Four years have passed since the Great East Japan Earthquake Disaster and the Fukushima Daiichi Nuclear Plant Accident. The reopening of the national highways and expressways connecting north to south in the evacuation areas have restored the basic traffic infrastructure, marking major progress in the restoration efforts of disaster-affected areas. Still, more than 110,000 residents of Fukushima prefecture remain evacuated within and outside of the prefecture.

Fukushima University is located in the region affected by the disaster. In April 2011, immediately after the disaster, Fukushima University established the Fukushima Future Center for Regional Revitalization (FURE) to carry out support activities to benefit victims and the region. Through FURE, the University has utilized its specialized knowledge base to engage in the following activities: support for disaster victims living in temporary housing or similar circumstances, participation in restoration plans and community revitalization efforts of municipal governments in disaster areas, drafting contamination maps for agricultural land, experimental propagation of agricultural products, measures to mitigate negative publicity, support for children and young people, rescue activities for cultural assets within disaster areas and various other support activities. Building on this, we established the Institute of Environmental Radioactivity in 2013 to investigate the impact of long-term radioactivity on the natural environment and host researchers from in and out of the country to advance international research.

Also, the project “Development of Fukushima Future Studies that Aims to Revitalize Communities after the Nuclear Disaster” (2013 to 2017) was selected for the 2013 Center of Community Project (COC project) conducted by the Ministry of Education, Culture, Sports, Science and Technology (MEXT). Fukushima Future Studies is a new academic program to develop human resources among the youth who will take on restoration efforts. In 2014, we established the core subjects based on the common academic subjects. Now in its third year of operation, the program in this new academic year continues to expand and become more systematic as it launches model elective subjects as specialist training.

January 2015 saw the announcement of the future vision for Fukushima University, the “Nakai Plan 2021.” In light of items to include in the third mid-term target plan currently under development for completion by 2021, the Nakai Plan outlines directions and specific plans that only this University can accomplish by 2021, ten years after the earthquake and nuclear disaster. The Nakai Plan 2021 includes individual and specific measures for developing human resources able to creatively engage with regional challenges (education), fulfilling its mission as a research university within Fukushima (research) and contributing as a core knowledge base to Rebuilding Fukushima (contribution to society).

Fukushima University established new academic areas in science and technology at the same time as it became incorporated as a national university corporation. It developed from a humanities-oriented tertiary institution into a comprehensive university that fuses the humanities and the sciences. We ask for your kind support in the efforts of Fukushima University to “move forward with the community” with the aim of developing human resources with a global perspective and sensitivity who are able to solve the various challenges facing the region.
Nakai Plan 2021  
— Towards an Academic Institution Specializing in Human Resource Development That Moves Forward with the Community —

An Academic Institution Specializing in Human Resource Development That Moves Forward with the Community

Since its establishment, Fukushima University has sent out specialized human resources into the spheres of education, industry and administration in the locality of Fukushima. Based on the spirit of freedom, self-government and independence, the University facilitates education and research that fuses the humanities with the sciences to fulfill its mission as a trusted higher education institution with a strong presence in the local community.

In order for Fukushima University to further fulfill its mission as a human resources development institution that contributes to the creation of a new regional society, Fukushima University will aim to achieve the following goals under its new mission statement called the Nakai Plan 2021. Together with its local communities, Fukushima University will tackle 21st Century Challenges being faced in Fukushima today, and move forward by leveraging lessons learned through the earthquake and nuclear disasters.

Education

Develop human resources that can creatively engage with regional challenges.

Organizational Infrastructure That Promotes Educational Reform

- Establish organizational infrastructure to facilitate educational reform by comprehensively evaluating general education, specialized education, teacher training and other educational activities engaged in by the University.

Establishment of an Educational Program That Responds to 21st Century Challenges

- Develop the Fukushima Future Studies as a minor unique to Fukushima University, and reinforce its function to develop new human resources capable of tackling issues related to the revitalization of Fukushima.

- Build academic programs that correspond with global human resources development as a means to facilitate academic activities in step with globalization.

- Increase the sophistication of teacher training functions to take into account the realities of school education in Fukushima.

- Facilitate human resource development capable of handling challenges pertaining to food and agricultural safety in post-disaster Fukushima.

- Promote the development of human resources in the renewable energy field while reinforcing human resources development functions in science and technology.

- Create a new purpose for human resource development based on research results from the Institute of Environmental Radioactivity.

- Reinforce Foundational Education and Verification of Quality Assurance

- Further human resource development by adopting active learning in our curriculum.

- Bolster general education while pursuing specialized training that meets the academic interests of students.

- Economic Support to Students and Upgrading Study Environments

- Systematically renovate aging facilities and equipment.

- Upgrade self-study spaces for students.

- Continue to develop the Student Education Support Fund to bolster support for student life.

- Proactive Initiative for 21st Century Challenges That Are Accelerated in Fukushima

- Research and proactively engage with challenges accelerated in Fukushima since the earthquake and nuclear disasters, that are also challenges being faced in Japan as a whole, such as progressively lower birth rates, aging population, community breakdowns, and energy issues.

- Global Promotion of Environmental Radioactivity Behavioral Research by the Institute of Environmental Radioactivity

- Bolster systems and functions in the Institute of Environmental Radioactivity (IER) by inviting more international researchers, and lay down groundwork for developing IER as a cutting edge global research organization within the field of environmental radioactivity.

- Formulation of a Future Creative Education Style by the Innovative Learning Laboratory (ILLab)

- Develop expertise and experience acquired through activities by the OECD Tohoku School into developmental research for a new human resource development program at our Innovative Learning Laboratory.

Contribution to Society

Contribute to society as a core knowledge base for Rebuilding Fukushima.

- Core Knowledge Base within the Community

- Contribute to resolving challenges facing Fukushima and regional communities by developing industries based on innovations and social revitalization.

- Developmental Reorganization of the Fukushima Future Center for Regional Revitalization

- Reorganize the Fukushima Future Center for Regional Revitalization (FURE) to further develop the organization as an asset to restoration and revitalization and continue support activities that move with the community.

- Contributions to Restoration Through Close Collaboration with Fukushima Prefecture and the National Government, etc.

- Engage in activities based on the Fukushima Prefecture Restoration Plan and the Innovation Coast Scheme as a part of Revitalizing Fukushima.

Research

Fulfill Our Mission as a Research Institution in Fukushima.

- Proactive Initiative for 21st Century Challenges That Are Accelerated in Fukushima

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Establishment of an Educational Research Organization

Establishe and develop an educational research organization that meets the needs of society.

- Establish a Human Resources Development Organization for Agriculture

- Establish a Human Resources Development Organization in the field of agriculture at an early stage in order to accommodate the rising demand for HR development in agriculture in Fukushima due to food safety issues following the March 11th disaster.

- Establishing a Graduate School in Education

- Enhancing overall capabilities and aptitudes of teachers in Fukushima Prefecture by establishing a graduate school of education appropriate that meets the needs of Fukushima.

Management and Operations

Administrative reforms throughout the university.

- Establish an IR (Institutional Review) office to collect and analyze objective data on university operations and facilitate continuous university reform.

- Modify the director/vice presidential system and selection method, and in doing so clarify responsibilities and authority to enable an efficient management and operation structure.

- Create an environment that allows strategic resource allocation by providing an expense reserve that is at the discretion of the president and other means through the adoption of new methods for managing labor costs.

- Enhance overall financial strategies to create a structure that can respond flexibly to the changing needs of society.

- Convene a commemorative project for Fukushima University’s 70th anniversary (2019).
**Faculty of Human Development and Culture**

Admissions Policy — Ideal student —
We are looking for students who are interested in human development and the exploration and creation of culture, and who are keen to play a role in the challenges facing human development today.

**Goals of Learning**

**Fostering the educators of people and culture**

The faculty wants to train teachers who can directly tackle issues at the front line of education, and to encourage the development of people who can provide assistance to the local community through culture.

The Faculty of Human Development and Culture is looking carefully at issues facing both school education and the local community, and is approaching these from the perspectives of human development and culture. The courses in this faculty place importance on curriculum flexibility, careful advice, and the ability to put things into practice. Through these courses, the faculty nurtures educators of people and culture who will educate people and create culture, and who will drive the recovery of the Tohoku Region and create the future for Japan.

**Overview of the Faculty**

Creating the next generation of specialists who will drive human growth: training the educators

At the Faculty of Human Development and Culture, we train specialists who will promote human growth and who can be active in various areas in society. By specialists who will promote human growth we mean the people who will actively utilize their knowledge of education in schools and kindergartens, and in local government bodies and companies. Through our curriculum, students will become familiar with the knowledge, techniques and values that will support human growth, from the specialized perspectives of the humanities and social sciences, and mathematical sciences. The students can gain teaching certificates in almost the same way as they would at the Faculty of Education.

There is a focus on Human Development, which helps students to learn the reasoning behind development. The second is Cultural Exploration, in which students learn about the way the world works and tackle some contemporary issues. The third is Sports and Arts, in which students aim to create culture through physical and artistic training. Both students who want to become teachers and those who want to carry out research in their area of specialty can apply their learning.

