



# SHOKEI GAKUIN UNIVERSITY

COLLEGE OF HUMANITIES AND SOCIAL STUDIES  
COLLEGE OF PSYCHOLOGY AND EDUCATION  
COLLEGE OF HUMAN HEALTH AND NUTRITION  
GRADUATE SCHOOL OF COMPREHENSIVE HUMAN SCIENCES

# A NEW FORM TO REALIZE “DIVERSE LEARNING”

SHOKEI GAKUIN UNIVERSITY has continued to review its previous educational content and methods with the aim of providing an education that will equip students with the power to survive the coming age.

In April 2019, the University restructured its organization to a structure comprising five departments across three colleges.

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# HUMANISTIC EDUCATION BASED ON THE SPIRIT OF CHRISTIANITY

Since its foundation in 1892, SHOKEI GAKUIN UNIVERSITY has constantly pursued the ideal image of human being in the society of the times. Firmly inheriting the founding spirit of "walk together with others," SGU will cultivate people who can refine their inner selves through Christianity and a richness of general knowledge and who will contribute to society with hearts of love and service to others.

In 2022, SHOKEI GAKUIN will celebrates 130th Anniversary. While maintaining the tradition of small-class, practical human education, Shokei Gakuin has been pushing forward with reform of education which is based on The Fourth Medium-Term Plan "Mission 19 Goodness – the Power to Survive the Coming Age".



**Ella O. Patrick Home**  
(The first school building)

While spending most of time sick in bed, Baptist layperson Ms. Ella O. Patrick, supported missionary work vigorously. After her death, her father donated the funds for the building and it was named "Ella O. Patrick Home." (Relocated to its current site in 2010)



Ms. Annie Buzzell,  
The First Principal  
of the School



Ella O. Patrick Home in Meiji Era



Ms. Ella O. Patrick



**Takafumi Goda**  
President

Mr. Takafumi Goda is the president of Shokei Gakuin University since 2014. Prior to joining SGU, Mr. Goda served for the Ministry of Education, successively held the posts such as Fellow of National Institute for Educational Policy Research, Director-General of Lifelong Learning Policy Bureau, Director-General of Science and Technology Policy Bureau, etc. Mr. Goda graduated from the Faculty of Law at Tokyo University and from the Graduate School of The University of Michigan, Ann Arbor. (MPA)

## A university that will equip students with The Power to Survive the Coming Age

Today, the 4th Industrial Revolution is rapidly progressing around the world. The era ahead will ask of us not the quantity of our knowledge but how we use that knowledge and for what purpose, and what we can do to meet the needs of the times.

This, in fact, is the education philosophy that SHOKEI GAKUIN has valued since its foundation in 1892. In 1909, an article that the founding principal contributed to the Kahoku Shimpo newspaper contained the following passages.

*The purpose of education is ... not simply to cultivate boys and girls who have a lot of knowledge; rather, it is to cultivate people who can work, or, in other words, people who can meet the needs of the times in which they live.*

Therefore, we aim to realize learning in which students and graduates can take maximum advantage of the benefits of the three college/five department structure and to use their knowledge to solve problems.

With passion in my heart, I look forward to welcoming you all take on the challenge of this mission.

### SHOKEI GAKUIN UNIVERSITY × SDGs



### SUSTAINABLE DEVELOPMENT GOALS



Shokei Gakuin University extols the ideals of the SDGs in terms of the pledge to leave no one behind, which fundamentally aligns with our aim of living with others in a manner that reflects the teachings of Christianity as has remained our philosophy since the university was founded back in 1892. We accordingly aspire to cultivate global citizens who will take action with the aim of achieving objectives of the SDGs, to which end we are promoting education and research that focuses on addressing challenges in the Tohoku region while concurrently maintaining a global perspective.

# THE FOURTH MEDIUM-TERM PLAN

## “Mission 19 Goodness – The Power to Survive the Coming Age”

In the Fourth Medium-Term Plan that commenced in April 2019, SHOKEI GAKUIN UNIVERSITY established key challenges with the aim of nurturing the power needed to survive the coming age and to cultivate people who can deepen themselves and walk together with others based on Christian principles.

### Goals

1. Enhancement of student-centered education
2. Establishment of a virtuous circle through student growth

## 3 VISIONS AND 19 KEY CHALLENGES

### 1. Humanistic Education Based on the Founding Spirit - Make Your Heart Resound

- 1-1 Enhancement of Christian education
- 1-2 Cultivation of an attitude of recognition of diversity and cooperation
- 1-3 Initiatives to achieve the Sustainable Development Goals (SDGs)
- 1-4 Prompting spontaneous motivation toward academic achievement
- 1-5 Contribution to local community
- 1-6 Strengthen collaboration with alumni and stakeholders

### 2. Optimization and Advancement of Learning - Raising Self-confidence

- 2-1 Further evolution towards student-centric education
- 2-2 Assurance of education quality and communication of information
- 2-3 Promotion of High School/University Articulation Reforms
- 2-4 Establishment of support system for diverse students
- 2-5 Fulfillment of university life
- 2-6 Utilize resources that transcend the “barriers” of specializations and universities
- 2-7 Strengthen collaboration with alumni and stakeholders

### 3. A University where diverse values come together - Open up the campus

- 3-1 Promotion of collaboration and exchanges with local communities
- 3-2 Promotion of international exchange
- 3-3 Building of a “common foundation of knowledge” across generations
- 3-4 Promotion of exchange through sport
- 3-5 Communication and information disclosure of outcomes of education and research activities
- 3-6 Building of the foundations to support education and research

# A New Form to Realize "Diverse Learning"

The new college structure is an educational system that will enable students to choose the academic areas they want to study to match their own goals and interests. Previously, the University's education had been provided within a vertical framework of conventional academic departments, but the new college structure gives students the opportunity to learn freely, without being bound by conventional academic domains, in a more independent way of their own volition, toward their own respective goals. The reorganization makes it clear what students can study and what kind of future they can achieve. For students hoping to obtain a certain qualification, it provides support until they pass the qualification exam using reliable training curricula, and for students who are still exploring their future possibilities, it provides the opportunity to optimize their own future from a wide range of academic disciplines and experiences in the field.



## College of Humanities and Social Studies

Admission Capacity: 200  
Department of Humanities and Social Studies: 200

Cultivate people who possess a clear awareness of the various issues in contemporary society and who can contribute to solving those issues in cooperation with others.

### Five learning fields

#### Field of Contemporary Society

Learn social system and public policy to contribute to society with public-minded thinking

#### Field of Regional Activities

Learn local economy, history, culture, agriculture and environment to contribute to the local revitalization

#### Field of Urban Life Studies

Learn community development, interior, culture and lifestyle to contribute to the quality of daily life

#### Field of International Liberal Arts

Learn foreign language, culture and international history to contribute to society from global perspectives

#### Field of Media Studies

Learn language structure, story composition, film making to contribute to local communities through the power of media expression



Prof. Shigeyoshi Tanaka, Ph.D.  
Dean, College of Humanities and Social Studies

### Examining "one's self in society" and "society in one's self"

The College of Humanities and Social Studies allows students to discover their own existence in society, which they had taken for granted until then, and how the students themselves have been influenced by society and their local communities where they were raised. It is through such discoveries that human beings grow.

## College of Psychology and Education

Admission Capacity: 180

Department of Psychology: 60

Department of the Scientific Study of Children: 80

Department of School Education: 40

Cultivate people who have a rich imagination and empathy toward others, and who have acquired advanced educational and psychological expertise and practical skills backed by a sense of ethics and theory.

### Three departments to foster professionals in psychology and education

#### Department of Psychology

In addition to professional psychologists, cultivate people who can use their knowledge of psychology to operate successfully in business and government, and who can apply psychology to their own self-understanding and interpersonal relationships.

#### Department of the Scientific Study of Children

Cultivate childcare professionals with a high degree of specialized knowledge of children, support skills, a sense of ethics to protect the interests of children, and rich sensibilities.

#### Department of School Education

Cultivate educators who can deliver the joy of learning, with the integrated elementary-junior high school education in view, by nurturing broad education, practical abilities that are full of creativity, and the ability to build personal connections.



Prof.  
Manami Matsumoto,  
Ph.D.  
Dean, College of  
Psychology and  
Education

### For the future of humanity and the mind.

Connecting minds to make people smile. Nurture the next generation to connect the present and the future. The College of Psychology and Education provides students with learning that will help lead to people's happiness and a better future, while they aim to obtain qualifications that will become ammunition for their careers. Students will be supported by lecturers who are highly experienced professionals who practice in the field.

## College of Human Health and Nutrition

Admission Capacity: 80

Department of Human Health and Nutrition: 80

Cultivate registered dietitians who have acquired a wide range of knowledge and skills regarding food and health and the ability to communicate and cooperate with others, and who have the practical skills to contribute to improving people's lives.

### Close support for National Examination for Registered Dietitians

Faculty members from a broad range of specializations act as class teachers and advisors, providing a range of support, including advising on their studies and job searches, and conducting special courses, to prepare students to pass the National Examination for Registered Dietitians.

### Three new subjects to support for extra learning

1. Food Product Development Theory
2. Challenge Program
3. Advanced Nutrition Research



Prof.  
Seiko Hoshi, Ph.D.  
Dean, College of  
Human Health and  
Nutrition

### Navigating health with delicious food.

The College of Human Health and Nutrition aims to cultivate Registered Dietitians who have acquired practical skills and rich humanity. Why do people eat? Students will consider the answers to this question in a scientific way, centering on the keywords of "food, health, nutrition, food preparation, lifestyle, and culture."

# LEARNING IN THE COMMUNITY AND SUPPORTING WITH THE COMMUNITY

As one of the pillars for the realization of diverse learning, SGU encourages “learning in the community and supporting with the community,” to foster comprehensive human strengths. Students will pick up on the thoughts and feelings of people in real-life settings where locals live and acquire the attitude and skills to work in collaboration with others, as a kind of “living learning.” Students will also pass on their research and education at SGU to local communities through industry-academia-government partnerships and agreements and partnerships and agreements with other universities.

## REGIONAL PARTNERSHIP ACTIVITIES

### Volunteer Team TASKI

The program, whose name incorporates the meaning of “Shokei, walking together with love”, began in the wake of the Great East Japan Earthquake Disaster. Ten years later, the situation in the affected areas has changed greatly. In particular, the development of new communities as a result of people moving from temporary housing to public reconstruction housing has emerged as a new challenge. Teams of students who have conducted support activities in temporary housing are now helping to residents to create opportunities for connection and interaction with other residents in their new communities.



#### STUDENT'S VOICE



**SAE HENMI**  
Volunteer Team TASKI

TASKI, the volunteer team of SGU students, implements various activities such as exchanges with residents in the areas affected by the Great East Japan Earthquake at public reconstruction housing and in public halls in Yuriage, a part of Natori City. Ten years have passed since the earthquake, but SGU students continue these activities from a desire to help the residents, who are striving to develop new towns and communities. I feel that I have grown up through various experiences and opportunities, such as listening to diverse opinions from residents, interacting with students from other universities, and conveying what we have learned to others. Going forward, I want to engage in activities that will raise awareness among many more people about the joy that volunteering brings.

### Yuriage Study Tour

Students visit Yuriage, a town that suffered severe damage from the tsunami immediately after the earthquake, where they see with their own eyes how the area was damaged and how it has been changing since the disaster, listen to local raconteurs tell the stories of their own experiences, and, by exchanging opinions, consider what they themselves can do for this community from their own, individual standpoints.



### Kobe Study Tour

Students hold joint volunteer activities and workshops with other universities and senior high schools in and outside the prefecture. SGU students collaborate and interact with people from Kobe in both Natori City and Kobe City. In the Kobe Study Tour, students learn about the process of reconstruction after the Great Hanshin-Awaji Earthquake through fieldwork and hearing from local raconteurs about their own experiences. They also put what they have learned to use in reconstruction activities for Natori City, where SGU is located.



## REGIONAL PRACTICAL EDUCATION

Initiatives in the region through classes and extra-curricular activities

Activities in the region give students perspectives and experiences that they have not realized until now. Gaining a deeper understanding of the region, addressing the region's challenges, and considering what they themselves can do for the region will give students opportunities to develop practical skills. SGU assists students to acquire practical attitudes and skills to pick up on the thoughts and feelings of local residents and to work with them in collaboration through practical learning in the region.

### Kawasaki Town Study Tour

The Practical Training of Regional Activity is the class to learn the regional business and challenges. After conducting literature research, students visited Kawasaki town to interview local residents in collaboration with Kawasaki Town Office.



### Student Activity in Nagamachi Area

N-SCHOLE, established in 2018, is a student organization working on kids' education and local revitalization. At Nagamachi Autumn Festival, students of Junior High School, High School and University work together to run an event where kids can have fun while learning.



## RESEARCH & SOCIAL CONTRIBUTION

Industry-academia-government collaboration agreements and partnerships and agreements with other universities

Undertaking practical education and research in the local area is a unique feature of SGU. A variety of such initiatives have been implemented to date.

### Government-Industry-Academia Collaboration

SGU pursues various initiatives in collaboration with local governments and companies through regional practical education and regional partnership activities.

- New product development (ice cream) with Natori City, Miyagi Prefecture Agriculture High School, and Gelato Shop Natu-Lino



- Local guidebook production with Natori Tourism Association

- New product development (chocolate) with Ire Hasekura Kingdom (Kawasaki Town)



### Agreement and memorandums with local governments and companies

Under comprehensive agreements with local governments and other organizations, SGU conducts education and research within a comprehensive collaborative framework. Going forward, SGU hopes to conclude agreements with local governments and companies in prefectures other than Miyagi Prefecture, to further pass on SGU's education and research to other regions.

