Record

	Inbound	Outbound
H27	4	2
H28	3	2
H29	5	4

Overseas Medical Training Program

The University of Fukui provides students a variety of opportunities to experience medical systems in several overseas countries.



Frontier of Tropical Medicine and Research in Microbiology in Indonesia [Period: 3-4 weeks]

Program content :

- Conduct research relevant to infection diseases in a team
- Present findings
- Interact with overseas medical students



UK Advanced Nursing Training Program

[Period: approximately 10 days]

Program content :

- Visit universities and affiliated hospitals
- Take lectures and seminars on advanced nursing systems in UK

Postgraduate

■ Integrated and Advanced Medical Course (Doctoral Program)

Our aim is to cultivate independent researchers and clinical medicine researchers who possess outstanding research abilities and specialized skills, and General Practitioners, Emergency Physicians, and Family Physicians who have the clinical research ability to contribute to society and the competence of educational leadership.



Life Sciences

In addition to instructors in the basics of medical science, this course also features instructors from the Biomedical Imaging Research Center, and involves course work built on their track records and specialties, to provide systematic education and research instruction. This course focuses not only on specialized knowledge in medical science and life sciences, but also techniques for experimentation such as gene manipulation, data processing, writing dissertations, and other work, all of which are necessary to independently conduct research.

Advanced Biomedical Sciences

This course consists of the following three sections: Oncology, Regenerative Medicine, and Medical Information in Pathophysiology. It also provides lectures and seminars in basic medicine as well as clinical medicine so that students will be able to acquire both perspectives, which contribute for their future research.

Comprehensive Community Medicine

Students receive instruction and research guidance from medical specialists from the university's division for general and other health care services, division of emergency medicine, community medicine course, and primary health care course, as well as from other instructors in clinical and basic studies. In this course, students study an introduction to Comprehensive Community Medicine, including medical technology and other basic knowledge and education methods for community medicine. In addition, in other course subjects, students can develop cross-sectional knowledge of organs, a comprehensive competency for diagnosis and treatment, communication skills, physical examination skills, and basic techniques for clinical reasoning.

Honors Scholarship for privately financed international students (Scholarship)

The scholarship system aim to have financial support for international students.

This is for international students who enroll in the PhD course and it provides students entrance fee and half of the tuition fee. (After we confirm the payment of each fee, university will refund the money) In addition, this is not necessary to refund.

■ Nursing (Master's Program)

Our aim is to cultivate certified nurses, educator sand researchers, who acquire advanced knowledge of nursing practices.

Students will acquire broad knowledge and practical skills and competencies, which are the foundation of nursing, as well as research competencies in specialized areas.

Basic & Community Health Nursing

In basic nursing, students quantitatively and qualitatively research issues related to this field, such as evaluation of nursing care quality, the process of working with patients, problems related to nurses' own health management, health impairments and health behaviors, nursing phenomena that arise in the process of nursing assistance, and the scientific grounds for assistance techniques. In community health nursing, students study nursing support for people in the community at every stage of life from infancy to old age, with a focus on health promotion, prevention of disease, promoting recovery from sickness, rehabilitation, and QOL improvements.

Adult & Gerontological Health Nursing

In adult nursing, students study nursing care for adult patients with physical health problems or mental illness, as well as for their families, based on principal theories regarding topics such as development, self-care, crises, coping with stress, psychodynamics, and interpersonal relationships. In gerontological nursing, students study how to help elderly people maintain their individual lifestyles and improve QOL in the midst of rapid changes to their environment, including aid techniques for both autonomous self-care and family involvement, with underlying respect for patients' individuality.

Maternal and Child Health Nursing

Students study health problems that affect mothers and children, how to help mothers raise children who are healthy in both mind and body, nursing care for both mothers and children during the perinatal period, evaluation of the quality of midwifery and care, health problems during menopause, and other research topics related to Maternal and Child Health Nursing, with a focus on the life cycle of women and families.

Disaster Nursing

Students study aid techniques for disaster victims at each stage of the disaster management cycle, covering topics such as effects of disasters on people's health and lifestyles, characteristics of disaster victims, and characteristics of the locations where disaster nurses work.



University of Fukui Hospital

Practicing Cutting-Edge Health Care with the Goal of Contributing to Improved Community Health Care and the Cultivation of Superb Human Resources.



The University of Fukui Hospital is the prefecture's only advanced treatment hospital, with 600 beds, 28 clinical departments, four departments in the central care division, twelve departments and divisions for specific care, and eleven other departments and centers. By working with the attached Biomedical Imaging Research Center, the hospital can perform research and practice for specialized diagnoses and advanced health care, which ordinary medical facilities are unable to provide.

In addition, in order to put the hospital's basic philosophy, "Advanced high-quality health care based on patient comfort and doctor reliability," into practice, redevelopment of the hospital began in FY 2010, and the hospital's new ward opened in September of 2014. This redevelopment work is being performed under the basic philosophy of a "High-quality medical center that nurtures skilled community health care professionals," and is scheduled for completion in April of 2018.

■ Medical Simulation Center

The Fukui Medical Simulation Center is attached to the Clinical Education and Training Center, and performs the latest simulations, based on the philosophy of training health care professionals to be able to meet diverse needs, from community and home medical care to the latest in health care. By using a variety of simulators, we can repeatedly study highly advanced health care as a university hospital, and we can likewise study home medical care as a hospital that serves the community. We are able to perform multidisciplinary cooperation-based training.



■ Nursing Activities with the Partnership Nursing System (PNS)

The nursing staff at the University of Fukui Hospital developed a new nursing modality, called the Partnership Nursing System (PNS), and we first implemented it in FY 2009. A group is formed, centered around the assistant head nurse, and nurses are divided into partners, to work together on equal footing to supplement and complement each other, in order to provide high-quality nursing care. By sharing their results and responsibilities among the team, nurses aim to be attentive and self-motivated, to be prompt and relevant in their care, and to maintain and manage their nursing quality, which in turns leads to developing cooperation, a strong organization, and a sense of satisfaction with their work, ultimately training kind and thoughtful nurses, with a sense of consideration for their partners.



■ "da Vinci Si", a surgery assistant robot

In autumn of 2013, the University of Fukui Hospital introduced the da Vinci Si, a robot-assisted surgery system. The da Vinci Si has four arms that can each be inserted into small incisions in the patient's abdomen, and each arm is equipped with surgical tools at its tip (forceps and electrosurgical scalpel) that can be remotely controlled to perform surgery. Each arm features an endoscope that can produce a clear, zoomed-in 3D image of the surgical field for the surgeon to view on a monitor, while the surgeon manipulates the arms using hand controls and foot pedals.



■ International Medical Cooperation

Russian patients have visited our hospital to take medical treatment. Some patients had surgical treatment in the Departments of Otorhinolaryngology-Head/Neck Surgery and Neurosurgery in the past. Furthermore, the "da Vinci Si" robotic surgery was first applied to an overseas patient in Department of Urology in February, 2015.



The University of Fukui offers five levels of Japanese language courses from beginner to advanced. Students take a placement test, and are then placed in a course that suits their level. Japanese 1 to 3 are structured with classes according to different skills: writing, reading, kanji, speaking; thus students can take classes for the skills they need to improve as necessary. An outline of the Japanese Language Program is shown in the diagram below. Each course lasts for four months, and students move to the next level once they pass the prior course. Students in Japanese 4 to 5 can attend lectures in the Japanese affairs & culture and multicultural communication in addition to Japanese language, and they can also take Applied Japanese to learn how to practically use what they have learned in the Japanese language courses.

Name of course	Class per week							
Japanese 1	Integrated Japanese	Integrated Japanese	Integrated Japanese	Integrated Japanese	Writing	Reading	Kanji	Speaking
Japanese 2	Integrated Japanese	Integrated Japanese	Integrated Japanese	Integrated Japanese	Writing	Reading	Kanji	Speaking
Japanese 3	Integrated Japanese	Integrated Japanese	Integrated Japanese	Integrated Japanese	Writing	Reading		
Japanese 4	Japanese 4	Japanese 4	<ul style="list-style-type: none"> ● Applied Japanese ● Japanese Affairs ● Japanese Culture ● Multicultural Communication 					
Japanese 5	Japanese 5	Japanese 5						



■ Japanese 1

This course is aimed at beginner level students (equivalent to CEFR A1). There are four integrated Japanese classes per week, and students can also take classes in writing, reading, kanji and speaking as necessary. Students taking this course can learn the very basic skills necessary for daily life. Specifically, they will learn skills such as the following:

- Reading: To be able to read short, simple pieces of information necessary for daily life.
- Listening: To be able to understand what another person is saying if they speak slowly and if it is a short and simple explanation.
- Writing: To be able to write simple sentences and simple letters about themselves.
- Speaking: To be able to say simple sentences about themselves, others, or places.
- Interactive activities: To be able to have basic conversational exchanges necessary in daily life.
- ◇ Textbook: 'Minna no Nihongo Shokyu I, 2nd edition' issued by 3A Corporation

■ Japanese 2

This course is aimed at pre-intermediate level students (equivalent to CEFR A2). There are four integrated Japanese classes per week, and students can also take classes in writing, reading, kanji and speaking as necessary. Students taking this course will be able to gather information relating to their life and to tell a little bit more detail about themselves. Specifically, they will learn skills such as the following:

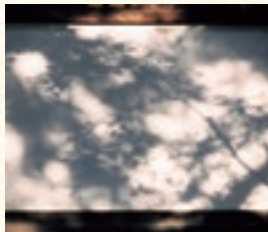
- Reading: To be able to obtain simple documents and information sources on matters necessary for daily life and university life, and to understand their content.
- Listening: To be able to understand slow and clear utterances and discussions. Students will also be able to hear and understand short, clear, simple messages and announcements.
- Writing: To be able to write in more detail and to write longer sentences about a variety of matters relating to themselves.
- Speaking: To be able to make speeches or presentations about matters relating to themselves, and to be able to answer simple questions about their speech/presentation.
- Interactive activities: To be able to have simple exchanges in daily life, and also to be able to make requests, ask for advice, make suggestions and apologize. To be able to participate in simple discussions and Q&A, and to express their opinion.
- ◇ Textbook: 'Minna no Nihongo Shokyu II, 2nd edition' issued by 3A Corporation