**Curriculum Features**

The Faculty of Human Development and Culture places great importance on proactive learning by each student, and has an education system that offers a flexible curriculum according to each student’s interests and their career path. Teachers who are curriculum advisors provide support for curriculum development. In addition, class advisors are available to discuss daily life and study issues with the students.

By setting study goals that look ahead across the four-year period of studies at our university and by recording the details of your study history in the portfolio, you can clearly see what you have studied so far, and what the future issues will be. Looking back over what you have learned will strengthen your ability to make things happen.

**Lecture Features**

Lectures in the Faculty of Human Development and Culture do not all take place in traditional classroom settings. There are many opportunities for students to conduct research in groups, publish their results, and carry out practical work in the local community.

Each year there are practical training courses where students can develop their practical teaching skills. These offer many opportunities for students to learn outside the classroom through a variety of training programs that include: natural training experience, local community education practice, clinical education practice, the special overseas course and teaching practice. Through these courses, students develop an awareness of problems encountered in the field, and build up their knowledge and ability to apply what they have learned.

**Natural training experience (First Year)**

The natural training experience is held during the summer holidays, and approximately eighty first year students who are new to the university take part. The students form teams and organize a three-day exchange program with elementary and junior high school students. This unique program involves the planning of a natural training school. In this program, students can form a basic understanding of children as well as the difficulties and joys of creating educational activities.

**Local community education practice (Second and Third Year)**

The objective of local community education practice is for students to build up their practical abilities as teachers or local community educators by interacting with children in the local community. In this program, the students work in groups to provide support for after-school care primarily at community centers, attend workshops held at the Komigokusumouhol facility for the children of Fukushima City, and carry out activities in special-needs groups in the local community.

**Clinical education practice (Third and Fourth Year)**

In the clinical education practice course, students provide support at schools for children with special needs within the Fukushima City public school system. During the course, the students assist with the teaching and daily activities of children who require one-on-one instruction, and children who spend all day in school sick bays or in resource rooms because they cannot participate in normal class activities. The students learn about the broad range of understanding of children that teachers need to have, and gain practical experience in instructing children.
Major in Human Development

Learning objectives

Giving students practical skills and values that will support independence, through a deep understanding of human development.

The most important quality for an educator to have is a deep understanding and trust of people. In the Human Development major, students are trained in the values and attitudes required in educators. While learning about the logic and diversity of development, the essentials of education and contemporary education, students acquire the knowledge and techniques they will need as teachers. They are exposed to various approaches to human psychology, and become familiar with special techniques of child education and special-needs education. Through a diverse range of fieldwork programs, students deepen their understanding of human development. We train people who can put their skills into practice to help others achieve independence in a variety of settings, including the local community, businesses, education and welfare.

Major in Cultural Exploration

Learning objectives

From the standpoints of culture and science, fostering a broad knowledge about society, an awareness of social problems, and an inquiring mind.

Each and every human being is brought up in society. In the Cultural Exploration major, students study human development from the perspective of society and culture, and link this to the training of the next generation. In this major, students deepen their understanding of language culture, regional culture, the life sciences and mathematical science subjects and learn about their mutual influence and applicability. Students look at the various ways that knowledge exists and functions in society. Students become familiar with specialized knowledge of society and culture and learn how this can be applied. They analyze contemporary problems facing schools and the local community, and learn how to tackle these issues head on.

Major in Sports and Arts

Learning objectives

Through the pursuit of sports and art, students heighten their unique abilities and create culture that can contribute to local communities.

Not only do sports and art excite people, they also play a vital role in establishing the individual. In the Sports and Arts major, students study the following topics at an advanced level: enhancing competitiveness, lifelong physical exercise and sports; ideas and theories of art and music; and performative techniques. Students are trained to become outstanding human resources who can utilize these skills. Students can go on to become teachers of music, art or physical education; excellent competitors or performers; instructors in the areas of sports or art; and people who can contribute in the local community to the planning of events, health and welfare.

“Unique opportunity in Japan”

The Faculty of Human Development and Culture offers a variety of classes especially interesting for students of Japanese, education, arts and sports. I enjoyed the regular classes about history and language with my fellow Japanese students just as much as I enjoyed the Japanese classes for exchange students teaching us about culture, society, history and living in Japan. My experience at Fukushima University is one that I will never forget. It taught me so many things about life, never giving up, moving forward, working hard and protecting the people around me—things, that I would have not been able to learn anywhere else but in this very place of recovery from one of the most tragic events that has happened to Japan. I had the unique opportunity of getting to know the real Fukushima of today, talking to its people and becoming part of this community that welcomed me warmly.

Student’s Voice

Dunja Sharbat Dar
Student of Ruhr-University Bochum, Germany

Faculty of Administration and Social Sciences

Admissions Policy —Ideal student—

The ideal student is someone who will study the issues that local communities are facing from a wide-range of interdisciplinary perspectives, who has the desire to create a healthy culture for local communities in which people can live more at ease, and who has the drive to acquire the necessary knowledge and skills to achieve these objectives.

Goals of Learning

Fostering real learning ability

Training local community people who have the desire to be leaders, well equipped in both theory and practice, and able to get local communities motivated and active.

Overview of the Faculty

We train people who will study the problems of local communities from a wide range of interdisciplinary perspectives to come up with solutions.

Re-envisioned in 2005, this Faculty seeks students who have an interest in contributing to municipalities that are in tune with Japan’s era of the local community and the era of decentralization: By studying law, politics, public administration, sociology and cultural sciences, among other subjects, students will undertake interdisciplinary studies and research. The aim of these studies is to train a diverse range of people who possess the abstract and specific skills that will enable them to identify the issues facing local communities and help solve them.

Our curriculum includes a wide range of contemporary themes such as the citizen-judge system, advocacy, the decentralization of power, town planning, social welfare, the environment, information, mass media, gender, social education, and the understanding of other cultures. We also offer classes that cover important areas in practical learning, hands-on experience and local fieldwork.

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Actual social problems are complex, and cannot be solved only through one approach coming from a single academic discipline. Students can develop the ability to use multiple approaches to tackle contemporary problems through interdisciplinary study of a wide range of courses at our Faculty. They can learn about local community problems by interacting with members of these communities through the projects and practical training courses offered. While receiving a four-year, integrated, small class-size education, students can acquire a proactive attitude to learning in accordance with the learning progress of each individual. They select their major at the start of their second year, as the Faculty believes this approach enables students to acquire the expertise that each of them seeks while developing a broad grounding from a diverse range of subjects.

In the Faculty of Administration and Social Sciences, practical learning, hands-on experience and local fieldwork are considered essential to help students develop the ability to solve problems in their communities. Practical training courses are offered in the areas of social education, social welfare, as well as in research topics in regional administration, archeology, and paleography and museum studies. In addition, through courses in the specialized practicum and introduction to major, students carry out fieldwork in local communities to explore various themes in depth. The Faculty offers active subjects that include student planning classes, interdisciplinary classes, and fieldwork courses both in Japan and overseas. These place great importance on the autonomy of the students and teachers who plan the classes.

In the training program, students gain experience to the point of creating policy proposals oriented towards the realities of communities. Studies begin with an investigation of the literature and reference materials relating to local community issues and policy formation. The students select a research theme and community to study, then plan and execute all stages, from social surveying to the compilation and presentation of a report. This training course enables students to enrich their university learning by coming into contact with a range of people in local communities.

This class explores welfare issues, and helps the student to understand the situations of the disabled, the elderly, children and other recipients of social welfare. For example, students simulate actual visually impaired lifestyles or use wheelchairs to get around local communities; they carry out group surveys, and gain hands-on experience in actual welfare related work by spending a week at an elderly care facility.

Students set the issues they will study, carry out activities on and off campus (limited to within Japan) and conduct proactive studies and training. The planning classes are for second-year students and above. Provided that the self-planned classes meet the faculty’s conditions, they are given credits (2 credits). The students are required to pass the results of their studies on to other students through the preparation of reports, lectures and so forth. Students are also required to submit reports at report-sharing meetings with their fellow students.

Major in Law

A post-graduation pathway that responds to a wide range of social phenomena in the community based on a systematic legal education

In the Law major, we offer a systematic legal education aimed at developing human resources with legal policy skills, such as policymaking, ordinance and rule making, and legal interpretation abilities that will enable them to respond to issues in the community. To that end, we have put in place a variety of courses corresponding to such fundamental and elementary legal fields as constitutional law, civil law, commercial law, civil trial law, criminal trial law, and administrative law. In addition, in contrast with the curriculum of a conventional legal education, we offer a large number of unique courses such as municipal law, environmental law, labor law, social security law, economic law, international law, and the sociology of law.

Major in Community Management

To develop talented people who will take the lead in regional development in accordance with individual local characteristics

In solving community-specific problems through regional development, apart from municipalities developing policies and measures on their own, there is a need for new partnerships that leverage the attributes of other participants such as citizens and companies. In the Community Management major, in order to cultivate new regional leaders, we teach our students about the system and techniques of policies and plans as seen mainly from the standpoint of politics and government, but also from the viewpoint of citizens. They also learn how to analyze regional information and understand regional conditions. These are skills that are indispensable for decision making.