- Natori City
- Kawasaki Town
- Ohira Village
- Aomori Prefecture
- Miyagi Prefecture Board of Education
- Sendai City Board of Education
- Watari Town Board of Education
- Yamamoto Town Board of Education

### Partnerships and agreements with other universities

SGU strives to enhance education and research through partnerships and agreements with other universities.

- The Academic Consortium of Sendai
- The Open University of Japan
- Kanto Gakuin University
- Miyagi University of Education
- Sendai University



# UNDERSTAND THE WORLD AND SUPPORT THE TOHOKU REGION

With the aim of cultivating people who understand the world and will support the Tohoku region, SGU offers students various opportunities to obtain direct experiences of different cultures and to hone diverse abilities such as a global mindset, language skills, and communication skills.

With programs that match each student's individual goals and conditions, this special course aims to give students a boost to fly out into the world.

## SHORT PROGRAM

### OLYMPIC COLLEGE SUMMER PROGRAM IN USA

In the two-week program, students will be given opportunities to improve their English skills, develop an understanding of different cultures, and to broaden their global outlook, through intensive English classes, field training, and homestay experiences.



### HUNGKUANG UNIVERSITY SUMMER PROGRAM IN TAIWAN

In the two-week program, students will have Chinese language lessons and cultural experience sessions with other participants from overseas partner universities. Through many programs in which they will join up with students of many different nationalities, students will develop a deeper understanding of different cultures.



### PAI CHAI UNIVERSITY SUMMER PROGRAM IN KOREA

In the two-week program, students will broaden their understanding of different cultures and global perspectives through Korean language lessons and hands-on cultural experiences. PCU volunteer students will support the program and dormitory life. There are many opportunities to interact with local students.

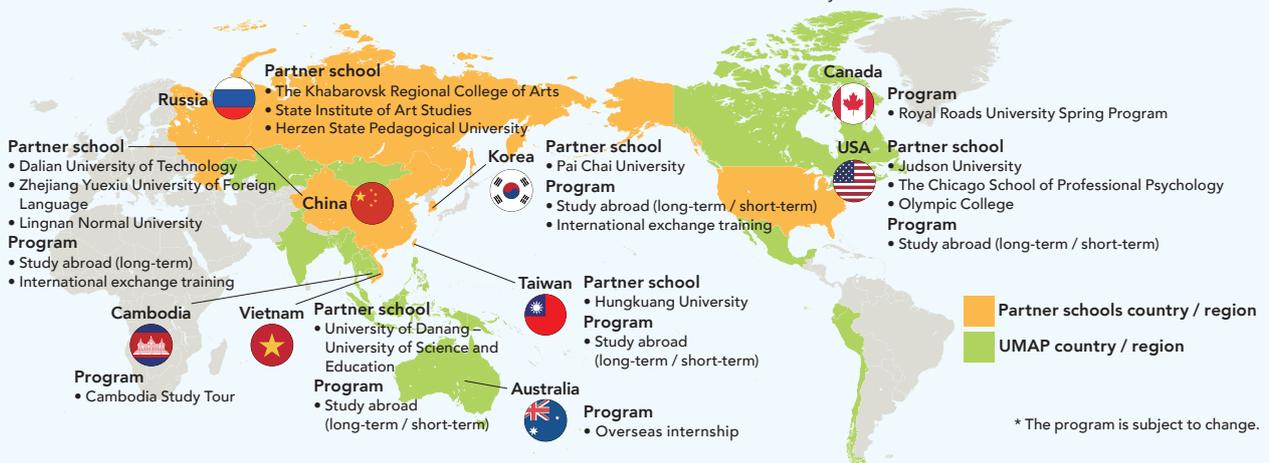


### ROYAL ROADS UNIVERSITY SPRING PROGRAM IN CANADA

Through practical lessons that incorporate many activities, students will improve their language skills and acquire cross-cultural skills and leadership abilities in the two-week program.

### THE UNIVERSITY OF DANANG – UNIVERSITY OF SCIENCE AND EDUCATION SPRING PROGRAM IN VIETNAM

In the ten-day program, students will broaden their global outlook by studying the languages and cultures of emerging countries in Asia and through interactions with students of local universities and children in the local community.





## CREDITED PROGRAM (LIBERAL ARTS SUBJECTS)



### STUDY ABROAD USA

In 1st Semester, students will acquire the knowledge needed for international communication and, through their experiences on an overseas study tour, nurture the fundamental qualities of a global person who can practice global understanding and collaboration.



### OVERSEA INTERNSHIP IN AUSTRALIA

In 1st Semester, students will conduct research and deliver a presentation on Cairns, after which they will undertake work experience overseas to deepen their knowledge, abilities, and awareness of work required in international society.

### STUDENT'S VOICE



**AYANE INABE**  
Study Abroad USA

This was my first time traveling overseas. I have dreamed of going abroad since I was a child, so even when I arrived at the airport, I felt like I was dreaming. Although the program I participated in was quite short, I felt the different culture and air of that country with all five senses. It was a very fulfilling two weeks and, many times, I found myself not wanting to go home. I also promised my teachers and my host family that I would definitely be back. Until then, I will strive to improve my English skills by staying in touch with English every day, so that I can make everyday conversation in English.

## STUDY ABROAD PROGRAM

### PARTNER UNIVERSITIES

The student exchange program with partner universities allows students to study abroad while retaining their place at SGU. Upon their return to Japan, by taking the necessary administrative steps, they can transfer credits obtained at the overseas university to SGU. During their study abroad at partnership universities, all or part of the tuition fees of the overseas university or SGU will be waived.

### UMAP



UMAP is the acronym for the "University Mobility in Asia and the Pacific". Founded in 1991, it is a voluntary association of government and non-government representatives of the higher education (university) sector.

The general aim of UMAP is for each of the countries and territories in the Asia-Pacific region to achieve a better understanding of the cultural, economic and social systems of the other countries and territories in the region through enhanced cooperation among higher education institutions and increased mobility of university students.

SHOKEI GAKUIN UNIVERSITY joined UMAP in 2018 and SGU students can participate in UMAP Study Abroad Program on the equal condition with Study Abroad Program with Partner Universities.

## ON-CAMPUS PROGRAMS

Even on the SGU campus, there are many opportunities for international exchange to be found. There are many cross-cultural exchange events held on campus, including exchanges with overseas students, English-language communication meetings, and foreign-language speech contests. Students can also become a tutor/supporter and help international students with daily life and their studies.



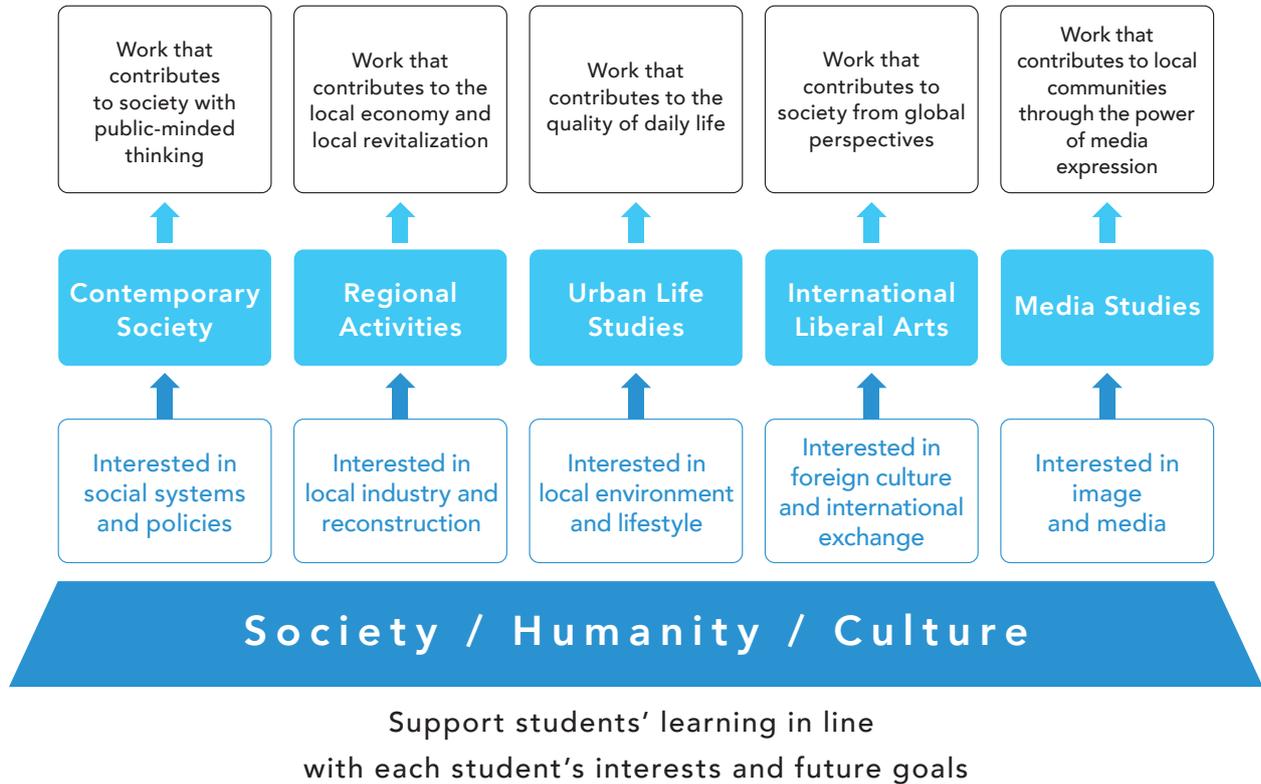


College of Humanities and Social Studies  
**DEPARTMENT OF HUMANITIES  
AND SOCIAL STUDIES**

Cultivating people who possess a clear awareness of the various issues in contemporary society and who can contribute to solving those issues in cooperation with others.



## FIVE LEARNING FIELDS, EXPANDING FREEDOM OF LEARNING



## ADVISOR SYSTEM

Full support for four years of campus life

Advice for students on optimization of their learning  
at university and their future plans.



From 1st to 4th Year, students receive regular support from their advisors, as well as from the teachers in charge of their small-group exercise classes (pre-seminar and seminar lecturers) in each year level.

# CURRICULUM

|                                |                                       |   |   |   |   |  |
|--------------------------------|---------------------------------------|---|---|---|---|--|
| 4th Year<br>↑<br>1st Year      | <b>Integrated Subjects</b>            | Graduation Thesi I,II<br>Practical Seminar for General Science I,II   |   |   |   |  |
|                                | <b>Applied Level/Related Subjects</b> | <b>Contemporary Society</b><br><ul style="list-style-type: none"> <li>Politics</li> <li>Law</li> <li>Economics</li> <li>Public Policy</li> <li>Labor Law</li> <li>Public Finance</li> <li>Public Administration</li> <li>Administrative Law I,II</li> <li>Civil Law I,II</li> <li>Constitutional Law</li> <li>Consumer Law</li> </ul> | <b>Regional Activities</b><br><ul style="list-style-type: none"> <li>The Theory of Regional Activities</li> <li>Research of Local Industries and Enterprises</li> <li>Tourism and City Development</li> <li>Regional Industries</li> <li>Green Tourism</li> <li>Strategic Management</li> <li>Regional Energy and Resource Economics</li> <li>Social Entrepreneur</li> <li>Marketing</li> <li>Introduction to Regional Resources</li> <li>Balneology</li> </ul> | <b>Urban Life Studies</b><br><ul style="list-style-type: none"> <li>Symbiosis Environment</li> <li>Forest Conservation</li> <li>Cityscape Theory</li> <li>Urban Environment Planning</li> <li>Interior Design</li> <li>Housing Structure</li> <li>Design Theory</li> <li>Greening Environment</li> <li>Color Theory</li> <li>Housing Structure</li> <li>Horticultural Theory</li> </ul> | <b>International Liberal Arts</b><br><ul style="list-style-type: none"> <li>Human Formation Theory</li> <li>Diasporology</li> <li>Ethnology</li> <li>Universal Human Rights and Peace</li> <li>African study</li> <li>World Heritage</li> <li>International Exchange Practice</li> <li>Cross-cultural Communication</li> <li>Foreign Language</li> <li>World Cinema</li> <li>English/American Child Literature</li> </ul> | <b>Media Studies</b><br><ul style="list-style-type: none"> <li>Media Cultural Studies</li> <li>Visual Image Production</li> <li>Publishing Culture</li> <li>Manga and Comics Studies</li> <li>Introduction to Presentation</li> <li>Theories and Techniques of Creative Writing</li> <li>Introduction to Linguistics</li> <li>Content Industries</li> <li>Animation Studies</li> <li>Film Critics</li> </ul> |
|                                | <b>Development Level</b>              | American Culture<br>Theory of Aging Society<br>Social Security  | Asian Culture and Society<br>Sociology of Disaster<br>Representation Theory   | Religious Thoughts<br>Methods of Social Survey<br>Media Studies   | European History and Culture<br>Collecting and Analyzing Information<br>Culture Industry  | Universal Human Rights<br>Field Study in Social Research<br>Sociology of Tourism   |
|                                | <b>Introductory Level</b>             | Introduction to Humanities and Social Sciences<br>Culture and Information<br>Urban Society  | Cultural Anthropology<br>Urban and Rural Sociology<br>Ethics  | Introduction to Anthropology<br>Regional Culture<br>Theory of Diverse Society   | Introduction to Sociology<br>Cultural and Sociology<br>Contemporary Society   | Social Philosophy  |
| <b>Society, Human, Culture</b> |                                       |   |   |   |   |  |

\*Please note that the curriculum is subject to change.

