兵庫大学

HYOGO University
A university deeply rooted in the local community, where people live and learn together

The founding spirit of Hyogo University is the “spirit of harmony.” We ensure harmony—that is, being open with and promoting serenity in one another—as the basis for our educational approach. With this founding philosophy, we hope to nurture humanity through basic and cultural studies, embodied in the interactions among students as well as between students and teachers. Further, in our specialized areas of study, we promote education in a way that enables students to acquire specialized knowledge and graduate as experts with practical skills. We encourage students to develop independent learning habits and attain clearly defined learning achievements during their time at the university. Toward this end, the teaching staff provides appropriate support.

The three missions of Hyogo University are education, research, and social contribution, with priority placed on education. We promote “education with warmth” through respectful communication with each student, thereby encouraging their growth and development.

The parent body of Hyogo University, the Mutsumi School Foundation, was founded in 1921 with the aim to guide children through the spirit of harmony. It currently has three campuses in Hyogo Prefecture. The Kakogawa campus is home to Hyogo University (the Graduate School, Faculty of Economics and Information Science, Faculty of Health Science, Faculty of Lifelong Welfare, and Junior College) and a university-affiliated kindergarten. The Suma campus is home to the Hyogo University-affiliated Sumanoura High School and Suma Kindergarten. Kobe International High School and Junior High School are both located at the Takakuradai campus. We have evolved into an educational institution with seven different schools. The educational ideal of the Mutsumi School Foundation is expressed by the “spirit of harmony.” Among, we value gratitude, tolerance, and compromise while also respecting the individuality and independence of each student. This spirit of harmony is rooted in Buddhism.

Total number of students attending the university and junior college: approximately 2,000
### Faculty and Departments

<table>
<thead>
<tr>
<th>Department</th>
<th>Ideal candidates</th>
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</thead>
<tbody>
<tr>
<td>Department of Nursing</td>
<td>People who are interested in the lives and well-being of others and are passionate about nursing  People who are reliable and approachable with great effort  People who have a desire to improve themselves and learn</td>
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<tr>
<td>Department of Nutrition Management (registered dietitian)</td>
<td>People who “want a food-related job that will maintain and improve people’s health and promote disease prevention and recovery”  People who are enthusiastic about the scientific investigations of healthy lifestyles  People who want to contribute to improving health and quality of life for all people  People with strong ambitions for their studies and a willingness to pursue them independently</td>
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<tr>
<td>Department of Health System Management</td>
<td>People who understand what learning means and are enthusiastic about it  People who can act independently for society  People with a strong curiosity about economics and information</td>
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<tr>
<td>Department of Economics and Information Science</td>
<td>Certified tax accountants  To use specialized knowledge to perform tax work for companies and individuals</td>
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<tr>
<td>Department of Social Welfare</td>
<td>People who are interested in specialized knowledge related to childhood education and child care  People who are interested in the lives, beliefs, and needs of childhood and want to acquire specialized knowledge regarding child learning support  People who want to contribute to the local community or society throughout their lives</td>
</tr>
<tr>
<td>Department of Child Welfare</td>
<td>Kindergartens  To be kindergarten teacher and practice education from the perspective of a child expert  Child-care facilities  To provide child care in general child-care facilities as well as facilities for ill and convalescent children</td>
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<tr>
<td>Graduate School of Economics and Information Science</td>
<td>Certified tax accountants  To use specialized knowledge to perform tax work for companies and individuals  Certified public accountants  To provide accounting work for companies and public institutions and promote sound economic practices  Financial planners  To provide consultation regarding saving, assets and life planning  Senior high school teachers  To obtain specialized certificates for “information” and conduct work as a senior high school teacher</td>
</tr>
<tr>
<td>Faculty of Childhood Education Department 1</td>
<td>Child-care facilities  To provide care for infants and young children from the age of birth to the beginning of elementary school  Kindergartens  To teach young children and to support emotional and moral development of preschoolers  Children’s homes other than child-care facilities  To assist children who require protective care to become independent</td>
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Educational Characteristics of the Department

**Faculty of Health Science**

**Department of Nursing**

In addition to specialized knowledge and practical skills in nursing, students in the Department of Nursing also study various areas to cultivate a rich sense of humanity. We develop nursing specialists who value trust-based relationships and possess reliable knowledge and techniques.

