

Curriculum Policy (Faculties)

Shizuoka University Curriculum Organization and Implementation Policy (Curriculum Policy)

The curriculum of Shizuoka University, based on its diploma policy, is organized and implemented in accordance with the following policy.

1. University courses consist of core courses to impart fundamental learning methods, proficiency in foreign languages, and essential skills for information processing, career formation, and so on; general courses in contemporary issues to impart an international mindset; and foundational science courses and courses for educational and other qualifications to acquire fundamental scientific knowledge and to acquire qualifications for teaching and other careers.
2. Specialized subjects encourage independent learning in specialized areas based on each faculty's diploma policy, systematically assigning courses to impart foundational knowledge and methods.
3. Courses incorporating student interaction, fieldwork, experimental and practical work are assigned to ensure that students can identify problems themselves and cooperate with others to solve them, while opportunities for interaction with local and international communities are actively given.
4. Sufficient time for learning is provided in all classes, with performance assessed based on objective standards.

Faculty of Humanities and Social Sciences

Curriculum Design and Implementation (Curriculum Policy)

Following the curriculum policy of Shizuoka University as well as its own academic charter, the Faculty of Humanities and Social Sciences, while respecting students' own judgments in pursuing their own academic interests, designs and implements its curricula with the following points in mind:

1. Students will acquire proficiency in English and other foreign languages and study both natural sciences and interdisciplinary subjects, to ensure a balanced view of their own specific area of study.

2. The four departments collaborate in offering classes that aim to address overarching issues.
3. Each department offers classes in its own specialized academic areas.
4. The faculty continues to examine and improve its education in a systematic and organized way, making sure that assessment and grading are fair.

Department of Social and Human Studies

The Department of Social and Human Studies designs and implements its curriculum as follows:

1. It offers introductory courses which help students master the basics in a specialized field, as well as mastering the methods of inquiry used in that field. It also offers specialized courses in each field.
2. It offers seminars and practicums as a way for students to acquire more specialized knowledge of a particular field, as well as an understanding of more advanced methods of inquiry in that field.
3. It requires participation in both a research seminar and a “graduation” seminar, and also the writing of a graduation thesis that both synthesizes the student’s specialized knowledge and demonstrates his or her ability to use the methods of inquiry of a particular field. This research, culminating in the graduation thesis, also cultivates the student’s ability to identify and solve actual problems in a particular field.
4. It promotes an interdisciplinary understanding of human beings and society by offering a variety of basic and advanced courses in a variety of specialized fields. Both general university-wide courses dealing with contemporary issues and specialized courses taught in conjunction with or by other departments also promote an interdisciplinary point-of-view.
5. Both basic and advanced courses promote tolerance and a regard for both human diversity and the backgrounds of others. They also enhance awareness of oneself as a member of both a local community and the world community. Specialized courses taught in conjunction with or by other departments and general university-wide courses in English, other foreign languages, and career formation serve the same purpose.

6. Besides readings in a field, many of the basic and specialized core course also require group work or field work in the community. These courses develop critical and logical thinking ability, as well as information literacy, and also develop communication ability and the ability to collaborate. The general university-wide courses in information processing, English, and other foreign languages also develop these abilities.

Department of Language and Literature

Following the curriculum policy of Shizuoka University as well as the faculty's own academic charter, the Department of Language and Literature, while respecting students' own judgements in pursuing their own academic interests, designs and implements its curricula with the following points in mind:

1. Students will acquire proficiency in English and other foreign languages and study both natural sciences and interdisciplinary subjects, to ensure a balanced view of their own specific area of study.
2. Students will be benefited by the collaboration of the four departments in the faculty in offering classes that aim to address overarching themes.
3. The department offers first-year students introductory classes to establish their perspectives in knowing themselves and others in order to decide for themselves which coursework to pursue in the following years and ultimately to live well as responsible citizens in society.
4. It makes two classes compulsory for all second-year students: An Introduction to Literature and An Introduction to Linguistics. Basic classes in each specialized area are also offered.
5. It offers third- and fourth-year students advanced lectures and seminars. Students acquire the knowledge and skills necessary to complete their graduation thesis

Department of Law

Based on the Diploma Policy of the Department of Law, its curriculum is laid out as follows:

1. Knowledge/Comprehension:

Firstly, to provide a broad education, the curriculum lays emphasis on an education in the liberal arts, such as core courses that impart proficiency in foreign languages and general courses on contemporary issues that impart fundamental scientific knowledge and promote an interdisciplinary approach.

Secondly, to deepen students' learning of law and politics, mandatory and elective courses are arranged primarily for the first year:

Introduction to Law, Introduction to Politics, Constitution (General Provisions and Government), Civil Law (General Provisions), and Criminal Law (General Provisions).

The Department of Law provides a systematic and phased learning process that proceeds from the basics to the advanced.

2. Analysis/Thinking: In a four-year structure, a wide range of specialized courses in law and politics are provided to develop research capacities, analytical skills, and thinking faculty regarding legal and political problems. Simultaneously, related subject courses are provided to enhance these capacities and skills and to nurture a broad perspective.

3. Attitude/Orientation: In a four-year structure, small class education is arranged that deepens the students' creative learning of law and politics. In the seminar classes, through discussions and written communication, students can work with the professors and other students to hone their abilities. Freshman seminars are organized in the first year and specialized seminars from the second or third year.

Each faculty member has at least one office hour a week. Students can ask faculty members about class content, receive academic advice, and consult them about their daily lives.

4. Citizenship: Several classes are provided in which students consider theoretical issues regarding citizenship, such as what it is to be a "citizen," and practical issues, such as how to participate in their social and political activities.