### Language Intensive Courses

|   |   |
|---|---|
| <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"> <b>English Course</b> <ul style="list-style-type: none"> <li>Listening and Speaking I - IV</li> <li>Reading and Writing I - IV</li> <li>Essay Writing I,II</li> <li>Oral Communication I,IV</li> <li>Intensive Reading I,II</li> </ul> </div> <div style="font-size: 2em; color: #0070c0; margin: 0 10px;">➔</div> <div style="border: 1px solid #ccc; padding: 5px;"> <b>Applied Level/Related Subjects</b> <ul style="list-style-type: none"> <li>English Grammar and Expression</li> <li>English Grammar</li> <li>English and American Literature</li> <li>Phonetic Pronunciations and Listening Comprehension, etc.</li> </ul> </div> | <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"> <b>Chinese/Korean Course</b> <ul style="list-style-type: none"> <li>Practical Chinese Communication I - IV</li> <li>Practical Korean Communication I - IV</li> </ul> </div> <div style="font-size: 2em; color: #0070c0; margin: 0 10px;">➔</div> <div style="border: 1px solid #ccc; padding: 5px;"> <b>Applied Level/Related Subjects</b> <ul style="list-style-type: none"> <li>Multicultural Society Theory</li> <li>International Exchange Practice (China, Korea) etc.</li> </ul> </div> |
|---|---|



**Prof. Rumiko Kuji, M.A.**  
 Chair  
 Department of Humanities and Social Studies

## Message

The curricula of the departments consist of introductory level courses for the 1st and 2nd Years, and development level and applied level courses through to the higher year levels. Students will deepen their specializations by taking subjects from five fields that are the foundation of learning, adding learning from other fields. In this way, the students will acquire diverse abilities. Students who are interested in multiple fields are able to create their own individualized four-year learning program. By taking subjects that are related to qualifications,

students can attempt the qualification exams, such as teaching license, architect or curator. After finishing their 2nd-Year courses, students will decide on the directions for their learning over the full four years. They will then advance to the practical courses in 3rd Year and prepare graduation thesis in 4th Year. Department of Humanities and Social Studies allows students to enjoy the freedom of learning to the fullest and to attempt qualification examinations, supporting them for the four years of their student life.

## COURSE INFORMATION



Introductory Level | 1st Year

Academia today can be described in short as the age of transcending boundaries

### Introduction to Humanities and Social Sciences

The academic discipline of the humanities includes philosophy, ethics, theology, religious studies, cultural anthropology, literary studies, linguistics, English language studies, pedagogy, and so on. The social sciences, meanwhile, includes sociology, economics, law, political science, and so forth. In this subject, students will learn what lies at the roots of all of these studies.



Introductory Level | 1st Year

The importance of Anthropological perspectives in each discipline

### Introduction to Anthropology

The name Anthropology as an academic discipline first emerged in early modern times, but the exploration of human beings has been conducted since ancient times. Students will gain an understanding of the importance of an Anthropological perspective in the various modern sciences and will learn to identify the characteristics of human studies that will help them to pursue elucidate humankind in more comprehensive, all-encompassing ways.



Introductory Level | 1st Year

Does the world around you look like something new?

### Introduction to Sociology

Students will learn how to generate sociological ideas that students in the College of Humanities and Social Studies will acquire as foundations. Students will be able to acquire the ability to take a fresh look at their own daily life and the local community and world they live in from new perspectives, and will be able to see "something new".

## Language Intensive Courses (English/Chinese/Korean)

These courses will cultivate students' linguistic abilities with intensive training in the language that the students particularly want to learn, while pursuing their own study in the departments.

#### English Course

Students will forge basic ability of English proficiency through two years of intensive training and further increase English ability.

#### Chinese/Korean Course

Through a year of intensive training, students will learn the basics of Chinese or Korean language and culture. They will be able to understand and use the kind of basic language that is used in daily life.





Department of Humanities and Social Studies

## FIELD OF CONTEMPORARY SOCIETY

This field aims to cultivate people who are able to identify the problems contemporary society faces and to solve social issues, as well as people who are able to work in local administration in ways that will contribute to the development of local communities.

### Study contemporary society to live the life of the future

Students will acquire the ability to interpret how the world is moving through foundational and specialized study of the social sciences, with an emphasis on the practical disciplines such as economics, business administration, finance, law, politics, and sociology.



### Investigating the actual state of contemporary society through social research exercises

Students will conduct research into social issues in the city of Natori, including areas affected by the 2011 earthquake disaster. They will aim to discover perspectives for overcoming those issues and revitalizing the region.



### Take the civil servant exam through extensive study of social sciences

Students are able to study subjects such as economics, law, politics, and finance, which appear in the civil servant examination.



### The importance of asking "Why?" Consider public challenges in contemporary society from diverse perspectives and take on the challenge of solving those challenges.



Prof. Yoshinori Fujimoto, Ph.D.

**Specialization** Public Administration, Public Policy

**Class Subjects** Political Science, Public Administration, Local Government and Public Policy

**Seminar** Consider challenges in the public sector, the structure of those challenges, and directions for solving them through specific examples.

There are many challenges building up around us. How can we solve problems that we are unable to deal with on our own? While setting a high value on logical thinking, such as questioning why a certain issue exists, we will also consider them through the study of public administration, local government, and public policy.

### Isn't it time to examine what is happening in the real world (society)?



Prof. Shin Takahashi, Ph.D.

**Specialization** Institutional Economics, Economic Policy, Economic Thought

**Class Subjects** Contemporary Society, Economics, Economic Policy, Human Behavior and Institutional Economics

**Seminar** Focus on the reality of economic society through the study of economics.

As the times undergo dramatic change, you will prepare your own answers to the questions of "what is happening," and "what are the problems," and consider how we should understand, respond to, and live with these matters through our studies in the humanities and social sciences.

## Department of Humanities and Social Studies

**FIELD OF REGIONAL ACTIVITIES**

Cultivate people with broad knowledge and practical skills based on a comprehensive understanding of the region, who will contribute to regional revitalization through the use of regional resources.

**Practical study of the use of regional resources**

With highly experienced practicing professionals as their lecturers, students will unearth the resources of the Tohoku region and learn the basics of product development and tourism product planning to make use of those resources. They will also develop product and service planning skills and the ability to put those plans into action.

**Cultivate the ability to discover and solve problems**

Through student-led seminar activities, students will acquire communication skills as well as the approach, attitude, and ability to cooperate with each other to complete tasks.

**Collaboration with local communities**

Based on partnership agreements with the University's local community and neighboring municipalities, students will learn approaches and methods of attractive community development and local design, with the aim of creating rich and sustainable local communities.

**Become a person who rejects common wisdoms and address social issues in local communities!**

| Prof. Chang Tao, Ph.D.

**Specialization**

Business Administration, Strategic Management, Corporate Governance

**Class Subjects**

Introduction to Business Administration, Strategic Management, Marketing Studies, Research of Local Industries and Enterprises

**Seminar**

Through literature research and case studies on business model innovation, students will learn about the analysis and evaluation of competitive strategies and explore the causes of good and poor corporate performance.

Become a person who rejects common wisdoms (assumptions) and addresses social issues in local communities with an "anti-common wisdom" approach and methods. To do this, it is first important to understand what those "common wisdoms" are by learning the basics of the discipline.

**Exercise wisdom about specific issues with people around you, and work together with them.**

| Prof. Michio Matsuda, M.A.

**Specialization**

Lifelong Learning, Community Design, Idea Creation

**Class Subjects**

The Theory of Regional Activity, The Practical Training of Regional Activity, Lifelong Learning Theory, etc.

**Seminar**

Our watchwords are Ideas, Communication, and Action! Students will pursue activities that address local issues after learning idea creations skills and discussion techniques.

The piece of paper I am holding in the photo is something that was created to solve an issue in a certain town. We will support students to explore common principles from this kind of ongoing practice to acquire the ability to live in the future.



Department of Humanities and Social Studies

## FIELD OF URBAN LIFE STUDIES

Cultivate people who can think about urban life from various perspectives, acquire the knowledge and experience for solving issues, and develop attractive and sustainable urban environments.

### Learn about urban life

Attractive and sustainable urban life is based on tangible things such as the buildings that make up our towns, as well as our connections with the town's systems, culture, and nature. Students will learn about these things and connections and aim to envisage urban life.



### Learn about things (hard factors)

Learn about architecture to create the buildings of cities, the interiors that make up living spaces, and the materials from which these things are made. Acquire the knowledge and skills required of an architect.



### Learn about connections (soft factors)

Learn about the lifestyle cultures, environments for co-existence, and use of resources that are necessary to create rich, high-quality living environments as well as the development of communities and sustainable urban environments.



### Learn how to protect, create and foster our living environment.



Assoc. Prof. Tamaki Baba, M.A.

**Specialization**

Cityscape, Living Environment, Community Development with Local Residents

**Class Subjects**

Dwelling Life Studies, Interior Design Theory, Cityscape Theory, Practical Training in CAD, etc.

**Seminar**

Students will research on cityscape and living environment by analyzing hearings and surveys to create the future of the city.

What do you think about attractive town? It is true that the urban city with many café and shops is attractive. But, in the aging society, it is important to make closer residential area attractive. Let's find the crucial factors for the town where people can continuously live.

### Would you like to see how our lifestyle is connected to the natural environment?



Assoc. Prof. Tae Toba, Ph.D.

**Specialization**

Literature of Forest and Water, Forest Ecology

**Class Subjects**

Symbiosis Environment, Introduction to Regional Resources, Forest Conservation, Practical Training in Surveying

**Seminar**

Students will study broad areas ranging from microclimates to animals living in the forest of Shokei, such as raccoons and wild rats, with practice in the field playing a central part.

Perhaps you have often heard the phrase "sustainable this or that." It is difficult to continue and maintain something, whatever it may be, but in various situations, it is something that must be done. If you acquire knowledge by learning and experiencing various things, that knowledge will become a powerful ally.

## Department of Humanities and Social Studies

# FIELD OF INTERNATIONAL LIBERAL ARTS

With deep insights into the existence of humanity and international perspectives, cultivate people who actively participate in the formation of societies that will enable the co-existence of people with diverse characteristics in the world, in Japan, and in the Tohoku region.

## Learn about humanity

Learn about human ideas from ancient times to the present and the history of various regions of the world through literature from all ages and cultures. Ancient people had many of the same problems as human beings as modern people, but their approaches in addressing those problems varied from region to region. Students will learn broadly and deeply about the universe and the diversity of human beings.



## Learn about other cultures, become aware of our own

Students will learn not only about East Asia and the Western world, but also about Southeast Asia, the Middle East, Africa, and South America. As well as English, Chinese and Korean, students will be given opportunities to learn languages such as classic Greek and Modern Hebrew. Look back on our own culture through understanding of other cultures.



## Learn through off-campus field work

Students will be given opportunities for short-term and long-term study abroad in places such as China, South Korea, the United States, and Australia. There are also opportunities to interact with the international community in Japan. Student will deepen understanding of different cultures and foreign languages through field work experience.



## Is "international" overseas? It's here in Japan, Tohoku, and Sendai!



Prof. Shizuka Uemura, Ph.D.

**Specialization** Judaism Studies, Bible Studies, and Religious Studies

**Class Subjects** Religions and Cultures in the World, Modern Ethics, Religious Thoughts, Diasporology, Modern Hebrew

**Seminar**

Renew understanding of various problems of modern society (war, terrorism, hunger, poverty, inequality, refugees, pollution, etc.), not only from superficial phenomena but also from the values that lie at their roots.

It is certainly not wrong to say that "international" exists overseas. However, there are many opportunities here in this town and on campus to meet people with foreign roots. Japan, Tohoku, Sendai, and Natori are also part of "international." By encountering other diverse cultures, take a fresh look at our own.

## No respect no understanding!



Assoc. Prof. Jeongbae Oh, Ph.D.

**Specialization** Foreign Language Education, Mutual Recognition between Japan and South Korea

**Class Subjects** Japanese as a Foreign Language, Practical Korean communication III, IV, International Exchange Practice, etc.

**Seminar**

We will consider what misunderstandings can arise when communicating with people from different backgrounds, and what attitudes and abilities are needed to overcome such misunderstandings.

When communicating with people from different culture, the effort to learn about the other person's background is important, but the ability to convey your own background is just as important. It is only by encountering other cultures that you can recognize your own culture objectively. Experience diverse cultures by studying in this domain and hone your ability to understand yourself (and your own culture) objectively.

Department of Humanities and Social Studies

## FIELD OF MEDIA STUDIES

Cultivate people who can play an active and practical role in society through the use of media, with a broad knowledge of the characteristics of media such as newspapers, magazines, television, movies, advertising, and social media, as well as their roles and impact on society, and by developing powers of expression to create content based on a variety of social information.

### Deep understanding of “linguistic culture” and “visual culture”

Students will learn about the mechanisms and history of the words and visual images that are the foundation of any kind of information communication. Students will deepen their understanding of the facts that “linguistic culture” and “visual culture” have been shaped by communication of language and images through media, and that they are deeply connected to the way we see and consider things.



### Acquire Practical powers of expression through media

Students will acquire expression techniques for communicating information appropriately and effectively using language and images. After mastering the basics by producing a poster, students will then learn linguistic expression techniques that effectively combine language with pictures and video and visual expression techniques to create films.



### Information Management

Students will study the management methods needed to use the knowledge and powers of expression acquired in class to bring projects to fruition. Students will produce media content that is actually related to local communities and businesses, such as local mini-communication newspapers, local promotional videos and commercials and the use of local mascot characters.



### Expressions that convey start with noticing the viewpoints of others



Prof. Kotaro Akizuki, Ph.D.

