

2020 April Admission

United Graduate School of Child Development,
Osaka University, Kanazawa University, the Hamamatsu University School of Medicine,
Chiba University, and the University of Fukui

Application Guidelines for Doctoral Course

* These Application Guidelines are a translation from the original and shall not be regarded as official documentation. The English text has been provided merely as a reference. Please note that any official rules are based solely on the Japanese text.

This PDF file does not include the application forms. Please visit our website below to request Admission Guidelines and send a request following the given instructions.

- Official website of the United Graduate School of Child Development, Osaka University, Kanazawa University, the Hamamatsu University School of Medicine, Chiba University, and the University of Fukui:
<http://www.ugscd.osaka-u.ac.jp>

* International students should apply through the laboratory they wish to belong to.

Educational Goals and Admission Policies

Educational Goals

Osaka University promotes cutting-edge, globally competitive education and research that furnishes the independence and citizenship of scholarship, with the mission of “Creation, Succession, and Practice of Wisdom” and the motto to Live Locally and Grow Globally.

Osaka University cultivates a large number of exceptional individuals who can work toward creating new values and a vibrant society for the future of the next generation.

In order to realize these goals, each school, as well as educational organization as a whole, are working on educating capable students to endow them with:

1. state-of-the-art, advanced skills, and deep knowledge
2. a high level of refinement
3. a high level of internationality
4. a high level of creativity

These students will be leaders of a knowledge-based society.

According to the above-described Educational goals of Osaka University, in the doctor course of the United Graduate School of Child Development, Osaka University, Kanazawa University, the Hamamatsu University School of Medicine, Chiba University, and the University of Fukui,

the teachers and researchers with international points of view and with different backgrounds cooperate in the interdisciplinary fields which integrate medical science, psychology, health sciences, and the science of nursing and education. They educate students using common interdisciplinary platforms to ensure the students become leaders and researchers with cutting-edge skills, the flexibility to tackle mental disabilities in children, and deep knowledge to meet the needs of society worldwide.

Diploma Policies

Osaka University confers a degree on the students who have been in the graduate school for a predetermined period of time, have obtained a high level of knowledge and skills in the following special areas: critical thinking, transcultural communicability, and design prowess; have earned a specified number of credits, have received necessary instruction, and have passed evaluations and examinations.

Based on the Diploma Policies of Osaka University, the degree, Doctor of Child Development, will be conferred on students who meet the requirements described below and have passed the required evaluation.

Student has:

- 1) gained cutting-edge knowledge and skills regarding “child mental development, disabilities” and deep learning which enable the student to inspect the nature of issues and utilize their knowledge and skills for the resolution of those issues;
- 2) gained a scientific viewpoint to think in multifaceted and comprehensive ways, evaluate objectively, and have extensive knowledge based on different backgrounds in order to resolve child development issues;
- 3) a high design prowess to find essential, valuable, and complex subjects, and actively plot routes for their resolution, coordinating with people in other fields;
- 4) leadership which is cooperative, flexible, truly interdisciplinary, and meets the needs of society; and
- 5) transcultural communicability to understand different languages and cultures, interact actively with people from overseas, despite their differences, to think in a multifaceted and comprehensive way, and have a strong, comprehensive knowledge base to evaluate issues multidirectionally.

Completion Requirements

- (1) Candidates for the Doctor’s degree should have been enrolled in the Doctor’s program for at least three years, have acquired 30 credits or more from required and elective subjects, have submitted a Doctor’s thesis and have passed the evaluation.
- (2) A Doctoral dissertation should be published on the bulletin of this school or in peer-reviewed academic journals. In addition, the candidate should be the first author of the article and no other co-authors should plan to apply for the degree using this same paper.
- (3) The required number of dissertations is one. It should be written in Japanese and English and submitted to English and Japanese journals, respectively. The research activity published in the doctoral dissertation should be done during the Doctoral program.
- (4) If the faculty meeting agrees the candidate has presented superior research achievements, he/she can complete the course in two years and six months.

Curriculum Policies

In order to have students acquire knowledge and skills set forth in policies for degree conferment, Osaka University systematically designs specialized classes, cross-border graduate school classes, and classes appropriate for Programs for Leading Graduate Schools; and offers appropriate lectures, practices, and training as well as excellent research guidance for those classes. In addition, Osaka University strictly evaluates the learning outcomes by examination or review.