Major in Social and Cultural Studies

A post-graduation pathway that corresponds to the symbiosis of local communities containing multiple elements, on a foundation of sociology and cultural theory

In addition to possessing an overall view of the community, new community leaders need to perceive the symbiosis of diverse elements in local society; they need an understanding and acceptance of multiculturalism in response to the internationalization of communities, and a flexible outlook on the changing roles of men and women. In the Social and Cultural Studies major, we look for ways to solve problems by analyzing the issues that contemporary communities confront from the standpoints of sociology and cultural theory. We investigate topics with an awareness of sociological history and of the global society, with an eye on the US, Europe and Asia.

Student’s Voice

I broadened my perspective at Fukushima University

I am an exchange student from Hebei University in China. Five months have passed since I arrived in Japan in April 2015 to attend Fukushima University. Through my studies here, I have felt the difference in educational methods from those in China. Also, through exchanges with Japanese students and people from the community, I have attended many events that allowed me to experience Japanese culture and the charm of Japan and Fukushima. All of my instructors are kind and polite, and no matter what kind of embarrassing mistakes you make or simple questions you ask, they will teach you with generosity. Also, the class formats are diverse, and you can freely study many different subjects, so I was able to gain a wide range of knowledge. I love Fukushima University!
Faculty of Economics and Business Administration

Admissions Policy — Ideal student —
Someone with a keen interest in the variety of problems facing modern society, who looks to identify and pursue their own topics with an animated mind. We look for students who can make a contribution to the community and the world by drawing on their education, knowledge and interpretive skills.

Goals of Learning

Studying with an intellectually mind

Toward the creation of a new Fukushima. Backed by ninety years of tradition, we want you to feel the joy of intellectual inquiry as we consider issues together with the region.

Overview of the Faculty

In Japan, developing human resources who have the practical skills to tackle ever-changing global economic problems

In the Faculty of Economics and Business Administration, which inherited an economics department with a long-standing history and traditions going back to the former Fukushima Commercial High School, we are fostering human resources that grasp the structure and current conditions in a world and in a Japan that are changing, and have the practical skills to actively work toward the resolution of economic problems and improvement in corporate activities. In this faculty, we hope that you will become an economist with the ability to work proactively on problem solving, who also displays strong ethics. To this end, we focus on nurturing the applied skills that allow you to discover, analyze and solve problems by utilizing the knowledge and education required when studying for a bachelor's degree in economics, the communication skills used in listening, speaking, and writing (including foreign languages), and the motivation to work with a widespread career view. With a flagging Japanese economy, an unstable and uncertain global economy, and Japanese companies continuing to struggle, it is hard to predict the future. Thus this is an interesting time to be studying economics.

We are cultivating practical skills by taking an interest in the variety of problems facing modern society, and viewing them from an economic and management perspective.

Curriculum Features

We provide a cumulative style of education within the Faculty of Economics and Business Administration, whereby the literacy needed as an economist in the early years of university is added to each academic year, and then expanded to achieve a deeper level of specialization. We provide a wide range of options so as to offer courses that are in keeping with individual interests and concerns. However, in order to maintain the quality of learning, we have introduced a cap system, setting an upper limit on the number of credits that can be registered for, and have set a strict performance appraisal standard of a 2.0 GPA (Grade Point Average; performance appraisal system) or higher. To support student learning, in the first year, instructors in general educational practicum, and in the second year and beyond, educators in specialized practicum, consult with students as advisers on a variety of issues including studying and life.

Lecture Features

The Faculty of Economics and Business Administration provides a path of systematic study for students. In order to cultivate professionals with skills that are useful in the real world, students are taught in intensive, small-group classes, and receive direct guidance throughout their studies, from the moment that they enter the university and begin their general education practicum, until the end of their studies when they complete their thesis. For students who want to acquire an even deeper level of understanding, we offer specialized training courses for regional surveys, statistical data analysis and overseas surveys. In addition, we provide students with special training programs to improve their language abilities and information processing skills and also an advanced level course that enables them to attend lectures at the graduate school.

Curriculum and support system

1st year
- Foundation Subjects
- English for Economics
- Basic Seminar
- Basic Seminar in Foreign Languages
- Seminar

2nd year
- Specialized Seminar
- Japanese Study Program
- Advanced Foreign Literature Reading
- Thesis

3rd year
- Specialized Seminar
- Thesis

4th year
- Thesis

Curriculum Features

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GoalsCurriculum Class

1st year
- General Education Practicum
- Advanced Foreign Literature Reading
- Practical Communication
- Complex Seminar
- Specialized Seminar
- Thesis

2nd year
- Specialized Seminar
- Thesis

3rd year
- Thesis

4th year
- Thesis

Curriculum and support system

Goals

Curriculum Class

1st year
- General Education Practicum
- Advanced Foreign Literature Reading
- Practical Communication
- Complex Seminar
- Specialized Seminar
- Thesis

2nd year
- Specialized Seminar
- Thesis

3rd year
- Thesis

4th year
- Thesis

General Education Practicum

The general education practicum course is intended for new students and features small class sizes. The goal of this course is to teach students the fundamentals of economics and management, how to write reports, how to collect and analyze materials, and presentation skills. Emphasis is placed on group discussions and independent group activities, which enables students to get a taste of how interesting economics and business administration can be, while at the same time enjoying forming teams and cooperating with their fellow students.

Overseas Survey Practicum

This course was created for students who wish to visit sites in Asia to get a genuine insight into what it is like to conduct research overseas. The students themselves decide on their research theme and the location they will visit, prepare a survey plan, and then carry out the field work. In recent years, students have carried out field work on social businesses in a variety of countries, including India, Bangladesh, and Malaysia. These lessons not only enable students to improve their ability to plan and implement research, but also to become more international in their outlook.

Japan Study Program

This course will attempt to provide an understanding of how contemporary Japanese politics, economy, and diplomacy work, an appreciation of the major issues facing us, and an opportunity to explore our vision for the future of Japan.
Major in Economic Analysis

Through their studies, students will become true economists with the problem solving skills to guide them through the roughest of economic seas.

The conventional Japanese economic system has proved itself to be incapable of adequately responding to our rapidly changing world. We have seen that this is the case in both the public system, which determines the relationship between the government and private sector economies, and in the financial system, which has a major impact on the stock markets and foreign-currency markets, for example. Students majoring in economic analysis will become true economists, with the skills to logically analyze and dissect a range of economic problems in areas such as these. The goal of the course is to teach students the economic theories they will require and to develop their ability to objectively analyze data in order to cultivate true economists who will be able to freely navigate the stormiest of economic seas.

Major in International and Regional Economy

To develop professionals who understand the regions, Japan, and the world from a global perspective, and who will be able to connect Japan to the world while also helping to support the regions.

In the coming age we are going to need truly professional economists that are able to take a global viewpoint and a regional viewpoint and then take appropriate action. In the International and Regional Economy major, students will learn about Japanese economic and social policies, and measures to revitalize the regions, and about economic and social conditions that exist between Japan and other areas such as Asia, Europe and the United States. Through their studies, students will become professionals with a global perspective capable of putting things into practice. To this end, this major focuses on students acquiring the necessary research and language abilities. Students will take part in a variety of fieldwork, including regional and overseas surveys.

Major in Business Administration

To cultivate professionals specializing in management that have a comprehensive ability to make decisions and put them into practice in a complex environment.

To grasp the substance and issues of management and to resolve problems, it is essential to have a broad competence obtained through leading-edge learning and accessing the latest information. Business administration can be described as the practice of fully comprehending the elements, setting optimal goals, and implementing and maintaining the thought processes required to realize those goals, or the action of selection. This major will cultivate the skilled management professionals that are essential to regional areas, Japan, and the world in the practical fields of learning in modern society, where internationalization and the information age are advancing.

Student’s Voice

“Experiences you cannot have at other universities”

At Fukushima University, nature is abundant and the people are kind. I feel that the environment is very well suited to concentrating on your studies. In addition to on-campus classes, Fukushima University offers diverse experiences from overseas training to exchange events. Also, you are often invited to local events so that you can get to know the communities within Fukushima City and the prefecture, and there are ample opportunities to visit tourist attractions in the prefecture as well as for exchanging opinions with the local people. I also participated in a two-week short-term language workshop at East China Normal University in China during the summer holidays this year. In addition to studying Chinese, I was able to go on company tours, serve as an intern and visit tourist attractions. It was a very fulfilling experience. I hope to take on many more challenges at Fukushima University during the remaining two years until graduation.

Faculty of Symbiotic Systems Science

Exploring the Science and Technology of Symbiosis

Superseding the boundaries of humanities or science and technology, creating a sustainable and recycling society built on self-motivated discoveries.

Overview of the Faculty

We develop people who are educated in a wide array of sciences and technologies that can solve the myriad issues we will face in the 21st century using new methods.