- Specialization** Linguistics, “Manga” (Comics) Theory
- Class Subjects** Japanese Linguistics, Sociolinguistics, Manga and Comics Studies
- Seminar** Why is Miffy’s mouth depicted with an X? Why does Hello Kitty have no mouth? Why are Kumamon’s eyes cat’s eyes? Consider characters from the perspective of expression.

Even if you are able to use media well, there is no guarantee that you will create expressions that will convey the message. You may be able to improve the quality of the expression by honing your techniques, but there still is no guarantee that a higher quality expression will convey the message. Expression exists only when there is someone to receive it. This is the starting point of the path toward expression that conveys a message.

### Become someone who can express the world with video!



Prof. Ai Hirose, Ph.D.

- Specialization** Image Arts and Sciences, Cinema Studies, Visual Expression
- Class Subjects** Cinema Studies, World Cinema, Representation Theory, Visual Image Production, etc.
- Seminar** Learn about the mechanisms of video expression and acquire basic knowledge and techniques to convey stories and information precisely with video by actually producing a video.

Today, videos have become a familiar means to convey information. On the other hand, because they are so easy to film, short-sighted and simplistic videos and inappropriate videos are also being made. Students can learn the current state of the world and the mechanisms of media and to aim to acquire the ability to express the world with videos.



## QUALIFICATIONS/CERTIFICATIONS

- Curator
- Social Educator
- Social Researcher
- Social Education Supervisors (Appointment Qualification)
- Certified Business Presenter
- Class I Teacher's Certificate for Junior High School (Social Studies/English)
- Class I Teacher's Certificate for High School (Civics/Geography and History/English)

## RELATED QUALIFICATIONS/CERTIFICATIONS

- Architect CAD Certificate
- Interior Coordinator
- Color Coordinator
- Environmental Specialist (EcoTest)



## MAJOR CAREER PATH

|                              |  |
|------------------------------|--|
| <b>Government</b>            | Local government, Police Department, Fire Department, School   |
| <b>Financial Institution</b> | Bank, Credit Union, Securities, Insurance  |
| <b>Trading Company</b>       | General Trading, Food Trading, Constructing Material Trading   |
| <b>Distribution</b>          | Department Store, Distributor, Retailer (Supermarket, CVS, Apparel, Cosmetics)                                       |
| <b>Construction</b>          | General Construction, Architect Design, Home Builder, Real Estate, Building Material                                 |
| <b>Ceremonial Business</b>   | Bridal, Funeral  |
| <b>Other</b>                 | Travel/Leisure, Publishing, Advertising, Newspaper, TV Station, NPO/NGO, TV/Radio Production, Event Management, etc. |



## College of Psychology and Education DEPARTMENT OF PSYCHOLOGY

In addition to professional psychologists, cultivate people who can use their knowledge of psychology to operate successfully in business and government, and who can apply psychology to their own self-understanding and interpersonal relationships



### Panoramic view of the field of psychology

Taking a panoramic view of the field of psychology, students will learn the ways of thinking and basic attitudes that are necessary for understanding and supporting the human mind.

### Thoroughly study both the basics and the practice of psychological support

Students will thoroughly acquire the psychological field's accumulated knowledge and theory, which form the foundations of psychological support. They will also study extensively the methods of psychological support that are practiced on the ground in the medical, health, education, welfare, legal/criminal, and industry/labor fields.

### Broaden your horizons by studying adjacent subjects

Students will study adjacent subjects that are aligned with their own interests and that will help them discover and understand problems related to the human mind.

### Acquire techniques to solve problems of the human mind

Students will conduct objective analysis of specific problems regarding the human mind and try out methods to solve them.



The discovery and solution of problems concerning the human mind will require honing our powers of observation of people. The Department of Psychology delivers various courses that allow students to hone their powers of observation of people. They include Psychological Experiments, in which students will conduct experiments on subjects, Psychological Assessment for psychological testing of people, and Fieldwork Exercises, in which students survey people in an interview setting. Many efforts to hone students' powers of observation of people are also made outside of class.



## QUALIFICATIONS/CERTIFICATIONS

**Certified Public Psychologist:** Certified Public Psychologist is a National qualification certified by Ministry of Health, Labour and Welfare.

**Certified Psychologist:** Certified Psychologist is a qualification certified by the Japanese Psychological Association, for individuals "who have acquired the minimal fundamental knowledge and skills necessary to practice as an expert in the field of psychology."

**Child Guidance Officer:** At child welfare institutions, Child Guidance Officers provide support for children aged 0–18 years to assist their growth, as well as providing them with guidance regarding basic lifestyle habits and study and with advice related to daily life.

# CURRICULUM

|                |                      | 1st Year  | 2nd Year  | 3rd Year   | 4th Year  |
|----------------|----------------------|---|---|--|---|
| Major Subjects | Introductory Level   | <ul style="list-style-type: none"> <li>Basic Psychology and Education</li> <li>School Safety Studies</li> </ul>   | <ul style="list-style-type: none"> <li>Pedagogical Anthropology</li> </ul>  | <ul style="list-style-type: none"> <li>Theory of Communication between Generations</li> </ul>  |   |
|                | Development Level    | <ul style="list-style-type: none"> <li>Basic Psychology</li> <li>Introduction to Psychology I (Basic Study)</li> <li>Research Methods in Psychology</li> <li>Introduction to Psychology II (Advanced Study)</li> <li>Clinical Psychology</li> </ul> | <ul style="list-style-type: none"> <li>Psychological Experiments</li> <li>Psychological Statistics</li> </ul>   | <ul style="list-style-type: none"> <li>Duty of Certified Public Psychologist</li> </ul>  |   |
|                | General Psychology   | <ul style="list-style-type: none"> <li>Social Psychology Basic Course I</li> <li>Psychology of Perception and Cognition</li> </ul>  | <ul style="list-style-type: none"> <li>Psychology of Learning and Language I</li> <li>Neurophysiology</li> <li>Developmental Psychology I</li> <li>Methods of Psychological Support I (The Basic)</li> <li>Psychology of Emotion and Personality</li> <li>Developmental Psychology II</li> <li>Psychological Assessment</li> <li>Methods of Psychological Support II (The Practical)</li> </ul> | <ul style="list-style-type: none"> <li>Psychology of Learning and Language II</li> <li>Psychology of Persons with Intellectual Disabilities</li> <li>Group Dynamics</li> </ul>       | <ul style="list-style-type: none"> <li>Family Psychology III</li> </ul>                                     |
|                | Practical Psychology | <ul style="list-style-type: none"> <li>Practical Social Psychology</li> </ul>   | <ul style="list-style-type: none"> <li>Educational and School Psychology</li> <li>Health and Medical Psychology</li> <li>Psychology for Social Welfare</li> </ul>   | <ul style="list-style-type: none"> <li>Criminal Psychology</li> <li>Practice in Experimental Cognitive Psychology</li> </ul>   | <ul style="list-style-type: none"> <li>Industrial Psychology</li> </ul>                                     |
|                | Other Psychology     |   |   | <ul style="list-style-type: none"> <li>Structure and function of the human body and human diseases</li> <li>Psychiatry</li> <li>Professionalism of Licensed Psychologists</li> </ul> |   |
|                | Practicum            |   |   | <ul style="list-style-type: none"> <li>Study of Field Work</li> <li>Seminar: Clinical Psychology</li> <li>Specialized Psychology Seminar</li> </ul>                                  | <ul style="list-style-type: none"> <li>Seminar: Clinical Psychology</li> <li>Graduation Research</li> </ul> |

  = required subject \*Graduation Requirements: 124 credits or more (liberal arts subjects 33 or more, major subjects 60)  
 \*Please note that the curriculum is subject to change.

## About Certified Public Psychologist

Certified Public Psychologist is a national qualification for professionals of psychology. Eligibility to sit this national examination is obtained by first graduating from university having completed certain prescribed subjects, and then either completing certain prescribed subjects to fulfill the required curriculum at a graduate school or engaging in practical work at a designated institution for at least two years. The Department of Psychology has a Certified Public Psychologist Course for students aiming to become eligible to sit the national exam.



Prof. Hiroyuki Tajima, M.A.  
 Chair  
 Department of Psychology

### Message

Psychology is the “science of the mind” that considers the human mind based on data directly obtained from targets through observation and research. Knowledge of psychology and psychological thinking are useful not only for professional psychologists who have direct contact with and assist people suffering problems of the mind, but also various jobs that emphasize association with other people. In the Department of Psychology, students will learn the basic

knowledge of psychology, psychological theory, and practice of psychological support. Further, students will also study other disciplines besides psychology that will aid their understanding of the human mind. This will cultivate the students’ ability to discover problems of the human mind and analyze them objectively and scientifically to solve them.

## COURSE INFORMATION



Practical Psychology | 3rd Year

Why do people commit crimes?  
What we can do to eliminate crime?

### Criminal Psychology

Students will consider the causes for why people commit crimes and psychological support in response from both social and individual perspectives.

They will aim to develop an understanding of crime from multifaceted and multi-layered perspectives, looking at the theory and case studies.



Basic Psychology | 1st Year

What are problems of the mind?

### Introduction to Clinical Psychology

As human beings, there are times when we have various psychological problems in our daily lives. What should we do to understand the people who have these kinds of problems and offer them support? Students will study the theory and techniques required to meet these ends, looking at case studies as well.



General Psychology | 1st Year

Do human beings change their behavior when they are in groups?

### Social Psychology Basic Course

Do human beings act differently when they are in groups? For example, do bullies still bully others even when they are on their own? In this subject, through practicums, students will study what does and does not change when people are in groups, and, if behavior does change, whether it does so in good or bad ways.

## SEMINAR INFORMATION



Assoc. Prof.  
Kazuhiro Ikeda, Ph.D.

### Clarify the mysteries of the mind in a scientific way

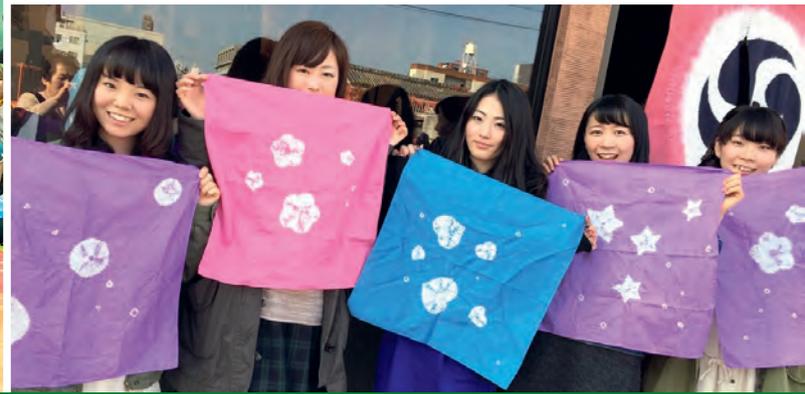
We are often moved by the beauty of nature and are delighted when we receive praise. Students will discover these kinds of mechanisms of the mind that are unique to humans, using the experimental methodologies of psychology.



Assoc. Prof.  
Tomohiro Uchida, Ph.D.

### Cultivate the ability to remain mentally well

Clinical psychology and psychiatry are the themes of this seminar. Through the preparation of their graduation theses, students will consider ways of promoting mental health and preventing mental illness that will be useful in daily life and aim to apply them.



College of Psychology and Education  
**DEPARTMENT OF THE SCIENTIFIC  
STUDY OF CHILDREN**

Cultivating childcare professionals with a high degree of specialized knowledge of children, support skills, a sense of ethics to protect the interests of children, and rich sensibilities



## Extend the field of expertise of each student

Away from the acquisition of a qualification of nursery/preschool teacher, students can extend their field of interests with rich curriculum of music, art and design, and physical expression.

## Substantial environment and events program for music education

Based on SGU's famed history and traditions of music education, students can study a range of music subjects, including piano, vocal training, and orchestral music from enrollment through to graduation. Regular events, such as choir competitions and on-campus concerts, are run by the students themselves.

## Exciting subjects to learn art activities

For infants, expressing something in drawing or object makes them feel like being an artist. Students will learn how to support children to enjoy substantial art activities.

## Various approach to physical expression

There are many traditional culture and play in Japan. Through learning traditional play and dance, students can acquire power of expression and skills to teach children.

## Substantial subject offerings that take advantage of the natural environment

The University grounds feature rich natural environments in undeveloped woodlands and a biotope, where various creatures such as the great purple emperor, Japan's national butterfly, the Japanese green pheasant, Japan's national bird, serows, and owls live. Students will undertake environment study that includes the ecology of these animals and plants and their protection.

## Education that integrates theory and practice

The full-time lecturers have been active in various fields such as childcare, education, welfare, and psychology. With lessons based on teachers' abundant experiences, students can delve deeply into the study of theory and practice.



## Choir competition

This event symbolizes the SGU's musical traditions. Wonderful harmonies echo throughout the campus in autumn.



## Special Course for Public Nursery Teachers

The Department offers a special course for students who want to become public nursery teachers.

## QUALIFICATIONS/ CERTIFICATIONS

- Class I Teacher's Certificate for Kindergarten
- Nursery Teacher License
- Child Guidance Officer Qualification

## CAREER PATH

- Kindergarten
- Nursery School
- Certified Centers for Early Childhood Education and Care
- Child Welfare Institution
- Welfare Support Institution (Citizen's Group, NPO, Government)
- Child-related Industry (Children's Clothes, Publishing, etc.)

