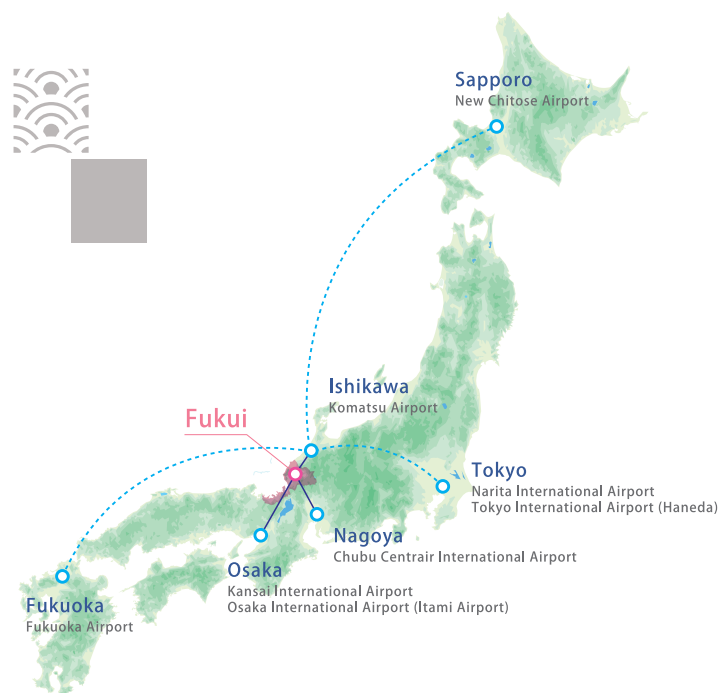


Access



[Transportation]

T o k y o - K o m a t s u (1 hour by air)

K o m a t s u - F u k u i (1 hour by shuttle bus)

T o k y o - F u k u i (3 hours and a half by train)

N a g o y a - F u k u i (2 hours by train / 2 hours and 50 minutes by bus)

O s a k a - F u k u i (2 hours by train / 3 hours and a half by bus)



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, Eihei-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

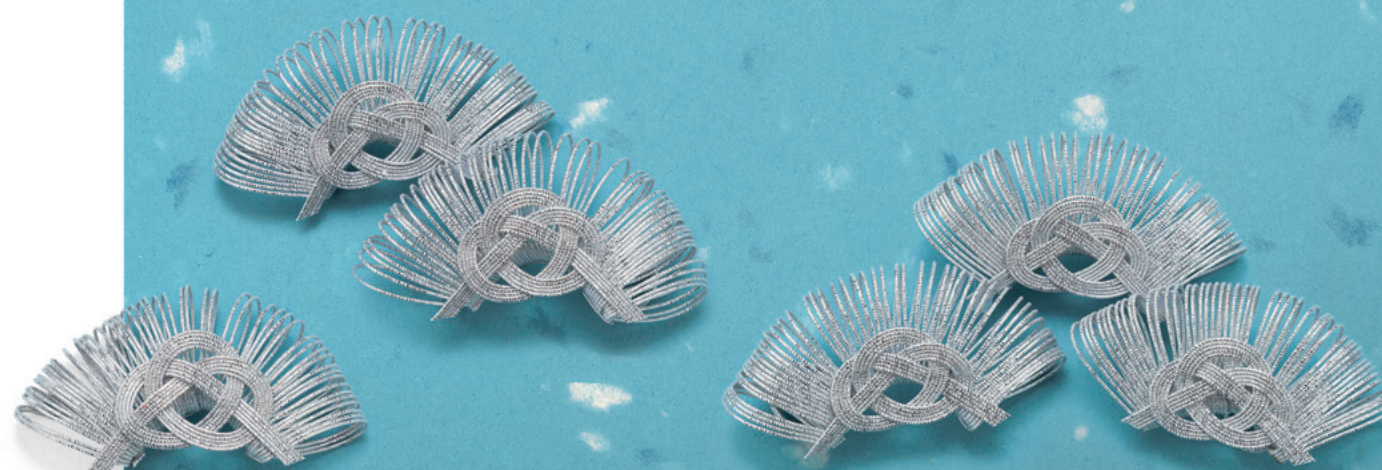
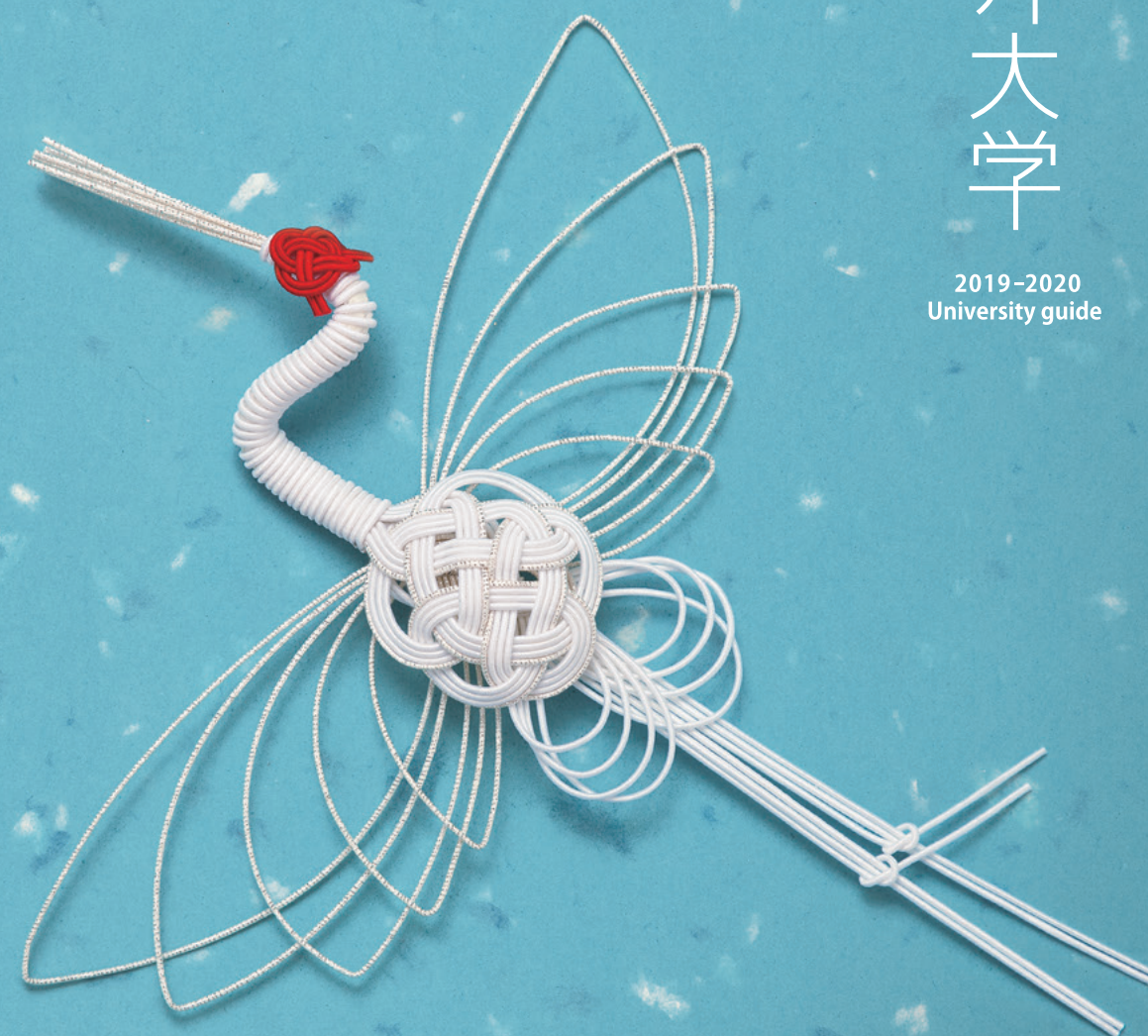
<http://www.u-fukui.ac.jp/eng/>

UNIVERSITY OF **FUKUI**



福井大学

2019-2020
University guide



Nurturing individuals shining on the world stage

Message from the President

The University of Fukui (UF) has three campuses (Bunkyo Campus in Fukui City and Matsuoka Campus in Eiheiji Town, both in the northern part of the prefecture, and Tsuruga Campus in the southern part) and four Schools: Education, Medical Sciences, Engineering, and Global and Community Studies. Five thousand students, including graduate students, are enrolled at our university, accounting for about one half of the prefecture's roughly 11,000 university students. Forty percent of the teachers, thirty of the medical doctors, and thirty of the engineers and scientists in Fukui Prefecture are graduates of UF, which well evidences that UF plays a large part in the revitalization of Fukui Prefecture, by producing many of the advanced professionals who work there.

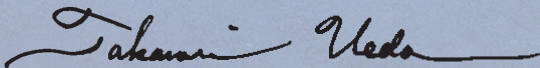
Each of our Schools has its own characteristics, as you can find in more detail in the following pages of this brochure.