5. Understanding the Local Community: To take a leading role in the promotion of regional development, several classes are provided that aim to deepen students' understanding of regional problems, logically and practically analyze them, and consider reasonable solutions for

- them. By providing credits for time spent as interns, students are encouraged to take up internships.
6. International Way of Thinking: Several classes in both English and Japanese are provided to help students analyze the problems that occur in international society and consider the role of Japan in a global context.

Department of Economics

The Department of Economics designs and implements its curriculum so that students will acquire the following:

1. Communication ability
The ability to communicate with others, with mutual understanding, to collect and distribute information. Cooperating with others, expressing creativity, and thinking and acting globally are essential aspects of this communication ability.
2. The ability to think logically
The ability to understand logically matters in economics and business management, while not losing sight of the fundamental principles in both fields.
3. Self-management skills
The ability of a person to set a goal by himself, to create his own plan for achieving that goal, and to push himself to carry out that plan.
4. Expert knowledge
Expert knowledge in the field of economics and business management.
5. Academic Persistence
The individual discipline necessary to persist in the pursuit of a deep knowledge in economics and business management.
6. Interdisciplinary knowledge
Interdisciplinary knowledge of related fields in social studies—as well as the will to pursue it.
7. A broad range of general knowledge
A broad range of general knowledge—as well as the will to pursue it.

Faculty of Education

Curriculum Organization and Implementation Policy (Curriculum Policy)

The curriculum of the Faculty of Education, based on its diploma policy, is organized and implemented in accordance with the following policy.

1. Foundational courses, courses in contemporary social issues, foreign languages, and specialized educational courses are offered to impart a sense of public purpose, ethical perspective, and educational values firmly centered on the thorough-going learning required of a specialist in education.
2. Educational courses encourage independent learning in specialized areas in each major based on the Faculty of Education's diploma policy, systematically offering courses to impart foundational knowledge and methods.
3. Courses (which involve experiments, practical training and exercises, and practice teaching) and a graduation thesis, work, or performance, help students acquire specialized knowledge concerning what is being learned, the ability to systematically review to bridge the gap between educational theory and practice, and a practical attitude.
4. Lectures and exercises are provided to allow an impartial assessment of practical educational activities, along with encouragement of participation in educational or local volunteer activities, so as to impart the leadership and communication skills necessary for cooperation with others in educational work.

Faculty of Informatics

Curriculum Organization / Implementation Policy (Curriculum Policy)

The Faculty of Informatics, based on its diploma policy, shall organize and implement its curriculum in accordance with the following policy:

1. Educational programs shall be developed in our three program fields of Computer Science (CS), Information Systems (IS) and Information Society Design (ID) to give our students a solid grounding in Informatics, which includes both Information Sciences and Information Arts studies.

2. The faculty shall systematically assign classes for each educational program to impart the fundamental knowledge and techniques in each specialized field.
3. Common subjects taken by students in all three program fields shall be established to encourage a multifaceted learning in Information Sciences and Information Arts.

Faculty of Science

Curriculum Organization / Implementation Policy (Curriculum Policy)

Students in the Faculty of Science shall follow a program designed to enable a structured and independent approach to learning, based on the faculty's diploma policy. The program will consist of the following subjects which will be established according to the policy of each department, and include practical exercises and training, fieldwork and creation of a graduation thesis.

1. Cultural subjects to impart a wide-ranging cultural education and international mindset
2. Fundamental science subjects taught in a cross-sectoral approach to acquire foundational scientific knowledge
3. Specialized science subjects to acquire advanced theories, experimental methods and techniques in each specialized field
4. Qualification subjects required to gain certification as a teacher, curator or another professional role.

Faculty of Engineering

Curriculum Organization / Implementation Policy (Curriculum Policy)

The Faculty of Engineering, based on its diploma policy, shall organize and implement its curriculum in accordance with the following policy.

1. Offering contemporary cultural subjects to impart an international mindset, problem finding and solving abilities, a wider perspective, and flexibility of thinking. In addition, offering core subjects to impart the essential skills, culture and practical abilities required for members of a society.

2. Establishing fundamental science subjects (mathematics, physics, chemistry and biology), making mathematics compulsory, and establishing subjects for physics, chemistry and biology for students to gain knowledge through lectures and experiments in two specified main fields.
3. Systematically arranging specialized subjects for each year to allow students to learn through lectures, practical exercises and training and experiments specialized knowledge in each department.
Students will also be required to learn an overview of knowledge from other departments in order to learn about engineering fields outside of their own.
4. In order for students to acquire creativity, independent learning skills, research accomplishment skills, communication skills and presentation skills, subjects for interdepartmental practical learning about Creative Engineering will be set in the first year, and research for graduation in the fourth year.

Faculty of Agriculture

Curriculum Organization / Implementation Policy (Curriculum Policy)

The Faculty of Agriculture, based on its diploma policy, shall organize and implement its curriculum in accordance with the following policy.

1. The faculty will provide education to impart to students a wide-ranging perspective on agriculture and advanced knowledge of it, from the fundamental disciplines in natural sciences to specialized disciplines in each department.
2. First and second year subjects will include those teaching culture and languages, fundamental subjects for sciences and introductory subjects for specialized disciplines; subjects for specialized disciplines will be available in the third and fourth years, the emphasis being on continuity throughout.
3. There will be an emphasis on fieldwork-based scientific education to cultivate an attitude of independent learning.

4. There will be an emphasis on practical exercise and training subjects to cultivate powers of observation and insight, and to improve the ability to investigate issues.
5. Students will belong to a research laboratory from the second half of the third year, working towards their graduation research. Through this they will gain specialized knowledge and techniques and all-round thinking.
6. Subjects will be provided with help in developing their careers and forming social sensibilities, enabling them to complete their studies with a clear path forward past graduation.