# CURRICULUM

|                |                                  | 1st Year  | 2nd Year   | 3rd Year   | 4th Year  |   |
|----------------|----------------------------------|---|--|--|---|---|
| Major Subjects | Basic Psychology and Education   | <ul style="list-style-type: none"> <li>Introduction to Psychology and Education</li> <li>School Safety Studies</li> </ul>   | <ul style="list-style-type: none"> <li>Pedagogical Anthropology</li> </ul>   | <ul style="list-style-type: none"> <li>Theory of Communication between Generations</li> </ul>  |   |   |
|                | Child Basic                      | <ul style="list-style-type: none"> <li>Developmental Psychology</li> <li>Educational Psychology (Kindergarten)</li> <li>Principles of Childcare</li> <li>Social Work of Alternative Care</li> <li>Principles of Education (Kindergarten)</li> </ul>                                   | <ul style="list-style-type: none"> <li>Basic theory of Social Work</li> <li>Education Method for Children (Kindergarten)</li> <li>Seminar in Basic Skills</li> </ul>   | <ul style="list-style-type: none"> <li>Introduction to Child Care Information</li> </ul>   | <ul style="list-style-type: none"> <li>Christianity and Childcare</li> <li>System of Education (Kindergarten)</li> </ul>            |   |
|                | Child Psychology and Education   | <ul style="list-style-type: none"> <li>Understanding of Child and Child Care and Education</li> <li>Child Health I</li> </ul>   | <ul style="list-style-type: none"> <li>Development and Disorder of Children</li> <li>Child Health II</li> <li>Pediatric Nutrition</li> </ul>   | <ul style="list-style-type: none"> <li>Psychology for Family Support</li> <li>Child Psychology</li> <li>Child Health III</li> <li>Hygiene and Public Health</li> </ul> | <ul style="list-style-type: none"> <li>Clinical Psychology</li> <li>Maternal and Child Health</li> </ul>                            |   |
|                | Child Welfare                    | <ul style="list-style-type: none"> <li>Child Welfare</li> </ul>   | <ul style="list-style-type: none"> <li>Introduction to Family Support Methods</li> <li>Clinical Social Work for Childcare Worker</li> <li>Social Care and Practice</li> </ul>  | <ul style="list-style-type: none"> <li>Clinical Social Work to Caregivers</li> </ul>   |   |   |
|                | Child Nursing and Education      | <ul style="list-style-type: none"> <li>Natural Environmental Education for Children</li> <li>Introduction to Teaching (Kindergarten)</li> </ul>   | <ul style="list-style-type: none"> <li>Childhood Education</li> <li>Theory of Curriculum (Kindergarten)</li> <li>Day Care for Infants</li> <li>Infant Care</li> </ul>  | <ul style="list-style-type: none"> <li>Special Support Education: Theory and Method</li> <li>Seminar in Child Care for Challenging Children</li> </ul>                 | <ul style="list-style-type: none"> <li>After-school Care &amp; Education for Elementary-school Children</li> </ul>                  |   |
|                | Child Culture and Society        | <ul style="list-style-type: none"> <li>Child Literature Theory</li> <li>Child's Expression</li> </ul>   | <ul style="list-style-type: none"> <li>Culture for Children</li> <li>Children's Right and Education</li> <li>Foreign Language Expressions for Children</li> </ul>  | <ul style="list-style-type: none"> <li>Modeling Expression of Early Childhood</li> </ul>   | <ul style="list-style-type: none"> <li>Child of the world</li> </ul>  |   |
|                | Child Related Education Subjects | <ul style="list-style-type: none"> <li>Child and Health</li> <li>Child and Language</li> <li>Nursery Teaching Methods (Health)</li> <li>Nursery Teaching Methods (Language)</li> <li>Music I</li> <li>Piano Accompaniment</li> <li>Orchestra</li> <li>Arts and Handicrafts</li> </ul> | <ul style="list-style-type: none"> <li>Children and Human Relations</li> <li>Infants and the Environment</li> <li>Child and Expression</li> <li>Nursery Teaching Methods (Human Relations)</li> <li>Nursery Teaching Methods (Environment)</li> <li>Nursery Teaching Methods (Art)</li> <li>Early Childhood Education Music Expression Method</li> <li>Education Method for Children (Kindergarten)</li> <li>Music II</li> <li>Chorus</li> </ul> | <ul style="list-style-type: none"> <li>Theory and Methods for Educational Counseling (Kindergarten)</li> <li>Music III</li> <li>Physical Education</li> </ul>          | <ul style="list-style-type: none"> <li>Music IV</li> </ul>  |   |
|                | Practicum                        | Childcare   |  |  | <ul style="list-style-type: none"> <li>Guidance to Child Care Field Study I, II</li> <li>Field Study in Child Care I, II</li> </ul> | <ul style="list-style-type: none"> <li>Guidance to Child Care Field Study III</li> <li>Field Study in Child Care III</li> </ul>   |
|                |                                  | Kindergarten  |  |  |   | <ul style="list-style-type: none"> <li>Guidance for Teaching Practice (Kindergarten)</li> <li>Teaching Practice (Kindergarten)</li> <li>Seminar in Teacher's Training (Kindergarten)</li> </ul> |
|                |                                  | Thesis  |  |  | <ul style="list-style-type: none"> <li>Introduction to Child Study</li> <li>Seminar in Child Study</li> </ul>                       | <ul style="list-style-type: none"> <li>Graduation Thesis</li> </ul>   |
|                | Elective Subjects                |   | <ul style="list-style-type: none"> <li>Orchestra I</li> </ul>  | <ul style="list-style-type: none"> <li>Orchestra II</li> </ul>   | <ul style="list-style-type: none"> <li>Orchestra III</li> </ul>   |   |

     = required subject \*Graduation Requirements: 124 credits or more (liberal arts subjects 33 or more, major subjects 82 or more)  
 \*Please note that the curriculum is subject to change.



Prof. Yoshiya Higashi, M.A.  
 Chair  
 Department of the  
 Scientific Study of Children

## Message

The Department of the Scientific Study of Children aims primarily to cultivate childcare workers (nursery teachers and kindergarten teachers). It cultivates people who go beyond obtaining qualifications and who will consider, act, rejoice, and work hard for the sake of children. With its systematic curriculum, highly experienced teaching faculty, and learning spaces, the department is ideal for students who aspire to work in the field of childcare. Students whose motivation is ignited are sure to become childcare professionals equipped with

broad general knowledge, creative practical abilities, and rich sensibilities in their four years of study. With its tradition of music teaching, this department offers classes in vocal training, instruments, and orchestral music, as well as an extensive range of music-related events. Students are also able to study natural environment education directly, taking advantage of the undeveloped woodland and biotopes on the University grounds. Learn together in an environment surrounded by music and nature.

## COURSE INFORMATION



Child Culture and Society | 3rd Year

Become a childcare worker who can tell the fun of modeling expression

### Modeling Expression of Early Childhood

Students will first learn the basic materials and tools for the modeling activities of children. Through experiencing the fun of production and play, students will consider the modeling expression of children in a practical manner.

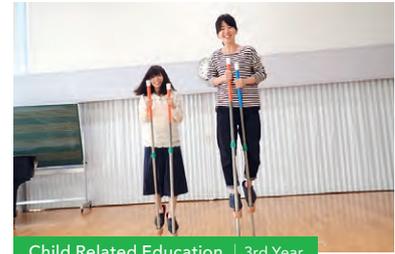


Child Related Education | 2nd Year

Become a childcare worker who knows the beauty of harmony

### Chorus

The basic of the music is to sing. Students will learn the basic skill of singing through chorus in theoretical and practical manner. Training repeatedly, students can enhance the ability of singing and choral ensemble. They will sing at Christmas service and regional events.



Child Related Education | 3rd Year

Become a childcare worker who sympathizes and plays with children

### Physical Education

Students will understand the child development and the meaning of exercise and play for children. Through studying the exercise and physical activities in a practical manner, students will acquire the skills and abilities for lifelong physical education.

## SEMINAR INFORMATION



Assoc. Prof.  
Tomosa Mine, Ph.D.

### Consider the support for children's healthy development

It is essential to develop an environment to protect children's health and secure their safety and security. Students will explore in depth how to support children's vigorous growth from the perspectives of "health".



Assoc. Prof.  
Tomohide Maeda, M.A.

### Close relationship with children fosters better childcare worker

Hand play and panel theater are essential practical skills for childcare workers. In this seminar, students will create teaching materials and use them in the actual childcare facilities repeatedly and improve their practical childcare skills.



## College of Psychology and Education DEPARTMENT OF SCHOOL EDUCATION

Cultivate educators who can deliver the joy of learning, with the integrated elementary-junior high school education in view, by nurturing broad education, practical abilities that are full of creativity, and the ability to build personal connections.



### Obtain three licenses in four years

The Department offers intensive curriculum for students to be able to obtain a total of three qualifications: Elementary School Teacher, Junior High School Teacher (Japanese and/or Physical and Health Education), and Teacher for Special Needs Education.

### Generous support with special courses for teacher employment examination preparation

A Special Course for Teacher Employment Examination Preparation is offered on campus from 1st Year. In this intensive course, students who want to become teachers learn from each other with the aim of passing the exam before graduation.

### Cultivate elementary school teachers with specialty areas

Schools need teachers who are able to teach in the areas of Japanese, Physical and Health Education, and Special Needs Education. For this reason, the Department cultivates elementary school teachers who have at least one specialty from these three domains.

### Collaboration with local community through sport

Students will conduct activities with the local community at Sports Club Kizuna, SGU's on-campus community sports club. Students will work as an assistant manager/coach.

### Learn on the ground in actual schools from 1st Year

For their 1st Year practicum, students go on tours to observe elementary, junior high and schools for special needs education. This is the first step to deepening their understanding of educational activities in the respective settings.

For their 2nd Year practicum, students conduct practical teaching lessons at elementary, junior high and schools for special needs education. Through their interactions with the schoolchildren, they learn about educational activities in practical and specific ways. These are important learnings that will

raise their awareness in the lead-up to their major educational practicums in 3rd and 4th Year.



## AVAILABLE COMBINATIONS OF STUDY

1. Elementary School Teacher & Junior High School Teacher (Japanese)
2. Elementary School Teacher & Junior High School Teacher (Physical and Health Education)
3. Elementary School Teacher & Teacher for Special Needs Education
4. Elementary School Teacher & Junior High School Teacher (Japanese) & Teacher for Special Needs Education
5. Elementary School Teacher & Junior High School Teacher (Physical and Health Education) & Teacher for Special Needs Education

## QUALIFICATIONS/ CERTIFICATIONS

- Class I Teacher's Certificate for Elementary School
- Class I Teacher's Certificate for Junior High School (Japanese)
- Class I Teacher's Certificate for Junior High School (Physical and Health Education)
- Class I Teacher's Certificate for Special Needs Education
- Child Guidance Officer Qualification

