

Curriculum Policy (Graduate Schools)

Shizuoka University Curriculum Organization / Implementation Policy (Curriculum Policy)

Shizuoka University, based on its diploma policy, shall organize and implement its curriculum in accordance with the following policy.

1. The master's course and professional courses have systematic class assignments and research supervision to ensure the acquisition of research ability based upon a deep knowledge of each specialized field and skills to handle advanced professions, based on the diploma policies of the graduate schools.
2. The doctor's course has systematic class assignments and research supervision to ensure independent research can be undertaken in specialized fields and the acquisition of skills to enable graduates to become active as researchers and advanced professionals, based on the diploma policies of the graduate schools.

Graduate School of Humanities and Social Sciences

Curriculum Organization / Implementation Policy (Curriculum Policy)

The Graduate School of Humanities and Social Sciences based on its diploma policy shall organize and implement its curriculum in accordance with the following policy.

1. Fields and Disciplines in Education Research

The Graduate School of Humanities and Social Sciences has three departments: the Department of Clinical Human Sciences, the Department of Comparative Studies in Language and Culture, and the Department of Economics. Specifically, they have formed organizations for education and research on the following points and issues.

The Department of Clinical Human Sciences has three supervised research fields: the Clinical psychology course, the Human Care study course, and the Sociology course. From the perspective of fostering practically active advanced specialists, they provide a wide education through the general study of clinical human sciences and through

research, while also imparting advanced investigative / research skills and specialized supporting practical abilities.

The Department of Comparative Studies in Language and Culture consists of traditional fields of study such as Philosophy, Cultural anthropology, History, Literature and Linguistics. It has five supervised research fields: Philosophy and Art Studies; Cultural Anthropology; Historical Studies; International Language and Culture; Comparative Languages and Literature. It aims to give a comprehensive grasp of a wide range of cultural phenomena.

The Department of Economics has two supervised research fields: International Management and Regional Public Policy. International Management aims at developing analytical / planning / applied abilities for enterprise management strategies from an international perspective. Regional Public Policy aims at cultivating comprehensive judgment / policy planning for regional industry, administration and economic activity.

2. Subject Organization

All the above departments have assigned supervisors and assistant advisors to ensure a steady implementation of the academic process of setting research topics, collating materials, processing data, making verification, conclusions and results based upon an awareness of issues for graduate school students, and have the following subject organization established.

Courses are organized such that the student completes 6-14 credits of compulsory subjects, including special exercises for receiving academic instruction from the supervisor to create a Master's thesis (4 credits; 8 credits for the Department of Economics); 10 or more credits of elective compulsory subjects (16 credits for the Department of Comparative Studies in Language and Culture) to gain a greater level of specialized abilities; 2 or more credits of free subjects from among those available in the graduate school; and finally, the graduate student under his/her own power creates their master's thesis.

Graduate School of Education

Curriculum Organization / Implementation Policy (Curriculum Policy)

The Graduate School of Education, based on its diploma policy, shall organize and implement its curriculum in accordance with the following policy.

Department of School Education Research

The graduate school has systematic class assignments and research supervision to ensure its students have deep professional knowledge of children, schools, development and learning, and acquire the ability to practically cope from a wide perspective with regional / school curricula with an international sensibility.

1. The student shall complete 6 or more credits from among educational careers as a joint subject, subjects concerning comprehensive research on elementary and secondary education or physical / arts education, and subjects on international understanding education dealing with contemporary issues in the classroom, environmental education and information education.
2. Compulsory subjects are 2 credits of practical training as a joint practical subject to develop practical educational skills, and 2 credits in the theory of the development of teaching materials.
3. The student shall complete over 10 credits to be selected from special educational subjects to acquire knowledge and research skills in their specialist field, 6 credits in topic-based research and 4 or more credits in free elective subjects. In total 30 or more credits shall be completed. Having done so, the student should choose their primary discipline to be specialized in, receive research instruction and submit their master's these or research results.

Division of Advanced Practice in School Education

The student shall complete 48 credits or more from among the following subject categories, based on a curriculum designed with the aim of fostering new teachers able to actively forge new schools, or core middle-level teachers with advanced practical teaching abilities.

1. Joint subjects aiming at acquisition of knowledge / skills to form the base of advanced practical teaching abilities (22 credits / 11 subjects).
2. Elective subjects aiming at acquisition of knowledge / skills furthered in the disciplines of School Organizational Development, Development of Education Methods, Pupil Guidance and Support, and Special Supportive Education (16 credits / 8 subjects).
3. Applied subjects aiming at confirming and applying contents learned in the joint subjects and elective subjects in actual school classrooms. Applied subjects in schools (10 credits / 3 subjects) consisting of Core Training (3 credits), Training by Disciplines (3 credits), School Improvement Ability Training for all teachers in their second year, based on their studies in this department (4 credits, for graduates of the graduate school) or the School Improvement Ability Advanced Training (4 credits, for current graduate school students).
The student shall receive support from an instructor on practical research concerning their departmental discipline, and will submit a report with those results.

Cooperative Doctoral Course in Subject Development

Through pursuit of subject development, the course shall clarify construction principles in the subject content, and it shall have systematic class assignments and research supervision to ensure independent research can be undertaken in the development of teaching materials and the creation of educational environments, plus the acquisition of skills to enable graduates to become active as researchers and advanced professionals.