Development of various support systems to enrich student life

We implement small-group education for seminars as well as practice and training. We also provide careful support for each student’s lessons and measures for national examinations. Moreover, our dedicated staff provides individual guidance at the learning support center. We also offer a full educational program for freshmen.

Practical skills acquired through intensive practice in the local community

Training at medical institutions such as hospitals begins in the freshman year. By accruing medical experience in various fields—such as adult, child, elderly, and mental care—students polish their nursing skills and develop a vision for their own future.

**Faculty of Health Science**

**Department of Health System Management**

Plentiful practice and training that prioritizes putting learning into practice

It is important for students to have practical work experience so they can apply the knowledge and techniques they have learned. Students receive various training and practice mode and outside the university to acquire the planning and administration skills necessary for instructors. Three include measuring their heart rates and lactate acid levels themselves while on long-distance training and receiving recreation guidance at camp training outside the university.

Learning as a person implementing and teaching health promotion

The Department of Health System Management cultivates specialists who can contribute to the maintenance and promotion of health through proper lifestyles. Further, by analyzing the physical and motor development of children, students can become instructors. Such opportunities might include becoming health and physical education teachers at junior high and high schools or becoming regional sports trainers.

Research themes of the teaching staff (example)

*The effect of group cognitive behavior in nurse’s burnout and intention to resign*
*The development of an international nursing science curriculum*

Qualifications and licenses that can be obtained

*Nurse (eligibility for the national examination)*
*Public health nurse* (eligibility for the national examination)*
*Type 1 school nurse/teacher’s license (eligibility for the national examination)*
*Type 1 nurse (eligibility for the national examination)*

**Department of Nutrition Management**

In the Department of Nutrition Management, students take a broad approach to food from the aspect of nutrition. They learn methods for managing and supporting people to promote their health. We develop personnel who can work as food professionals in various settings, including medical facilities, welfare facilities, schools, and businesses.

On-site training implemented in the areas of medical care, administration, and meal provision

For juniors and seniors, we utilize on-site training so students can experience the actual work of registered dietitians at medical institutions, health centers, meal provision facilities, etc. They may gain other practical experience, for example, through classes on nutrition for local residents.

Hands-on support through small-group learning

We use a tutoring system and have developed an environment where students can easily find solutions for any concerns or questions they may have. These services are available from the time students enter the university until graduation. Further, we provide thorough preparation for students taking the National Registered Dietitian Exam. For example, through individual interviews with the teaching staff, students receive guidance regarding study methods to compensate for any weaknesses they might have.

**Department of Nutrition Management**

**Department of Nutrition Management**

Research themes of the teaching staff (example)

*The development of home-based exercise and effective nutritional intake programs for the prevention of sarcopenia*

Qualifications and licenses that can be obtained

*Registered dietitian (eligibility for the national examination)*
*Diétetien license*
*Type 1 nutrition teacher’s license*
*Food sanitation supervisor*
*Food sanitation inspector*
*Food specialist (eligibility for the national examination)*

**Faculty of Economics and Information Science**

**Department of Economics and Information Science**

Two courses directly linked to future careers

The two-course system (economics and information) is introduced in the sophomore year to develop abilities that can be put to use in society. Students learn in a way that fits their individual interests and career designs. For example, some students might want to deepen their knowledge of economics, management, and accounting and apply it in the business world; others, however, might want to use software and master information technology.

Support for acquiring qualifications that will be useful in the future

For students who want to become qualified in accounting and information (skills text in bookkeeping, Information Technology Engineer Examination, etc.), we provide support from the basics to more advanced content. This includes advanced courses in economics and information, study groups, and special instruction. For bookkeeping qualifications in particular, we have a system that provides comprehensive guidance suited to individual abilities; for example, special small-group classes are prepared specifically for freshmen.