■ Japanese 3

This course is aimed at intermediate level students (equivalent to CEFR B1). Four times a week there are integrated Japanese classes on grammar, listening and conversation, etc., and students who want to learn more can also take classes in writing and reading. Students taking this course will be able to handle, to a certain extent, situations encountered in daily life in Japanese. Specifically, they will learn skills such as the following:

- Reading: To be able to read longer texts and grasp the main point and conclusion of the text as well as gather information.
- Listening: In very familiar situations such as at school or in leisure time, to be able to understand the main point of something if it is spoken in clear, standard Japanese, and to understand simple factual information.
- Writing: To be able to write detailed, cohesive sentences on topics that are familiar and interesting to themselves. In addition, to be able to give a general overview of information based on fact.
- Speaking: To be able to say simple speeches or make presentations of a certain length fairly fluently, about something that interests themselves.
- Interactive activities: To be able to contribute to conversations on familiar topics without preparation, and to be able to express individual opinions, exchange information and speak confidently about familiar matters of individual interest or topics relating to daily life.
- ◇ Textbook: 'Minna no Nihongo Chukyu I' issued by 3A Corporation





Japanese 4

This course is aimed at pre-advanced level students (equivalent to CEFR B2). It is made up of conversation, reading, and report writing classes. Students taking this course will become able to communicate smoothly in Japanese, but also learn the basics for academic skills. Specifically, they will learn skills such as the following:

- Reading: To be able to select appropriate reference material, and to be able to read independently to a certain extent, while changing reading speed and techniques to match the purpose and type of text.
- Listening: To be able to understand long conversations or complex discussions, if the topic is relatively familiar and the direction of the conversation is explicitly shown with some kind of sign. To be able to understand the main point of discussions that are both complex in content and language, on either abstract or concrete topics, including technical discussions on one's specialized field, if standard Japanese is spoken.
- Writing: After summarizing and assessing various information and arguments, to be able to write clear, detailed texts about a range of topics in one's specialized field that are of interest.
- Speaking: To be able to make clear, detailed speeches or presentations on a breadth of topics related to a field of interest. To be able to talk about particulars and relevant case examples, and to strengthen and develop one's claims.
- Interactive activities: To be able to have a fluent, natural conversation with a native speaker without either party feeling stressed, to a point where a normal conversation and relationship is maintained. To be able to express important personal events and experiences, with relevant explanations and reasoning, with a clear explanation of one's opinion.
- ◇ Textbook: 'Academic Writing for International Students' issued by The Japan Times 'Academic Japanese Listening Comprehension for International Students - Lower Intermediate' issued by 3A Corporation, and other textbooks.

Japanese 5

This course is aimed at advanced level students (equivalent to CEFR B2-C1). It is made up of discussion, presentation, reading, and reading & composition classes. Students taking this course will gain a foundation in the academic skills necessary for participating in Japanese lectures and seminars. Specifically, they will learn skills such as the following.

- Reading: To be able to have a detailed understanding of long and complex texts regardless of one's field of study through repetitive reading.
- Listening: To be able to understand topics spoken in standard Japanese normally encountered between people, in society and in the academic world, whether it is taken place in real life or broadcast content, even if it is not a familiar topic.
- Writing: To be able to write clear texts with proper construction about complex topics. To be able to emphasize the relevant important points, add supporting information, reasoning and other relevant details, and to develop and maintain the point in question. Finally, to finish with an appropriate conclusion.
- Speaking: To be able to make speeches and presentations in a clear and structured way without losing the main point. To be able to supplement the content with relevant detailed information without losing the main point.
- Interactive activities: To be able to fluently, accurately and effectively use words and be clear about the connection between different thoughts, on a range of topics from general, academic and work-related to leisure-related topics. To show no hint of not being able to express one's thoughts and to naturally communicate with correct grammar and language that is appropriately polite.
- ◇ Textbook: 'Learning Critical Reading through Collaboration' issued by Hituzi Syobo Publishing 'Written Expression and Oral Presentations for University Students: a Practice Book' issued by Kokushokankokai Inc, and other textbooks



Japanese Language Courses

Level	Course name	Semester F:Fall / S:Spring	Required	Elective	Classes hour / week*	Credits	Note
Japanese 1	Beginner	Integrated Japanese 1	F & S	✓	8	4	4 classes / week
		Reading 1	F & S	✓	2	1	
		Speaking 1	F & S	✓	2	1	
		Writing 1	F & S	✓	2	1	
		Kanji 1	F & S	✓	2	1	
Japanese 2	Pre-Intermediate	Integrated Japanese 2	F & S	✓	8	4	4 classes / week
		Reading 2	F & S	✓	2	1	
		Speaking 2	F & S	✓	2	1	
		Writing 2	F & S	✓	2	1	
		Kanji 2	F & S	✓	2	1	
Japanese 3	Intermediate	Integrated Japanese 3	F & S	✓	8	4	4 classes / week
		Reading 3	F & S	✓	2	1	
		Writing 3	F & S	✓	2	1	
Japanese 4	Pre-Advanced	Japanese 4A	S	✓	2	1	Conversation
		Japanese 4B	F	✓	2	1	Conversation
		Japanese 4C	S	✓	2	1	Report writing
		Japanese 4D	F	✓	2	1	Reading
Japanese 5	Advanced	Japanese 5E	S	✓	2	1	Discussion
		Japanese 5F	F	✓	2	1	Presentation
		Japanese 5G	S	✓	2	1	Reading
		Japanese 5H	F	✓	2	1	Reading & Writing

* 1 class hour is equal to 45 minutes. Each course is conducted for 15 weeks/semester.

Japanese Culture / Japanese Affairs Course

《 Spring Semester 》

Name of course	Level	Classes / week	Credits	Remarks
Japanese Affairs 2	Pre-Advanced	1	2	
Japanese Culture		1	2	
Multicultural Communication 2		1	2	Joint Classes with Japanese students
Multicultural Communication 3		1	2	Joint Classes with Japanese students
Applied Japanese 2		1	2	

《 Fall Semester 》

Name of course	Level	Classes / week	Credits	Remarks
Japanese Affairs 1	Pre-Advanced	1	2	
Multicultural Communication 1		1	2	Joint Classes with Japanese students
Applied Japanese 1		1	2	

講座
日本語

夏空のおぼろい
季節と
なまじりた





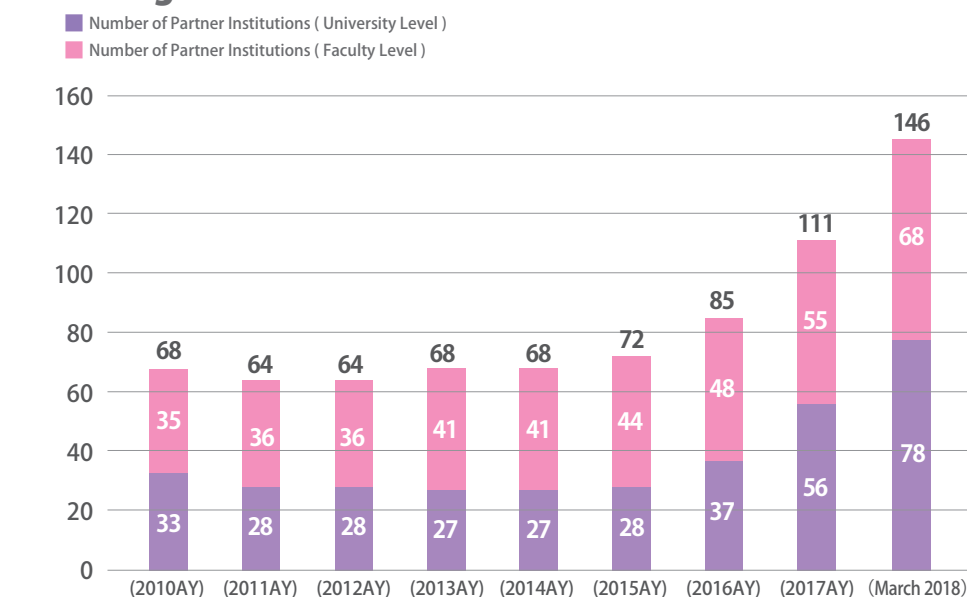
International Network

The University of Fukui is committed to both internationalization of the university and global education. UF has expanded its international network and strengthened partnerships with overseas universities/institutions. Its collaborations within the international network range from student exchange, faculty-led study abroad, and faculty exchange to joint research and projects, internships, and more. As of March 2018, UF has 146 partner institutions in 34 countries and regions. UF promotes and supports diversity, and will create a truly multicultural campus in the years to come.

World Map with UF Alumni Society (UFAS)



Changes in Number of Partner Institutions



(as of March 2018)

List of Partner Universities and Institutions

Area, Country/Region, Name of University/Institution, University level shown in blue, Faculty level shown in black