The traditional mode of single subject knowledge and techniques alone cannot deal with the challenges facing science and technology today. Conservation of the global environment or functionality support for disabled people requires a multilateral approach. At the Faculty of Symbiotic Systems Science, we integrate the humanities with the sciences, and research and teaching is carried out from a triple major perspective of the symbiosis of people, industry and environment. In the Human Support System major, our aim is to develop support systems for human sensory and movement functions by using information and electronic technology. In the Industrial System major, the focus is not on mass-production and mass-consumption, but on researching resource conservation, and sustainable and recycling-oriented industry systems. Finally, in the Environmental System Management major, we research and analyze the impact of human activity and the workings of our society on the environment with the aim of solving various environmental issues surrounding systems in nature. Our faculty is best suited to students who want to learn a broad array of sciences and technologies and grapple with new ideas.
Curriculum Features

The main focus at the Faculty of Symbiotic Systems Science is an education that emphasizes foundations, sets individual goals and engages in problem solving; an integrative education that fosters students with a broad perspective; an education with global qualities that will enable students to contribute internationally; and a practical education that gives students concrete skills. There are five specialization domains: Foundation Subjects, Major Subjects (Lecture Subjects and Integrated Humanities and Sciences Subjects), Free Elective Subjects, Practicum Classes and Thesis. While there are required basic units for each domain, we have extended our range of elective subjects as far as possible and provide detailed academic guidance to accommodate the varied academic needs of each student.

Obtaining Specialized Education

Within the specialization areas of the Faculty of Symbiotic Systems Science, there are cluster-shared subjects, faculty foundation subjects and major foundation subjects which provide introductory and foundational knowledge on human understanding, industry and environmental science. Further study in practical major subjects and specialized major subjects provides specialization for career building at the bachelor level. Integrated humanities and sciences curricula are offered at the specialized education level in other faculties as well.

Science of Symbiosis (First Year)
The aim in this lecture subject is to alter and develop the knowledge gained in high school from an exam oriented skill set to one that is useful for studying symbiotic systems science. In concrete terms, this subject confirms basic concepts in mathematics, physics and related areas for a deeper understanding of the significance of modern science.

Global Environment Science Experiment (Second Year)
The image at the upper right shows the observation of volcanic geomorphology and fumes at Mount Aso/Sakurajima. Emphasis is placed on understanding nature through observation and analysis. Students learn about local geology, subsurface geology of plains and basins, observation of atmospheric activity and phenomena surrounding the diffusion of materials.

Industrial System Experiment (Second Year)
This subject carries out practical and experiments along four themes: manufacturing rubber with magnetic components, assembly system design, plastic synthesis, and product development, product design and marketing.

CAD/CAM Practice (Third Year)
In order to bring your own ideas into reality, designs must satisfy a variety of different conditions. Through this lecture subject, students will understand design, drawing and production methods and put this understanding into practice using computers and machine tools.

Science and Technology, and the creation of a management science based on the symbiosis of human and environment-friendly materials and energy, the Industrial System major fosters people who possess an understanding of science and technology, and who have system design abilities and statistical analysis abilities and also the business sense to take the lead in manufacturing and system building in 21st century industry.

Major in Environmental System Management

Learning Objectives

Educate people who will develop systems that secure the quality and quantity of natural resources

Population increase and expansion of human activity is giving rise to global warming and many other environmental issues on our planet. To resolve these issues, concurrent understanding of humanity and natural ecology systems is indispensable. The key to bringing about this understanding is a cross-disciplinary integration of social sciences, engineering and physical science into a symbiotic systems science, and the creation of a management science based on this symbiotic study. We are developing human resources who are versed in these pursuits.

Major in Human Support System

Learning Objectives

To train people with the ability to develop human technology that fuses an understanding of humanity with information engineering and mechatronics

In an aging society, technology development based on a deep understanding of humanity is essential in achieving a society where everyone can have a peace of mind and a comfortable lifestyle. This major fosters the sensitivity to systems and foundational skills required for science and technology to perform its original mission of providing solutions to these issues.

Major in Industrial System

Learning Objectives

Fostering people to engage in environment-friendly manufacturing and system building

Building industries that recycle and conserve resources and optimizing production processes have become essential to creating a new, value-added industrial society. Constructing these new production systems is also becoming important to the symbiosis of industry and the environment. Through multilateral research on human and environment-friendly materials and energy, the Industrial System major fosters people who possess an understanding of science and technology, and who have system design abilities and statistical analysis abilities and also the business sense to take the lead in manufacturing and system building in 21st century industry.

Student’s Voice

“Championship of Intelligence Robot Contest”

Already about five years into my study abroad experience at Japan, and I cannot imagine how fast time is flying. Although I stayed at Tokyo in previous years, I had never experienced Japan the way I do in Fukushima. People here are so nice and I have learned a lot more about Japanese culture. Although Fukushima is called country-side, it has more international students than any other place I have been to. Being here and taking part in many traditional festivals give me opportunity to forge friendship with people from all around the world! As an engineering student doing research on robots, I am also enjoying the life in my lab not only because we are doing very interesting researches but also because we have a very kind professor, Dr. Takahashi. Fortunately, under the huge support of our professor and senior students, my partner Sasaki and I won the championship of Intelligence Robot Contest held in Sendai this year!
Learning via autonomous studies in four curriculum areas

At Fukushima University, the curriculum is divided up into four areas: the Common Area, Self-design Area, Specialized Area and Elective Area.

Common Area
This consists of the general subjects the student learns that go beyond the science and humanities framework, broad elective subjects, through which the student acquires scientific knowledge and ways of thinking, deep insights into humanity, and a broad general knowledge; foreign language subjects, through which the student can develop their foreign-language communication skills; information education subjects, that raise the student’s computer skills; and health and sports subjects that help the student maintain and improve their physical abilities.

Self-design Area
This forms the core of study for the individual course plans students prepare to improve themselves, and is mainly for students to find the paths that they want to explore, while at the same time attending lectures.

The Self-design Area consists of general education practicum classes, that are seminar-style lessons with a class size of twenty people; practicum classes, that are seminar-style lessons with a general education subjects, through which the student can develop their foreign-language communication skills; information education subjects, that raise the student’s computer skills; and health and sports subjects that help the student maintain and improve their physical abilities.

Specialized Area
This is a systematic curriculum that focuses on fundamental and foundation subjects to enable students to achieve both their educational objectives in each cluster, faculty, and major, and their personal development objectives.

Elective Area
In addition to meeting the required number of units for graduation in the Common Area, Self-design Area and Specialized Area, the student can select an area of study from among the courses in each area that they themselves are interested in studying further.

Uncovering new stages through in-depth study

Career Formation Theory
This is a compulsory subject for all first year students in which they look at themselves, and review their own lives, and the images and attitudes that they have towards work and careers. They learn about the ways that they can approach work and careers, and deepen the understanding of the learning they will accomplish at university.

Career Model Studies
This subject covers practical career and work theory, and also life theory. In addition to lectures by visiting educators, artists, lawyers, public officials, self-employed businesspeople, engineers and other people from outside the university, this subject also includes workplace visits and surveys.

Internship
Internship gives students the opportunity to gain work experience that will help them to make career choices, and makes their university learning more active and ambitious.

At Fukushima University, we are making an all-out effort to widen the range of entities willing to accept interns and we are deepening our level of cooperation with them so that we can offer a full range of internship opportunities to our students.

Educational Organization
Students belong to clusters and faculties.

Research organization (6 research institutes / 21 researchers' departments)
Teachers develop their research activities along their various areas of specialty, under the more flexible "researchers' departments" system of organization.

Human Sciences / Life and Environmental Sciences / Materials and Energy Sciences / Mechanical and Electronic Engineering / Mathematics and Information Technology / Business Administration / Economics / Industry and Society / Law and Politics / Foreign Languages and Cultures / Health and Sports Sciences / Arts and Literature

Educational internships
Students of the Specialized Area can offer a full range of internship opportunities to our students.

Setting upper limits on the number of course credits

Subjects Common to the Cluster
These are basic knowledge and theory subjects that students of the cluster should study in common.

Self-designed Area
In the Self-design Area, the students themselves choose in two areas that are essential to the future: communication in English, and computer-based collection and analysis information.

Elective Area
This is an area in which students select and study subjects that they are individually interested in, from those available in the Self-design, Common and Specialized areas.

Human Resources Development Goals
We are an academic institution specializing in human resources development with an emphasis on education. We aim to cultivate professionals with a broad perspective and well-developed creative abilities.

You can study subjects in other faculties
As you build up your curriculum, you may take classes offered by other faculties. Experience gained in classes offered by other faculties helps to give you a wider perspective to better understand your own major.

About the acquisition of credits:

GPA system
At Fukushima University we use a grade point system in which the level of achievement of the objectives of each course is assessed as a five-step grade. The grade point average (GPA) is calculated for each semester and becomes the basis for further education. It is not enough merely to gain the required number of credits for graduation; the level at which students have studied in each class will also be examined.