Research themes of the teaching staff (example)

*Research on construction technology for distributed computer systems*
*Research on the history of manor, village and city in Japanese middle ages*

**Faculty of Health Science**

**Department of Health System Management**

Qualifications and licenses that can be obtained

*Type 1 school nurse/teacher’s license*
*Type 1 junior high school and high school teacher’s license for “Health and physical education” and “Health and physical education”*
*Health fitness instructor (eligibility for examination)*
*Health fitness programmer (eligibility for examination)*
*Sports instructor for people with disabilities (beginning level)*
*Junior sports coach (eligibility for examination)*
*Qualification for appointment as a social welfare secretary*

**Department of Nutrition Management**

Qualifications and licenses that can be obtained

*Type 1 public health nurse* (eligibility for the national examination)*
*Type 1 school nurse/teacher’s license (eligibility for the national examination)*
*Type 1 nurse (eligibility for the national examination)*
*Value trust-based relationships and possess reliable knowledge and techniques.*

*Research themes of the teaching staff (example)*

**Research on the history of manor, village and city in Japanese middle ages**
Graduate School of Economics and Information Science

A graduate school that fosters highly skilled experts.

We provide curricula and systems for students who seek qualifications such as certified tax accountant and certified public accountant.

Specialization in “information”

Interested students may obtain a specialized certificate for teaching “information” in high schools.

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Faculty of Childhood Education

A 100% employment rate built on history and tradition.

More than 50 years have passed since we started the Faculty of Childhood Education. Many of its graduates are now nursery school and kindergarten teachers. This achievement has led in part to our high rate of employment. One of the faculty’s strengths is its thorough system of support for students until they find employment.

Nurturing nursery school teachers who are sensitive and able to communicate the enjoyment of model making and music

To nurture highly sensitive children, a nursery school teacher must be sensitive and creative. In the Faculty of Childhood Education, students learn modeling using familiar materials, singing along with the piano, and hand games. Thus, they learn techniques for creating things and music and for fostering sensitivity and creativity.

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Graduate School of Social Welfare

In addition to on-site work experience from an early stage, plentiful guidance prior to practice

During summer vacations, freshmen and sophomores volunteer at social welfare facilities and medical institutions. This helps to deepen their understanding of welfare work. In addition, we have a system that improves students’ skills in preparation for full-scale training. Instruction is given prior to the practice that links with the freshmen foundation seminars and the specialized preservice for sophomores.

Practioner training that emphasizes medical social worker development

Given the expectation that social workers combine medical care with welfare, our social work program fosters a high level of practical ability and a wide range of knowledge, including general medical and psychiatric care.

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Faculty of Childhood Education

The Department of Child Welfare’s four-year program is dedicated to childhood education and child care. We cultivate nursery school teachers who have high levels of specialized knowledge and techniques.

Child-care experts are trained in a two-course system

The Department of Child Welfare adopts a two-course system to meet the various requirements of childhood education and child care. Freshmen thoroughly learn the basics of child care. Beginning in their sophomore year, they take a childhood education course to learn about child education in general and a child welfare course to improve their expertise in child care and medical care.

Learning a wide range of skills to support children and their guardians

Students acquire high-level expertise with a focus on preschool education and then deepen their knowledge of early childhood, which is highly important in childhood development. In addition to learning about children, students also improve their consultation and support skills to build trusting relationships with guardians.

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Research themes of the teaching staff

- The welfare society and informatization
- Policies to support independence and regional coexistence in developing countries

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Research themes of the teaching staff

- Research on the significance of “expression” in childhood education
- Child care and human relations

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Qualifications and licenses that can be obtained

- Social worker
  (eligibility for the national examination)
- Psychiatric social worker
  (eligibility for the national examination)
- Type 1 high school teacher’s license for “Welfare”
- Qualification for appointment as a social welfare secretary

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Qualifications and licenses that can be obtained

- Nursery teacher’s license
- Type 2 kindergarten teacher’s license

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HYOGO University Research Institute

The Research Institute performs joint research and investigations of research and education at the university. It also aims to contribute to the development of the region and the Japanese economy.

- Research on the training of nursery school teachers to aim for the inclusion of preschool children
- Research on economic growth and nationalism amid the progress of globalization

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Extension College

We have positioned ourselves as an institution that is deeply rooted in the local community and works toward the formation of civil society. Toward this end, in 2014 we established an extension college that offers courses to local residents ranging from the cultural to the practical.
Features of Education

Five reasons students can feel sure of their growth.

For many people, the university is the final educational institution they attend before entering society. Universities are therefore very meaningful in terms of how those people will live the rest of their lives.

“A university where students can feel sure of their own growth”

Guided by this slogan, HYOGO University has developed several measures to help students feel sure of their own growth. These include the thorough implementation of small-group education, thorough and careful freshmen education, and detailed career support.