# CURRICULUM

|                | 1st Year   | 2nd Year   | 3rd Year  | 4th Year  |   |
|----------------|--|--|---|---|---|
| Major Subjects | Basic Psychology and Education                                   | <ul style="list-style-type: none"> <li>Introduction to Psychology and Education</li> <li>School Safety Studies</li> </ul>  | <ul style="list-style-type: none"> <li>Pedagogical Anthropology</li> </ul>  | <ul style="list-style-type: none"> <li>Theory of Communication between Generations</li> </ul>   |   |
|                | Elementary School Teacher Training Basic                         | <ul style="list-style-type: none"> <li>Principles of Education</li> <li>Introduction to Teaching</li> <li>Educational Psychology</li> </ul>  | <ul style="list-style-type: none"> <li>Curriculum Theory Development</li> <li>Guidance for Teaching (Moral Education)</li> <li>Educational Method</li> </ul>  | <ul style="list-style-type: none"> <li>Special Needs Education: Theory and Method</li> <li>Instruction Method of Special Activity and Integrated Study</li> <li>Theory and Methods for Student and Career Guidance</li> <li>Theory and Methods for Educational Counseling</li> </ul>  | <ul style="list-style-type: none"> <li>System of Education</li> <li>School and Community</li> </ul>   |
|                | Elementary School Teaching Method                                | <ul style="list-style-type: none"> <li>Japanese</li> <li>Life Environment</li> <li>Music I</li> <li>Piano Accompaniment</li> <li>Arts and Handicrafts</li> </ul>   | <ul style="list-style-type: none"> <li>Social Studies</li> <li>Mathematics</li> <li>Science</li> <li>Music II</li> <li>Chorus</li> <li>Teaching Methods (Japanese)</li> <li>Teaching Methods (General Science)</li> <li>Teaching Methods (Life Environment)</li> <li>Guidance for Teaching (English)</li> </ul>   | <ul style="list-style-type: none"> <li>Home Economics</li> <li>Physical Education</li> <li>English</li> <li>Teaching Methods (Social Studies)</li> <li>Teaching Methods (Mathematics)</li> <li>Teaching Methods (Music)</li> <li>Teaching Methods (Arts and Handicrafts)</li> <li>Teaching Methods (Home Economics)</li> <li>Teaching Methods (Physical Education)</li> </ul> |   |
|                | Special Needs Education  | <ul style="list-style-type: none"> <li>Introduction to Special Needs Education</li> <li>Psychology, Physiology and Pathology of Intellectual Disabilities</li> <li>Psychology, Physiology and Pathology of Physical Disabilities</li> <li>Psychology, Physiology and Pathology of People with Physical and Mental Disease</li> </ul> | <ul style="list-style-type: none"> <li>Education for Intellectual Disabilities I, II</li> <li>Education for Physical Disabilities I, II</li> <li>Education for People with Physical and Mental Disease</li> <li>Introduction to Education for People</li> </ul>   | <ul style="list-style-type: none"> <li>Education for Visually Impaired</li> <li>Education for Hearing Impaired</li> </ul>   |   |
|                | Junior High School Japanese Language Teaching Method             | <ul style="list-style-type: none"> <li>Introduction to Japanese linguistics</li> <li>Japanese Grammar</li> <li>Introduction to Japanese Literature</li> <li>Introduction to Chinese Classical Literature</li> <li>Chinese Classical Literature I</li> <li>Calligraphy I</li> </ul>   | <ul style="list-style-type: none"> <li>Phonetics and Discourse Analysis of Japanese</li> <li>History of Japanese Language I, II</li> <li>Reading I, II</li> <li>Introduction to Japanese Literature I, II</li> <li>Chinese Classical Literature II</li> <li>Calligraphy II</li> <li>Japanese Language Education Method of Instruction I, II</li> </ul>  | <ul style="list-style-type: none"> <li>Advanced Lecture on Japanese Literature</li> <li>History of Japanese Literature I, II</li> <li>Modern Poetry Exercises</li> <li>Chinese Classical Literature III</li> <li>Japanese Language Education Method of Instruction III, IV</li> </ul>   | <ul style="list-style-type: none"> <li>Japanese Literature Research Methods</li> </ul>  |
|                | Junior High School Physical and Health Education Teaching Method | <ul style="list-style-type: none"> <li>General Gymnastics</li> <li>Track &amp; Field, Softball</li> <li>Volleyball, Basketball</li> <li>Swimming</li> <li>School Health</li> <li>Conditioning Methodology Seminar</li> </ul>   | <ul style="list-style-type: none"> <li>Badminton, Table Tennis</li> <li>Football, Soft Tennis</li> <li>Apparatus Gymnastics</li> <li>Budo</li> <li>Ski</li> <li>Principle of Sports</li> <li>Sport Psychology</li> <li>Sport Management</li> <li>Sport Sociology</li> <li>Sports Methodology I</li> <li>Lifelong Sport</li> <li>Sport Nutrition</li> <li>Regional Sports</li> <li>Community Sports Seminar</li> </ul> | <ul style="list-style-type: none"> <li>History of Sports</li> <li>Sports Methodology II</li> <li>Sports Physiology</li> <li>Teaching Method of Physical and Health Education I, II, III</li> <li>Sports Methodology Seminar</li> <li>Structure and function of the Human Body and Human Diseases</li> </ul>   | <ul style="list-style-type: none"> <li>Teaching Method of Physical and Health Education IV</li> </ul>   |
|                | Education  |  | <ul style="list-style-type: none"> <li>Seminar in Basic Skills</li> </ul>   | <ul style="list-style-type: none"> <li>Guidance for Teaching Practice (ES)</li> <li>Teaching Practice (ES)</li> </ul>   | <ul style="list-style-type: none"> <li>Guidance for Teaching Practice (SSN)</li> <li>Guidance for Teaching Practice (JHS)</li> <li>Teaching Practice (SSN, JHS)</li> <li>School Internship (ES)</li> <li>Seminar in Teacher's Training (ES, JHS)</li> </ul> |
|                | Specialty Development Subjects                                   | <ul style="list-style-type: none"> <li>Natural Environmental Education for Children</li> <li>Child Literature Theory</li> <li>Child Welfare</li> <li>Orchestra</li> </ul>  | <ul style="list-style-type: none"> <li>Children's Rights and Education</li> <li>Social Work of Alternative Care</li> </ul>  |   | <ul style="list-style-type: none"> <li>Child English</li> <li>After School Care &amp; Education for Elementary School Children</li> <li>Child of the World</li> <li>Clinical Psychology</li> </ul>  |
|                | School Education Integrated Subjects                             |  |   | <ul style="list-style-type: none"> <li>Introduction to School Education</li> <li>School Education Seminar</li> </ul>  | <ul style="list-style-type: none"> <li>Graduation Thesis</li> </ul>   |

  = required subject \*Graduation Requirements: 124 credits or more (liberal arts subjects 33 or more, major subjects 85 or more)  
 \*Please note that the curriculum is subject to change.



Prof. Mayumi Matsumoto, Ph.D.  
 Chair  
 Department of School Education

## Message

The Department of School Education cultivates professional educators who are equipped with the skills to solve the various problems that occur in actual educational settings.

In addition to the compulsory subjects required to obtain licenses to be an elementary school teacher, junior high school teacher (Japanese or Physical and Health Education) and teacher for special needs education, the Department offers subjects from 1st Year that will

provide students with broad knowledge and theory about the human mind and growth. In 1st and 2nd Years, students will take subjects that will equip them with practical instructional skills through practicums, as well as subjects for acquiring broad perspectives and cooperative skills that will help them to solve various problems in actual educational settings. Fourth year students will work on their Graduation Research as the culmination of their learning.

## COURSE INFORMATION



Special Needs Education | 1st Year

Deepen understanding of children with intellectual disabilities

### Psychology, Physiology and Pathology of Intellectual Disabilities

Students will deepen their understanding of the knowledge needed to teach children with intellectual disabilities, including the medical factors and psychological characteristics of intellectual disabilities. They will learn specific procedures to gain a picture of the children's development and acquire more effective support methods.



Jr. High School Japanese Language | 1st Year

Explore new possibilities for the study of Japanese literature

### Introduction to Japanese Literature

When we read *Rashomon*, as a work for Japanese literary research, how will our understanding of the work change? Changing how we read will result in new discoveries. *Rashomon* will lead us to a different world. We are being asked to decide how to position Japanese literature in our own existence.



Jr. High School Physical and Health Education | 2nd Year

Improve physical education instruction skills

### Sports Methodology I

Students will learn the basics of physical education instruction needed in schools, with the aim of improving the specialized instruction skills and crisis management skills required for teachers. Further, students will also acquire the ability to conduct physical education classes that take the individual conditions of each student fully into account.

## SEMINAR INFORMATION



Assoc. Prof.  
Ryo Souma, M.A.

Learn the essence of art and design education while experiencing the fun of making things

Students will learn the significance and essence of education in art and design by experiencing the fun of making things. In art and design education, students will deepen their research into the kinds of qualities and abilities they want to nurture in schoolchildren.



Prof.  
Sadakatsu Tsuchida,  
Concert-Pianist Master

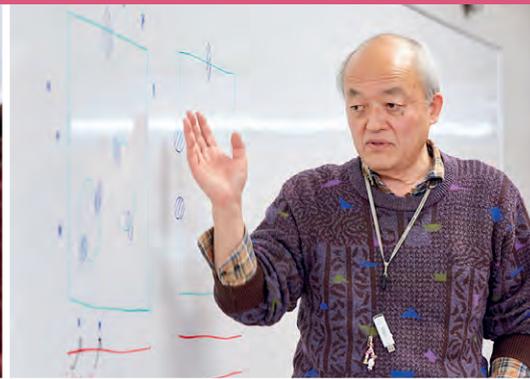
Acquire performing techniques to play from the heart

Students will aim to improve their own musical abilities. They will research the literature on music teaching methods, improve their skills by playing piano duets and in ensembles, learn methods for practicing and performing, and deepen their knowledge as instructors.



College of Human Health and Nutrition  
**DEPARTMENT OF HUMAN HEALTH  
AND NUTRITION**

Cultivate registered dietitians who have acquired a wide range of knowledge and skills regarding food and health and the ability to communicate and cooperate with others, and who have the practical skills to contribute to improving people's lives



## Study a broad range of fields related to food and health

Over four years, students will study a broad range of fields from the basics to application, in areas such as nutrition, food products and food preparation, public health, public nutrition, medicine and biochemistry, nutritional education, school meal business management, and food manufacture, distribution, and services.



## Course structure that equips students with practical skills

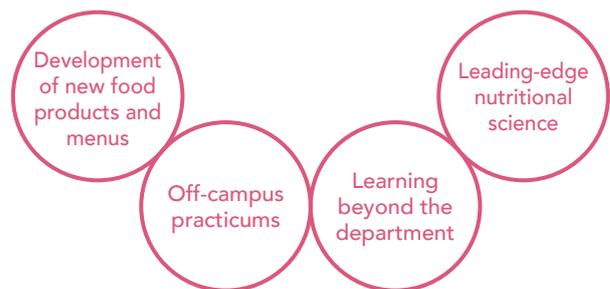
With a course structure that combines lectures, exercises, and experiments or practicums, students will acquire the theory, knowledge, skills, and application abilities in a phased approach. They will also have the opportunity to undertake step-up education for extra learning.

## Cultivate cooperative abilities needed in nutritionists and dietitians

Through co-education and interaction with other departments offering diverse studies, students will develop an understanding of others and the ability to communicate and cooperate.

## Support for extra learning that takes advantage of qualifications

Three new subjects have been added to support students with extra learning to match their individual interests and ambitions, so they can draw closer to the image they have for their future. The three new subjects are Food Product Development Theory, Challenge Program, and Advanced Nutrition Research. Students are also supported in studies beyond the department.



## Close support by faculty members

Faculty members from a broad range of specializations act as class teachers and advisors, providing a range of support, including advising on their studies and job searches, and conducting special courses, running for more than 200 hours a year, to prepare students to pass the National Examination for Registered Dietitians.

## QUALIFICATIONS/ CERTIFICATIONS

- National Registered Dietitian
- Dietitian License
- Class I Teacher's Certificate for Diet and Nutrition
- Food Specialist
- Food Sanitation Supervisor
- Food Sanitation Inspector

## CAREER PATH

- Medical Facilities
- Welfare Facilities
- Nursery School
- Local Government
- Diet and Nutrition Teacher
- Meal Service
- Food Distribution
- Food and Food Service

# CURRICULUM

|                                    | 1st Year   | 2nd Year   | 3rd Year  | 4th Year   |   |
|------------------------------------|--|--|---|--|---|
| Major Subjects                     | Health and Social Environment  | <ul style="list-style-type: none"> <li>Health and Nutrition Information</li> <li>Exercises in Information Processing</li> </ul>  | <ul style="list-style-type: none"> <li>Public Health I</li> </ul>   | <ul style="list-style-type: none"> <li>Introduction to Survey of Social Welfare</li> </ul>   | <ul style="list-style-type: none"> <li>Public Health II</li> </ul>  |
|                                    | Human Body and Disease   |  | <ul style="list-style-type: none"> <li>Human Anatomy and Physiology I, II</li> <li>Experiment in Anatomy and Physiology</li> <li>Biochemistry I</li> </ul>  | <ul style="list-style-type: none"> <li>Biochemistry II</li> <li>Experiment in Biochemistry I</li> <li>Experiment in Biochemistry II</li> <li>Clinical Medicine I</li> <li>Clinical Medicine II</li> <li>Pathogenic Microbiology</li> </ul> |   |
|                                    | Health and Food  | <ul style="list-style-type: none"> <li>Food Science I</li> <li>Experiment in Food Science I, II</li> <li>Cookery Science</li> <li>Practice in Cookery Science I, II</li> <li>Experiment of Cookery Science</li> </ul>                | <ul style="list-style-type: none"> <li>Food Science II</li> <li>Experiment in Food Science III</li> <li>Science of Food Hygiene</li> <li>Experiment of Food Hygiene</li> </ul>  | <ul style="list-style-type: none"> <li>Food Factors and Functions</li> <li>Assessment of Palatability of Food</li> <li>Food Development</li> </ul>   | <ul style="list-style-type: none"> <li>Practice in Cookery Science III</li> <li>Introduction to Food Specialist</li> <li>Introduction to Food Coordination</li> </ul> |
|                                    | Basic Nutrition  | <ul style="list-style-type: none"> <li>Organic Chemistry</li> </ul>  | <ul style="list-style-type: none"> <li>Basic Nutrition</li> <li>Experiment in Basic Nutrition</li> </ul>  |  |   |
|                                    | Applied Nutrition  | <ul style="list-style-type: none"> <li>Clinical Nutrition Management</li> </ul>  | <ul style="list-style-type: none"> <li>Life Stage Nutrition I, II</li> <li>Applied Nutrition</li> </ul>   |  | <ul style="list-style-type: none"> <li>Sports and Nutrition</li> </ul>  |
|                                    | Nutrition Education  | <ul style="list-style-type: none"> <li>Dietary Life</li> </ul>   | <ul style="list-style-type: none"> <li>Nutrition Education I, II</li> <li>Practice in Nutrition Education I, II</li> </ul>  |  |   |
|                                    | Clinical Nutrition   |  | <ul style="list-style-type: none"> <li>Introduction to Clinical Nutrition I</li> <li>Clinical Nutrition Management</li> </ul>   | <ul style="list-style-type: none"> <li>Introduction to Clinical Nutrition II</li> <li>Practice in Clinical Nutrition I</li> <li>Practice in Clinical Nutrition II</li> </ul>   | <ul style="list-style-type: none"> <li>Clinical Nutrition I, II</li> </ul>  |
|                                    | Public Clinical Nutrition  |  | <ul style="list-style-type: none"> <li>Introduction to Public Clinical Nutrition</li> </ul>   | <ul style="list-style-type: none"> <li>Practice in Public Clinical Nutrition</li> <li>Local Service in Public Clinical Nutrition</li> </ul>  |   |
|                                    | Food Service Management  |  | <ul style="list-style-type: none"> <li>Food Service Management I</li> <li>Food Service Management Practice I</li> </ul>   | <ul style="list-style-type: none"> <li>Food Service Management II</li> <li>Food Service Management Practice II</li> </ul>  | <ul style="list-style-type: none"> <li>Introduction to Food System</li> <li>Introduction to Food Service</li> </ul>   |
|                                    | Seminar  |  |   | <ul style="list-style-type: none"> <li>Seminar I</li> <li>Seminar II</li> </ul>  | <ul style="list-style-type: none"> <li>Registered Dietician Seminar</li> </ul>  |
|                                    | Field Practice   |  |   | <ul style="list-style-type: none"> <li>Field Practice in Registered Dietitian I-IV</li> </ul>  |   |
|                                    | Graduation Research  |  |   | <ul style="list-style-type: none"> <li>Graduation Seminar</li> </ul>   | <ul style="list-style-type: none"> <li>Graduation Research</li> <li>Challenge Program</li> <li>Advanced Nutrition Research</li> </ul>                                 |
| Subjects for Teacher's Certificate | <ul style="list-style-type: none"> <li>Principles of Education</li> </ul>  | <ul style="list-style-type: none"> <li>Theory of Teacher's Profession</li> <li>Educational Psychology</li> <li>System of Education</li> <li>Guidance for Teaching (Special Activities)</li> <li>Study of Teaching Methods</li> </ul> | <ul style="list-style-type: none"> <li>Theory of School Nutrition Education</li> <li>Curriculum Theory Development</li> <li>Methods of Moral Education</li> <li>Student Guidance Theory</li> <li>Study of Educational Counseling</li> </ul> | <ul style="list-style-type: none"> <li>Teaching Methods (School Nutrition Education)</li> <li>Nutrition Teaching Practice</li> <li>Teacher's Training Seminar</li> </ul>   |   |
| Major in other departments         | In addition to the liberal arts subjects and major subjects delivered by this department, students are also able to take major subjects in other departments. As well as the specialist education obtained in their own department, students will nurture a wider range of perspectives and flexible thinking. |  |   |  |   |

     = required subject \*Graduation Requirements: 124 credits or more (liberal arts subjects 33 or more, major subjects 85 or more)

\*Please note that the curriculum is subject to change.