Based on the Curriculum Policies of Osaka University, the United Graduate School of Child Development educates students with different backgrounds using interdisciplinary platforms, gives them international view-points and basic knowledge that allows them to cope with mental disabilities in children—currently a global problem. The School also educates students to acquire academic knowledge with multiple specialties and basic research skills.

Courses consist of introductory, practice, and advanced classes. In lecture-style introductory classes, students are expected to acquire basic academic skills using a TV conference system. In practice classes, students learn practical applications of child care and research, often moving to other universities. In advanced classes, students work on their thesis theme with excellent guidance from highly specialized tutors.

(1) The introductory classes (dividend year D1)

Students take these classes in order to acquire enough basic academic scholarship to prepare for practice and advanced courses (dividend D2 – D3)

(2) Practice classes (dividend year D2)

Students move to an allied university for advanced medical or psychological care and research as well as conferences.

(3) Advanced classes (dividend year D2-D3)

Students attend seminars regularly, deepen their specialized knowledge, conduct clinical or basic research on a chosen theme, and finally write their doctoral thesis.

Credits are approved when attendance to the classes as well as attainment of reports or examination is judged to be satisfactory. Attendance at the joint research conference is obligatory for credit.

Admission Policies

Osaka University accepts individuals who, during the course at the graduate school or master's degree course at graduate schools, acquired basic academic skills, expertise, an ability for self-study, and are eager to find and explore issues. In order to properly select such students, the selection process of graduate schools adheres to a variety of screening methods.

Based on the Admission Policies of Osaka University, the United Graduate School of Child Development demands individuals with an enthusiasm for learning and high academic skills as well as a high sense of mission and a sincere attitude for resolving mental disabilities in children. Particularly, the United Graduate School of Child Development demands:

- (1) Those who have a clear sense of purpose toward the resolution of mental disabilities in children and a high ambition to contribute to the future of Japan by developing scientific methods at an international standard.
- (2) Those who do not adhere to experimental rules, but have an open-minded attitude to the specialists with different backgrounds, and aspire to have novel scientific viewpoints.
- (3) Those who have sustainable motivation for learning throughout a lifetime, and have an autonomous and ambitious ability to solve problems.

- (4) Those who will be leaders in a supportive network for children with difficulties, that is, those who can think in a cooperative and flexible way, are social, and treat the socially vulnerable with a deep empathy and insight.

The selection process is as follows:

- 1) Scores of an external English examination are used to evaluate one's ability to author academic papers.
- 2) An oral examination is conducted to evaluate the following: attitude and motivation to deal with mental difficulties in children, ambition and potential, communication ability, and logical thinking.

1. Total Number to be Admitted: 15

Course Name	Number to be admitted*
Division of Developmental Neuroscience (Osaka University)	3
Division of Socio-Cognitive-Neuroscience (Kanazawa University)	3
Division of Neuropsychological Development and Health Sciences (Hamamatsu University School of Medicine)	3
Division of Cognitive Behavioral Science (Chiba University)	3
Division of Developmental Higher Brain Functions (University of Fukui)	3

*Numbers are subject to change

2. Qualifications:

Applicants must meet one of the following qualifications:

(1) Those who have obtained, or expect to obtain, a master's degree or a professional degree (Senmonshoku degree) in Japan by March 31, 2020.

(2) Those who have completed eighteen (18) years of formal education overseas (limited to those who have completed a course in medicine, dentistry or pharmacy [limited to course terms of six years], and excepting veterinary medicine), and who have obtained, or expect to obtain, a master's degree or a degree equivalent to a professional degree (Senmonshoku degree) in Japan by March 31, 2020.

(3) Those who have completed or expect to complete eighteen (18) years of formal education overseas through the completion of a correspondence course offered by a school overseas, and

have obtained, or expect to obtain, a master's degree or a degree equivalent to a professional degree (Senmonshoku degree) by March 31, 2020.

(4) Those who have completed the relevant coursework designated by a Minister in the Ministry of Education, Culture, Sports, Science and Technology (MEXT) at an educational facility in Japan which ranks in a foreign country's educational system as providing the same level of curriculum as a graduate school in that country and have obtained, or expect to obtain, a master's degree or a degree equivalent to a professional degree (Senmonshoku degree) in Japan by March 31, 2020.