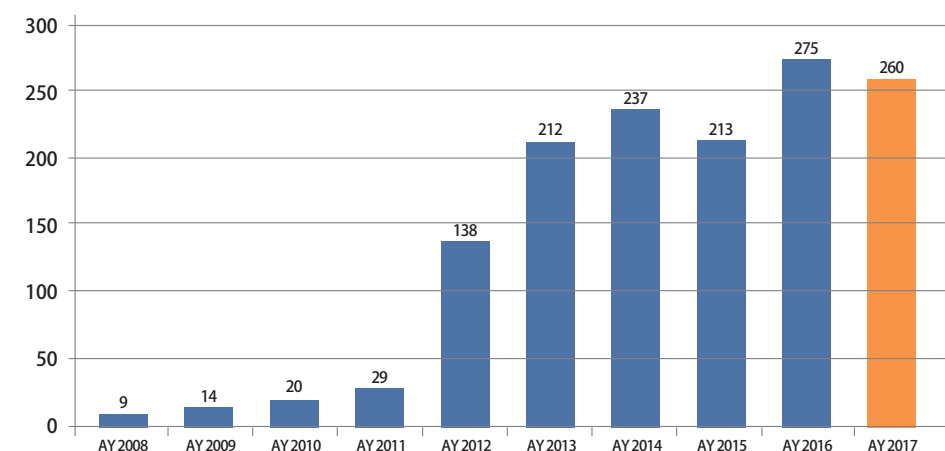
Area	Country / Region	Country / Region	Student Exchange
Asia	China	Xi'an International Studies University	○
		Xi'an University of Technology	○
		Zhejiang University	○
		Beijing Information Science & Technology University	○
		Zhejiang Sci-Tech University	○
		Nanchang Hangkong University	○
		Wuhan University of Science and Technology	○
		Jiangnan University	○
		Soochow University	○
		Donghua University	○
		Shenyang Normal University	○
		Tianjin University of Science and Technology	○
		University of Shanghai for Science and Technology	○
		Tianjin Polytechnic University	○
		Inner Mongolia University of Technology	○
		The Institute of Plasma Physics, University of Electronic Science and Technology of China	○
		Department of Power Engineering, Southeast University	○
		Shanghai Normal University	○
		The School of Mechatronic Engineering, Lanzhou Jiaotong University	○
		School of Nuclear Science & Technology, Xi'an Jiaotong University	○
		Shaoxing People's Hospital	○
		School of Electronic & Information Engineering / Automatization & Electric Engineering, Lanzhou Jiaotong University	○
	Macau	University of Macau	○
	Korea	Dong-A University	○
		Yeungnam University	○
		Hanyang University	○
		Dongguk University	○
		The Catholic University of Korea	○
		Hannam University	○
		Dongseo University	○
		Hanbat National University	○
		Busan University of Foreign Studies	○
		Kyungpook National University	○
		College of Engineering, Yonsei University	○
		The College of Engineering, Pukyong National University	○
		The College of Education, Pusan National University	○
		College of Engineering, Sungkyunkwan University	○
		Center for THz-Bio Application Systems, Seoul National University	○
	Mongolia	Mongolian University of Science and Technology	○
America	United States of America	National Yunlin University of Science and Technology	○
		Fu Jen Catholic University	○
		Kainan University	○
		Wenzao Ursuline University of Languages	○
		National University of Kaohsiung	○
		Ming Chuan University	○
		Province University	○
		Soochow University	○
		Yuan Ze University	○
		National Sun Yat-sen University	○
		National Central University	○
		National Taiwan University of Science and Technology	○
		College of Engineering, National Tsing Hua University	○
		Tsing Hua Optoelectronics Research Interdisciplinary Center, National Tsing Hua University	○
		Thailand	○
	Thailand	Sripatum University	○
		King Mongkut's University of Technology Thonburi	○
		Assumption University	○
		Kasetsart University	○
		Thammasat University	○
		Bangkok University	○
		University of the Thai Chamber of Commerce	○
		Chiang Mai University	○
		Central Chest Institute of Thailand	○
		Faculty of Engineering and Architecture, Rajamangala University of Technology Isan	○
		Faculty of Engineering, Srinakharinwirot University	○
		Faculty of Humanities and Social Sciences, Chandrakasem Rajabhat University	○
Europe	Indonesia	College of Asian Scholars	○
		Faculty of Arts, Chulalongkorn University	○
		Faculty of Humanities and Social Sciences, Prince of Songkla University, Pattani	○
		Nopparat Rajathanee Hospital	○
		University of Indonesia	○
		Syah Kuala University	○
		Universitas Halu Oleo	○
		Faculty of Science and Mathematics, Diponegoro University	○
		Faculty of Medicine, Universitas Airlangga	○
		Ministry of Research, Technology, and Higher Education of the Republic of Indonesia (RISTEKDIKTI)	○
		Faculty of Mathematics and Natural Sciences, Universitas Jenderal Soedirman	○
		Vietnam International Education Development of the Ministry of Education and Training	○
	Vietnam	Electric Power University	○
		The University of Danang	○
		Ho Chi Minh City University of Education	○
		University of Social Sciences and Humanities, Vietnam National University Ho Chi Minh City	○
		Ho Chi Minh City University of Foreign Languages and Information Technology	○
		VNU University of Social Sciences and Humanities, Hanoi	○
		VNU University of Language and International Studies	○
		Others	○
		CONSORTIUM	○
		EUJEP 2 (Post-Fukushima European Japanese Exchange Project in Nuclear Education and Training : Post-Fukushima European Japanese Exchange Project in Nuclear Education and Training)	○
		•European Nuclear Education Network Association (ENEN)	○
		•Institute for Nuclear Sciences and Technologies (INSTN)	○
		•Faculty of Power Engineering, University Politehnica Bucharest (UPB)	○
		•Center for Nuclear Research (SCK-Moll-Belgium)	○
		•Graduate School of Engineering, Tokyo Institute of Technology	○
		•Graduate School of Engineering, Kyoto University	○
		•Graduate School of Energy Science, Kyoto University	○
		•Nuclear Human Resource Development Center, Japan Atomic Energy Agency	○
		Global Partnership between Seven Institutions in Textile Area	○
		•College of Textiles, North Carolina State University	○
		•Institute of Textiles and Clothing, the Hong Kong Polytechnic University	○
		•School of Materials, University of Manchester	○
		•School of Design, the University of Leeds	○
		•Faculty of Textile Science and Technology, Shinshu University	○
		•Graduate School of Science and Technology, Kyoto Institute of Technology	○

(as of March 2018)

Global Outreach Outbound

At the University of Fukui, we encourage active international exchange and international-level education and research. Through disseminating our world-class progress and achievement, we aim to nurture individuals to be highly specialized professionals who can contribute to the region's internationalization and the creation of a diverse society. To achieve this goal, we offer comprehensive opportunities for overseas study, and enable students to advance in foreign language skills and also to gain international experiences all over the world.

Transition in number of outbound students (as of 31 Mar. 2018)



The number of students sent overseas is trending upwards each year, and since 2012 in particular, the number has grown significantly, as a result of the organization and development of the short-term overseas training programs aiming to promote overseas study. The ratio of students studying overseas per University School and year almost matches the proportions of enrolled students in those Schools, and overseas study is expected to become entrenched in all University Schools. As of 2016, short-term overseas students made up the majority of the students who studied overseas. However, with the significant increase in partner universities having academic exchange agreements, starting in 2017, the number of students going overseas for long-term programs will be expected to grow more than last years.

Short-term Programs

We hold 'Short-term Overseas Training Programs' of one week to three months in length, with overseas educational institutions with which we either have an academic exchange agreement, or with which individual consent has been given.

In order for students to participate in a program that best suits them at the best time, and that suits them in terms of the purpose of the exchange, their interests, foreign language learning and specialist area learning and future plans, there are a variety of programs classified and structured into six types according to level and content.

0. Language Learning type
1. Cultural Experiences & Exchange type
2. Global Generic Skills type
3. Academic Expertise type
4. Practicum & Internship type
5. Research & Publications type

Short-term Overseas Training Program Types

Classification (Focused skills & experiences)		Main training contents and purpose	Target year group (standard)
0	Language Learning	Training to improve language ability	All years
1	Cultural Experiences & Exchange	Through visiting cultural and historical sites, cultural experiences and exchanges with local people, students become accustomed to and deepen their understanding of the global environment	Undergraduate 1st and 2nd years
2	Generic Skills & Expertise	Nurture the education of global talent through participation in lectures and field work regards a particular region's society and culture	Undergraduate 2nd to 4th years
3		Deepen understanding of a field of study through participation in lectures and experiments and visits to companies of related fields	
4	Practicum & Research	Practicum & Internship	Undergraduate 4th year to 2nd year of Master's
5		Research & Publications	

Number of participants and Short-term Overseas Training Programs in AY 2017

18 countries/regions (as of 31 Mar. 2018)

	Destination country	No. of students	No. of programs
1	Thailand	96	9
2	USA	39	7
3	China	30	4
4	Malaysia	20	3
5	Taiwan	13	3
6	UK	10	1
7	Australia	5	2
8	New Zealand	5	1
9	Germany	3	1
10	Philippines	3	1
11	Russia	3	2
12	South Korea	2	2
13	Bhutan	2	1
14	Netherlands	1	1
15	Croatia	1	1
16	Turkey	1	1
17	Belgium	1	1
18	Romania	1	1
	Total	236	42

Short-term Overseas Training Program Experiences

1. Cultural Experience & Exchange type
Destination: University of Malaya (Malaysia)
Program Period: August 5–26, 2017
Participant: Risa Yamaoka



There were many short-term overseas study programs available at the University of Fukui; I chose this one because I could always have a student buddy from the University of Malaya with me during the program. Spending all of my time with my buddy also meant that it would be easy to become friends, which was the most appealing part of the program to me. We still keep in touch via social media. It was a great experience, not just as a way to practice English, but also as a way to stimulate us both as students.



2. Global Generic Skills type
Destination: Thammasat University (Thailand)
Program Period: March 14–28, 2017
Participant: Mao Mori



I decided to go to Thailand for a short-term overseas study program because I wanted to interact with students from other countries, and experience another culture firsthand. I was shocked at how different it was from Japanese culture — Thailand was full of things I saw or heard about for the very first time. The Thai students were also very friendly, and I enjoyed interacting with them and experiencing different ways of thinking. I feel like I grew a lot during this overseas study program.



3. Academic Expertise type
Destination: Birmingham City University (United Kingdom)
Program Period: September 12–21, 2017
Participant: Mai Iwata



I wanted to take part in an overseas training program, because I believed that it would benefit me as a future nurse to compare and contrast the nursing systems and policies in the UK with those in Japan, and observe the latest frontiers in nursing. Through my training, I got to see how differences in British and Japanese culture lead to differences in how both countries think about medical care, and I saw how simply copying what works in one country might not work in another, for culture-related reasons. I also learned the importance of providing nursing that fits the way of thinking and the values of the culture. I realized the importance of building trust with patients through positivity, rather than negativity.



5. Research & Publications type
Destination: Xi'an University of Technology (China)
Program Period: November 1–10, 2017
Participant: Ryuichi Ito



My goal in participating in the Xi'an Autumn Program was to participate in the international academic exchange event held by Xi'an University of Technology. Through my training, I experienced the challenge and fun of trying to explain my research in English, and was able to appreciate the importance of preparing for presentations. I also had lots of interaction with the students there, and experienced another culture firsthand, which helped expand my global point of view.



Long-term Programs

Through living overseas for a relatively long period of generally three months or more, students can improve their language ability on an intensive basis and have a variety of experiences such as highly specialized study and interactions with local students and international students from various countries. A variety of long-term study abroad opportunities are offered at the University of Fukui.