Prof. Seiko Hoshi, Ph.D.  
 Chair  
 Department of Human Health and Nutrition

## Message

To ensure a smooth transition from high school, foundation subjects will be delivered in 1st Year, including a review of what students learned in high school. Further, with the specialist foundation subjects studied mainly in 1st and 2nd Years as a steppingstone, students will take specialist applied subjects in 3rd and 4th Years. This course structure will allow the students to obtain the knowledge and skills needed to become nutritionists and registered dietitians in a phased approach. Many subjects are comprised of lectures and experiments or practicums, which will enable the students to deepen their understanding

and establish it firmly in their minds in an efficient way. Theory of Registered Dietitian Activity is a subject that summarizes and integrates what the students have learned over four years. It provides an effective way to prepare for the National Examination for Registered Dietitians.

To offer students extra learning to meet their individual interests and ambitions, three other subjects have been added - Food Product Development Theory, Challenge Program, and Advanced Nutrition Research. We hope that students will take on the challenge of these subjects.

## COURSE INFORMATION



Human Body and Disease | 2nd Year

Learn about the mechanisms of your most precious asset – your body

### Human Anatomy and Physiology II

Students will deepen their understanding of what organs and tissues are contained in the organ systems that make up the human body, how they are assembled, and how they work to support biological activity. Continuing on from the basics, students will study the structure and functions of the six organ systems.



Nutrition Education | 2nd Year

Cultivate skills in nutritional education to suit the target group

### Practice in Nutrition Education II

Students will study the ideal state of nutritional education to suit the life stage and methods to provide that education. By producing course plans and teaching materials to conduct role plays, students will obtain practical skills in planning, implementing, and evaluating nutritional education programs.



Health and Social Environment | 1st Year

Cultivate skills in collecting, collating, and communicating information

### Exercises in Information Processing

In today's information society, the ability to use information proactively is a much-needed skill. In this practicum, students will use computers to learn how to search for and collect information about health and nutrition, collate and analyze data, and conduct presentations to communicate that information.

## SEMINAR INFORMATION



Prof.  
Kazuaki Akasaka,  
Ph.D.

### Assess the quality of food products using digital cameras

Digital cameras have a high capacity to differentiate between colors. We are endeavoring to use this capacity to develop new methods for assessing the freshness and quality of food products by quantifying changes in color.



Assoc. Prof.  
Mika Nishiuchi, Ph.D.

### What power does zinc have?

Zinc is present throughout the body to do its work. One of those mechanisms is its effect on the appetite. In the seminar, we study on the efficacy of Zinc for treating post-surgery patients who have lost their appetite.



# GRADUATE SCHOOL OF COMPREHENSIVE HUMAN SCIENCES

MASTER'S COURSE IN PSYCHOLOGY

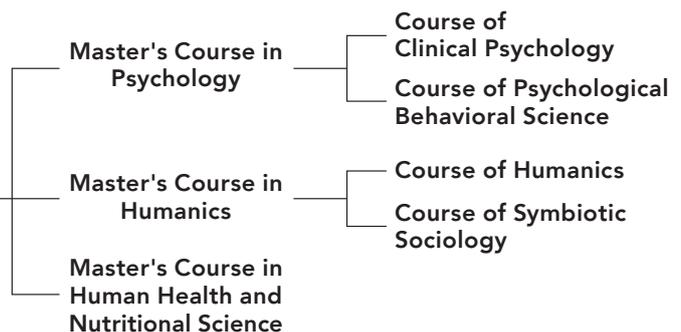
MASTER'S COURSE IN HUMANICS

MASTER'S COURSE IN HUMAN HEALTH AND NUTRITIONAL SCIENCE

Boldly take on the challenge of solving the varied problems of social life through advanced and cutting-edge education and research

SHOKEI GAKUIN UNIVERSITY

Graduate School of Comprehensive Human Sciences



## MASTER'S COURSE IN PSYCHOLOGY

Enhance psychological knowledge and cultivate people who will contribute to society

The current society has been described as "the age of the mind," one in which spiritual riches are considered to be more important than material wealth. At the same time, however, it is also a society in which many people are suffering from a wide range of mental health issues, such as stress, anxiety, crime, and mental illness. The Master's Course in Psychology cultivates people who can contribute to society, armed with a mindset of consideration for others and scientific methods.

### Course of Clinical Psychology

With the aim of obtaining the license of Professional Psychologist or Clinical Psychologist, students will study the basic theory and skills of clinical psychology, as well as the theory and practice of clinical psychology in diverse fields. The Course of Clinical Psychology emphasizes practicums to enhance students' practical abilities, while also placing a focus on theoretical study and research. Students will study clinical psychology, as well as psychology in various specialized fields such as cognition, development, learning, and society.

### Course of Psychological Behavioral Science

Students will broadly learn about psychology, mainly in empirical fields such as cognitive psychology, learning psychology, developmental psychology, and social psychology, and study human psychology and behavior using scientific methods such as experiments, surveys, and observations. The Course of Psychological Behavioral Science aims to equip students with highly specialized knowledge that will allow them to conduct research in psychology based on data, such as scientific research methods and statistical analysis skills, which are seen as important in the current society.

## MASTER'S COURSE IN HUMANICS

Broad-ranging academic disciplines related to human coexistence to cultivate people who will support global society, and knowledge-based society

The current society has been described as a society in which interdependence and inter-conflict among diverse cultures is advancing at a rapid pace, and in which new knowledge, technology, and information becomes the foundation for activities in all manner of cultural and social domains. In this kind of society, various difficult-to-solve problems concerning human coexistence are emerging.

In the Master's Course in Humanics, students will research the various challenges related to human coexistence in an integrated manner from the perspectives of human culture, society, history, religion, and ethics, and from the perspectives of creativity and cooperation. This research will cultivate people who are able to support and build global society and knowledge-based society.

### Course of Humanics

The Course of Humanics studies "coexistence" from the perspectives of the study of religion, Bible studies, philosophy, ethics, and human development studies.

### Course of Symbiotic Sociology

The Course of Symbiotic Sociology studies "coexistence" from the perspectives of sociology, economics, educational sociology, multicultural inclusivity theory, and community development theory.

The two courses share common compulsory subjects that will form the foundation of integrated research in the disciplines described above. Students will research "coexistence" as a philosophical and ideological issue and also as an issue related to social life and social structure in the current society.

## MASTER'S COURSE IN HUMAN HEALTH AND NUTRITIONAL SCIENCE

Deepen learning of food and nutrition and pass the knowledge acquired onto the local community

The world needs professionals who will support the nutrition, diet, and health promotion of contemporary people, as well as the cultivation of educators and researchers who will address the various challenges in food and nutrition from broad perspectives.

The Master's Course in Human Health and Nutritional Science has been established as the first graduate school in nutrition at a private university in the Tohoku region. It aims to cultivate people who will evaluate the health promotion support systems being rolled out at various stages of society, including the healthcare, medical care, welfare, and nursing care systems, from the area of nutrition and diet, while at the same time contributing to the construction of appropriate systems. These people will possess a high degree of specialized knowledge and skill.

Past graduates of this Master's Course have studied health and nutrition from the basics to cutting-edge applied and practical technologies, and are making use of the problem-solving abilities they acquired through their research and studies in local hospitals, schools, and other settings.

### Psychological Counseling Room "Tikvah"

The lecturers and graduate students of Master's course in Psychology provide consultation services to meet various needs of local communities.





# Write a Project Report



# Shake a leg!



# Book club

| CAMPUS LIFE |

# SHOKEI PHOTOLOG



# After school classroom



# Study with friends



# Jazz Band



# Child Culture Club



# Open Campus



# Tackling homework



# Enjoy lunch with friends

# Chatting with friends



# Let's go for lunch!



# Fresh environment surrounded by greenery



# Study@Common's Café



# Here it comes!



# Information board



# Group work



# Favorite place

# CAMPUS EVENTS



## Entrance Ceremony

Around the time that cherry blossoms bloom, new life begins at SHOKEI GAKUIN UNIVERSITY. Looking with hope toward new relationships and new learning, students start their much-anticipated campus life.



## Student Sports Event

Student Association holds sports tournaments such as volleyball and dodgeball that strengthen and deepen the bonds between students.



## Open Campus

Every year SGU hosts Open Campus several time a year and plan a variety of events including trial lectures, individual consultations, and seminars on entrance examination. Many current students participate as well, contributing a bustling enthusiasm to these events.



# EVENT CALENDAR

## 4 APRIL

- Entrance Ceremony
- First Semester Orientation
- New Student Welcome Event
- First Quarter/ First Semester Classes Begin
- Course Registration

## 6 JUNE

- First Quarter Ends
- Second Quarter Classes Begin
- Tohoku Regional University Sports Events
- Student Sports Event
- Open Campus

## 7 JULY

- Open Campus

## 8 AUGUST

- Second Quarter/ First Semester Classes Ends
- First Semester Intensive Seminars
- Open Campus

## 9 SEPTEMBER

- First Semester Intensive Seminars
- Second Semester Orientation
- Third Quarter/ Second Semester Classes Begin
- Change of Course Registration



**SHOSHISAI**  
(University Festival)

For two days, SGU campus is filled with the energy and warmth of students and visitors. From stage performances to carnival booths and displays, students create, plan, and execute a wide variety of fun-filled events. This is a chance for students to showcase to the fullest extent the fruits of their daily studies and club activities.



**Christmas Service**

The Christmas Service, attended by all students and faculty, is a special time of the year where, in keeping with the Christian doctrine, we are most cognizant and grateful for all the blessings we receive. We listen to the special music provided by the choir, lend our ears to the Message, and join together in singing hymns.



**Graduation Ceremony**

Students come to Graduation Day filled with hopes and dreams. Embracing the hopes and dreams they've discovered during their college life, students go forth into the world with the building blocks formed by all they have learned at Shohei Gakuin. Surely, friends who have laughed and learned together are bound to meet again--this time out on the stage of Society.

**10** OCTOBER

- SHOSHISAI (University Festival)
- Open Campus

**11** NOVEMBER

- Founding Day
- Third Quarter Ends
- Fourth Quarter Classes Begin

**12** DECEMBER

- Christmas Service
- Open Campus

**2** FEBRUARY

- Fourth Quarter/ Second Semester Ends
- Second Semester Intensive Seminars

**3** MARCH

- Open Campus
- Graduation Service
- Graduation Ceremony



This is where students form new and valuable friendships that extend beyond departmental boundaries.

# CLUB & CIRCLE

SPORTS & CULTURE



Volleyball



Rubber-Ball Baseball



Tennis



Men's Soccer

## APPROVED CLUBS

### Sport Teams

- Volleyball
- Rubber-Ball Baseball
- Tennis
- Men's Soccer
- Martial Arts
- Women's Basketball
- Men's Basketball
- Badminton

### Cultural Clubs

- Tea Ceremony
- Child Culture
- Folk Song
- Photography
- Folk Dance
- Drama
- Volunteer



Martial Arts



Women's Basketball



Men's Basketball



Badminton



Futsal



Photography



Health and Nutrition



Jazz Band



Tea Ceremony



Folk Dance



Promotion Video (PV)



Food and Cooking



Child Culture



Drama



Environmental Activities



Teaching Volunteer



Folk Song



Volunteer



Wind Ensemble



Choir

**REGISTERED CLUBS**

Track and Field  
Futsal  
Light Exercise  
Soft Tennis  
Volleyball (VC)  
Kendo (Martial Art of Fencing)  
Health and Nutrition  
Illustration  
Creative Writing  
LED Light-Board

Promotion Video (PV)  
Environmental Activities  
Volunteer  
Wind Ensemble  
Broadcast  
Mahjong  
Hyakunin Isshu Karuta  
Orchestra  
Fairytale Picture Book  
Yoga

Food and Cooking  
Teaching Volunteer  
Film  
Gourmet  
Information Paper  
Magic  
Jazz

# CAMPUS MAP

Located on the hill overlooking Sendai City and filled with natural beauty, the campus is an excellent place for students to fulfil their student life.



Administration Bldg.