Setting upper limits on the number of course credits

Cap system
At Fukushima University, we place an upper limit (a Cap system) on the number of course credits that a student can register for in each semester. We have this system to ensure that students spend sufficient time studying the subjects they have enrolled in.

You can study subjects in other faculties
As you build up your curriculum, you may take classes offered by other faculties. Experience gained in classes offered by other faculties helps to give you a wider perspective to better understand your own major.

Internship
Internship gives students the opportunity to gain work experience that will help them to make career choices, and makes their university learning more active and ambitious.

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Elective Area
This is an area in which students select and study subjects that they are individually interested in, from those available in the Self-design, Common and Specialized areas.

Subjects Common to the Cluster
These are basic knowledge and theory subjects that students of the cluster should study in common.

Specialized Area
This consists of a systematic arrangement of specialized subjects that students study to achieve the educational objectives of each cluster, faculty and major, as well as their human resource development objectives.

Self-designed Area
In the Self-design Area, the students themselves choose in two areas that are essential to the future: communication in English, and computer-based collection and analysis information.

Elective Area
This is an area in which students select and study subjects that they are individually interested in, from those available in the Self-design, Common and Specialized areas.

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FEATURE STORY

Opening Ceremony Held for the Analytical Laboratory of the Institute of Environmental Radioactivity

On December 3rd, 2014, the Analytical Laboratory of the Institute of Environmental Radioactivity (IER) was opened. IER was established in July 2013 in response to the TEPCO Fukushima Daiichi Nuclear Power Station accident for the purpose of collaborating with Japanese and international research institutions in the research and investigation of long-term impacts of radioactive substances on the environment within a humid temperate region to elucidate the behavior of environmental radioactivity. The Analytical Laboratory was completed before the main building of IER.

In the Analytical Laboratory, basic and applied research is conducted analyzing data for each radioactive nuclide in various contaminated environments including forest, riverine, lake and oceanic environments. These areas of research are complemented by the development of measurement instruments, predictive science, and archival studies. These studies, in collaboration with internationally renowned researchers from around the world through the gathering and exchange of knowledge, will lead to IER being a cutting edge environmental research center.

President Katsumi Nakai, Vice President Etsuko Chiba and Professors Takayuki Takahashi and Hirofumi Tsukada participated in the tape-cutting in the opening ceremony. Afterwards, Project Associate Professor Tsugiko Takase guided the guests and media through IER.

The OECD Tohoku School Successfully Holds Festival in Paris

On August 30th and 31st, 2014, “The Rebirth of the WA Tohoku Festival in Paris,” an OECD Tohoku School event, was held at Champs-de-Mars at the foot of the Eiffel Tower.

This event was hosted as the final step of the OECD Tohoku School project by Fukushima University, which was run for two and a half years to develop contributors for revitalization from Great East Japan Earthquake and made possible thanks to the cooperation of the OECD, the Ministry of Education, Culture, Sports, Science and Technology (MEXT), various domestic corporations, NPOs and municipalities.

The event was opened by University President Katsumi Nakai, who then invited Deputy Mayor Jean-François Martin of the City of Paris, Deputy General Manager Rintaro Tamaki from the OECD, Japanese Ambassador to the OECD Kazuo Kodama and Vice Minister Shinichi Yamanaka from MEXT to join him on stage. He then handed over the event to OECD Tohoku School students who led the rest of the program.

As part of the festival, a massive domino topping event was held. Used as a metaphor for the tsunami, the first round of topping expressed the fear and sadness caused by the tsunami, while the subsequent rebuilding of the domino structures represented restoration. The second topping expressed a more positive image by displaying the team logo, showing the chain of events from earthquake disaster to revitalization. The sight of students and audience members of all ages, genders, races and nationalities working together to rebuild the domino structure seemed to embody the activities that have been carried out so far and restoration efforts since the earthquake disaster.

A Japan-based singer/songwriter, miwa, also participated in the festival and led a chorus singing the theme song Kibo-no-WA (Circle of Hope) which was written in collaboration with the students. Under the blue skies of Paris, students held hands, cried and looked back on events since the earthquake disaster while singing the theme song. When the song ended, the audience burst into a warm round of applause.

About 150,000 people visited the festival during its 2 days in Paris, and the event was closed with hundreds of people gathered around the stage linked arm-in-arm, forming a giant ring.
A new Minor at Fukushima University is developing human resources capable of taking on the future of Fukushima through collaboration with twelve municipalities including eight towns and villages in Futaba in hands-on education that aims to revitalize communities in Fukushima. This project is titled the “Development of Fukushima Future Studies that Aims to Revitalize Communities after the Nuclear Disaster,” and was selected in 2013 for the Center of Community (COC) project by the Ministry of Education, Culture, Sports, Science and Technology. With respect to the three pillars of education, research and contribution to society, this minor program takes on education as its focus. The program allocates subject clusters that offer hands-on education in challenges that regional communities continue to face, including depopulation, a low birthrate and aging population, as well as regional issues brought about through the nuclear disaster, centered on education.

In the regional practical education project, Mura-no-Daigaku (Village University), started last year, the focus is placed on the two week fieldwork session at Minami-Soma City and Kawauchi Village during the summer vacation, where students actually stay in the community for the duration of the fieldwork to interview local residents and plan solutions to regional issues, creating opportunities for residents and students to be able to learn from each other. “I came out of the program with a strong desire to work for a job that is related to the revitalization of Fukushima Prefecture. The practical learning substantially influenced my future.” “What we came to know, what we learned only scratches the surface of the issue, so I would like to continue my involvement and deepen my knowledge and understanding.” These comments from students evoke the portrait of individuals growing as proactive learners and continually involved in the community while learning about challenges first-hand.

In the future, we hope to increase opportunities to be involved in communities throughout the University to be able to provide opportunities for students and teaching staff alike and contribute to the restoration and regional revitalization of Fukushima.

In March 2015, the Fukushima Future Food and Agricultural Education Program celebrated its first four graduates from the group that entered the program in its initial year. Graduates were members of society with occupations such as agricultural organization staff or agricultural/food culture and art coordinators. The topics taken up by the special topic practicum project submitted by the four graduates were: “Research on developmental processes of resident organizations engaging in revitalization of rural communities from the nuclear disaster,” “Proposing a self-powered remote monitoring system for agricultural reservoirs,” “Measures for utilizing orchard data to revitalize orchard soil in peach producing regions at the time of restructuring,” and “Implementers of the marginalization of consumer society—Observations on the development of agricultural lifestyles present centered on Yamato, Kitakata City, Fukushima and spreading into the Aizu region.” All projects were deeply related to the future of food and agriculture in Fukushima and the revitalization of the region.

These ambitious works leave an impression of the students’ potential lifework in the future. Graduate students, who already have occupations, continue to thrive in their respective fields, while paying a visit to the graduate school from time to time. These graduates give a firm sense of progress toward the goal of forming networks and developing human resources that take on restoration efforts envisioned by the program.
Global Education at Fukushima University
New types of international exchange that are only available at Fukushima University

Connecting to the world by transmitting information about Fukushima

Fukushima is now known throughout the world due to the overwhelming international media attention on the Great East Japan Earthquake and the nuclear reactor accident. These events have drawn people’s attention to Fukushima University, leading to a number of scholarships and also research exchange, student exchange and study opportunities that are only possible in Fukushima. Previously, in international exchange the emphasis was on experiencing culture overseas. However, after the earthquake, there has been an added significance to exchange as a means to transmit information about Fukushima overseas. International exchange has certainly contributed to the revitalization of Fukushima Prefecture and provided a perfect opportunity to connect with the world at large. At Fukushima University, there has been a surge in overseas students and researchers who visit the prefecture on a short-term program, along with student volunteers who support these students and programs.

Student’s Voice

“Let’s take on our dreams!”
Currently, I am engaged in a variety of activities to realize my dream of becoming an English teacher. Specifically, I volunteer as a tutor to assist children living in temporary residences due to the Great East Japan Tohoku Earthquake Disaster. I am also a student supporter of the OECD Tohoku School which held an event in Paris for junior and senior high school students who were impacted by the disaster to tell people about the beauty and charm of Tohoku. By doing so I am learning what I need as a teacher through hands-on activities.

Also, I am actively engaged in international exchange. I went to the United States last year to have exchanges with local universities and to tell people about Fukushima, through the KAKEHASHI project conducted by the Ministry of Foreign Affairs. One strong point of Fukushima University is the support they give you in diverse activities.

Takuya Okuyama
Fourth year, Faculty of Human Development and Culture, from Japan

“Take off from Fukushima University! International Exchange Activities at Fukushima University”
I belong to COLOrFs, the international exchange circle, where we interact with foreign exchange students and people from other countries, and give support to poverty-stricken areas overseas. COLOrFs membership extends to exchange students and together as a circle, we plan and conduct international exchange activities as well as hold welcoming events for international students. In addition to exchange within Japan, we run the Planica Project, where we collect and clean pianicas that are no longer needed, and send them to children in poverty-stricken areas so that they can reuse them. During the summer holidays, we distribute goods and supplies and conduct other volunteer activities in poverty-stricken areas in the Philippines.