- The Professional Graduate School of Education is well known throughout Japan for its development of an integrated teacher training system that features the exceptional synergy of a trinity of a Professional Graduate School, a School of Education, and Affiliate Schools. In recent years, this system has attracted worldwide attention, leading to a plan to accept 680 teachers from Egypt, which is now underway.
- The Biomedical Imaging Research Center of the School of Medical Sciences is proud of the significant role it plays in elucidation of disease conditions and diagnoses for cancers and neurological disorders through research on advanced diagnostic imaging and molecular imaging with PET/MR as well as PET/CT. It must be said that the University of Fukui Hospital is known as the first Japanese university hospital to introduce and operate an outstanding emergency system known as the North American ER (emergency room) system.

- The School of Engineering, as befits a university establishment located in the prefecture having the largest number of nuclear power plants in Japan, has an excellent atomic laboratory to actively conduct leading-edge research on nuclear engineering, including recent research on decommissioning. As the largest school of engineering on the western coast of Japan, it offers a wide selection of study opportunities to cultivate advanced professional engineers.
- The School of Global and Community Studies was established two years ago, with the aim of developing "glocal" human resources equipped with both global and local perspectives, which we believe are necessary to solve local issues and to revitalize regions. This School has been popular from the very start, raising expectations for future growth. If it interests you, I hope you will join it. UF is now working to establish a new Graduate School for Global and Community Studies.

Fukui is blessed with lush natural beauty and offers a moderately urban environment with many friendly, education minded people. Noticeably, many women are making advances into the society. Food from land and sea is superb here. According to Toyo Keizai's surveys, Fukui was ranked number one in terms of happiness consecutively between 2016 and 2018. I believe that Fukui is one of Japan's best places to live, and UF is one of the best places to study, where students can learn at their own pace and enjoy extra-curricular activities.

I would like to extend my cordial welcome to all of you who wish to enter our University. I hope this brochure will help you to make the right decision!



Ueda Takanori, M.D., Ph.D., President



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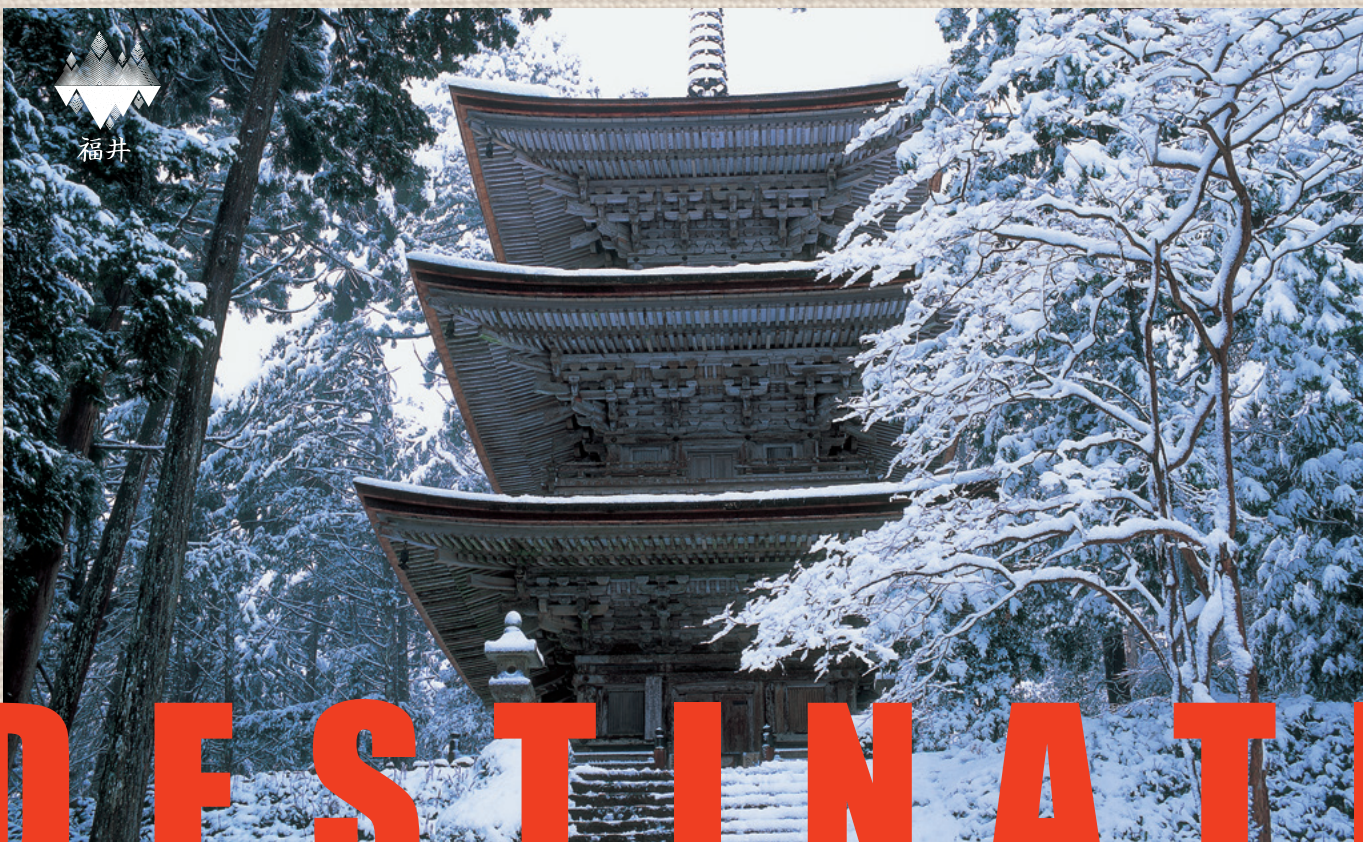
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響 | Hibiki / ひびき、ひびく

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



DESTINATION: FUKUI!

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.

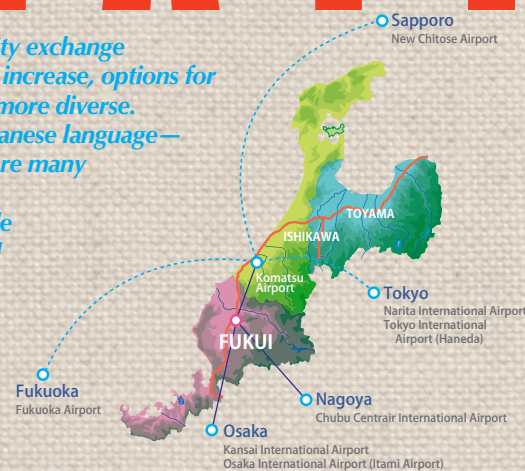
Within a couple of hours, you can reach the cities of Osaka and Nagoya on fast-moving trains. While you will always have access to

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 Eiheiiji 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. Eiheiiji 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 (*bonbori*) 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 barbeque 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!

By Golden Week, a national holiday during which university classes are suspended, you can travel to local villages to participate in any one of a number of very indigenous events: the Shintajo Event, which involves beating a menacing handmade boar; the Hanayama Gongen event, in which children carry flower mountains through the village;

or the Jijigure Festival, which involves carrying a huge *mikoshi* (portable shrine made of tree branches) around the town before ending with everyone scrambling to take a part of the *mikoshi*, especially flowers, home with them. These are ageless events kept alive by the residents of small villages and towns.





何遠之有 |
Nannotookikotoka-korean
なんのおきことかこれあらん
"Amor vincit spatium."
Calligraphy / © GOROH TAGAWA



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.



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.

Summer is also an excellent time to make a trip to the **Ichijodani Asakura Clan ruins**. Built in the late 15th century, the Asakura ruins have been designated a special national historic spot. Besides the ruins of the Ichijodani castle, there are restored gardens, and an impressive Karamon gate built in the 18th century. All in all, there are about twenty sites to see here.

Perhaps the most obvious sign that the summer is coming to an end is the ever popular and *popular* 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).



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*.



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.