(5) Those who have completed a course with the United Nations University and have obtained a degree equivalent to a master's degree by March 31, 2020.

(6) Those who have taken eighteen (18) years of formal education overseas (limited to those who have taken a course in medicine, dentistry or pharmacy [limited to course terms of six years], and excepting veterinary medicine) or those who have taken an educational course designated by Item 4 of Japan's School Education Law or an educational course of the United Nations University, and who have passed an examination and a review equivalent to those defined by Article 16 Item 2 of the Graduate School Establishment Standards, and who are recognized as having obtained a master's degree or equivalent.

(7) Those who are selected by a Minister in the Ministry of Education, Culture, Sports, Science and Technology (MEXT).

① Those who have graduated from a university and have worked at a university, research center or equivalent for two (2) years or more, and, through an assessment of the results of their research, are recognized as having obtained a master's degree or equivalent for the graduate school they wish to enter.

② Those who have worked at a university, research center or equivalent for two (2) years or more, and through an assessment of the results of their research, are recognized as having obtained a master's degree or equivalent for the graduate school they wish to enter, after having completed sixteen (16) years of formal education overseas, or having completed sixteen (16) years of formal education overseas through the completion of a correspondence course offered by a school overseas.

(8) Those who are qualified as mentioned below and recognized as having obtained a Master's degree or a degree equivalent to a professional degree (Senmonshoku degree) through a qualifying screening process, and who have reached twenty-four (24) years of age by March 31, 2020.

① Those who have graduated, or expect to graduate, from a university course in medicine, dentistry, pharmacy (limited to course terms of six years) and veterinary medicine by March 31, 2020.

- ② Those who have graduated from a university and have working experience as a school counselor, a school teacher (of an elementary school, junior high school, high school, and/or a special school), a nurse, and/or a clinical psychologist etc., for five (5) years or more.
- ③ Those who have completed, or expect to complete, eighteen (18) years of formal education overseas, limited to those who have completed a course in medicine, dentistry or pharmacy (limited to course terms of six years) and veterinary medicine by March 31, 2020.
- ④ Those who have working experience as a school counselor, a school teacher (of an elementary school, junior high school, high school, and/or a special school), a nurse, and/or a clinical psychologist etc., for five (5) years or more, after having completed sixteen (16) years of formal education overseas, or having completed sixteen (16) years of formal education overseas through the completion of a correspondence course overseas offered by a school in that country.

*Those who wish to apply under qualification category (7) and (8), please refer to 3 Qualification Review.

*In the qualification categories (7) and (8), "Those who have graduated from university," "Those who have completed sixteen (16) years of formal education overseas," and "Those who have completed sixteen (16) years of formal education overseas through the completion of a correspondence course overseas offered by a school overseas," include those who have a background and research period shown in the table below:

Educational background	Research period after the latest academic year (years of experience)
(a) Graduate of a junior college (two-year course)	2 years or more
(b) Graduate of a junior college (three-year course)	1 year or more
(c) Graduate of a technical college	2 years or more
(d) Graduate of a specialized course (two years or more) of a specialized training college	More than the period calculated by subtracting the term of study in a specialized training college (specialized course) from six years.
(e) Graduate of a Japanese campus at a foreign university, international school, specialized training college (except	The number of years can be calculated by subtracting 16 from the total years of formal education, including years expected to attend. The individual's research period (years of experience)*

specialized courses), or other schools and educational institutes in Japan and/or overseas.	must be greater than the remaining number to be eligible for a Qualifying Review. (e.g. If the total number of formal education is 12 (having completed high school), then the calculation is $16-12=4$. The individual then must have a research period (years of experience)* that exceeds 4 years.)
(f) Individuals who withdrew from any schools mentioned in (a) - (e) above.	The number of years can be calculated by subtracting 16 from the total years of formal education until withdrawal. The individual's research period (years of experience)* must be greater than the remaining number to be eligible for a Qualifying Review. (e.g. If the total number of formal education is 15 [having withdrawn from university in the 6th month of the 3rd year], then the calculation is $16-15.5=0.5$. The individual then must have a research period [years of experience]* that exceeds 0.5 years.)