Yoichiro Takahashi
Fourth year, Faculty of Human Development and Culture, from Japan

Fukushima University International Center
The Fukushima University International Center (FUIC) was established in April 2012, for the purpose of organizing and promoting academic exchange and student exchange programs with overseas universities, as well as planning international student education and facilitating international exchange on educational research.

This center plans and organizes academic exchange agreements and student exchange programs with overseas universities, as well as short-term exchange student programs. The center also provides support to international students in relation to their academic and living needs, as well as facilitating and enriching their learning environments.

Feature Global Program: Japan Study Program
The Japan Study Program is a series of discussion-based courses taught in English covering diverse topics related to Politics and Business in Japan.

Japan Study Program
I. Japanese Politics and Diplomacy
II. Japanese Communication
III. Post-March 11th Fukushima
IV. Environmental Economy
V. Japanese Management
VI. Japanese Accounting & Finance

Feature Program: Fukushima Ambassadors Program
More than four years have passed since the March 11th disasters, yet its impact continues to affect those living in Fukushima prefecture. The Fukushima Ambassadors Program is an opportunity for students from around the world to see, hear, and reflect objectively upon the challenges faced in Fukushima today.

By implementing a community-service based, hands-on approach to learning, the program helped students evaluate any preconceptions they may have had about post-March 11th Fukushima, and become, if they wished, an agent for its recovery.

Program Focus
To provide students with hands-on learning opportunities that focused on the physical, financial, and social consequences of the earthquake, tsunami and nuclear accident disasters.

Overall Aims of the Program
- Further each student’s understanding of the impacts that the disaster has had on the lives of people living in Fukushima
- Dispel any misconceptions students may have had of Fukushima
- Help students identify ways they can become an agent for change in the recovery efforts for Fukushima

Student’s Voice

“The Fukushima Ambassadors Program was one of the greatest experiences in my life. The program enabled me to formulate my own viewpoint of Japan without simply believing what the media told me. While the tours, talks, and workshops were fantastic, so were the after hour activities with the Japanese and international students. This program enabled Fukushima to change the world’s perception; although a dozen students or so at a time, eventually all of us will be able to tell Fukushima’s story, so that everyone knows the peaches are good, the land is great, and the people are awesome.”

Brett Rosenberg
Colorado State University, USA

The Fukushima Ambassadors Program

Past Participants
78 students
(U.S, Germany, China, Korea, Australia)

North America: Colorado State University, Middle Tennessee State University, San Francisco State University, SUNY Albany, University of the Ozarks
Europe: Hannover University, Ruhr University Bochum
Asia: Chongqing University of Technology, Hebei University, University of Seoul
Australia: University of Queensland

Student’s Voice

“Fukushima University helped me in visualizing the entire social, economic, and ecological repercussions of the March 11th disasters. It is an excellent opportunity to interact and find out different perspectives of the matter from other international students, and the students from Fukushima University. The program has so many facets to it, it is definitely beneficial to students that are not only studying sciences but for students studying other subjects as well. The program really does an excellent job in educating people about how they can help in the recovery.”

Michael LeBrake
Colorado State University, USA
Graduate Schools

Four research programs engaged in problem solving from an interdisciplinary perspective and exploration in highly specialized academic fields.

Undergraduate courses / faculties

- Faculty of Human Development and Culture
- Faculty of Administration and Social Sciences
- Faculty of Economics and Business Administration
- Faculty of Symbolic Systems Science

Graduate schools / master’s courses

- Graduate School of Human Development and Culture
- Graduate School of Public Policy and Regional Administration
- Graduate School of Economics
- Graduate School of Symbolic Systems Science

Doctoral Course

- Major in Teacher Development
- Major in Creation of Regional Culture
- Major in Clinical Psychology and School Education
- Major in Community Management
- Major in Economic Analysis
- Major in Business Administration
- Major in Symbiotic Systems Science

Graduate School of Public Policy and Regional Administration

Furthering the interdisciplinary training and research carried out in the Faculty of Administration and Social Sciences, this program examines a multitude of issues facing regional society, such as decentralization, welfare, gender equality, community building, environment, education, non-profit organizations and globalization, from a multilateral perspective, and explores ways of resolving these issues.

Currently there are five study areas of Regional Administration, Social and Economic Legislation, Foundational Administrative Legislation, Social Planning, and Regional Culture and a wide variety of subjects are offered. Also, the program includes an introduction to Local Policy Science where students attain basic literacy relating to research concepts, and Special Research on Localities which stretches beyond the academic field and focuses on a specific locality to conduct field work. We envisage a broad range of backgrounds in our student body composition which includes graduates of the Faculty of Administration and Social Sciences, and also local government officials, homemakers, self-employed people, office workers, nurses, and teaching staff, who all deliberate and seek out resolutions for various issues in regional society.

This research program is composed of five different academic fields.

- Regional Administration
- Social and Economic Legislation
- Foundational Administrative Legislation
- Social Planning
- Regional Culture

Graduate School of Economics

This graduate school aims to develop highly trained professionals with specialist knowledge and research capabilities in economics and business administration. It comprises two majors (Economics and Business Administration) and four courses.

Under the new curriculum that was introduced in the 2010 academic year, we have established a Specified Research Topics for Practitioners model designed to help people from the workforce to develop practical and applicable skills. This academic model does not require a Masters Thesis for graduation and is based on an accumulation of reports and surveys conducted by workers in companies and other institutions, and a research report on a specified topic related to their occupational and practical experience. This model exists alongside the more conventional course where a Masters Thesis is required, so the student can choose the most appropriate study model for them. Also, responding to the need for ongoing education among those in the workforce, we offer courses at the Koriyama Campus, provide a night and day curriculum, and have adopted long-term academic programs. We use external lecturers who are at the forefront of the business and economics fields to enhance our lecture program.

- Economics and Economic History Course
- International Economics and Business Management Course
- Regional Economics and Business Management Course

This course is designed to respond to the needs for research on regional promotion and community building taking into account trends in regional companies, research on the strategic development of regional companies based on current trends in regional politics and economics, and research on the various issues that regional companies and local government face on the ground in regional society. Economics and business administration related-subjects are offered for this course.

- Business Administration and Management Course

This course combines accounting and business administration to develop abstract thinking and practical management abilities.
Graduate Schools

Masters level (6 areas)

*Human-Machine System Area*

We are engaged in research on sciences for understanding humans, machine support mechatronics and industrial mechatronics.

*Industrial System Area*

We research production logistics systems, MOT, economic information systems, logistics systems and manufacturing process engineering.

*Environment System Area*

Our area is involved in research on atmosphere, water, soil and habitat environmental analysis, purification, management and planning.

*Mathematics and Information Technology Area*

We research system control, mathematical models, knowledge software and information system building and management.

*Materials Science Area*

Our area researches new materials, catalysts, and enzymes generated through incorporation of metallic, ceramic, and polymer materials, as well as the development of advanced separation analysis technology.

*Renewable Energy Area*

We are engaged in researching renewable energies, resource and energy conservation and supply and demand analysis of energy resources.

Doctorate level (3 domains)

*Symbiotic Machine Systems Domain*

Sophisticated research is pursued in the science of understanding humans, mechatronics, and information and computer sciences.

*Industry Symbiosis Systems Domain*

Sophisticated research is pursued in the fields of resource materials and energy, biotechnologie and other engineering fields, foundation of mathematics and information, industrial policy, management of technology (MOT), production management and other fields.

*Environmental Symbiosis Systems Domain*

An accurate understanding of the current state of the environment forms the basis of sophisticated research to develop practical conservation and purification technologies and improve environmental management and planning.

Graduate School of Symbiotic Systems Science and Technology

In regards to the various issues encountered in business management. We aim to develop business leaders and managers with excellent problem solving capabilities, and to train accounting specialists. We are also able to train commerce teachers with a high degree of educational proficiency for senior high schools, and can provide professional development for practicing commerce teachers and those currently employed in institutions supporting small and medium businesses.

Maintaining a keen awareness of research activities in the three majors in the undergraduate faculty, this graduate school is composed of six areas at the Masters level and three domains at the Doctorate level. Students belong to one of these areas or domains, where they deepen their expertise while cultivating a broad knowledge base through organically developing links with other areas and domains.

We are proactive in accepting international students and people in the workforce and contribute to scientific and technological development in the region and the world. Further, we hold corporate workshops and engage in collaborative research. This structure enables us to contribute to society. We have sophisticated research facilities for the science of the symbiosis of humans, industry and the environment, to support research on current social challenges facing the three research domains of human support, recycling-oriented industry systems and hydrological cycles in water catchments.

Masters level (6 areas)

*Human-Machine System Area*

We are engaged in research on sciences for understanding humanity, human interface, human support mechatronics and industrial mechatronics.

*Industrial System Area*

We research production logistics systems, MOT, economic information systems, logistics systems and manufacturing process engineering.

Environment System Area

Our area is involved in research on atmosphere, water, soil and habitat environmental analysis, purification, management and planning.

Mathematics and Information Technology Area

We research system control, mathematical models, knowledge software and information system building and management.