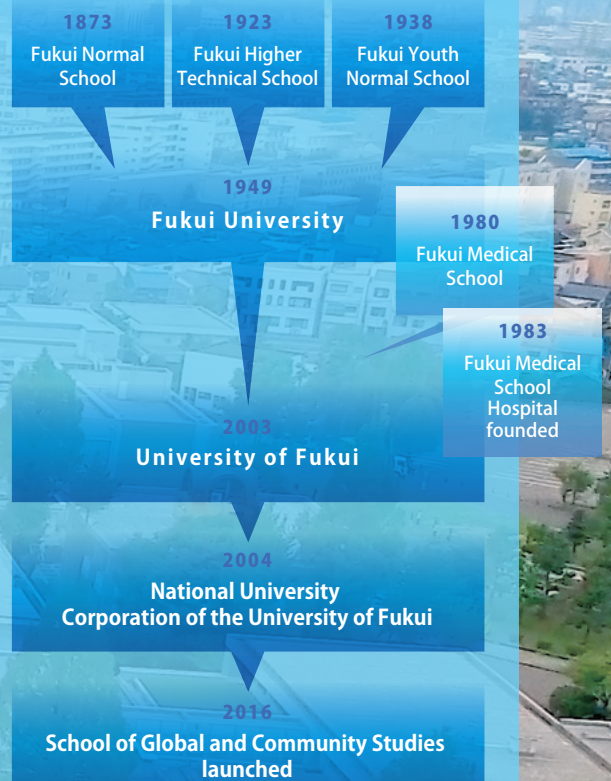
At all times of the year, students enjoy eating tasty, popular local foods in restaurants adjacent to the dormitories from sushi to *yakitori* to *okonomiyaki* to *ramen*...and more. Everything is just steps away from the student housing complex. In addition, there is a substantial nightlife within walking 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

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

2019 Spring Semester

Start of Spring Semester

April 1

Classes Start

April 8

Exam Week

August 1-7

Summer Vacation

August 8-September 30

End of Spring Semester

September 30

2019 Fall Semester

Start of Fall Semester

October 1

Classes Start

October 1

Winter Break

December 25-January 3

Exam Week

February 3-7

Spring Vacation

February 10-Early April

End of Fall Semester

March 31

University of Fukui by Numbers

(as of May 1, 2018)



No.1

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



Students to Faculty Ratio



Partner Institutions
(as of March 1, 2018)



Libraries with
666,414
Books



Institutions and Centers

5,049

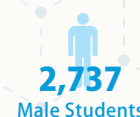
Total Students

4,039

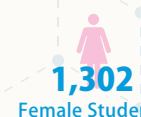
Undergraduate Students

1,010

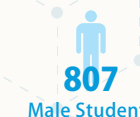
Graduate Students



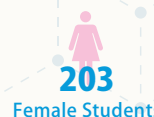
Male Students



Female Students



Male Students



Female Students



Japanese Students



International Students



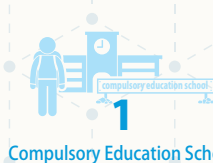
Japanese Students



International Students



Hospital



Compulsory Education 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 ITP 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.

During the year 2018, GCS sent its first and second group of exchange students to its partner institutions in the United States, Europe and Asia. More will follow in Spring and Fall 2019.



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	Introduction 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. The curriculum has notable characteristics:

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 a 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.

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

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

Graduate School of Education

- United Graduate School of Professional Development of Teachers -

◎ 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

- 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 Course

■ Graduate Program - United Graduate School of Professional Development of Teachers / Graduate School of Education (Master's Program)

We offer two graduate programs, "United Graduate School of Professional Development of Teachers, University of Fukui, Nara Women's University and Gifu Shotoku Gakuen University", which aims to develop the professional abilities of pivotal teachers in the enterprise of school education in the 21st century, and "Graduate School of Education (Master's Program)", which aims to train teachers and educational specialists who can demonstrate outstanding practical abilities in education.

United Graduate School of Professional Development of Teachers, University of Fukui, Nara Women's University and Gifu Shotoku Gakuen University

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 the United Professional Graduate School with Nara Women's University and Gifu Shotoku Gakuen University in order to develop a new system of teacher professional development, 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



In order to develop teachers' with advanced professional competence 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 cross-session 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.

Graduate School of Education (Master's Program)

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.

● 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.

● 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

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).





All of the scientific technologies that support our daily lives are based on engineering. Engineering is an academic field that aims to help enrich people's everyday lifestyles. At the School of Engineering, we promote the production of objects, activities, and individuals, with the aim of creating a safe, secure society. We provide education so that students will acquire interdisciplinary, comprehensive practical abilities and a high level of ethics in addition to leading-edge specialized knowledge and skills. We contribute to the development of local and global communities by producing "Global IMAGINEERS," an original coined word from "imagine" and "engineer," who are highly skilled engineers with dreams and abilities to work together with others to realize those dreams.

Admission Policy

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

Engineering is a field of study intended to enable the sustainable development of human society. At the School of Engineering, we aim to develop engineers and researchers equipped with comprehensive capabilities, combining creativity, evaluation skills, self-study ability, and communication skills in addition to basic/general knowledge and advanced expertise. Furthermore, we widely conduct education and research in all areas of engineering, for the purpose of contributing to the thriving development of local and global communities, and share the results for the common good.

Expected Student Characteristics

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

Curriculum Policy

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 in 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.

Diploma Policy

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

UNDERGRADUATE PROGRAM

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

Department of Electrical, Electronic and Computer Engineering

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

Department of Architecture and Civil Engineering

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

Department of Materials Science and Biotechnology

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

Department of Applied Physics

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

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 the primary language in teaching courses and for research supervision of the program. Upon completion of this program, successful students will be awarded a doctorate 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
Tutorial Training
Seminar for Global Marketing Research
Project Incubation Program
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-ō) 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.

■ Policy on the Organization and Implementation of Curriculums (Curriculum Policy)

In order to achieve the educational objectives of the School of Medical Sciences (cultivation of reliable medical professionals and researchers who have acquired advanced knowledge of medical and nursing

sciences, and who have developed medical ethics with the utmost respect for life, based on character building), we organize and implement curriculums that conform to the guidelines for medical and nursing education

in Japan, while proactively utilizing the characteristics of the School of Medical Sciences, along with the targets for human resources development set by the College of Medicine and the College of Nursing.

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
- Infection Control Medicine
- Medical Functional Imaging

Advanced Biomedical Sciences

- Oncology
- Reproductive 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 are focused on clinical fields which are concerned with Community and General Medicine, Emergency Medicine and Family Medicine.

Nursing (Master)

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

Education

■ 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 towards 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.

Honors Scholarship for privately financed international students (Scholarship)

The scholarship system aims 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, the university will refund the money).

■ Master of Science in Nursing

Philosophy and Objective:

1. Nursing researcher who has advanced knowledge, research ability capable of carrying out and transmitting high level of medical research through a scientific / logical way of thinking.
2. Nurse who has practical ability to provide advanced and highly sophisticated clinical skill.
3. Training high quality sophisticated nurse with clinical research capability and educational leadership that can contribute to community, domestic, and international healthcare.



Fundamental Nursing

Learn through researches nursing skills and nursing theory common to all nursing scenes

Community Health Nursing

Learn through researches on construction of a community care system for individuals, families, and group as consumers to live a healthy life

Adult Nursing Cancer Nursing

Learn through researches about nursing care based on target understanding by exploring the life and diseases of chronically ill patients, the role of nursing in critical situations such as surgery and emergency, and the understanding and QOL of cancer patients

Gerontological Nursing

Learn through researches about self-care and family support for autonomy by exploring the care for maintaining our lifestyle and improving QOL based on the developmental characteristics of the elderly

Maternal - Child Nursing

Learn through researches from the viewpoint of women and their family life cycles such as health problems surrounding mothers and children, healthy mind and body training, midwifery activity evaluation, and perinatal nursing care

Disaster Nursing

Learn through researches how to help disaster victims in each disaster cycle based on the health and living effects from disasters. the characteristics of the victims, and the characteristics of the activity life

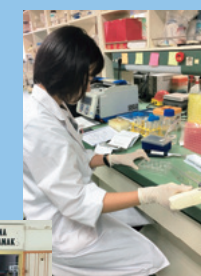
■ Overseas Medical Training Program

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

Airlangga University (Indonesia)
[Period: approximately 4 weeks]

Program content:

- Conduct research relevant to infectious diseases in a team
- Present findings
- Clinical elective programs
- Interact with overseas medical students



UK Advanced Nursing Training Program
(Clinical practicum in nursing career development)
[Period: approximately 10 days]

Program content:

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



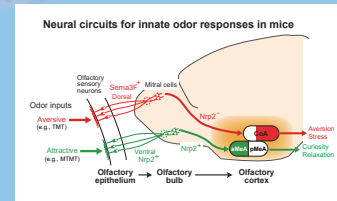
Students will develop global perspectives in medical and nursing fields and gain experience as advanced nursing practitioners through specialized nursing practice.

Research

■ Research topics (Medical Sciences)

The Faculty of Medical Sciences and the University of Fukui Hospital conduct leading-edge research aiming to overcome a wide variety of diseases, including cancer, developmental disabilities, dementia, and allergic/immunologic diseases to help support a region that faces depopulation and an aging population with fewer children. In particular, our advanced research on the formation and controlling mechanisms for ion channels and cranial nerve circuits, infectious immune responses, the development of biomarkers, nerve regeneration for spinal cord disorders, and the diagnostic treatment of allergic diseases has led us to achieve outstanding results, including publications in leading journals. In addition, we conduct world-leading research on the elucidation of biological phenomena and the application to clinical

medicine in collaboration with the Biomedical Imaging Research Center and the Research Center for Child Mental Development. We also develop new medical technologies and conduct research to improve community medicine, achieving results shared nationwide, including town planning and the development of ideal systems for community-based healthcare to be operated mainly by the government or through cooperation between the government, medical institutions, and nursing facilities.