1. Specialized core subjects include the two compulsory Theory on Subject Development (2 credits) and the Subject Development Practical Theory (1 credit). Seven subjects (all 1 credit) including Theory on the Use of Cultural Assets and Educational Assessment and Verification Methods, are assigned as elective subjects, of which the student must complete at least six.
2. There are 27 departmental field subjects, including elective subjects in subject development, and elective subjects in cultural and social

sciences, natural studies or creative subject fields. The student must complete at least 10 credits from among these.

3. Departmental applied subjects are the Subject Develop Seminar I (compulsory), II (compulsory) and III (elective) (all 2 credits), with preparation for writing a doctoral thesis and classes (seminars) held with all students and instructors under one roof in February.

In total 20 or more credits shall be completed. Following that, the doctoral thesis supervisor will meet frequently with the student individually while the assistant advisors maintain close contact as the student works to complete the doctoral thesis.

Graduate School of Informatics

Curriculum Organization / Implementation Policy (Curriculum Policy)

The Graduate School of Informatics, based on its diploma policy, shall organize and implement its curriculum in accordance with the following policy.

1. The basic purpose of the education courses is to foster professionals of an ever more advanced level with a richly specialized knowledge of information technology as it undergoes second-by-second innovation and the sophisticated information in society brought about by such, and with problem-solving capabilities contributing to the construction of a desired information society.
2. The school has a curriculum with an educational base fusing humanities and industry to ensure the acquisition of problem-solving capabilities through a multifaceted approach linking and combining information sciences with information society studies.
3. In order to ensure a systematic specialized education, our program is split into three fields with class work and research supervision given.

Graduate School of Science

Curriculum Organization / Implementation Policy (Curriculum Policy)

Students at the school will learn under the program designed to foster human resources with a deep knowledge of fundamental sciences and problem-solving abilities as required for engineering or research careers, based upon the basic policy of the Graduate School of Science (the diploma policy). This program is

made up of the following classes organized in order to impart advanced knowledge and research skills required for each specialty.

1. Lecture subjects for high-level research into specialized fields from a wide perspective.
2. Subjects for specialized research aiming at the creation of a master's thesis under the direct supervision of the instructors.

Graduate School of Engineering

Curriculum Organization / Implementation Formation Policy (Curriculum Policy)

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

1. To foster an advanced and high level of specialization, the school has common core subjects, highly specialized course subjects and field of specialization subjects. Courses taught in English encourage personal development of abilities enabling students to act flexibly and show leadership in the global society.
2. Supervisors and assistant advisors give instruction for the master's thesis and special topic research in order to foster advanced specialization and enriched creativity, the ability to study independently, the ability to search out topics, topic exploration and solving abilities, communication skills and presentation skills.
3. In order to be able to resolve various complex problems in society and industry, the school has common subjects for fundamental scientific advanced study and management-related subjects. This encourages the students to themselves develop the ability to handle commanding roles as advanced professionals.
4. In order to foster the ability to overview the whole of engineering, the school has established a minor system to gain a minor in addition to the student's major. This gives students an opportunity to take a structured approach to other majors.

Graduate School of Agriculture

Curriculum Organization / Implementation Policy (Curriculum Policy)

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

1. Students will acquire applied skills through studies focused on practical / exercise-based learning along with a large amount of fundamental knowledge in specialized fields relevant to the development of local and international societies.
2. Students will acquire an essential education for becoming professional workers and members of society, forming the backbone of future research through a wide-ranging understanding of the relation between related industry and research.
3. Students will gain knowledge concerning a diverse array of leading-edge fields in natural science along with engineering ethics and social perspectives, learning not only in their specialized field but also a wide range of peripheral disciplines and multiple disciplines.

Shizuoka Law School

Curriculum Organization / Implementation Policy (Curriculum Policy)

The graduate school has systematic class assignments to advance independent learning of law and to gain fundamental abilities enabling students to act as professionals in the legal profession. Particular care is given to the following points.

1. The subject curriculum is based on a three-stage system from fundamentals to familiarization to applied learning to ensure students from diverse backgrounds can steadily acquire knowledge.
2. Classes with joint participation by research instructors and practicing instructors will attempt to bridge the gap between theory and practice.
3. Classes will have small numbers to develop an interactive and multi-directional approach.
4. Class subjects will be assigned to enable students to deal with particular legal issues and needs in each region, such as subjects on Chinese law or for foreigners in Japan.

Graduate School of Science and Technology, Educational Division

Curriculum Organization / Implementation Policy (Curriculum Policy)

The Graduate School of Science and Technology, Educational Division, based on its diploma policy, shall organize and implement its curriculum in accordance with the following policy.

1. The school has introduced an assistant advisor system which instructors belonging to the Graduate School of Science and Technology, Research Division are in charge of, for foundational education compounding a diverse range of different fields and specialized and expert instruction.
2. The school will provide specialist subjects incorporating rich contents and practical professional knowledge by selected lecturers at the front of their field in order to ensure research outcomes of an international standard.
3. Foundational common subjects will be held to give short, intensive classes for the necessary knowledge to foster ethical perspectives with consideration to management abilities and human welfare, as required by researchers and engineers for the 21st century.
4. The classes provided will stay in line with rapidly progressive scientific technology, with general theory to enable understanding of all research fields in each major (fundamentals compounding different fields), and subjects in new disciplines to teach fields where future development is expected.
5. Special English courses are established with excellent foreign students actively accepted to foster fully international researchers and advanced engineers through a keen spirit of competition between Japanese and non-Japanese students.