Exchange Programs

The University of Fukui assigns exchange students for a period of six months to one year, to a university with an academic exchange agreements. The students who have been chosen for the study exchange use their time prior to departure to be tutors for the exchange students who have come to the University of Fukui from partner universities, and support them in their life in Japan. This interaction gives them a chance to come into contact with the language and culture of their exchange destination. As of March 2018, 17 UF students are currently participating in exchange programs at universities with academic exchange agreements.

UMAP Exchange Programs

Given that the University of Fukui is a member of University Mobility in Asia and the Pacific (UMAP), students can choose a study destination from UMAP member universities for placements of six months to one year. This provides students with broader overseas study opportunities because they are able to study at universities that do not have an academic exchange agreement directly with the University of Fukui. Even though many of the UMAP members are universities in non-English speaking regions, they often have a number of courses taught in English available.

TOBITATE! Study Abroad Initiative

Through the 'Government/Private Sector Cooperative Overseas Study Support Program - TOBITATE! Study Abroad Initiative Japanese Representative Program', an overseas study support program with cooperation between government and private sector companies, established through Japanese government policy which aims to send 120,000 University students overseas by 2020, 10 students have participated from the University of Fukui between 2014 and 2017.

Given that our students will act on the world stage as future pioneers in various fields such as engineering, education and medicine, we have a unique overseas study program which includes internships and volunteer activities etc., with overseas study programs lasting from one month to two years in America, India, Germany, Canada, Uganda, Australia, Thailand and other countries.

In addition, Fukui Prefecture adopted MEXT's Regional Human Resources Course in 2017, receiving subsidies from local supporter companies, and one student from the University of Fukui participated in the 7th session of this course. It is also possible to set up an exchange program plan through this course, during which participants engage in internships at supporter companies in other parts of Japan, and internships or field work with related organizations overseas.

Exchange Programs Experiences

Destination/Period: The University of Findlay (USA)
August, 2017 to May, 2018
Exchange student: Rikyo Honda
Student of the School of Education and Regional Studies,
Primary Education Course — Fourth Year (at time of start of exchange)



Since I want to be an English teacher, I decided to become an exchange student at the University of Findlay, which is known for its educational research, in order to develop high-level English skills as well as a broad education. By becoming part of a minority group in the U.S., I discovered new aspects of myself and realized what it means to be Japanese. I also found that more students are actively expressing ideas in the U.S. than students in Japan. Their emphasis on how important it is to actively express one's own opinions really made an impression on me.



Destination/Period: Clemson University (USA)
August, 2017 to May, 2018
Exchange student: Riku Yoshida
Student of the School of Education and Regional Studies,
Primary Education Course — Fourth Year (at time of start of exchange)



My goals as an exchange student are to improve my practical English skills, to make many friends and to learn different points of view. To achieve my goals, I have joined multiple club activities, and have decided to challenge myself in various ways. One thing I have realized through this exchange program is the importance of taking an active approach. I believe that, if you spend your time as a student passively, there are limits to what you can learn. Whether you're studying or building friendships, taking an active approach will help you make your time of study abroad fruitful.



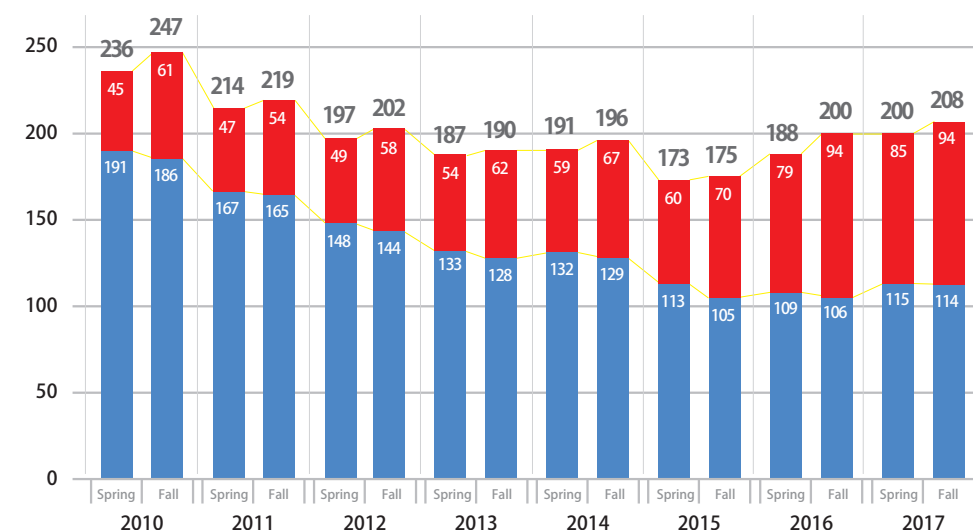


Global Outreach

Inbound



The University of Fukui is active in accepting international students, with the aim of becoming a university with a high degree of internationality that is open to the world.

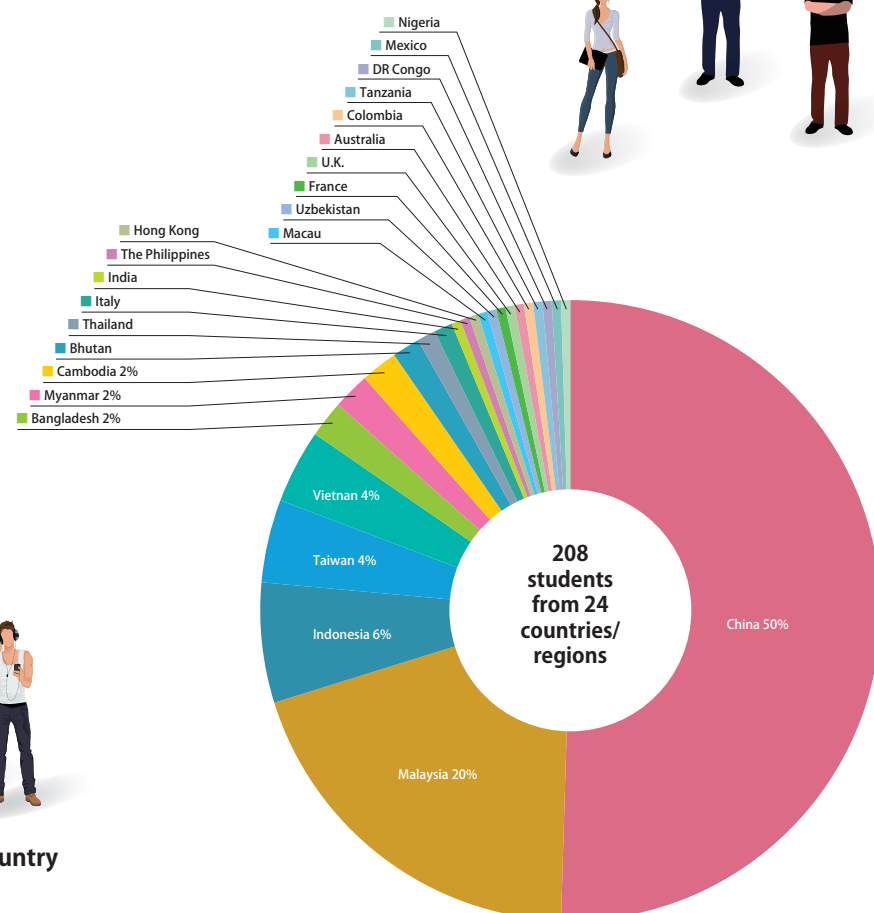


Number of International Students Enrolled at UF
■ Non-degree students (mainly exchange students) ■ Degree students

The University of Fukui has promoted international education and has strived to create a multicultural environment as a means to cultivate global human resources who will play an active role in local and community development and will contribute to the happiness of all human kind.

There are 208 international students from 24 countries/regions as of October 2017. As the chart illustrates, the University of Fukui is hosting an increasing number of exchange students from our partner universities who enroll at UF for one or two semesters. Many exchange students come back to UF as master's or doctoral students after they graduate from their home universities.

The University of Fukui sees diversity as core to its identity and maintains as one of its goals for the campus community to be one in which all cultures meet. Thus, UF will continue to increase the number of international students and diversify the student body to establish an international campus where students of different cultures can exchange ideas, grow as social beings, and study the most up to date sciences and technologies, preparing them to be successful in today's globalizing societies.



Number of International Students by Country
Fall 2017 Distribution of International Students by Countries

Programs

The University of Fukui offers a variety of programs for international students. By diversifying acceptance programs, even more students can be offered opportunities for study.

■ International Student Exchange Program between Diverse Research Fields (2 weeks)

Participants of this program are chosen from among students in chemistry- or biology-related departments or majors, mainly from our partner universities in China, Taiwan, Malaysia, and Vietnam.

In the research labs where they are accepted at UF, participants take part in actual research and experiments utilizing technologies in specialized fields in which they are unfamiliar with.

By conducting reciprocal research exchanges of approaches from different research areas, not only do students extend their range of specialized fields but also gain an overview of multiple research topics from a broad viewpoint and international perspective.

The program aims to nurture students who can find solutions to issues in actual society and become even more practical, global individuals.



■ Student Exchange Programs (6 or 12 months)

University of Fukui Student Exchange Program accepts international students for a period of 6 months or 12 months while they are registered as regular students at one of the Partner universities that have student exchange agreements with the University of Fukui. At the University of Fukui, exchange students study and earn credits or receive instruction and guidance on research in order to pursue their specialized fields and to deepen their understanding about Japan. Exchange students come to study at University of Fukui from all over the world.

So not only can you enjoy communicating with Japanese students, but also with students from different countries/regions.

(See pp. 37-38 for more details)



Many exchange students who complete Student Exchange Program A go on to become degree-seeking students in the Graduate School of the University of Fukui.

Year of Acceptance as Exchange Student	2009	2010	2011	2012	2013	2014	2015
Percentage being admitted to the Graduate School after completing our Exchange Program	31.6%	43.5%	58.8%	50.0%	36.4%	65.0%	39.1%

■ UMAP Exchange Programs (6 or 12 months)

The University of Fukui is a member of University Mobility in Asia and the Pacific. UMAP is a consortium for the promotion of student and teaching staff exchange between higher education institutions in the Asia-Pacific region, and students of UMAP universities are able to go on study exchange with member universities in other countries. Students at universities that do not have an academic exchange agreement with the University of Fukui can embark on overseas study at the University of Fukui.