■ Research topics (Nursing)

【Fundamental Nursing】

- Nurses' attitudes and behaviors about Advance Care Planning and End-of-Life care
- Verification of effect of tactile massage by physiological index

【Community Health Nursing】

- Development of an educational program for the prevention of intimate partner violence
- Drinking water and health environment improvement project in Bangladesh

【Adult Nursing】

- Development and validity of a new model for assessing pressure redistribution properties of support surfaces
- Risk factors for pressure ulcer development in the chair bound elderly within Japan
- Establishment of nursing care methods using ultrasonography

【Disaster Nursing】

- Process of psychological recovery from the Great East Japan Earthquake

【Cancer Nursing】

- Process of decision-making of anti-cancer treatment in elderly patients with cognitive impairment



■ Research Center for Child Mental Development [RCCMD]

Children's mental issues, such as refusing to attend school, withdrawing socially, committing crimes, and their underlying difficulties including developmental disorders, have attracted growing attention in recent years.

As a result, there is a strong social need for doctors who can draw out the innermost feelings of such children and treat them from the perspective of a specialist, and also for educators who understand and provide them with appropriate care.

Founded with the purpose of shedding light on children's mental as well as psychological issues and conducting research and social activities for their treatment and support, the Research Center for Child Mental Development aims to provide solutions to such issues through cooperation from Osaka University, Kanazawa University, Hamamatsu University School of Medicine, and Chiba University.



■ Biomedical Imaging Research Center [BIRC]

The center aims to promote basic and clinical research for diagnosis and prevention of diseases by visualizing molecular signals reflecting functional changes brought by illness, which contributes to health in the local community. The newly developed methods of medical imaging based on this concept will play an important role in the establishment of new scientific fields. In order to achieve this goal, the center has various equipment, including a cyclotron, an automated synthesis system for production of radiolabeled compounds, and a PET-MRI. The researchers in the center are actively working in collaboration with other institutions.



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 approved by the Japanese Health Ministry, with 600 beds, 28 clinical departments, 4 departments in the central care division, 12 departments and divisions for specific care, and 9 other departments and centers. By working with the 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 was completed at the end of April, 2018.



■ 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. This in turn 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.



■ 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.



■ 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 the 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	<div><div></div><div>● Applied Japanese</div><div>● Japanese Affairs</div><div>● Japanese Culture</div><div>● Multicultural Communication</div></div>					
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.

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.



Japanese Language Courses

Level	Course Title	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
		Japanese Reading 1	F & S	✓	2	1	
		Japanese Speaking 1	F & S	✓	2	1	
		Japanese Writing 1	F & S	✓	2	1	
		Japanese Kanji 1	F & S	✓	2	1	
Japanese 2	Pre-Intermediate	Integrated Japanese 2	F & S	✓	8	4	4 classes / week
		Japanese Reading 2	F & S	✓	2	1	
		Japanese Speaking 2	F & S	✓	2	1	
		Japanese Writing 2	F & S	✓	2	1	
		Japanese Kanji 2	F & S	✓	2	1	
Japanese 3	Intermediate	Integrated Japanese 3	F & S	✓	8	4	4 classes / week
		Japanese Reading 3	F & S	✓	2	1	
		Japanese 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.

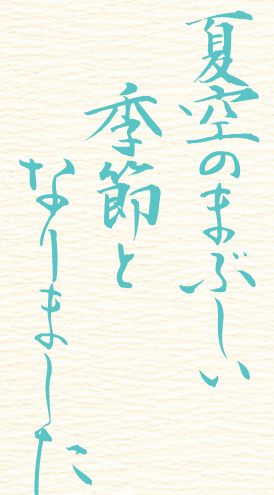
Japanese Culture / Japanese Affairs Course

Spring Semester

Course Title	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

Course Title	Level	Classes / week	Credits	Remarks
Japanese Affairs 1	Pre-Advanced	1	2	
Japanese Culture		1	2	
Multicultural Communication 1		1	2	Joint Classes with Japanese students
Applied Japanese 1		1	2	



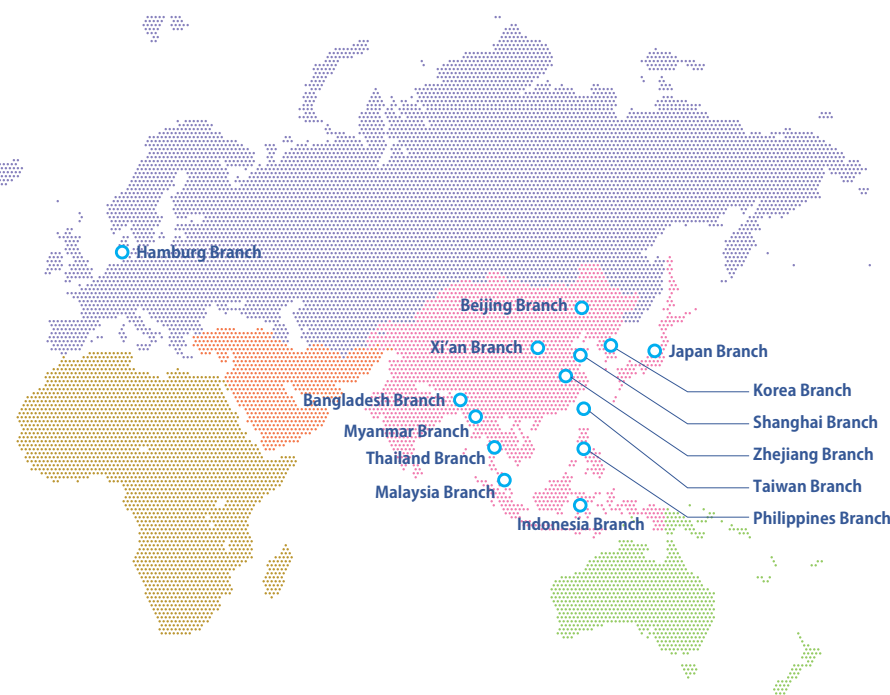


International Network

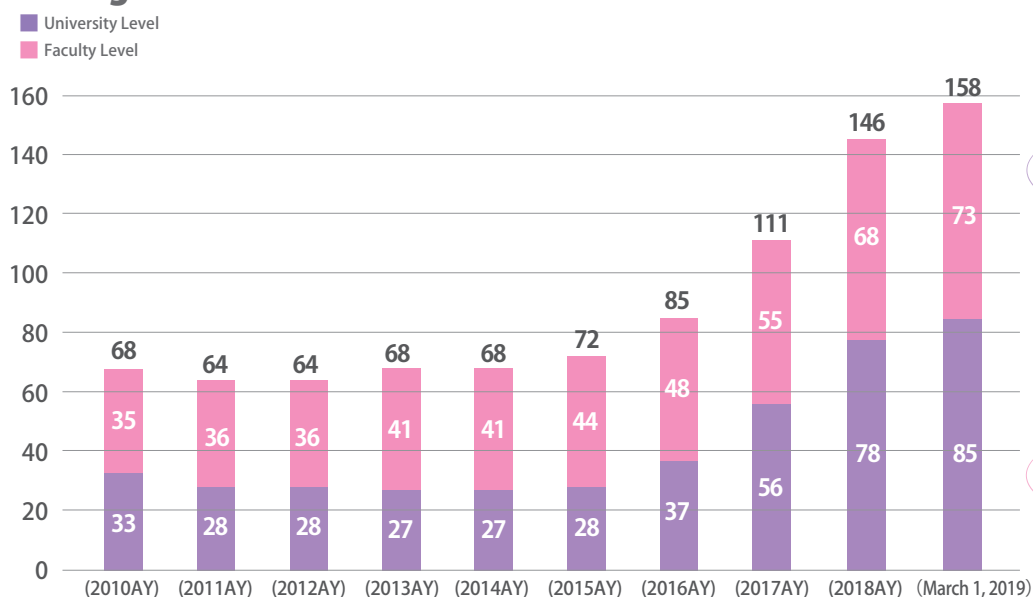


The University of Fukui is committed to both internationalization of the university and global education. UF has expanded its international network and reinforce partnerships with overseas universities/institutions. Its collaborations range from student exchange, faculty-led study abroad, and faculty exchange to joint research and projects, internships, and more. As of March 1, 2019, UF has 158 partner institutions in 35 countries and regions. UF promotes and supports diversity, and will create a truly multicultural campus.

