

## **Curriculum Policy of the Graduate School of Human Development and Environment**

Based upon Kobe University's Curriculum Policy, the Department of Human Development of the Graduate School of Human Development and Environment addresses essential challenges that human beings face globally based on its broad perspectives and in-depth expertise related to Studies on Human and Community Development\*. The Department conducts education and research to create novel practical wisdom related to human development, which extends beyond existing academic fields. To this end, the Department has organized its curriculum as described below.

\* Studies on Human and Community Development refer to research activities in which human development and the surrounding environment are studied radically and practically to create societies full of humanity, where local communities, central and local governments, businesses, non-governmental organizations, and citizens harmoniously coexist.

### **Master's Program at the Department of Human Development**

#### **Master's Degree (Master of Arts)**

- (1) The Graduate School of Human Development and Environment has organized the following common courses (Master's Program) to cultivate students' humanity, creativity, international awareness, and deep knowledge of human development and supporting environments. All students who belong to the Graduate School must complete the following common core courses:

Studies on Human and Community Development A, B; Seminar on Global Research I; ESD Studies 1, 2; Seminar on ESD Studies 1, 2, 3, 4; and Independent Studies I, II.

- (2) The Department of Human Development has organized the special courses (Master's Program) that seek to understand human development from the perspectives of individuals' creative development and relationships that promote the creative development of individuals to develop students' expertise, enabling them to practically solve various human development-related issues based on a deep understanding of their field of specialization. (For details, refer to the curriculum map.)

These courses often involve active learning and/or experiential study according to the classroom formats such as lectures, practical sessions, fieldwork, etc. Student learning achievement is assessed in a multilateral and comprehensive manner in accordance with the learning objectives.

- (3) Curriculum map

The attached curriculum map is formulated to help students develop their research and study

plans.

### **Master's Degree (Master of Education)**

- (1) The Graduate School of Human Development and Environment has organized the following common courses (Master's Program) to develop students' humanity, creativity, international awareness, and deep knowledge of human development and supporting environments. All students who belong to the Graduate School must complete the following common core courses:

Studies on Human and Community Development A, B; Seminar on Global Research I; ESD Studies 1, 2; Seminar on ESD Studies 1, 2, 3, 4; and Independent Studies I, II\*

\* Independent Studies II provides students with expertise in advanced pedagogy.

- (2) The Department of Human Development has organized the special courses (Master's Program) that seek to understand human development from the perspectives of individuals' creative development and relationships that promote the creative development of individuals to develop students' expertise, enabling them to practically solve various human-development related issues based on a deep understanding of their field of specialization. (For details, refer to the curriculum map.)

These courses often involve active learning and/or experiential study according to the classroom formats such as lectures, practical sessions, fieldwork, etc. Student learning achievement is assessed in a multilateral and comprehensive manner in accordance with the learning objectives.

- (3) Curriculum map

The attached curriculum map is formulated to help students develop their research and study plans.

### **Doctoral Program at the Department of Human Development**

#### **Doctoral Degree (Doctor of Philosophy)**

- (1) The Graduate School of Human Development and Environment has organized the following common courses (Doctoral Program) to develop students' humanity, creativity, international awareness, in addition to their ability to perform research on human development in an independent manner, their ability to plan and organize joint and/or interdisciplinary research on human development, and their educational ability as a university instructor.

Independent Studies III, Independent Studies IV, Seminar on Global Research II, and Seminar for Teaching Competence

Independent Studies III and Seminar on Global Research II develop students' capabilities to understand the current situation of research worldwide by completing literature survey tasks and writing review articles. Independent Studies IV and Seminar on Global Research II develop students' capabilities to organize research projects through participation in planning and/or execution of fieldwork, workshops, and research projects. The Seminar for Teaching Competence cultivates their practical teaching abilities as a university instructor.

- (2) The Department of Human Development has organized the special courses (Doctoral Program) to develop students' advanced research ability in academic fields related to human development and to deepen students' expertise to enable them to practically solve various human-development related issues based on a deep understanding of their field of specialization. (For details, refer to the curriculum map.)