*Research period (years of experience) should be the total of all periods below:

- (A) Period of being enrolled in a university or a junior college as a research student.
- (B) Period of being enrolled in an advanced course of a junior college or a technical college.
- (C) Period of being employed as an educator or a researcher in the field of education or research at a place such as a university, junior college, government office, research institute, or company.
- (D) Other periods equivalent to (A), (B) and (C).

3. Qualifying Review

Among the qualifications mentioned above, those who wish to apply under (7) and (8) must undergo a “Qualifying Review” prior to the application period. This review consists of a document review and an interview. Individuals who pass the review may apply for the doctoral entrance examination. The Qualifying Review assesses academic capabilities equal to those who obtained a master's degree or equivalent.

(1) Qualifying Review Schedule (shared between (7) and (8))

① Application period:

Autumn Examination: 17 June (Mon), 2019, to 28 June (Fri), 2019

Winter Examination: 21 October (Mon), 2019, to 1 November (Fri), 2019

② Submission Address:

The United Graduate School of Child Development, Osaka University

2-2 Yamadaoka, Suita, Osaka, JAPAN (565-0871)

Tel: 06-6879-3026, ext. 3445

*Only the application materials that have been mailed as registered mail (simplified registration) during the application period will be accepted. The application envelope must be postmarked no later than 28 June (Fri), 2019, for the Autumn Examination, or 1 November (Fri), 2019, for the Winter Examination.

*[For hand deliveries] Application Office Hours: 8:30 am. - noon, 1: 00 pm. - 5: 15 pm. *CLOSED: Saturday, Sunday, and national holidays.

(2) Qualifying Review Documents

- ① Application for the Qualifying Review (prescribed form)
- ② Examination Slip and Photo Sheet (prescribed form)
- ③ Research Plan (Purpose for applying) (prescribed form)
- ④ Research Achievement List (prescribed form) (if available)
- ⑤ Academic Papers, etc. (if available)
- ⑥ Certificate of Graduation and Academic Transcript (certificate issued by the president of schools or institutes attended [in Japanese or English]).
- ⑦ Certificate of Research Period, Certificate of Enrollment Period

Certificate issued by the president of schools or institutes attended (in Japanese or English).

- ⑧ Self-Addressed Stamped Envelope (SASE) for Examination Slip

Prepare an envelope (standard size: 120mm x 235mm), with your postal address (Japan) and name on the front. Affix a 244 yen stamp (84 yen plus 160 yen for registered mail).

Use the prescribed form posted on the website below:

[\(http://www.ugscd.osaka-u.ac.jp/\)](http://www.ugscd.osaka-u.ac.jp/)

※ The examination slip will be mailed around 5 July (Fri), 2019, for the Autumn Examination and around 3 November (Fri), 2019, for the Winter Examination.

※ If you don't receive it by 7 July (Sun), 2019, for the Autumn Examination or by 10 November (Sun), 2019, for the Winter Examination, contact the office of the United

Graduate School of Child Development (06-6879-3026, ext. 3445) on the following Monday (Tuesday if it is a holiday).

※ Those whose names have changed from the name written on their certificate of graduation, academic transcript, and/or other documents should attach a document that proves their identity (it will be returned with an examination slip).

(3) Qualifying Review Interview

① Date and Time

Autumn Examination: 18 July (Thu), 2019, from 1:30pm

Winter Examination: 14 November (Thu), 2019, from 1:30pm

*Times may change depending on the schedule.

② Place

The interview will be conducted at the university with the research course you are applying to.

[Osaka University]

The Faculty of Medicine's Center for Medical Research and Education Building,
Suita Campus

<http://www.med.osaka-u.ac.jp/jpn/access/index.html>

[Kanazawa University]

Meeting Room, 1st floor, B-Building. College of Medical Pharmaceutical and
Health Sciences, Takaramachi-Tsuruma Campus

<http://www.kanazawa-u.ac.jp/university/access/index.html>

[Hamamatsu University School of Medicine]

A13 Tutorial room, 3rd floor, Educational Building

<https://www.hama-med.ac.jp/uni-e/aboutus/campusmap.html>

[Chiba University]

Small conference Room, 2nd floor, School of Medicine

http://www.chiba-u.ac.jp/campus_map/inohana/index.html

[University of Fukui]

Seminar Room1, Clinical Education and Training Center, University of Fukui
Hospital, Matsuoka Campus

http://www.u-fukui.ac.jp/cont_about/outline/access.html

Applicants will not pass the Qualifying Review if they don't take this interview.