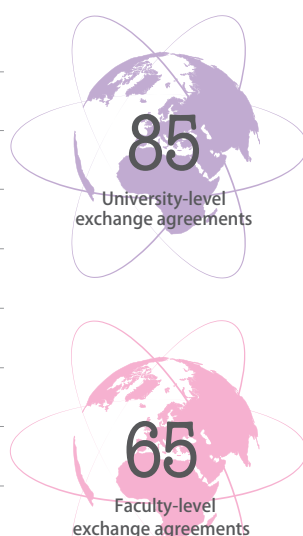
UF Alumni Society (UFAS)



Changes in Number of Partner Institutions



Number of Agreements



(as of March 1, 2019)

List of Partner Universities and Institutions

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

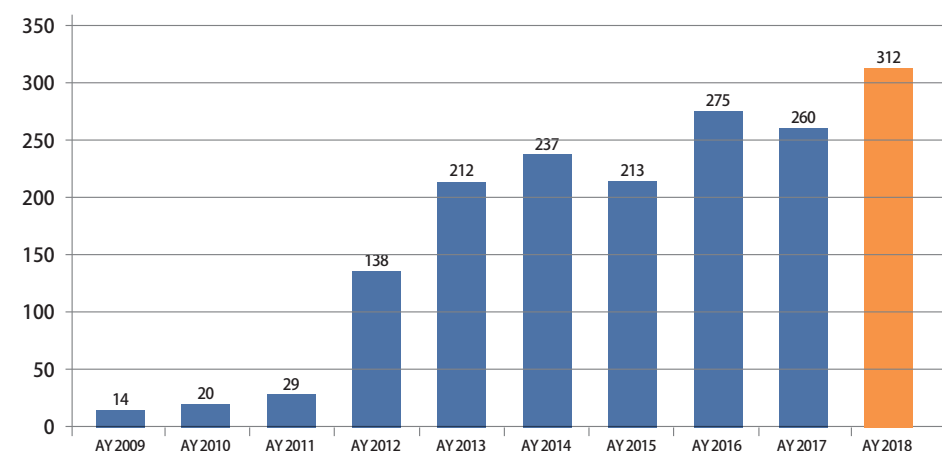
Area	Country / Region	Name of University / Institution	Student Exchange	
Asia	China	Xi'an International Studies University	○	
		Xi'an University of Technology	○	
		Zhejiang University	○	
		Beijing Information Science & Technology University	○	
		Zhejiang Sci-Tech University	○	
		Nanchang Hangkong University	○	
		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	○	
		National Yunlin University of Science and Technology	○	
	Taiwan	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		
College of Engineering, National Cheng Kung University				
Thailand		Sripatum University	○	
		King Mongkut's University of Technology Thonburi	○	
		Assumption University	○	
		Kasetsart University	○	
		Thammasat University	○	
		Bangkok University	○	
	Rangsit University	○		
	Payap 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			
	College of Asian Scholars			
Faculty of Arts, Chulalongkorn University	○			
Faculty of Humanities and Social Sciences, Prince of Songkla University, Pattani	○			
Nopparat Rajathanee Hospital				
Indonesia	University of Indonesia	○		
	Syiah Kuala University	○		
	Universitas Halu Oleo	○		
	Faculty of Science and Mathematics, Diponegoro University			
	Faculty of Medicine, Universitas Airlangga	○		
Vietnam	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			
	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			
	Vietnam	Ho Chi Minh City University of Foreign Languages and Information Technology	○	
		VNU University of Social Sciences and Humanities, Hanoi	○	
	Vietnam	VNU University of Language and International Studies	○	
Foreign Trade University		○		
Vietnam	International University – Viet Nam National University Ho Chi Minh City	○		
	Central Electric Power College			
Philippines	National Institute of Physics, University of the Philippines			
	College of Science, De La Salle University			
Malaysia	University of Malaya	○		
	Universiti Sains Malaysia	○		
India	Monash University Malaysia			
	National Institute of Miners' Health			
Bangladesh	Khulna University of Engineering & Technology			
Cambodia	Royal University of Phnom Penh	○		
	BELTEI International University	○		
Negara Brunei Darussalam	Faculty of Arts and Social Sciences, Universiti Brunei Darussalam	○		
Singapore	The National Institute of Education, Nanyang Technological University, Singapore			
Oceania	Australia	School of Physics, University of Sydney		
		Deakin University		
New Zealand	SCU College, Southern Cross University			
	Waikato Pathways College, The University of Waikato			
Middle East & Near East	Turkey	Ondokuz Mayis University	○	
		Institute of Electronics, The Bulgarian Academy of Science		
UAE	Faculty of Medicine, Ondokuz Mayis University			
	Ittihad University	○		
Egypt	The Ministry of Higher Education and Scientific Research, The Government of Arab Republic of Egypt			
America	United States of America	Rutgers University	○	
		Clemson University	○	
Canada	The University of Findlay	○		
	Texas A&M University-Kingsville			
Mexico	Dixie State University			
	Mallinckrodt Institute of Radiology, Washington Univesity Medical Center			
Peru	Portland State University			
	Robert wood Johnson Medical School, Rutgers			
Europe	Faculty of Medicine, University of Ottawa	○		
	Universidad La Salle Mexico	○		
Germany	Universidad Nacional Autonoma De Mexico	○		
	Faculty of Engineering Geology, Mining, Metallurgy and Geographic (FEGMMG), San Marcos National University			
France	Asia-Africa-Institute, Faculty of Humanities, University of Hamburg	○		
	The Institute for Pulsed Power and Microwave Technology of Karlsruhe Research Center			
Italy	Institute of Plasma Research, University of Stuttgart			
	Textile and Chemical Institute of Lyon	○		
Russia	University of Maine	○		
	University of Naples “L’ Orientale”	○		
Latvia	Institute of Applied Physics, Russian Academy of Sciences	○		
	The Scientific-Technical Center of Microtechnologies of The D.V. Efremov Institute of Electrophysical Apparatus			
Lithuania	Institute of Physics Russian Academy of Sciences Siberian Branch	○		
	State Establishment Scientific Center of Reconstructive and Restorative Surgery, Siberian Branch, Russian Academy of Medical Sciences	○		
Poland	Kazan Scientific Centre of Russian Academy of Sciences			
	Irkutsk State Medical University			
Bulgaria	Institute of Solid State Physics, University of Latvia			
	Lithuanian University of Educational Sciences	○		
Romania	Vytautas Magnus University	○		
	Vilnius University	○		
United Kingdom	Faculty of Chemical and Process Engineering of Warsaw University of Technology	○		
	Institute of Electronics, The Bulgarian Academy of Science			
Africa	University of Bucharest	○		
	Babeş-Bolyai University	○		
Others	Romanian-American University	○		
	National Institute of Materials Physics			
Uganda	University of Central Lancashire	○		
	Birmingham City University			
Consortium	The Faculty of Medicine, Makerere University	○		
	University Mobility in Asia and the Pacific (UMAP)	○		
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	Graduate School of Engineering, Kyoto University	Graduate School of Science and Technology, Kyoto Institute of Technology		

(as of March 1, 2019)

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 March 31, 2019)



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 2018, short-term overseas students made up the majority of the students who studied overseas. In addition, with the significant increase in partner universities having academic exchange agreements, starting in 2017, the number of students going overseas for long-term programs has been growing.

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	Global Generic Skills	Undergraduate 2nd to 4th years
3		Academic Expertise	
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 2018

21 countries/regions (as of March 31, 2019)

	Destination country	No. of students	No. of programs
1	Thailand	111	8
2	USA	38	11
3	Australia	28	3
4	China	19	4
5	UK	20	2
6	Canada	15	1
7	Malaysia	14	3
8	Taiwan	10	2
9	South Korea	5	3
10	Germany	5	1
11	Russia	3	1
12	Zambia	3	1
13	Netherlands	2	2
14	New Zealand	2	1
15	Philippines	2	1
16	Bhutan	2	1
17	Singapore	1	1
18	Italy	1	1
19	Indonesia	1	1
20	Slovenia	1	1
21	Cambodia	1	1
Total		284	50

Short-term Overseas Training Program Experiences

1. Language Learning type
Destination: University of Oxford (United Kingdom)
Program Period: September 1–September 16, 2018
Participant: Mayuko Saito



I decided to join this program to learn different cultures and improve my English skills. Oxford is an attractive and beautiful city. There are many traditional buildings around the University of Oxford, and I felt as if I were in the world of Harry Potter. We enjoyed various kinds of activities, for example, taking a trip to Blenheim Palace and strolling through Oxford town. We enjoyed talking with Oxford students. We became good friends and taught our own cultures to each other and shared ideas. I found that there are many differences between Japan and England and that both places are so precious. You can acquire precious memories and your English skills will improve through this program.



3. Academic Expertise type
Destination: Airlangga University (Indonesia)
Program Period: August 15–September 17, 2018
Participant: Manami Aoki



In this program, I joined two weeks of clinical rotation in pediatrics at Dr. Soetomo Hospital and two weeks of research at Institute of Tropical Disease. I decided to apply to this program because I wanted to improve my knowledge about tropical infections from clinical and basic medical perspectives. Thanks to much help from kind and brilliant medical students and researchers in Indonesia, I could learn about infections common on Java Island. The experience in Indonesia especially taught me the importance of studying medical English because it is indispensable for sharing knowledge with doctors and researchers overseas in the future.



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 agreement. A student who has been chosen for the study exchange uses his/her time prior to departure to be a tutor for the exchange students who have come to the University of Fukui from partner universities, and supports 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 2019, 14 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, 15 students have participated from the University of Fukui between 2014 and 2018. 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 in 2017, receiving subsidies from local supporter companies. One student participated in the 7th session, and two students participated in the 9th session of this course from the University of Fukui. 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 related organizations overseas.

Exchange Programs Experiences

Destination: Ho Chi Minh City University of Foreign Languages and Information Technology (Viet Nam)
Program Period: January–June, 2018
Exchange Student:
Emi Sato, School of Global and Community Studies
— Second Year (at time of start of exchange)



Vietnam is one of the Asian countries famous for economic development and travel, so I wanted to know more about its history, culture, and background. In addition, one of my goals for studying abroad was to interact with students who were interested in Japan. I chose HUFILIT because there were many students who were studying Japanese. I joined the Japanese language club, and I discovered many differences between Japan and Vietnam through talking with Vietnamese students. It was difficult to accept these differences at first, but I realized that I should respect their opinions and views no matter how different they are from mine. After living life in another country, I gained the ability to accept different cultures and adjust myself to them actively.