These courses often involve active learning and/or experiential study according to the classroom formats such as lectures, practical sessions, fieldwork, etc. Student learning achievement is assessed in a multilateral and comprehensive manner in accordance with the learning objectives.

- (3) Processes and support system for the submission of doctoral dissertations

To help them write their doctoral dissertations smoothly during the three-year Doctoral Program, students will receive systematic education on the formulation of their doctoral dissertations (writing preliminary dissertation, review of the draft dissertation, and open examination of the final dissertation) from multiple instructors, in addition to guidance from their individual supervisor.

The doctoral dissertation processes are as follows:

Submission of a dissertation proposal (April of the 1st year of the Doctoral Program)

- Submission of a preliminary dissertation (February of the 1st year of the Doctoral Program) → Review of the preliminary dissertation (April of the 2nd year of the Doctoral Program)
- Submission of a draft dissertation for the preliminary examination (October of the 3rd year of the Doctoral Program) → Review the draft dissertation (December of the 3rd year of the Doctoral Program)
- Submission of a doctoral dissertation (January of the 3rd year of the Doctoral Program)
  - Open examination of the doctoral dissertation and the final test (February of the 3rd year of the Doctoral Program)

- (4) Curriculum map

The attached curriculum map is formulated to help students develop their research and study plans.

## **Doctoral Degree (Doctor of Philosophy in Education)**

- (1) The Graduate School of Human Development and Environment has organized the following common courses (Doctoral Program) to develop students' humanity, creativity, international awareness, in addition to their ability to perform research on human development in an independent manner, their ability to plan and organize joint and/or interdisciplinary research on human development, and their educational ability as a university instructor.

Independent Studies III, Independent Studies IV\*, Seminar on Global Research II, and Seminar for Teaching Competence

Independent Studies III and Seminar on Global Research II develop students' capabilities to understand the current situation of research worldwide by completing literature survey tasks and writing review articles. Independent Studies IV and Seminar on Global Research II develop students' capabilities to organize research projects through participation in planning and/or execution of fieldwork, workshops, and research projects. The Seminar for Teaching Competence cultivates their practical teaching abilities as a university instructor.

\* Independent Studies IV provides students with expertise in advanced pedagogy.

- (2) The Department of Human Development has organized the special courses (Doctoral Program) to develop students' advanced research ability in academic fields related to human development and to deepen students' expertise to enable them to practically solve various human development-related issues based on a deep understanding of their field of specialization. (For details, refer to the curriculum map.)

These courses often involve active learning and/or experiential study according to the classroom formats such as lectures, practical sessions, fieldwork, etc. Student learning achievement is assessed in a multilateral and comprehensive manner in accordance with the learning objectives.

- (3) Processes and support system for the submission of doctoral dissertations

To help them write their doctoral dissertations smoothly during the three-year Doctoral Program, students systematically educated on the formulation of their doctoral dissertations (writing preliminary dissertation, review of the draft dissertation, and open examination of the final dissertation) by multiple instructors, in addition to receiving guidance from their individual supervisor.

The doctoral dissertation processes are as follows:

Submission of the concept paper for a dissertation (April of the 1st year of the Doctoral Program)

- Submission of a preliminary dissertation (February of the 1st year of the Doctoral Program) → Review of the preliminary dissertation (April of the 2nd year of the Doctoral Program)
- Submission of a draft dissertation for the preliminary examination (October of the 3rd year of the Doctoral Program) → Review the draft dissertation (December of the 3rd year of the Doctoral Program)
- Submission of a doctoral dissertation (January of the 3rd year of the Doctoral Program)
  - Open examination of the doctoral dissertation and the final test (February of the 3rd year of the Doctoral Program)

#### (4) Curriculum map

The attached curriculum map is formulated to help students develop their research and study plans.

Based upon Kobe University's Curriculum Policy, the Department of Human Environmental Science of the Graduate School of Human Development and Environment addresses essential challenges that human beings face globally based on its broad perspectives and in-depth expertise related to Studies on Human and Community Development\*. The Department conducts education and research to create novel practical wisdom related to human development, which extends beyond existing academic fields. To this end, the Department has organized its curriculum as described below.