Bldg. No.1 /  
Food Service Laboratory



Bldg. No.3 /  
Piano Lesson Rooms



Bldg. No.4 /  
Learning Station /  
Film Editing Room



Bldg. No.5 /  
Lecture Halls



Ella O. Patrick Home



Chapel



Chapel / Pipe Organ



Multi-Purpose Open Space



Courtyard



Clubhouse



Horticultural Laboratory



Shokei-no-Mori  
(Forests surrounding the Campus)



Student Parking



Library "almo"



Cafeteria



Student Lounge



Gymnasium



Volunteer Station



Univ. Co-op Bookstore

# CAMPUS MAP

## COMFORTABLE LEARNING ENVIRONMENT "SHOKEI COMMONS"



Learning Station (Bldg-4 2F)

Smart, functional Learning Station is a perfect place for self and group study.



Learning Spot (Bldg-4 3F)

15 self-study seats equipped with PC and printer.



Entrance Lobby (Bldg-4)



Commons Cafe  
(Student Hall)



Commons Kitchen  
(Student Hall)

## SATELLITE CAMPUS "SHOKEI COLLABORATION & COMMUNICATION PLAZA"



In April, 2019, SHOKEI GAKUIN UNIVERSITY opened its satellite campus "SHOKEI COLLABORATION & COMMUNICATION PLAZA" in AEON Mall Natori to implement "Open up the campus", one of the visions in the fourth medium-term plan "Mission 19 Goodness – The Power to Survive the Coming Age"

### The Place for Learning and Communication

Delivering SGU's research and education, active learning and lifelong learning, SHOKEI COLLABORATION & COMMUNICATION PLAZA is a place for collaboration and interaction with local communities.



Collaboration program with local universities



Christmas charity event

# DORMITORIES

Designated student dormitories are available for SGU students. To ensure greater safety and peace of mind for students living away from their families, SGU has concluded an operational partnership with Kyoritsu Maintenance Co., Ltd., a company that manages student dormitories.



## Secure and Safe

Each dormitory is managed by a live-in couple, enabling students to enjoy their lives at university with peace of mind.



## Well-Balanced Meals

Each of the student dormitories provides two meals – breakfast and dinner – which are supervised by national registered dietitian.



## Fully-Furnished Private Room

The dorm rooms are all fully furnished and equipped.



## School Bus

A school bus runs between the university and dormitories.



## Dormy Tomizawa

Easy access to both Subway and JR  
3-9-56 Onoda, Taihaku-ku, Sendai-City



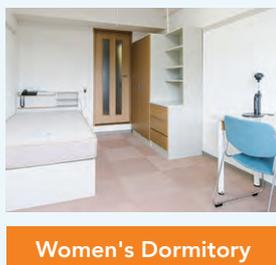
## Dormy Sendai-Higashiguchi

Walking distance from Sendai Station  
3-2-1 Tsutsujigaoka, Miyagino-ku, Sendai-City



## Dormy Nagamachi-Minami

Near a big shopping mall  
1-21-51 Izumizaki, Taihaku-ku, Sendai-City

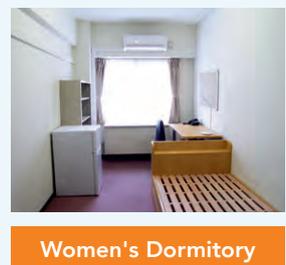


Women's Dormitory



## Dormy Minami-Sendai

Renovated in 2015  
5-13-5 Nishi-Nakada, Taihaku-ku, Sendai-City



Women's Dormitory

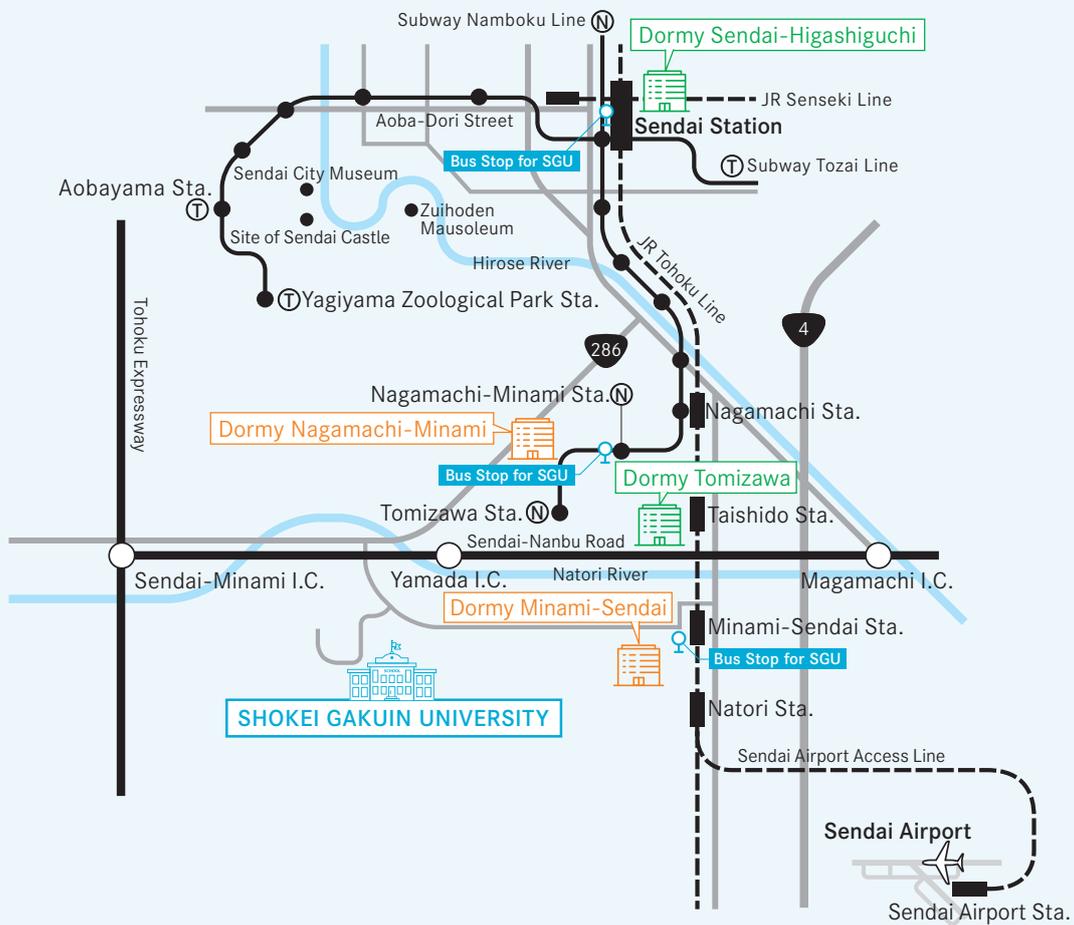
Kyoritsu Maintenance Co., Ltd.,

TEL: 0120-97-4013

<http://www.gakuseikaikan.com/dp/shokei/>

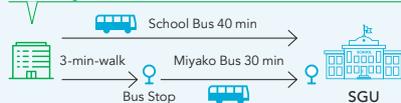
# ACCESS TO SHOKEI GAKUIN UNIVERSITY

- CAR** 
- ① From Sendai Station ————— approx. 30 minutes
  - ② From Sendai Airport ————— approx. 40 minutes
  - ③ From Sendai Minami I.C. ————— approx. 10 minutes
- BUS** 
- ① From Sendai Station ————— West Gate Bus Stop No.8 approx. 40 minutes
  - ② From Nagamachi-Minami Station — Bus Stop No.3 approx. 20 minutes
  - ③ From Minami-Sendai Station — West Bus Stop approx. 15 minutes



## ACCESS FROM DORMITORIES

### Dormy Tomizawa



### Dormy Nagamachi-Minami



### Dormy Sendai-Higashiguchi



\*No School Bus available for Dormy Sendai-Higashiguchi

### Dormy Minami-Sendai



**SCHOOL BUS (RAPI-BUS)**  
A school bus runs between the university and dormitories.

# HISTORY OF SHOKEI GAKUIN UNIVERSITY

The roots of SHOKEI go back to 1892 in the steady missionary activities in Japan of a group of women missionaries by the Woman's American Baptist Foreign Mission Society.

## Chronological History

1890 Ms. Lavinia Mead, the Woman's American Baptist Foreign Missionary, arrived at Sendai.

1892 *Shokei Jogakkai* (Shokei Christian Girls' School Home) was opened with four-year General Course and four-year Bible Course.

1896 First school building "Ella O. Patrick Home" was constructed.

1899 Formally established as an accredited school (Shokei Girls' School), according to the Private Schools Law of the Ministry of Education. Annie S. Buzzell became the first principal.

1902 School Emblem was created.

1903 Alumni Association was founded.

1909 Four-year General Course was reformed to five-year Regular Course.

1917 School song and school flag were created.

1918 Supplementary Course was renamed to Research Course.

1919 Shokei Practice Kindergarten was opened.

1920 Higher Department called *Koutouka* was established with three-year English Course and Homemaking Course, One-year English Preparatory Course and Post-Graduate Special Course.

1921 Music Course was opened in *Koutouka*.

1936 Regular course was reformed to Four-year Women's Higher School called *Koutou-Jogakubu*. *Koutouka* was reformed to two-to-three-year Post-Graduate Department with Kindergartener Course and Commercial Course.

1940 Post-Graduate Special Course was reformed to Special Homemaking Course.

1941 Kindergartener Course was renamed to Early Childcare Course.

1942 50th Anniversary of the school. School name was changed to *Sendai Shokei Jogakkou* (Sendai Shokei Girls' School).

1943 Name was changed to *Sendai Shokei Koutou Jogakkou* (Sendai Shokei Girl's Higher School).

1946 Two-year English Course was re-established in the Post-Graduate Department.

1947 In accordance with the education reform, Junior High School under the new system was established.

1948 In accordance with the education reform, High School under the new system was established. Physical Education Course and Western Sewing Course was opened in the Post-Graduate Department. School Name was changed to *Shokei Jogakuin* (Shokei Girls' School). School structure was divided into Junior High School Department, High School Department and the Post-Graduate Department.

1950 Post-Graduate Department was reformed to Shokei Women's Junior College with a Home Economics Department and an English Department.

1955 Early Child Care Department for Kindergarten Teacher Training was newly established in the Junior College.

1956 Shokei Kindergarten was re-established.

1960 The Support Society was formed.

1964 Homemaking Department at the Junior College was divided into Food and Nutrition Dept. and Home Economics Dept. One-year Advanced Course of Early Childcare was established.

1967 English Department was re-established in the Junior College.

1968 Early Child Care Department for Kindergarten Teacher Training was moved to newly completed building on Nakayama College Campus.

1989 College campuses (Hachiman and Nakayama) were integrated on the Natori college campus. Department of Human Relations was established.

1992 100th Anniversary of the school.

1993 Home Economics Department was renamed to Home Life Science Department.

1994 Advanced course of Early Childcare was granted by National Institution for Academic Degrees and University Evaluation. One-year Advanced Course of Food Nutrition Science and one-year Advanced Course of Human Relations were established, both granted by National Institution for Academic Degrees and University Evaluation.

1995 The Kindergarten was moved to Natori Campus.

2000 110th Anniversary of the school.

2002 The name *Shokei Jogakuin* was changed to *Shokei Gakuin*.

2003 Shokei Gakuin College, a four-year co-educational college, was established with the Faculty of Comprehensive Human Sciences consisting of the Department of Human Health and Nutrition and the Department of Human Psychology. Home Life Science Department at Shokei Women's Junior College became the Department of Home and Creative Life Study.

2004 Institutional Song was created.

2005 College Club House Building was built.

2007 Three new departments - the Department of Culture and Communication Activities, the Department for the Study of Contemporary Society, and the Department of Life Environment Studies were added. In addition, the Graduate School of Comprehensive Human Sciences was established with two courses - Master's Course in Psychology and Master's Course in Human Health and Nutritional Science. The school's name was changed to SHOKEI GAKUIN UNIVERSITY.

2009 University Library Building and Gardening Laboratory was completed and opened.

2010 SHOKEI GAKUIN UNIVERSITY added a new department - the Department for the Study of Children. Lifelong Learning Center was established. New Institutional Song was created. The oldest school building, Ella O. Patrick Home, moved from Shokei High School campus in Sendai to university campus in Natori. It was rebuilt partially using the original wooden materials.

2012 The 120th anniversary ceremony was held. University chapel was built.

2015 The Department of Life Environment Studies was renamed to the Department of Environment Planning.

2016 Clinical Psychology Counseling Center "Tikvah" was opened.

2017 The Graduate School added the Master's Course in Humanities.

2018 New brand concept "Passion with Mission" was introduced.

2019 The University changed its organizational structure into three colleges and five department - College of Humanities and Social Studies, College of Psychology and Education, College of Human Health and Nutrition, Department of Humanities and Social Studies, Department of Psychology, Department of the Scientific Study of Children, Department of School Education, and Department of Human Health and Nutrition.

## Partner Institutions / Government

2004 Judson University (USA)

2007 Natori City: Coping with emergency disaster  
Education Board of Sendai City

2009 Natori City: Collaboration of industry, government and academia

2012 Dalian University of Technology (China)

2015 Hungkuang University (Taiwan)

2016 The Chicago School of Professional Psychology (USA)  
Pai Chai University (Korea)  
The Khabarovsk Regional College of Arts (Russia)  
Zhejiang Yuexiu University of Foreign Language (China)

2017 Education Board of Miyagi Prefecture  
Kawasaki Town  
State Institute of Art Studies (Russia)

2018 Aomori Prefecture: UIJ-turn placement promotion  
University of Danang - University of Science and Education (Vietnam)  
Olympic College (USA)

2019 Kanto Gakuin University  
The Herzen State Pedagogical University (Russia)  
Lingnan Normal University (China)

2020 Sendai University  
Education Board of Watari Town  
Ohira Village  
Education Board of Yamamoto Town



# SHOKEI GAKUIN UNIVERSITY

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E-mail: [international@shokei.ac.jp](mailto:international@shokei.ac.jp)

<http://www.shokei.jp/english>