Destination: Romanian American University (Romania)
Program Period: February–June, 2018
Exchange Student:
Kenichiro Nara, School of Global and Community Studies
— Second Year (at time of start of exchange)



I wanted to improve my English skills, multiply opportunities to use it, and take classes I had never encountered before, so I made the decision to study abroad. Through study abroad, I realized there is a gap in not only language skill but also in knowledge between other exchange students and me. At the same time, I felt the importance of active learning because most of the classes were led by students, and they exchanged ideas more freely. So, study abroad offers students opportunities not to just absorb knowledge but also to argue their opinions and develop themselves through interaction with other students.

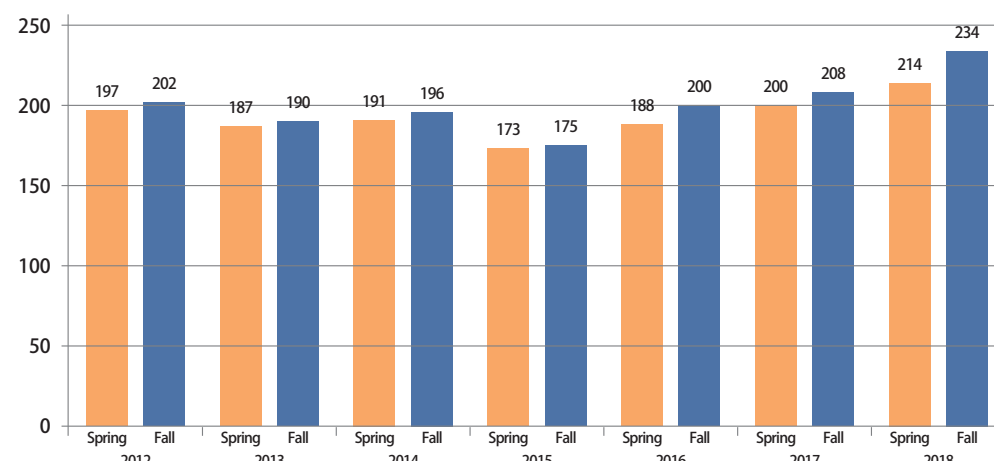
Global Outreach Inbound



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

We see diversity as core to our identity and as one of the university main goals. Therefore, the University of Fukui strives to continuously increase the number of international students and diversify the student body in order to establish international campuses where students from 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 society.

Transition in number of inbound students enrolled at UF



Number of International Students by Country

(as of October 1, 2018)

	Country/Region	No. of students
1	China	100
2	Malaysia	38
3	Taiwan	23
4	Indonesia	15
5	Vietnam	10
6	S Korea	9
7	Thailand	7
7	Cambodia	7
9	Bangladesh	4
10	Myanmar	3
11	The Philippines	2
11	Macau	2
11	Germany	2
11	Lithuania	2
15	India	1
15	Mongolia	1
15	Bhutan	1
15	Tanzania	1
15	U.S.	1
15	Mexico	1
15	Guatemala	1
15	France	1
15	Italy	1
15	Uzbekistan	1
	Total	234

Programs

Currently 234 international students from 24 countries/regions are studying at the University of Fukui (as of October 2018). We offer a variety of programs for the international students with different purposes and terms of stay.

■ Degree Programs

Global Engineering Program for International Students (GEPIS)

GEPIS is a 2-year Master's program in English. Applicants for this program can take the entrance exam overseas (pre-arrival admission). Successful candidates can study various fields of engineering. (See p. 21 for course list.)

Global Engineering Program for Research and Development (GEP for R&D)

GEP for R&D is a 3-year doctoral program in English, with the aim to nurture individuals who are equipped with highly developed practical skills and capable of becoming industry leaders both in and outside of Japan. Applicants for this program can take the entrance exam overseas (pre-arrival admission). (See p. 22 for course list.)

Malaysia Japan Higher Education Program (MJHEP)

The University of Fukui has been accepting students through MJHEP, a twinning program funded by the Malaysian government. Upon successful completion of the program in Malaysia, MJHEP students are admitted into the third year bachelor's degree program in the Department of Electrical, Electronic and Computer Engineering and the Department of Mechanical and System Engineering, School of Engineering. Some MJHEP students even decide to pursue a higher degree of education at the Graduate School of Engineering at the University of Fukui after obtaining a bachelor's degree, in order to deepen their knowledge in the specialized fields.

Japanese Government (MEXT) Scholarship Students

The University of Fukui accept MEXT Scholarship Students from various countries as post graduate students at the Graduate School of Education, Graduate School of Medical Sciences, Graduate School of Engineering, and United Graduate School of Professional Development of Teachers. They pursue their study and research in the specialized field at the University of Fukui and contribute to their home countries after graduation. Their presence on campus stimulates academic environment among students as well as professors, thus promotes internationalization of the university.



■ Non-degree Programs

University of Fukui Student Exchange Program (6 or 12 months)

University of Fukui Student Exchange Program is for students from our partner universities. They study at the University of Fukui for 1 semester (6 months) or 2 semesters (1 year) to take courses and earn credits or receive research instructions, while being registered as regular students at their home university. There are mainly 3 reasons to join this exchange program: exchange students can 1) take comprehensive Japanese language courses that fit your level, 2) take specialized courses in either English or Japanese, and 3) communicate with Japanese students as well as other international students from different countries/regions through courses and various activities on and off-campus.

(See pp. 37-38 for more details.)

UMAP Exchange Program (6 or 12 months)

The University of Fukui is a member of University Mobility in Asia and the Pacific (UMAP), a consortium for the promotion of student and teaching staff exchanges between institutions in the Asia-Pacific region. Qualified students from UMAP member universities are able to participate in the University of Fukui Student Exchange Program without a bilateral academic exchange agreement with the University of Fukui. We have been accepting students from Mexico, the Philippines, and Taiwan through UMAP since 2016.



■ Short Visit Programs

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 the University of Fukui, 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.



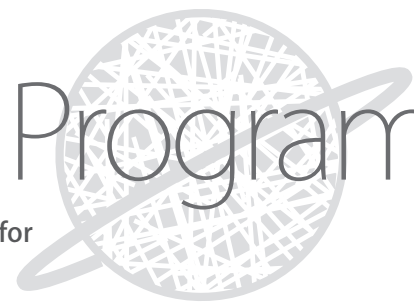
Cultural Exchange and Internship Programs (1 day – 4 weeks)

The University of Fukui has accepted groups of students from our partner universities in China, England, Indonesia, Singapore, Thailand, Turkey, USA, and so on. They participate in various custom-made programs upon request from each university and engage in cultural experience, research exchange, and internship at laboratories, the university affiliated hospital and schools.



University of Fukui also cooperates with Japan International Cooperation Association (JICA) and Japan International Cooperation Center (JICE) to organize short-visit programs for groups of young generation and adults from other countries/regions. We have so far hosted groups of visitors from USA, Myanmar, Laos, Afghanistan, and Egypt for the purpose of cultural exchange or educational and professional observation and training.





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	Japanese Language Proficiency Test (JLPT) 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

	2019 October admission	2020 April admission (Dates are subject to change)
Application Period	February 15 – April 15, 2019	September 2 – November 2, 2019
Notification of Acceptance	Mid June, 2019	End of December, 2019
COE sent out	Mid August, 2019	Mid February, 2020
Arrival Date	September 20 & 21, 2019	March 27 & 28, 2020
Orientation week	September 24 – 30, 2019	March 30 – April 3, 2020
1st Semester	Fall semester 2019 October 1 – March 31	Spring semester 2020 April 1 – September 30
	Classes start	October 1
	Final exam	February 3 – 7
	Vacation	February 10 – March 31
2nd Semester	Spring semester 2020 April 1 – September 30	Fall semester 2020 October 1 – March 31
	Classes start	April 7
	Final exam	Early August
	Vacation	Mid August – September 30

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 three 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.



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.

	Program A	Both	Program B
Language requirement	TOEFL PBT 500 / iBT 61		JLPT N2
Courses	Japanese Language Program (See pp. 27-30 for details.)		
	Program A Specialized Courses in English (See the course list below.)		
			Common Education Courses in Japanese
			Specialized Courses offered by the School of Education in Japanese
			Specialized Courses offered by the School of Engineering in Japanese
	Specialized Courses offered by the School of Global and Community Studies in English (See p. 14 for course list.)		Specialized Courses offered by the School of Global and Community Studies in Japanese and English

List of Program A Specialized Course in English, 2019-2020

Besides courses in the Japanese Language programu (pp. 27-30) and Specialized Courses in English offered by the School of Global and Community Studies, Program A offers the following Specialized Courses in 6 fields in English.