Reason 1
A wide variety of learning forms
Students can acquire deep and extensive knowledge in various fields, including nursing, nutrition, physical education, protective care, economics, information, social welfare, and childhood education and child care.

Reason 2
Thorough implementation of small group education
We are committed to small-group education with just 13 students to each teacher, which is better than the national average. By developing compact education where the teacher can “see the face of each and every student,” we can provide instruction with an understanding of the interests and concerns of each student.

Reason 3
Freshmen education program
We offer programs where students can experience learning at HYOGO University before starting school and develop a sense of university life. In addition, we offer freshmen seminars to deepen interactions between students and between students and teachers. Other freshmen seminars are designed to help students acquire the basic skills necessary for learning.

Reason 4
Thorough support for job hunting (rate of employment: almost 100%)
We provide detailed guidance to help each and every student achieve his or her dreams. For example, the careers staff adopts the motto “face to face” and conducts interviews with all students preparing to seek employment.

Reason 5
A large campus with plentiful greenery
The total size of the HYOGO University campus is about 100,000 m². The grounds contain various facilities and equipment, including an affiliated kindergarten, a library stocked with specialized books, a gymnasium, tennis courts, and student dormitories.

Student Interviews

Students learning and growing at HYOGO University.

To be a nurse who can respond to the needs of patients
Haruka Hayashi, Department of Nursing (from Nagata High School, Hyogo)

The appeal of the Department of Nursing is that, in addition to training students using its plentiful facilities and equipment, it provides practical experience in hospitals from an early stage. Through such experience, I can not only listen to what patients are saying but also converse with them while considering their actual concerns. Naturally, nurses must provide the appropriate treatment, but I also want to be a nurse who listens to patients and responds to what they hope for in their treatment.

Unique lessons raise our desire to learn.
Yohei Sunabe, Department of Economics and Information Science (from Yomitan High School, Okinawa)

The teachers provide unique lessons, so the lessons each day are fun, and our desire to learn increases. In one seminar I’m taking, for example, the teacher gave a questionnaire on the Nikkei Stock Average, trends in the values of the yen and the dollar, and economics-related news. As a result, I always carefully analyze economic details in the news, and I think I have gained the ability to view the world from an economic perspective.

Campus Calendar
An excellent location easily accessible from the Kansai area

In addition to the local Kakogawa and neighboring Himeji and Kobe areas, Hyogo University is also in a convenient location for visiting Osaka.

**Area Guide**

**Himeji area**
A town that has prospered as a castle town centered on the World Heritage Site Himeji Castle

- **Himeji Castle**
  - Himeji castle, the symbol of Himeji city, was registered World Heritage Site in 1993. It holds many national treasures and important cultural assets.

- **Himeji City Museum of Art**
  - The museum stands out for its red-brick building that was previously an army stonehouse. It is known for its collection of works by modern Belgian artists.

**Kobe area**
A port town that was opened to foreign countries at an early stage and is now a center for the transmission of Kansai culture

- **Kitano Ijinkan area**
  - This area has many Western buildings, such as the important cultural property Kazamidori-no-yakata. It is popular for the exotic atmosphere of its scenery.

- **Monorail**
  - These are tourist facilities in the bay area that symbolize the port of Kobe. Cruising around Osaka Bay can be very enjoyable.

**Osaka area**
A major city that has long prospered as a business town and now represents the Kansai area

- **Ebisubashi and Dotonbori**
  - Ebisubashi is a central part of the Minami area known for fashion and fine food. It is known as a place to “ruin oneself through extravagance in food.”

- **Osaka Aquarium Kaiyukan**
  - The aquarium at Tempozan is one part of the Osaka waterfront. It stands with USJ as a popular amusement facility.

**Access Guide**

**From Kansai Airport**
Kansai Airport
- JR trains approx. 120 minutes
- Airport bus approx. 125 minutes

**From Kobe Airport**
Kobe Airport
- Monorail approx. 18 minutes
- Sannomiya Station
- JR trains approx. 30 minutes

**Kakogawa Station**
- JR trains approx. 3 minutes

**Higashi-Kakogawa Station**
- JR trains approx. 120 minutes
- Airport bus approx. 125 minutes

**To Himeji**
- Approx. 12 minute walk from north exit

**To Himeji Hospital**

**To Osaka**
- Approx. 12 minute walk from north exit

**To Kobe**
- Approx. 12 minute walk from north exit

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