■ MJHEP (Malaysia Japan Higher Education Program)

MJHEP is a study overseas system funded by the Malaysian government which began for the purpose of nurturing individuals in ever-developing Malaysia. To date, the University of Fukui has accepted MJHEP students in the Department of Electrical, Electronic and Computer Engineering and the Department of Mechanical and System Engineering.

Many of these students proceed to the Graduate School of Engineering at the University of Fukui after obtaining a bachelor's degree in order to deepen study in their specialized fields.



Student Exchange Programs

Students from our partner universities can study at UF as exchange students for 1 semester (6 months) or 2 semesters (12 months).

We have 2 student exchange programs, A and B, as follows:

Program Outline

	Program A	Program B
Language of instruction	English	Japanese
Language requirement	TOEFL PBT 500 / iBT 61 or its equivalent	JLPT*1 N2 or its equivalent
GPA requirement	2.30 or above on 3.0 scale	2.30 or above on 3.0 scale
Student status at UF	Undergraduate students / Special Auditing Students with credit (Take Program A courses in English. See the table on P.38 for details)	Undergraduate students / Special Auditing Students with credit (Take regular UF courses offered in Japanese)
	Graduate students / Special Research Students with no credit	Graduate students / Special Auditing Students with credit Special Research Students with no credit

Important Dates

	2018 October admission	2019 April admission
Application Period	February 1 – April 20, 2018	August 31 - November 2, 2018
Notification of Acceptance	Mid June, 2018	End of December, 2018
COE sent out	Mid August, 2018	Mid February, 2018
Arrival Date	September 21 & 22, 2018	March 29 & 30, 2019
Orientation week	September 25 – 28, 2018	April 1 – 5, 2019
1st Semester	Fall semester 2018 October 1 – March 31	Spring semester 2019 April 1 – September 30
Classes start	October 1	April 8
Final exam	February 4 – 8	Early August
Vacation	February 12 – March 31	Mid August – September 30
2nd Semester	Spring semester 2019 April 1 – September 30	Fall semester 2019 October 1 – March 31
Classes start	April 8	October 1
Final exam	Early August	Early February
Vacation	Mid August – September 30	Mid February – March 31

Tuition Waiver

Students from partner universities will be exempted from paying both a matriculation fee and tuition at the University of Fukui under the student exchange agreement. The exemption is, however, limited to the number of students stated in the agreement. Students who are accepted outside of the agreement will be exempted from paying a matriculation fee, but must pay tuition as follows :

Student Status at UF	Tuition	Example
Special Auditing Student with credit (Undergraduate Student & Graduate Student)	14,800 JPY x Total credits registered	For a student who registers 7 courses, each 2 credits, in one semester: 14 credits x 14,800 = 207,200 JPY/semester
Special Research Student with no credit (Only Graduate Student)	163,800 JPY x Total semesters enrolled	For a student who receives research instruction for two semesters: 2 semesters x 163,800 = 327,600 JPY

JASSO Scholarship Opportunity

Japan Student Services Organization (JASSO) scholarship may be available if the programs are granted. The amount of scholarship is 80,000/month (subject to change).

Accommodation

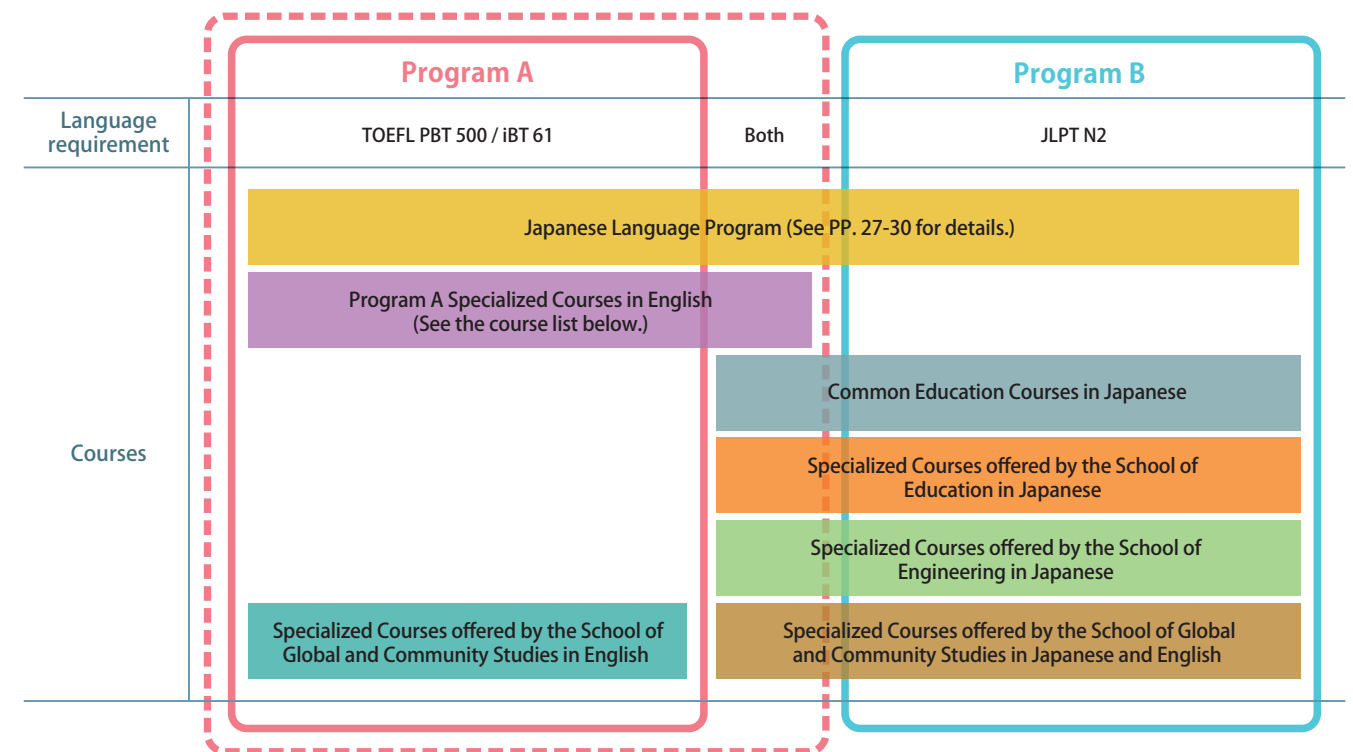
There are two university dormitories for the above program students. Please see P.40 for details. The dormitory rooms are preferentially assigned to exchange students. However, due to the limited number of rooms, there is no guarantee that a room will be provided for all students wishing to live in a dormitory.

(NEW) A new on-campus dormitory for exchange students will be available from April 2019!

Program Description

In principle, Program A students take courses in English and Program B in Japanese.

If an applicant meets both language requirements, he or she may join Program A and take courses both in Japanese and English.



List of Program A Specialized Course in English, 2018-2019

《 Culture and Society field 》

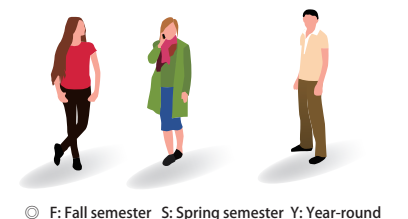
F	British and American Literature II
F	German-Japanese Translation 2
S	British and American Literature I
S	British and American Literature III
S	German-Japanese Translation 1
Y	Special Research on Culture and Society

《 Mechanical and System Engineering field 》

F	Control, Systems Engineering and Mechatronics
F	Strength of Materials
F	Fluid Engineering
S	Engineering Material Processing and Design
S	Thermal and Energy Engineering
S	Dynamics in Engineering
F	Advanced C Programming Exercise
F	Science of Form
S	Control Engineering
F	Introduction to Nuclear Engineering I (Principles)
S	Introduction to Nuclear Engineering II (Application and Safety)
Y	Special Research on Mechanical and System Engineering

《 Electrical, Electronics and Computer Engineering field 》

F	Physics of Semiconductor Devices
F	Introduction to Cryptology
F	Vector Analysis
F	Lasers and Their Applications
S	Condensed Matter Physics
S	Neural Network
S	Signal Processing
S	Analog Electronic Circuits
F	Image Processing
F	Mathematics in Communications
S	Signal Processing and Filters
S	Numerical Linear Computation
Y	Special Research on Electrical, Electronics and Computer Engineering field



© F: Fall semester S: Spring semester Y: Year-round

《 Architecture and Civil Engineering field 》

F	Regional Planning
F	Transportation Planning
F	Structural Mechanics I and Exercise
S	Residential Environment Planning
S	Architectural Environmental Engineering
S	Structural Mechanics II and Exercise
S	Earthquake Engineering
Y	Special Research on Architecture and Civil Engineering

《 Materials Science and Biotechnology field 》

F	Inorganic Materials Chemistry
F	Kinetics of Radical Polymerization in Dispersed Media
F	Introduction to Polymer Reaction Engineering
F	Polymer Structure
F	Polymer Science
F	Fiber and Polymer Processing
F	Principles of Instrumental Analysis
F	Applied Microbiology—Research for Undergraduates
S	Total Synthesis of Natural Products
S	College Biochemistry
S	Bioengineering
Y	Special Research on Materials Science and Biotechnology

《 Applied Physics field 》

F	Physics of Magnetism
S	Applied Mathematics
Y	Special Research on Applied Physics

Traditional Industry course (required course specially for Program A students)

Undergraduate students in Program A are required to take Traditional Industry course. This course is designed for students to understand the present Japanese societies and industries through the visits to production sites or factories of traditional industries in Fukui, such as Echizen Pottery, Echizen Japanese Paper, Echizen Lacquerware, Echizen Cutlery, and so on.



Activities for International Students



Tutors

If it is the first time for an international student to come to Japan or have lived in Japan for less than one year, he/she can be assigned a tutor who provides information and assistance to adjust to life in Japan. Throughout the semester, tutors also provide academic support such as giving guidance on experiments and learning Japanese.

Community Activities

International students have many opportunities to participate in on- and off-campus activities organized by local international associations, community centers, and high schools. Such information is regularly distributed to students via email.

Club Activities

- There are 83 clubs and associations at Bunkyo campus (45 athletic and 38 cultural)
- There are 44 clubs and associations at Matsuoka campus (23 athletic and 21 cultural)



Life in Fukui

Living in Fukui is relatively affordable compared with other parts of Japan. There are many apartments around each campus and most of them are reasonable. If you live in one of the university dormitories, living expenses will be minimal.