《 Culture and Society field 》

F	British and American Literature II
S	British and American Literature I
S	British and American Literature III
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
S	Advanced C Programming Exercise
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	System Program
F	Introduction to Information Theory
S	Quantum Mechanics, Quantum Computation and Quantum Cryptography
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	Structural Mechanics I and Exercise
F	Programing Exercise for Numerical Analysis
F	Introduction to Regional and City Planning
S	Structural Mechanics II and Exercise
S	Introduction to Architectural Planning, Design and Environmental 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	Fiber and Polymer Processing
F	Organic & Polymer Science
F	Biotechnology
S	Molecular and Cellular Biology
S	Advanced Analytical Chemistry in Biology
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.



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.

Activities for International Students

1 Jan.

2 Feb.

3 Mar.

4 Apr.

5 May.

6 Jun.

7 Jul.

8 Aug.

9 Sep.

10 Oct.

11 Nov.

12 Dec.

Day trip to Kyoto

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 highschools.

Club Activities

- There are 91 clubs and associations at Bunkyo campus (52 athletic and 39 cultural)
- There are 45 clubs and associations at Matsuoka campus (23 athletic and 22 cultural)
- There is 1 club at Tsuruga campus



Accommodation Dormitory



Bunkyo Campus

There are 2 dormitories located within 5 minute walk from the campus. And now we have one new dormitory available on campus as well. There is a local train station and a supermarket near the dormitories.

- UF Student Dormitory | 209 rooms**
Rent: monthly 5,700 JPY
- Overseas Student House | 29 rooms** (single, couple, family)
Rent (single) : monthly 8,900 JPY
Rent (couple): monthly 14,900 JPY
Rent (family) : monthly 17,900 JPY
- Makishima House | 18 rooms**
Rent (single): monthly 14,000 JPY



Matsuoka Campus

There is a student dormitory on campus.

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

- Rent (single) : monthly 8,400 JPY
- Rent (couple): monthly 13,400 JPY
- Rent (family) : monthly 15,700 JPY



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.



● English Walk Fukui Citizens International Association

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

楽



● University Festival University of Fukui

Community Outreach

Experience Fukui

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

笑



● Ski Tour University of Fukui



● Tanabata Party University of Fukui



● Mantouya Lantern festival
 Fukui Citizens International Association

喜



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

福



● 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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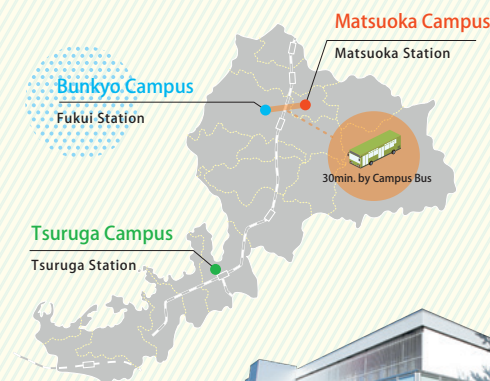


Bunkyo Campus

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 Life & Activities



Student Service Center

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



Health Administration Center

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



Counseling for International Students

We have English speaking counselor who can support international students.

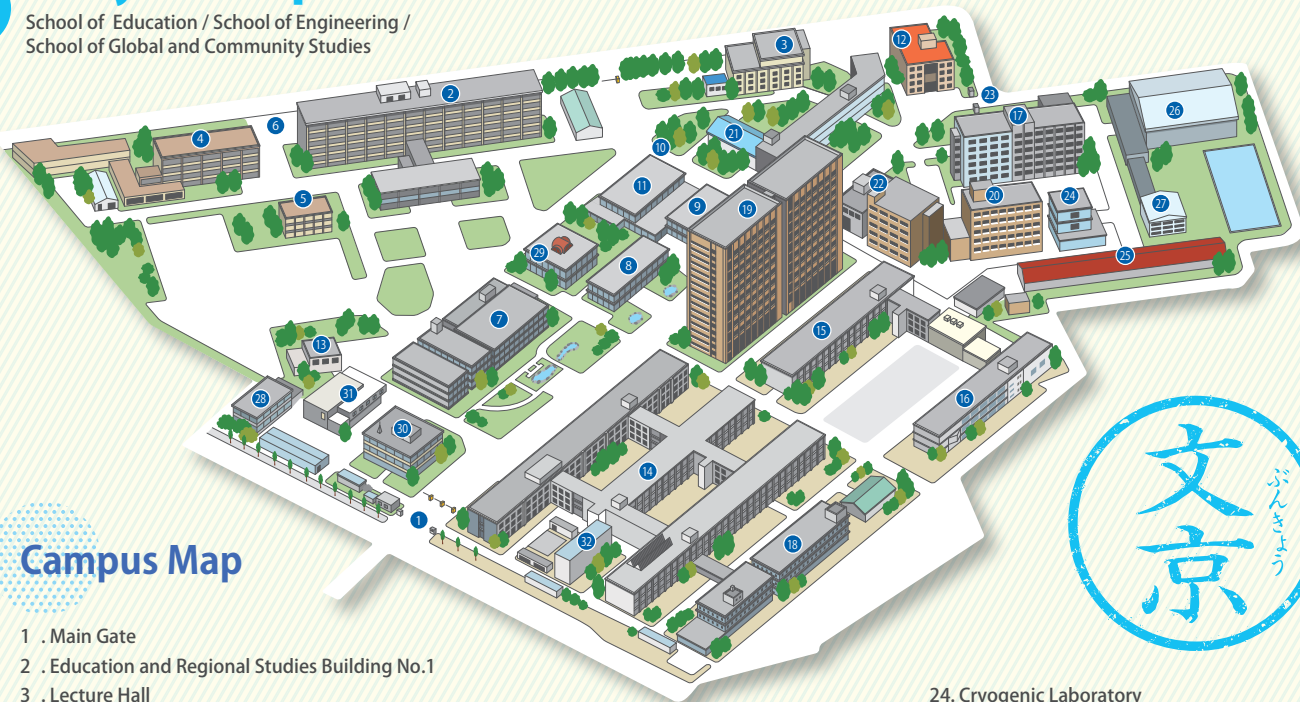


Accessibility Center

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

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.



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
- 23 . East Gate
- 24 . Cryogenic Laboratory
- 25 . Center for Innovative Research and Creative Leading Education (CIRCLE)
- 26 . Gymnasium I
- 27 . Gymnasium II
- 28 . Makishima House
- 29 . Center for Information Initiative(CII)
- 30 . Administration Office Building
- 31 . Academy Hall
- 32 . International Center Branch



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.



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:

- Welcome party
- Lunch 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.



Cafeteria "Ajisai"

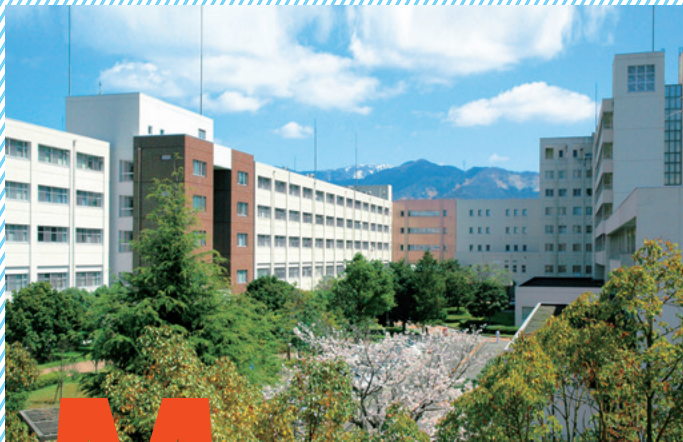
University cafeteria provides various kinds of menu at reasonable prices.
open 8:10 a.m. - 7:30 p.m.
(closed on Saturdays and Sundays)



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

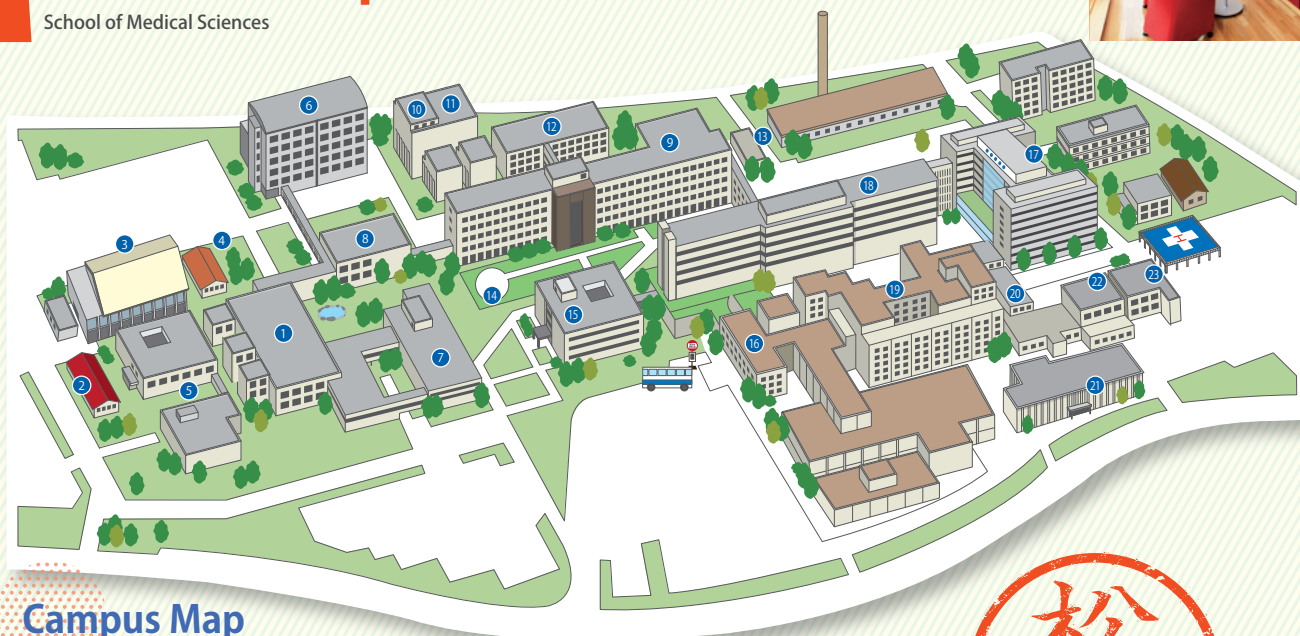
Bunkyo campus has shops where you can buy ready-to-eat food, snacks, drinks, stationery goods, magazines, etc. to support student life.