Materials Science Area

Our area researches new materials, catalysts, and enzymes generated through incorporation of metallic, ceramic, and polymer materials, as well as the development of advanced separation analysis technology.

Renewable Energy Area

We are engaged in researching renewable energies, resource and energy conservation and supply and demand analysis of energy resources.

Doctorate level (3 domains)

Symbiotic Machine Systems Domain

Sophisticated research is pursued in the science of understanding humans, mechatronics, and information and computer sciences.

Industry Symbiosis Systems Domain

Sophisticated research is pursued in the fields of resource materials and energy, biotechnologie and other engineering fields, foundation of mathematics and information, industrial policy, management of technology (MOT), production management and other fields.

Environmental Symbiosis Systems Domain

An accurate understanding of the current state of the environment forms the basis of sophisticated research to develop practical conservation and purification technologies and improve environmental management and planning.

Institute of Environmental Radioactivity (IER)

The Institute of Environmental Radioactivity was established in July 2013 for the purpose of elucidating the behavior of radioactive nuclides emitted in the wake of the Fukushima Daiichi Nuclear Power Station accident in the environment through long-term studies and analysis. IER conducts research activities in collaboration with domestic universities and research institutions as well as with international researchers, universities and research institutions with proven track records. It currently has 10 foreign full-time researchers. IER takes on the role of a cutting-edge research institution in environmental radioactivity research that is open to the world.

Research and studies span a wide scope from the atmosphere to forests, rivers, lakes, and oceans. In addition to revealing the behavior of radioactive substances in the environment since the accident, it is also important to predict future behavior. These research results form the foundation for more specific restoration activities including the determination of effective radiation protection and decontamination methods, the return of residents and restoration of industry.

Major pathways for migration of radioactive substances in the environment are mainly erosion, transport and sedimentation through the actions of water, but there are also various other pathways. One is migration through biological activity, which means impact to the habitat. This research topic also engages with various themes including studies of the migration status of radioactive cesium in wild animals and fish and research on this mechanism as well as the adverse impacts of wild animals that have expanded their ranges of activity due to the evacuation of residents. Another important theme is also to shed light on the mechanism by which crops and other plants absorb radionuclides by stepping into micro-level investigations on granular structures of soil and the chemical composition within soil and the relationship with plant physiology. This research relates to the restoration of the agriculture, forestry and fishery industries. It also aids in the formulation of countermeasures to these issues, and the judgement about whether to return to the community.

The IER also develops measurement instruments, and serves as an archive center for environmental radioactivity, expanding the scope of its activities as a comprehensive environmental radioactivity research facility.

Alumni’s Voice

“I once read some online article that said “the days are long, but the years are short,” and it makes so much sense when you’ve been in the same place for six years researching and finishing your Masters and Doctoral degree. You look back and realize that six years happened so fast but your memory of what a single day felt like reminds you of forever. But if I could pick one place where I could redo the past six years I wouldn’t pick anywhere else but Fukushima University. Fukushima University is the perfect environment for someone looking to focus and improve themselves. This stems from the fact that the university isn’t as crowded as other universities giving the professors and advisers more time to evaluate your work resulting in critical and extensive results. I sometimes look at the work we’ve done and find myself astonished at what we have achieved. Fukushima University didn’t just give me a blank canvas and some paint; it guided my hand and helped me make something I could be proud of.”

Canete Luis Gerardo Jr-Sanchez

Technology Alumni ‘2015, from Philippines

University Library

The Fukushima University Library completed renovations in July 2015. The library houses about 900,000 volumes of books, academic journals, DVDs and CD-ROMs. Additionally, approximately 8,000 electric journals and a variety of other databases can be accessed online using information resources available on campus. The renovated building features a new study infrastructure including the Learning Commons, where students can study individually or in a group as well as seminar rooms, study rooms, and computer labs. Students can organize sessions and seminars utilizing the abundant academic materials. In addition, the Earthquake Disaster Resource Corner features about 4,000 resources ranging from materials related to the Great East Japan Earthquake Disaster to materials addressing the disaster from various perspectives including nuclear power, volunteering, localities, education, science, disaster prevention and industry.

University Library

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Fukushima Future Center for Regional Revitalization (FURE)

Residents of Fukushima, which has become known throughout the world for the Great East Japan Earthquake Disaster and the Fukushima Daiichi Nuclear Plant Accident, are overcoming difficulties and rising up with a strong will to restore and revitalize disaster-affected areas.

Moving forward together with the community, Fukushima University joined forces with these people in an organizational response to long-term restoration and revitalization through the establishment of the Fukushima Future Center for Regional Revitalization in April 2011.

Among other activities, the center works with municipalities to:
- Support for learning by and independence of young people and children who were affected by the disaster
- Support for reawakening local communities and revitalize local industries
- Support for the recovery of polluted natural environments
- Support for initiatives related to renewable energies that hold new possibilities.

Further, satellite offices have been established in Kawauchi Village, Futaba-gun and Minami-Soma City to conduct support activities that work closely with the region.

Center for Regional Affairs (CERA)

The Center was established in April 2001 with the goal of utilizing research and education results for developing human resources and closely with the region. The Center promotes the following activities:

- Holding community forums, exhibiting research seeds, and consultation operations in alliances with municipal governments and local industry
- Planning and managing life-long learning projects (public workshops, public classes and outbound workshops) as well as Wakuwaku Jr. College and other regional social cooperation projects
- Issuing CERA's bulletins and PR journals as well as collecting materials on the regional economy and society. Managing valuable materials (Matsukawa Reference Room, etc.)

In 2014, the center was selected by MEXT as a "Strategic promotion project for core specialist human resource development within growth fields" and engaged in human resource development projects and program development within the renewable energy sector. It also cooperated with the Research Promotion Organization to hold the Fukushima University Research and Regional Social Cooperation Results Report Meeting.

Center for Research and Development of Education

The former Graduate School of Education Center for Practical Education was abolished. The Graduate School of Education Center for Practical Education was enhanced and reorganized for the purpose of providing total support to academic education and academic activities at the University while conducting investigations and research related to educational reform. The Center was established in April 2005, followed by the opening of Teacher Training and FD Departments in the following 2006, which established the operational structure of the Center.

Starting in April 2012, the organization went through restructuring in light of the circumstances at the time. (Head of Center ⇒ concurrent post of Vice President of Education, FD Department ⇒ Higher Education Development Department, Career Development Education and Research Department ⇒ Career Research Department, Education Planning Office ⇒ abolished.)

The Center is now composed of five divisions: Higher Education Development, Career Research, Teacher Training, Academic Counseling (with an attached Clinical Psychology and Academic Counseling Office) and Workshops for Working Teachers. The Center conducts operations linked with affiliated divisions throughout the University, including the improvement, enhancement and maintenance of the quality of education, career development and job search support, support for prospective teachers throughout the entire university, academic counseling from the front lines of education, and Workshops for working teachers and collaborations with school education related institutions.

Campus Facilities

Statistics

International Exchange

<table>
<thead>
<tr>
<th>Nations</th>
<th>University</th>
<th>Effective Since</th>
<th>Amendment</th>
</tr>
</thead>
<tbody>
<tr>
<td>People's Republic of China</td>
<td>Beijing Normal University</td>
<td>Dec. 11, 1990</td>
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</tr>
<tr>
<td></td>
<td>East China Normal University</td>
<td>Jul. 1, 1996</td>
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<tr>
<td></td>
<td>Zhongnan University of Economics and Law</td>
<td>Mar. 22, 2001</td>
<td></td>
</tr>
<tr>
<td></td>
<td>University at Albany, State University of New York</td>
<td>Dec. 26, 2012</td>
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<tr>
<td></td>
<td>Colorado State University</td>
<td>Jun. 3, 2013</td>
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<td></td>
<td>San Francisco State University</td>
<td>Jan. 24, 2014</td>
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<tr>
<td></td>
<td>University of the Ozarks</td>
<td>Jun. 10, 2015</td>
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<td></td>
<td>University of Georgia</td>
<td>Sep. 2, 2015</td>
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<td>Vietnam National University of Social Sciences and Humanities</td>
<td>Sep. 24, 2020</td>
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<td></td>
<td>Australia</td>
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<td></td>
<td>The University of Queensland</td>
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<td></td>
<td>University of Seoul</td>
<td>Jan. 27, 2011</td>
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<td></td>
<td>Chung-Ang University</td>
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<td>Taylor</td>
<td>National Taipei University</td>
<td>Apr. 3, 2007</td>
<td>Apr. 3, 2012</td>
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<td>The United Kingdom of Great Britain and Northern Ireland</td>
<td>University of Stirling</td>
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<td>The University of Winchester</td>
<td>May 29, 2010</td>
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<td>Federal Republic of Germany</td>
<td>Ruhr-Universität Bochum</td>
<td>Oct. 8, 2009</td>
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<tr>
<td></td>
<td>University of Hannover</td>
<td>Oct. 15, 2010</td>
<td></td>
</tr>
<tr>
<td>Romania</td>
<td>University of Bucharest</td>
<td>Dec. 22, 2011</td>
<td></td>
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<tr>
<td>Republic of Belarus</td>
<td>Belarussian State University</td>
<td>Feb. 24, 2012</td>
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<td>Republic of Indonesia</td>
<td>Syiah Kurara University</td>
<td>Jul. 8, 2014</td>
<td></td>
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<tr>
<td>Ukraine</td>
<td>National University of Life and Environmental Sciences of Ukraine</td>
<td>Apr. 1, 2015</td>
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<tr>
<td></td>
<td>ChemNhi National University of Technology</td>
<td>Apr. 15, 2015</td>
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<tr>
<td></td>
<td>Odaese State Environmental University</td>
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<tr>
<td>Kingdom of Norway</td>
<td>Norwegian University of Life Sciences</td>
<td>Aug. 18, 2015</td>
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Student Exchanges