Monthly Expenses

● Rent	9,000 JPY
● Utility	6,000 JPY
● Food	30,000 JPY
● Daily products	7,000 JPY
● Mobile phone	3,000 JPY
● Textbooks	1,000 JPY
● Insurance	3,000 JPY
● Others	5,000 JPY
Total	64,000 JPY



I was expecting Fukui to be a rather big city because it is located next to Kyoto, but when I first came to Fukui I was surprised that Fukui is such a small provincial city. Life in Fukui is sometimes inconvenient especially shopping and public transportation. You have to have a bicycle to move around in Fukui, although it is useless in winter because of heavy snow. But like other rural areas people here are kind and generous. It is easy to make friends, both Japanese and international students. Even though the level is high, there are many subjects I want to study at UF.

HSU YU CHEN

Exchange Student from Fu Jen Catholic University (Taiwan)

Accommodation

Dormitory



Bunkyo Campus

There are 2 dormitories located within a 5-minute walk from the campus. There is a local train station and a supermarket near the dormitories.

UF Student Dormitory | 209 single rooms

Rent: monthly 5,700 JPY (incl. communal charge)

Overseas Student House | 29 rooms (single, couple, family)

Rent (single): monthly 8,900 JPY (incl. communal charge)
 Rent (couple): monthly 14,900 JPY (incl. communal charge)
 Rent (family): monthly 17,900 JPY (incl. communal charge)



Matsuoka Campus

There is a student dormitory on campus.

International House | 16 rooms (single, couple, family)

Rent (single): monthly 8,400 JPY (incl. communal charge)
 Rent (couple): monthly 13,400 JPY (incl. communal charge)
 Rent (family): monthly 15,700 JPY (incl. communal charge)



NEW Dormitory for Exchange Students

The University of Fukui is currently renovating a guest house for visiting professors into a dormitory for exchange students. This new dormitory with 18 single rooms is planned to be available from April 2019.

Apartment

The University of Fukui supports international students to find reasonable apartments near each campus by providing information of real estate agencies. The following is the approximate cost of making an apartment contract in Fukui city.

- Rent 25,000 to 30,000 JPY / month
- Initial cost about 3-month rent equivalent for deposit and contract fee





● English Walk Fukui Citizens International Association

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Fukui International Association: <https://www.f-i-a.or.jp/en/>
 Fukui Citizens International Association <http://fcia.jp/>
 Fukui City Volunteer Center: <http://fukui-vc.jp/>
 Sabae Rotary Club: <http://sabaerotary.com/>



● AED training AED training experience
University of Fukui

生



● International exchange in Our Village
Cooking experience with local people
Yoshino Community Center, Eiheiji Town

希



● Shodo experience
Japanese calligraphy experience
Fukui International Association



● Cooking World Tour
Making cuisine from around the world with local people
Fukui Citizens International Association

福

Community Outreach



● International round-table discussion Sabae Rotary Club



● Mantouya Lantern festival
Fukui Citizens International Association

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Experience Fukui

International students have many opportunities to participate in on- and off-campus events organized by local international associations, community centers, and high schools. Each one of these activities contributes to increase the interaction between international students and the local community. Here we introduce a few examples.

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● Ski tour University of Fukui



● Christmas party
Chinese inbound students' christmas party
University of Fukui



● Shaberiba
Japanese exchange conversation class
Fukui Citizens International Association

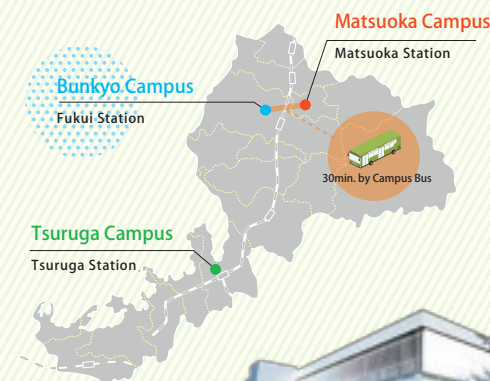


Thinking Local with a Global View

In Takasu Town (Fukui City) that is facing an ageing society and depopulation, people from outside the town come and try their hand at rice growing in the rice paddies. With an invitation from the Takasu Joyama Noh to Hito no Kai, international students experienced traditional Japanese agriculture. With local people on hand to help, the students can experience harvesting rice, harvesting soba (buckwheat), making soba noodles and making 'shimenawa' straw festoon.



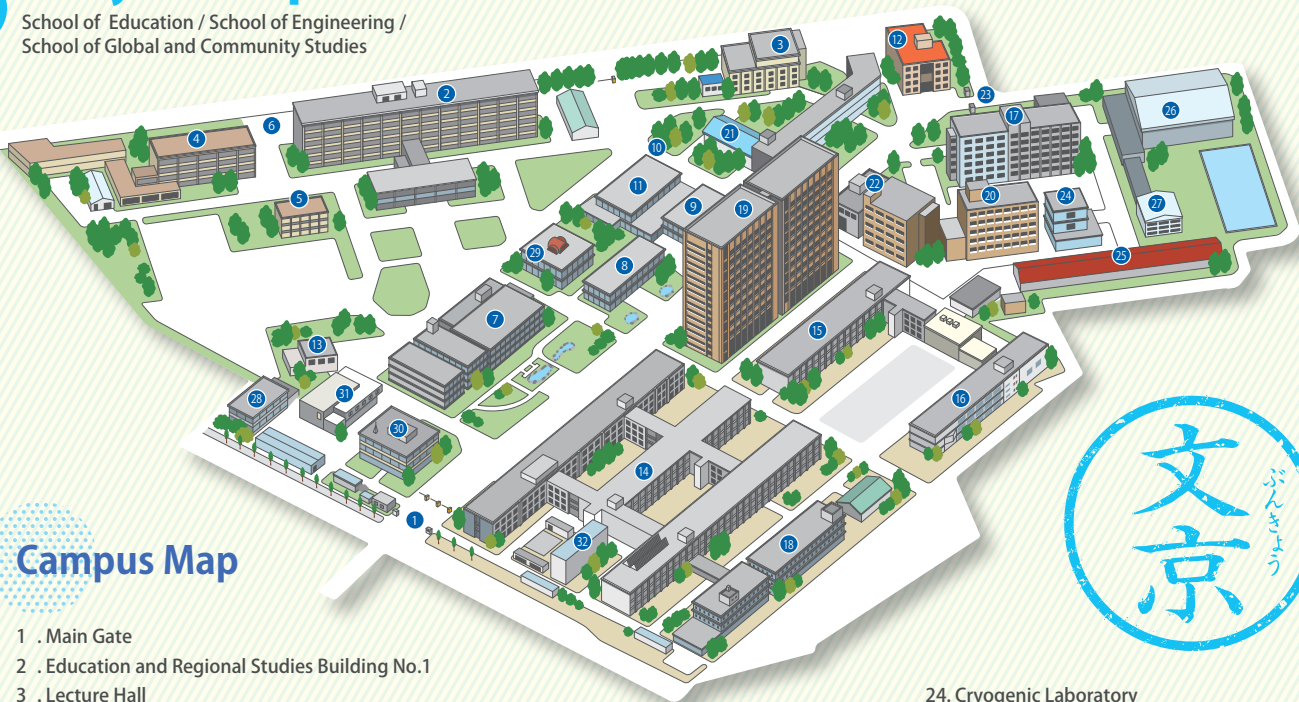
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Bunkyo Campus

School of Education / School of Engineering /
School of Global and Community Studies

3-9-1 Bunkyo, Fukui-shi, Fukui 910-8507, Japan ● Tel : +81-776-23-0500



Campus Map

- 1 . Main Gate
- 2 . Education and Regional Studies Building No.1
- 3 . Lecture Hall
- 4 . Education and Regional Studies Building No.3
- 5 . Integrated Research Center Educational Practice
- 6 . North Gate
- 7 . University Library / LDC
- 8 . Student Commons / Language Center/
Global Hub/ International Affairs Division
- 9 . Food Service and Stores
- 10 . Notice Board
- 11 . Student Service Center
- 12 . Extracurricular Activities Building
- 13 . Health Administration Center
- 14 . Engineering Building No.1
- 15 . Engineering Building No.2
- 16 . Laboratory Building
- 17 . Engineering Building No.3
- 18 . Engineering Building No.4
- 19 . Science Tower I
- 20 . Research Center for Development of
Far-Infrared Region(FIR FU)
- 21 . Admission Center / International Center
- 22 . Headquarters for innovation Society
Academia Cooperation Building II
- 23 . East Gate
- 24 . Cryogenic Laboratory
- 25 . Center for Innovative Research and
Creative Leading Education (CIRCLE)
- 26 . Gymnasium I
- 27 . Gymnasium II
- 28 . Makishma Guest House
- 29 . Center for Information Initiative(CII)
- 30 . Administration Office Building
- 31 . Academy Hall
- 32 . International Center Branch

Cafeteria "Ajisai"

University cafeteria provides various
kinds of menu at reasonable prices.
open 8:10 a.m. - 7:30 p.m.
(closed on Saturdays and Sundays)



Shops "Manten" + Book Shop "Asuwa" + Satellite Shop "Comet"

Bunkyo campus has shops where you can buy ready-to-eat food, snacks, drinks, stationery goods, magazines, etc. to support student life.



Student Service Center

This office deals with inquiries about academic matters,
issuance of transcripts and other certificates,
and requests for tuition fee exemptions etc.



International Affairs Division

This division provides a wide range of support services to international students.
In order for international students to spend their student life smoothly,
the division provides post-arrival and pre-departure orientation,
as well as support for applications relating to qualifications,
scholarships and housing.

Accessibility Center

Students with disabilities or special needs can request
special consideration for your academic activity.



Language Center

<Global Hub>

Student Coordinators (SCs), who have studied abroad and
international students organize a variety of language and
cultural events for students. The Global Hub is a student-
managed facility and a place to meet new friends and relax.
In addition, the following events are scheduled:

- Lunch event
- Brown bag lunch seminar
- Chat event
- Star Festival event
- Halloween event
- Christmas event and
many more



<Language Development Center>

The Language Development Center (LDC) is a state-of-the-art
self-access center and is equipped with more than 1000
educational DVDs and more than 2500 books for language
study, so that individuals and groups can study foreign
languages independently. Japanese language materials are
included in the collection of language study resources.