Matsuoka Campus

School of Medical Sciences



Campus Map

- | | | |
|--|---|--|
| 1. Lecturing Building | 10. Animal Laboratory | 18. Ward B |
| 2. Martial Arts Hall | 11. RI Laboratory | 19. RI Treatment Ward |
| 3. Gymnasium | 12. Graduate Student Research Wing | 20. MRI-CT Building |
| 4. Archery Range | 13. Pathological Anatomy Building | 21. Clinical Education Training Center |
| 5. Student Commons / Food Service and Stores | 14. Plaza | 22. Medicine of Cyclotron Ward |
| 6. College of Nursing Building | 15. Administration Building (Health Center, Education Affairs Office) | 23. Biomedical Imaging Research Center |
| 7. University Library | 16. University Hospital / Kiosk, Bookstore | |
| 8. Basic Practical Training Building | 17. Ward A | |
| 9. Basic Clinical Research Building | | |



Cafeteria "PLUM"

University cafeteria provides various kinds of menu at reasonable prices.
open 11:00 p.m. - 13:30 p.m.
(closed on Saturdays and Sundays)



Shop "PLUM"

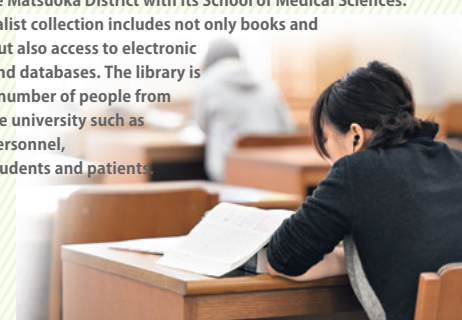
Matsuoka campus has a shop where you can buy ready-to-eat food, snacks, drinks, stationery goods, magazines, etc. to support student life.



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)

The Language Development Center (LDC) is a state-of-the-art self-access center and is equipped with books and more than 100 educational DVDs for language study, so that individuals can study foreign languages independently.

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

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

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



● Courtesy Visit to a Mayor of Tsuruga City



● Laboratory



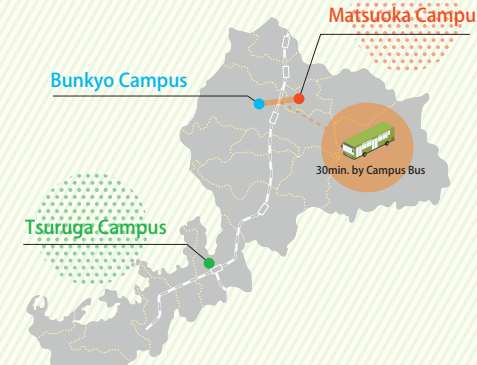
● Guests from Foreign Countries



● The State of the Experiment and the Study



● Lecture of an International Seminar



● Tsuruga Port Illumination Miraie

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 one 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

School	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	April	October
Spaces available	Small number	Small number	Small number
Application Period	Mid-January	Early October	Mid-January
Selection	Early February	Late October	Mid-February
Successful applicants announced	Mid-February	Mid-November	Late February
Admission processing period	Early March	Late 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 admission (Examination taken prior to coming to Japan)	GEPIs Course: 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-August	December	Mid-August	Mid-May	December
Spaces available	See the Application Guideline	Small number	Small number	Confirmation of Guidelines for Applicants	Small number
Application Period	Early September	Mid-April	Mid-November	Mid-August	Mid-April/Mid-October
Selection	Mid-September	—	—	Late August	—
Successful applicants announced	Early October	Late May	Late December	Mid-September	Late May / Late November
Admission processing period	Mid-November	Late September	Late March	Mid-November	Late Sept. /Late March

※These schedules are subject to change. Please see the Application Guidelines on the website below;
For Schools, please see; https://www.u-fukui.ac.jp/user_admission/examination/essential_point/
For Graduate Schools (GEPIs and GEPIC for R&D), please see; <https://www.u-fukui.ac.jp/eng/international/study-at-fukui/programs/degree-e/>

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 AY2018). 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.

Future Career Path

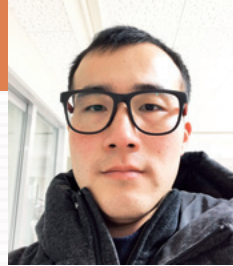


Class as part of the International Student Employment Support Program

Career Support

At the University of Fukui, we provide full career support for students regardless of whether they are Japanese 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 11 years in a row. Through our career support, many international students go on to be successfully employed in Japan.

Messages from Graduates



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 Ruan Wenxiang

- Current workplace: Nissan Motor Co., Ltd.
- Major at the University of Fukui: Department of Mechanical Engineering, Graduate School of Engineering (2011-2013)
- Nationality: Chinese

My name is Ruan Wenxiang. In 2009, I came to the University of Fukui as an exchange student first.

After one year exchange period, I applied for the Master Course for Mechanical Engineering. My research is about Cavitation Erosion which related to nuclear plant.

During the 3 year's life in Fukui prefecture, not only the beautiful landscape but also the warm heart of Fukui people left me a deep impression. Especially, as a member of overseas student union, we had got strong support from overseas student office to organize various types of events such as School Festival etc. Out of busy research, I have also attended the overseas program to Thailand and USA which really gets my eyes open and gives lots of inspiration.

After graduated in 2013, I joined in Nissan Motor as an Engine designer. Currently, I am working as a technical assistant for board member, helping to manage technical strategy. Once a year, I visit the University of Fukui as a recruiter to find new talent for our company.

As an OB, I hope you can enjoy your life in Fukui and great success in future.



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 Prof. Dr. Md. Aminul Haque Akhand

- Current workplace: Professor and Head, Dept. of Computer Science & Engineering (CSE), Khulna University of Engineering & Technology (KUET)
- Major at the University of Fukui: Department of Human and Artificial Intelligent Systems, Graduate School of Engineering (Master) (2003-2006)
- Department of System Design Engineering, Graduate School of Engineering (Doctoral) (2006-2009)
- Nationality: Bangladeshi

In 2003, I enrolled in Bio Science and Engineering laboratory under supervisor of Prof. Dr. K. Murase for M. Engineering and found research environment more than I expected. The lab environment was multicultural and multi-languages heaving researchers from different corners of the globe. I have also continued Ph.D. in the same lab and successfully completed in 2009 and my thesis outcomes published in several prestigious international journals. I am grateful to UF authority and my supervisor for getting full-time MEXT scholarship that helped me to devote myself in study and research. In 2017 (Oct - Dec), I again came UF as a Foreign Research Associate; and I found my previous lab and other things updated with time for better education and research.

I started my research on artificial neural network and now I also involve on deep learning, swarm intelligence and pattern recognition. At present, I am full Professor and head of the Computer Science & Engineering department of KUET. Moreover, I maintain research group and international research collaborations. Even in my busy period, I always feel UF and Fukui city. Thank you so much grateful to.



Name Riddhi Kochar

- Current workplace: Mitsubishi Fuso Truck and Bus Corporation
- Major at the University of Fukui: Department of Architectural and Civil Engineering, Faculty of Engineering (2012-2014)
- Nationality: Indian

I have been enrolled at the Department of Architectural Engineering, University of Fukui as an international student. I have acquired advanced academic skills on engineering through the intensive supervision of intelligent professors.

Along with the superior academic skills, I have learnt to improve myself. For the most important thing, the intercultural exchange at the UF taught me tolerance. I made many friends including many international students, and I think the global atmosphere worked for me in a good way. I was a part of the Japanese society but somehow I still got to figure out who I am more clearly. It gave me strength to be stubborn enough to go for what I really need for my future not only for what I want. Now, I have a good KPI with a lot of savings for the company as a buyer, working in procurement department. The specialty is different than architecture but I think I could found my passion throughout my student life in UF.

Keep looking for what is true lesson for your future. What you are doing might seem good for now, but it might not be for your future. Never lose faith.