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<thead>
<tr>
<th>Year</th>
<th>Outbound</th>
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<tr>
<td>2015</td>
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<td>1</td>
</tr>
<tr>
<td></td>
<td>University at Albany, State University of New York</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Middle Tennessee State University</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Ruhr-Universität Bochum</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>University of Bucharest</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Hankuk University of Foreign Studies</td>
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</tr>
<tr>
<td></td>
<td>East China Normal University</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Hebei University</td>
<td>2</td>
</tr>
<tr>
<td>Inbound</td>
<td>Ruhr-Universität Bochum</td>
<td>4</td>
</tr>
<tr>
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<td>Hebei University</td>
<td>5</td>
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<tr>
<td></td>
<td>The University of Queensland</td>
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Short-term Programs

<table>
<thead>
<tr>
<th>Year</th>
<th>Outbound</th>
<th>The Number of Students</th>
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<tbody>
<tr>
<td>2014</td>
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</tr>
<tr>
<td></td>
<td>Ruhr-Universität Bochum</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Colorado State University</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Middle Tennessee State University</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>San Francisco State University</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Ruhr-Universität Bochum</td>
<td>3</td>
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<tr>
<td></td>
<td>Hebei University</td>
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<tr>
<td></td>
<td>Colorado State University</td>
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</table>
### Number of Students

#### Undergraduates

<table>
<thead>
<tr>
<th>Cluster, Faculty</th>
<th>Annual Quota for New Applicants</th>
<th>Standard Student Capacity</th>
<th>1st year</th>
<th>2nd year</th>
<th>3rd year</th>
<th>4th year</th>
<th>Present Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cluster of Human and Social Sciences</td>
<td>765</td>
<td>3,060</td>
<td>441</td>
<td>454</td>
<td>440</td>
<td>538</td>
<td>1,874</td>
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<tr>
<td>Faculty of Human Development and Culture</td>
<td>270</td>
<td>1,080</td>
<td>117</td>
<td>127</td>
<td>103</td>
<td>147</td>
<td>494</td>
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<tr>
<td>Faculty or Administration and Social Sciences</td>
<td>210</td>
<td>840</td>
<td>132</td>
<td>125</td>
<td>130</td>
<td>147</td>
<td>534</td>
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<tr>
<td>Faculty of Economics and Business Administration</td>
<td>225</td>
<td>900</td>
<td>162</td>
<td>159</td>
<td>170</td>
<td>210</td>
<td>701</td>
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<tr>
<td>Course of Liberal Arts for Modern Society</td>
<td>60</td>
<td>240</td>
<td>30</td>
<td>43</td>
<td>27</td>
<td>30</td>
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<tr>
<td>Cluster of Science and Technology</td>
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<td>720</td>
<td>153</td>
<td>159</td>
<td>148</td>
<td>177</td>
<td>637</td>
</tr>
<tr>
<td>Faculty of Symbiotic Systems Science</td>
<td>180</td>
<td>720</td>
<td>153</td>
<td>159</td>
<td>148</td>
<td>177</td>
<td>637</td>
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<tr>
<td><strong>Total</strong></td>
<td>945</td>
<td>3,780</td>
<td>594</td>
<td>613</td>
<td>588</td>
<td>716</td>
<td>2,511</td>
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#### Graduate Schools

<table>
<thead>
<tr>
<th>Graduate School</th>
<th>Majors</th>
<th>Course</th>
<th>Annual Quota for New Applicants</th>
<th>Standard Student Capacity</th>
<th>Present Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Development and Culture</td>
<td>Teacher Development</td>
<td>Master</td>
<td>11</td>
<td>22</td>
<td>13</td>
</tr>
<tr>
<td>Creation of Regional Culture</td>
<td>Master</td>
<td>20</td>
<td>40</td>
<td>20</td>
<td>19</td>
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<tr>
<td>Clinical Psychology and School Education</td>
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<td>18</td>
<td>8</td>
<td>16</td>
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<tr>
<td>Public Policy and Regional Administration</td>
<td>Public Policy and Region Administration</td>
<td>Master</td>
<td>20</td>
<td>40</td>
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<tr>
<td>Economics</td>
<td>Economics</td>
<td>Master</td>
<td>10</td>
<td>20</td>
<td>14</td>
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<tr>
<td>Business Administration</td>
<td>Master</td>
<td>12</td>
<td>24</td>
<td>20</td>
<td>5</td>
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<tr>
<td>Symbiotic Systems Science and Technology</td>
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<td>Master</td>
<td>—</td>
<td>—</td>
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<tr>
<td>Symbiotic Systems Science and Technology</td>
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<tr>
<td>Doctor</td>
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<td>18</td>
<td>13</td>
<td>3</td>
<td>21</td>
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<td><strong>Total</strong></td>
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<td>302</td>
<td>178</td>
<td>75</td>
<td>256</td>
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#### Nationalities

<table>
<thead>
<tr>
<th>Nation, Region</th>
<th>Undergraduate School</th>
<th>Research Students</th>
<th>Graduate School</th>
<th>Research Students</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>People’s Republic of China</td>
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<td>4</td>
<td>3</td>
<td>3</td>
<td>33</td>
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<tr>
<td>Republic of Korea</td>
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<td>0</td>
<td>2</td>
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<tr>
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<td>0</td>
<td>0</td>
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<tr>
<td>Mongolia</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>5</td>
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<tr>
<td>Socialist Republic of Vietnam</td>
<td>15</td>
<td>1</td>
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<td>Russian Federation</td>
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<tr>
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<td>0</td>
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<tr>
<td>Republic of Fiji</td>
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<td>0</td>
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<tr>
<td><strong>Total</strong></td>
<td>41</td>
<td>9</td>
<td>8</td>
<td>3</td>
<td>61</td>
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</table>

### Dormitories

<table>
<thead>
<tr>
<th>Dormitory</th>
<th>Kiseragi Dormitory</th>
<th>Shinobu Dormitory</th>
<th>Aoi Dormitory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structure</td>
<td>R5F</td>
<td>R4F</td>
<td>R4F</td>
</tr>
<tr>
<td>Area</td>
<td>3,466 m²</td>
<td>2,791 m²</td>
<td>2,854 m²</td>
</tr>
<tr>
<td>Occupants</td>
<td>Male</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Number of Bedrooms</td>
<td>200</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td>Capacity</td>
<td>200 persons</td>
<td>150 persons</td>
<td>150 persons</td>
</tr>
<tr>
<td>Present Occupancy</td>
<td>196 persons</td>
<td>147 persons</td>
<td>148 persons</td>
</tr>
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</table>

### Number of International Students

<table>
<thead>
<tr>
<th>Faculties</th>
<th>As of May 1st, 2015</th>
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<tr>
<td>Human Development and Culture, Human Development and Culture</td>
<td>17</td>
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<tr>
<td>Administration and Social Sciences</td>
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</tr>
<tr>
<td>Public Policy and Regional Administration, Administration and Social Sciences</td>
<td>12</td>
</tr>
<tr>
<td>Economics and Business Administration, Economics</td>
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<table>
<thead>
<tr>
<th>Faculty, Graduate School</th>
<th>Undergraduate School</th>
<th>Graduate School</th>
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</thead>
<tbody>
<tr>
<td>Students</td>
<td>Research Students</td>
<td>Students</td>
</tr>
<tr>
<td>Human Development and Culture, Human Development and Culture</td>
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<td>Administration and Social Sciences</td>
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<tr>
<td>Symbiotic Systems Science, Symbiotic Systems Science and Technology</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td>41</td>
<td>9</td>
</tr>
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</table>
Fukushima is the third largest prefecture in Japan, and is commonly divided into three regions: the Naka-Dori, Aizu, and Hama-Dori. Naka-Dori, where Fukushima University is located, is situated in the central area of Fukushima Prefecture, and is surrounded by the Oy and Aizuwakamatsu mountains. The region is renowned for growing fruit, as well as many tourist locations involving flowers, such as the Hanami region. Fukushima Prefecture is known for its many cherry blossom trees. The Miharu Takizakura, widely considered to be one of Japan's Top three cherry blossom trees. The Miharu Takizakura, widely considered to be one of Japan's Top three cherry blossom trees. The Miharu Takizakura, widely considered to be one of Japan's Top three cherry blossom trees.