Health Administration Center

Doctors, nurses, public health nurses, and counselors are
available to support both mental and physical health of
students.



Student Support and Counseling Office

Students can visit the Student Support and Counseling Office
for any reasons, from getting lost on campus to personal and
academic problems.

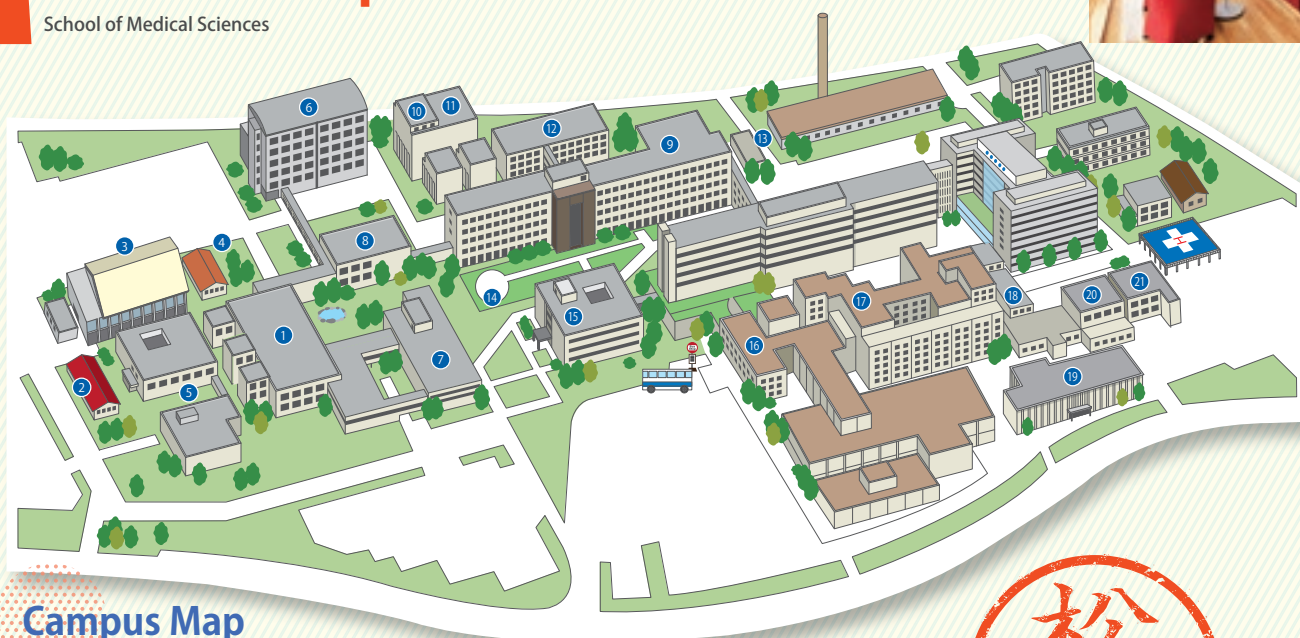




Matsuoka Campus

School of Medical Sciences

2-3 Matsuoaka Shimoaizuki, Eiheiji-cho, Yoshida-gun, Fukui 910-1193, Japan ● Tel: +81-776-61-3111



Campus Map

1. Lecturing Building
(This building received the Good Lighting Award for energy-efficient lighting and comfort. Lectures and seminars are held here.)
2. Martial Arts Hall
3. Gymnasium
4. Archery Range
5. Student Commons / Food Service and Stores
(Students are supported with nutritionally balanced, generously-sized meals.)
6. School of Nursing Building
(School of Nursing teacher labs, lecture and seminar rooms are located here.)
7. University Library
(The library is accessible 24 hours a day. It has the Information Workshop Space available for group work. There is also the LDC where self-directed study of English is possible.)
8. Basic Practical Training Building

9. Basic Clinical Research Building
(Located next to the University Hospital, there are medical offices for the various clinical departments, the Research Center for Child Mental Development, and facilities for cutting-edge medical research.)
10. Animal Laboratory
11. RI Laboratory
12. Graduate Student Research Wing
13. Pathological Anatomy Building
14. Plaza
15. Administration Building (Health Center, Education Affairs Office)
(Consultations are available so that students can be healthy in both body and mind during their university life.)

16. University Hospital / Kiosk, Bookstore
(As a base hospital supporting the surrounding area, the University Hospital offers advanced medical care. Students from the School of Medical Sciences also complete practical training here.)
17. RI Treatment Ward
18. MRI-CT Building
19. Clinical Education Training Center
20. Medicine of Cyclotron Ward
21. Biomedical Imaging Research Center



Cafeteria "PLUM"

open 11:00am - 13:30pm (closed Saturdays and Sundays)
Reasonably-priced, nutritionally-balanced and delicious food is served here. Busy medical and nursing students are supported in their studies with quickly served meals.



Shop "PLUM"

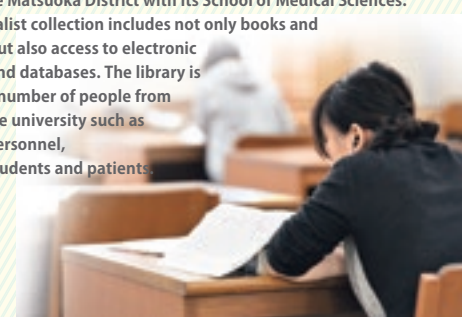
Matsuoka campus has a shop where you can buy ready-to-eat food, snacks, drinks, stationery goods, magazines, etc. to support your student life.



University Library

This library offers the latest medical-related information and full library facilities.

As a specialized library for medicine and nursing, the collection includes 130,000 books on the life sciences. The library mainly serves the students and teaching staff of the Matsuoka District with its School of Medical Sciences. This specialist collection includes not only books and journals but also access to electronic journals and databases. The library is used by a number of people from outside the university such as medical personnel, medical students and patients.



Language Development Center (LDC)

We have prepared a variety of facilities and learning materials that students can use for independent study, alone or in groups. These materials are primarily in English, and include books and over 1,000 DVDs, which can be viewed with either English or Japanese audio. We also offer soundproof listening and speaking booths.

Student Support and Counseling Office

Students are free to come to the office for support and counseling about their studies, their future, their personal relationships, or anything else that they want to talk about.



Health Administration Center

Working to help students with whatever they are worried about, whether physically or emotionally, through health consultations and counseling.

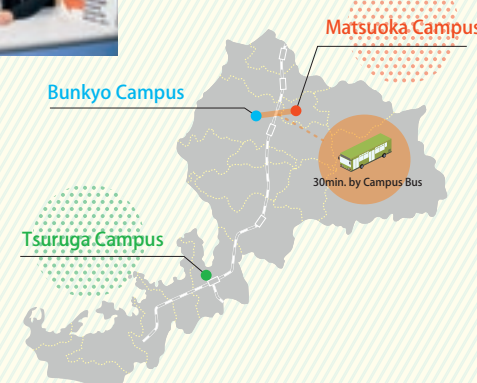
Academic Affairs Office for Matsuoka Campus

This office deals with inquiries about academic matters, issuance of transcripts and other certificates, and requests for tuition fee exemptions etc.



International Affairs Division

This division provides a wide range of support services to international students. In order for international students to spend their student life smoothly, the division provides post-arrival and pre-departure orientation, as well as support for applications relating to qualifications, scholarships and housing.



Tsuruga Campus

Research Institute of Nuclear Engineering

1-3-33 Kanawa-cho, Tsuruga-shi, Fukui 914-0055, Japan ● Tel: +81-770-25-0021



● Student's laboratory



● Laboratory



● The state of the experiment and the study



● Courtesy visit to a mayor of Tsuruga city



● Guests from foreign countries



● Lecture of an international seminar



● Tsuruga Port Illumination Milaie

Admission Information

The University of Fukui is the only one national university corporation in Fukui Prefecture. As a center for education and culture, and based on a high sense of ethics, the university aims to nurture individuals who can contribute to the region, the country and the global society. It also aims to provide a creative place for educational and scientific research unique to the region, the latest scientific and technological research, as well as medical research and specialist medicine. At the University of Fukui, in 2016 we reorganized our faculties and created new ones so there are now four schools, the School of Education, the School of Medical Sciences, the School of Engineering and the School of Global and Community Studies. In addition, the Graduate School of Engineering offers Master's and doctoral programs in English; they are Global Engineering for International Students (GEPIs), and Global Engineering Program for Research and Development (GEP for R&G) respectively. The schedule for the main entrance examinations for international students is as follows

Admission schedule

Schools	School of Global and Community Studies		School of Engineering
	Examination for Privately-Financed International Student	Examination for Privately-Financed International Student (Examination taken prior to coming to Japan)	Privately-Financed International Student
Announcement of Guidelines for Applicants	October	March	October
Spaces available	Small number	Small number	Small number
Application Period	Late January	Early October	Late January
Selection	Early February	Late October	Early February
Successful applicants announced	Late February	Early November	Late February
Admission processing period	Early March	Early March	Early March

Graduate School	Graduate School of Engineering Master's Program		Graduate School of Engineering Doctoral Program	
	Special Selection of International Students	GEPIs Course: October / April admission (Examination taken prior to coming to Japan)	Special Admission for International Students	GEP for R&D : October/April (Examination taken prior to coming to Japan)
Announcement of Guidelines for Applicants	Mid-May	December	Mid-May	December
Spaces available	Confirmation of Guidelines for Applicants	Small number	Confirmation of Guidelines for Applicants	Small number
Application Period	Mid-August	Mid-April/Mid-October	Late August	Mid-April/Mid-October
Selection	Late September	—	Early September	—
Successful applicants announced	Mid-September	Late May / Late November	Mid-September	Late May / Late November
Admission processing period	Mid-November	Late Sept. / Late March	Mid-November	Late Sept. /Late March

■ Admission dates are subject to change.

Check the Guidelines for Applicants on the University of Fukui website for details such as qualifications required for application.

● <https://www.u-fukui.ac.jp/eng/admissions>

Enrollment Fees/Tuition Fees

Students must make payment of the specified tuition and other fees by the due date.

Fees are as below (as of AY2017).

Note that if a revision of enrollment or tuition fees is made at the time of admission or while enrolled, the post-revision amount will apply from when the revision is made.