\* Studies on Human and Community Development refer to research activities in which human development and the surrounding environment are studied radically and practically to create societies full of humanity, where local communities, central and local governments, businesses, non-governmental organizations, and citizens harmoniously coexist.

### **Master's Program at the Department of Human Environmental Science**

#### **Master's Degree (Master of Arts)**

- (1) The Graduate School of Human Development and Environment has organized the following common courses (Master's Program) to cultivate students' humanity, creativity, international awareness, and deep knowledge of human development and supporting environments. All students who belong to the Graduate School must complete the following common core courses:

Studies on Human and Community Development A, B; Seminar on Global Research I; ESD Studies 1, 2; Seminar on ESD Studies 1, 2, 3, 4; and Independent Studies I, II

- (2) The Department of Human Environmental Science has organized the following common

courses (Master's Program) to cultivate students' humanity, creativity, interdisciplinarity, and comprehensive and advanced expert knowledge of environments that support human development. All students who belong to the Department must complete the following common courses:

Seminar on Science Communication; Internship IA; Internship IB; Internship IC

- (3) The Department of Human Environmental Science has organized the following special courses (Master's Program) to develop students' creative research capabilities to realize environments that support human development and to solve various issues related to such environments practically, based on a deep understanding of their field of expertise. (For details, refer to the curriculum map.)

These courses often involve active learning and/or experiential study according to the classroom formats such as lectures, practical sessions, fieldwork, etc. Student learning achievement is assessed in a multilateral and comprehensive manner in accordance with the learning objectives.

- (4) Curriculum map

The attached curriculum map is formulated to help students develop their research and study plans.

### **Master's Degree (Master of Science)**

- (1) The Graduate School of Human Development and Environment has organized the following common courses (Master's Program) to develop students' humanity, creativity, international awareness, and deep knowledge of human development and supporting environments. All students who belong to the Graduate School must complete the following common core courses:

Studies on Human and Community Development A, B; Seminar on Global Research I; ESD Studies 1, 2; Seminar on ESD Studies 1, 2, 3, 4; and Independent Studies I, II\*

\*Independent Studies II provides students with expertise in science.

- (2) The Department of Human Environmental Science has organized the following common courses (Master's Program) to develop students' humanity, creativity, interdisciplinarity, and comprehensive and advanced expert knowledge of environments that support human development. All students who belong to the Department must complete the following common courses:

Seminar on Science Communication; Internship IA; Internship IB; Internship IC

- (3) The Department of Human Environmental Science has organized its special courses (Master's Program) to develop students' creative research capabilities to realize environments that support human development and to solve various issues related to such environments practically, based on a deep understanding of their field of expertise. (For details, refer to the curriculum map.)

These courses often involve active learning and/or experiential study according to the classroom formats such as lectures, practical sessions, fieldwork, etc. Student learning achievement is assessed in a multilateral and comprehensive manner in accordance with the learning objectives.

- (4) Curriculum map

The attached curriculum map is formulated to help students develop their research and study plans.

### **Doctoral Program at the Department of Human Environmental Science**

#### **Doctoral Degree (Doctor of Philosophy)**

- (1) The Graduate School of Human Development and Environment has organized the following common courses (Doctoral Program) to develop students' humanity, creativity, international awareness, their ability to perform research on environments that support human development in an independent manner, their ability to plan and organize joint and/or interdisciplinary research on such environments, and their fundamental educational ability as a university instructor.

Independent Studies III, Independent Studies IV, Seminar on Global Research II, and Seminar for Teaching Competence

Independent Studies III and Seminar on Global Research II develop students' capabilities to understand the current situation of research worldwide by completing literature survey tasks and writing review articles. Independent Studies IV and Seminar on Global Research II develop students' capabilities to organize research projects through participation in planning and/or execution of fieldwork, workshops, and research projects. The Seminar for Teaching Competence cultivates their practical teaching abilities as a university instructor.

- (2) The Department of Human Environmental Science has organized a group of special courses (Doctoral Program) to develop students' advanced research ability in academic fields related to environments that support human development, students' expertise to solve diverse issues related to environments that support human development practically based on a deep understanding of their field of specialization, and perspectives from a wide range of

research fields and to apply the resulting insights to innovately explore new research challenges and areas.

These courses often involve active learning and/or experiential study according to the classroom formats such as lectures, practical sessions, fieldwork, etc. Student learning achievement is assessed in a multilateral and comprehensive manner in accordance with the learning objectives.

(3) Processes and support system for the submission of doctoral dissertations

To help them write their doctoral dissertations smoothly during the three-year Doctoral Program, students will receive systematic education on the formulation of their doctoral dissertations (writing preliminary dissertation, review of the draft dissertation, and open examination of the final dissertation) from multiple instructors, in addition to guidance from their individual supervisor.

Submission of the concept paper for a dissertation (April of the 1st year of the Doctoral Program)

→ Submission of a preliminary dissertation (February of the 1st year of the Doctoral Program) → Review of the preliminary dissertation (April of the 2nd year of the Doctoral Program)

→ Submission of a draft dissertation for the preliminary examination (October of the 3rd year of the Doctoral Program) → Review the draft dissertation (December of the 3rd year of the Doctoral Program)

→ Submission of a doctoral dissertation (January of the 3rd year of the Doctoral Program) → Open examination of the doctoral dissertation and the final test (February of the 3rd year of the Doctoral Program)

(4) Curriculum map

The attached curriculum map is formulated to help students develop their research and study plans.

**Doctoral Degree (Doctor of Philosophy in Science)**

(1) The Graduate School of Human Development and Environment has organized the following common courses (Doctoral Program) to develop students' humanity, creativity, international awareness, ability to perform research on environments that support human development in an independent manner, ability to plan and organize joint and/or interdisciplinary research on such environments, and fundamental educational ability as a university instructor.

Independent Studies III, Independent Studies IV\*, Seminar on Global Research II, and



## Seminar for Teaching Competence

Independent Studies III and Seminar on Global Research II develop students' capabilities to understand the current situation of research worldwide by completing literature survey tasks and writing review articles. Independent Studies IV and Seminar on Global Research II develop students' capabilities to organize research projects through participation in planning and/or execution of fieldwork, workshops, and research projects. The Seminar for Teaching Competence cultivates their practical teaching abilities as a university instructor.

\*Independent Studies IV provides students with expertise in science.

- (2) The Department of Human Environmental Science has organized a group of special courses (Doctoral Program) to develop students' advanced research ability in academic fields related to environments that support human development, students' expertise to solve diverse issues related to environments that support human development practically based on a deep understanding of their field of specialization, and perspectives from wide range of research fields and to apply the resulting insights to explore new research challenges and areas innovatively.

These courses often involve active learning and/or experiential study according to the classroom formats such as lectures, practical sessions, fieldwork, etc. Student learning achievement is assessed in a multilateral and comprehensive manner in accordance with the learning objectives.

- (3) The processes and support system for the submission of doctoral dissertations  
To help them write their doctoral dissertations smoothly during the three-year Doctoral Program, students will receive systematic education on the formulation of their doctoral dissertations (writing preliminary dissertation, review of the draft dissertation, and open examination of the final dissertation) from multiple instructors, in addition to guidance from their individual supervisor.

Submission of a dissertation proposal (April of the 1st year of the Doctoral Program)

→ Submission of a preliminary dissertation (February of the 1st year of the Doctoral Program) → Review of the preliminary dissertation (April of the 2nd year of the Doctoral Program)

→ Submission of a draft dissertation for the preliminary examination (October of the 3rd year of the Doctoral Program) → Review the draft dissertation (December of the 3rd year of the Doctoral Program)

→ Submission of a doctoral dissertation (January of the 3rd year of the Doctoral Program)  
→ Open examination of the doctoral dissertation and the final test (February of the 3rd year of the Doctoral Program)

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