■ University of Fukui Enrollment/Tuition Fees

(JPY)

Classification		Testing fee	Enrollment fee	Tuition Fee	
Degree seeking student	Undergraduate student	* 17,000	282,000	fee for ½ Year	267,900
	Graduate	30,000	282,000	fee for ½ Year	267,900
Non-degree seeking student	Research student	9,800	84,600	monthly fee	29,700
	Student taking individual subjects	9,800	28,200	per credit	14,800

* Regardless of the above, the testing fee for undergraduate students when transferring universities, enrolling by examination or re-enrolling is ¥30,000.

Tuition fees are to be paid in April and in October in two half-instalments.

■ Enrollment fee and tuition fee exemption

In order to support undergraduate and graduate students at the university with high academic ability but demonstrated financial need, payment extensions and exemptions for enrollment and tuition fees are available. This system is only available to Degree-seeking Students.

Exemptions and extensions for payment of enrollment fees are only available until the first day of the enrollment period. The period for application for an exemption of tuition fees is March (April for new students) for the first semester, and September for the second semester.

■ Scholarships

After enrollment, Privately-Financed International Students can apply for various private scholarship grants. The University noticeboard provides information on these scholarship grants. For further details, please contact the International Affairs Division (which supports International Students).

Future Career Path



Class as part of the International Student Employment Support Program

Career Support

At the University of Fukui, we provide full career support for students regardless of whether they are Japanese students or international students. Our career support includes providing information of job offer from various companies, holding career fair at school and counseling on career opportunities for individuals. In the ranking of recruitment rate for new graduates, the University of Fukui has been successfully placed No.1 among a multi-faculty national university corporations for 10 years in a row. Through our career support, many international students go on to be successfully employed in Japan.

Messages from Graduates

The following are messages from international students who studied at the University of Fukui



Name Bae Jong Geun

- Current workplace : Sakai Chemical Group (Fukui Prefecture)
- Major at the University of Fukui : Regional Studies Course, Faculty of Education and Regional Studies (2012-2016)
- Nationality : South Korean

My global perspective expanded as a result of studying for four years at the University of Fukui and through my interactions with various Japanese students and other international students.

For example, I gained a thirst for new things such as cooking food and experiencing the cultures of other countries through interactions with others.

I wanted to make good use of these types of exchanges when I was looking for work in Japan.

Through my interactions with students not only from the same university school but also from different schools both inside and outside Fukui Prefecture, I became aware of different opinions and ways of thinking.

After starting at my company where I work with a number of other employees, I decided to base my communication on listening, since working with others is so important. For that reason, I always try to understand my colleague's viewpoints and opinions when I do my work.



Name Alexander R. Guerrero, M.D., Ph.D.

- Current workplace : Service on Neurosurgery, Rosales National Hospital (University of El Salvador)
- Major at the University of Fukui : Advanced Biomedical Sciences Course, Graduate School of Medical Science (2009-2014)
- Nationality : El Salvador

My name is Alexander Guerrero; I am a physician who graduated from the University of El Salvador.

Upon finalizing my neurosurgical training in 2008, I applied to the Japanese Government Scholarships program (Ministry of Education, Culture, Sports, Science and Technology) and moved to Fukui Prefecture in April 2009.

The University of Fukui gave me the opportunity not only to receive the training. I was seeking for as a fellow in spine surgery in the Department of Orthopedic Surgery, but also to become a regular student of the university and get my PhD in Advanced Biomedical Sciences.

After graduating and moving back home in April 2014, I started a private practice and was recently admitted to our national neurosurgical society.

I am also an honorary staff member of the neurosurgery department where I graduated from, performing spine surgery for our patients with low incomes and no insurance, while supporting the research projects and graduation theses of the new residents.



Name Bao Zhenlong

- Current workplace : Yamaha Motor Co., Ltd.
- Major at the University of Fukui : Department of Mechanical Engineering Graduate School of Engineering (2012-2014)
- Nationality : Chinese

I graduated from the University of Fukui with a Master's degree in Engineering.

Now I am working for Yamaha Motor Co., Ltd. as an engine development engineer. My research is about material fatigue.

I learned a lot through the research at the university and also got a chance to present my research paper in London.

The University of Fukui took great force to improve English education and study abroad.

Therefore, I got the chance to be the first generation of student assistant and started a lot of English activities, which gave me chances to meet different people.

All of these experiences opened my eyes greatly and helped me to grow. Actually these experiences are also working good for my job. I enjoy my work every day, and do my best to make my dream come true.



Name Nguyen Van Vuong

- Current workplace : Maeda Kosen Co., Ltd.
- Major at the University of Fukui : Department of Applied Chemistry and Biotechnology, Faculty of Engineering (2011-2015)
- Nationality : Vietnamese

After graduating from a Japanese language school in Tokyo, I decided to go to the University of Fukui (UF) because I heard that the UF student employment rate is ranked No.1 among Japanese national university corporations with multiple schools.

I entered the Department of Applied Chemistry and Biotechnology, gained a lot of knowledge, and conducted chemical experiments taught by dedicated instructors. Thanks to them, I enjoyed studying every day. The knowledge I acquired at UF is useful in my present work.

Now I am working for a manufacturer and I use the knowledge I obtained about chemical components and experiments to develop high quality products.

Now I think that I made the right choice in selecting the UF. The university openly accepts international students and, due to its strong connection with private companies, it really helps students to find work.

I am working hard to contribute to society, feeling proud that I was a student of UF.



Name Mohammad Abu Yousuf

- Current workplace : Professor, Department of Chemistry Khulna University of Engineering & Technology
- Major at the University of Fukui : Department of Applied Physics of Faculty of Fiber Amenity Engineering (2002-2005)
- Nationality : Bangladeshi

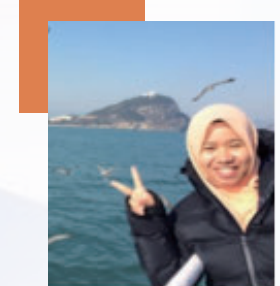
I studied at the University of Fukui for three years from October 2002 to September 2005. I got a Ph.D. from the Department of Applied Physics of Faculty of Fiber Amenity Engineering. My Supervisor was Prof. Koichi Aoki. My research field was electro-chemistry and fabrication of large thin film of conducting polymer.

I got full-time MEXT scholarship during my study. At present I am a professor in the Department of Chemistry at Khulna University of Engineering Technology, Bangladesh.

I will never forget the dedication and compassion of my Japanese professors. I will not also forget my mentor Jingyuan Chen, Associate Professor and also my lab members. I would like to show my respect and salute all of them for making me a better teacher as well as a better person.

I acquired a huge knowledge for research strategies and methods in the field of electro-chemistry during my Ph.D. So, in one sense the University of Fukui as well as helped me a lot.

Thank you so much, the University of Fukui and Japan.



Name Irra Syardilla

- Current workplace : HOYA Corporation PENTAX Lifecare Division
- Major at the University of Fukui : Electrical and Electronics Engineering, Graduated School of Engineering (2013-2015)
- Nationality : Malaysian

I graduated from the University of Fukui with a degree in Electrical and Electronics Engineering.

Through my study in the university, I learned how to interact with other students not only from our home country friends but also other ones.

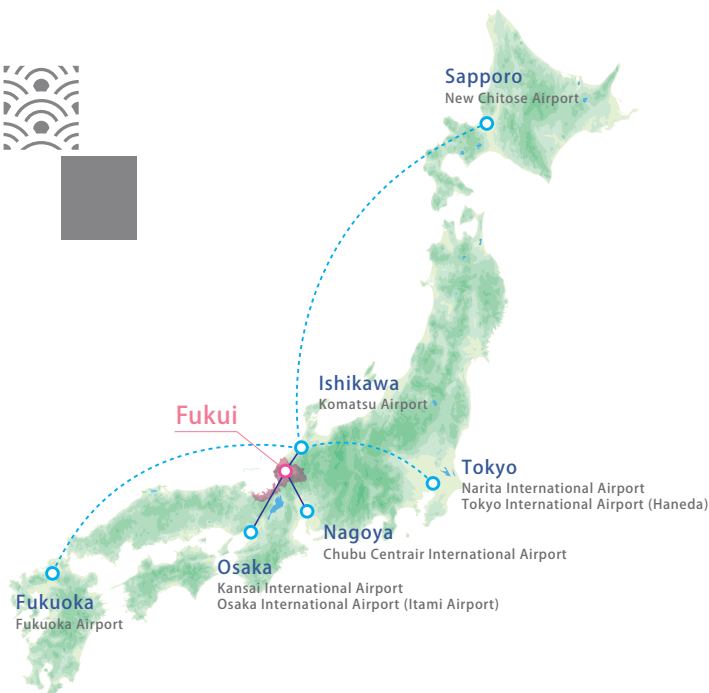
I got involved in lots of university activities especially event in the LDC and also the Global Hub. After graduating from the university, I joined HOYA Corporation as a supply chain member.

My role is to handle domestic as well as international suppliers.

Those experiences I gained from study in the University of Fukui do help me to get used to current working environment. I will continue to do my best to contribute to the company and also society.

I am really grateful to professors and friends who help me a lot during my studies. I am proud to be one of the students of the University of Fukui.

Access



[Transportation]

Tokyo - Komatsu (1 hour by air)

Komatsu - Fukui (1 hour by shuttle bus)

Tokyo - Fukui (3 hours and a half by train)

Nagoya - Fukui (2 hours by train / 2 hours and 50 minutes by bus)

Osaka - Fukui (2 hours by train / 3 hours and a half by bus)



UNIVERSITY OF FUKUI

Bunkyo Campus

School of Education / School of Engineering /

School of Global and Community Studies

3-9-1 Bunkyo, Fukui-Shi, Fukui

910-8507, Japan

Tel: +81-776-23-0500

Matsuoka Campus

School of Medical Sciences

23-3 Matsuoka Shimoaizuki, Eiheiji-cho, Yoshida-gun, Fukui

910-1193, Japan

Tel: +81-776-61-3111

Tsuruga Campus

Research Institute of Nuclear Engineering

1-3-33 Kanawa-cho, Tsuruga-Shi, Fukui

914-0055, Japan

Tel: +81-770-25-0021

<https://www.u-fukui.ac.jp/eng/>