For further information about each research field, refer to the outline of each course in pages ○○ to ○○.

(4) Announcement of Successful Applicants

Autumn Examination: from 1:30pm, 5 August 2019

Winter Examination: from 1:30pm, 9 December 2019

※ Successful applicants will be posted on the United Graduate School of Child Development's website (<http://www.ugscd.osaka-u.ac.jp/>) and also individually receive an acceptance letter. Please note that any inquiries by phone will not be accepted.

4. Application Documents

• Application Form	<ul style="list-style-type: none">• prescribed form• Attach the proof of payment stamp received from the bank to the application form in the designated column.
• Examination Slip(※1) and Photo Sheet	<ul style="list-style-type: none">• prescribed form• Attach two photos taken within the last three months.
• Research Plan (Purpose for applying)	<ul style="list-style-type: none">• prescribed form※ Applicants can also submit the form downloaded from the website.
• Certificate of Graduation (expected) Certificate of Completion (expected) (※2, 3)	<ul style="list-style-type: none">• Certificate issued by the president of schools attended.• Applicants who have completed or expect to complete graduate school should submit certificates <u>both from the undergraduate and graduate school.</u>※ International students (students from outside of Japan) may also have to submit documents proving his/her degree.
• Academic Transcript (※2,3)	<ul style="list-style-type: none">• Certificate issued by the president of schools attended. Certificate must be sealed by the school's administration.*Applicants who have completed or expect to complete graduate school should submit certificates both from the undergraduate and graduate school.

<ul style="list-style-type: none"> • Score or certification of a Foreign Language (English) proficiency test from an official testing center 	<p>Attach a score report or a certification of a foreign language (English) proficiency test from an official testing center, such as those mentioned below, by stapling them to the upper left-hand corner.</p> <p>Cambridge English, GTEC(※), GTEC CBT(※), IELTS, TEAP, TEAP CBT, TOEFL iBT, TOEIC L&R, TOEIC S&W, Eiken, EikenCBT (*excluding the scores of tests taken at home)</p> <p>If you can't attach a score report or certification of score to the application, submit a cover sheet with the date of when you will submit the score or certification written on it. When you receive your score report or certification, submit this score sheet with the score report or certification attached.</p> <p>In principle, <u>the score sheet should be submitted when applying</u>, however, you can bring it directly to the counter on the examination day depending on the delivery schedule. <u>In this case, be sure to contact the office of the United Graduate School of Child Development in advance.</u></p>
<ul style="list-style-type: none"> • Document(s) or certification(s) of examination eligibility verifying the application qualifications for category (6) 	<ul style="list-style-type: none"> • Those who wish to apply under qualification category (6): Prepare a document issued (signed) by the president of schools attended stating eligibility (sample below). Sample: XX university confirms and reports that AA passed (BB) and recognizes their conferment of a master's of CC or equivalent, and encloses materials relating to this review. (Material sample): Enclosed are related documents regarding our requirements for conferring master's degrees.
<ul style="list-style-type: none"> • Permission Form (Approval Form) 	<ul style="list-style-type: none"> • prescribed form <p>Those who currently work at places such as a government office, research institute, company, and/or hospital and will continue to be employed after enrolling in Osaka University must submit a "Permission Form" signed by a representative at their place of employment.</p>
<ul style="list-style-type: none"> • [If applicable] Copy of Residence Card (both sides) 	<ul style="list-style-type: none"> • Foreigners (except Special Permanent Residents) who have registered as residents in Japan should submit a copy of his/her Residence Card that shows his/her Status of Residence and Period of Stay.
<ul style="list-style-type: none"> • Certificate of Japanese Government Scholarship student 	<ul style="list-style-type: none"> • Japanese Government Scholarship students
<ul style="list-style-type: none"> • Proof of Payment of Application Fee(※4) 	<ul style="list-style-type: none"> • prescribed form • Attach the proof of payment stamp received from the bank to the application form in the designated column.

• Application Fee (※4,5)	• 30,000 yen Please remit payment at the bank using the payment request form in the attached forms. The payment cannot be made at ATMs. Applicants shall be liable for relevant bank fees.
• Self-Addressed Stamped Envelope (SASE) (for Examination Slip)	• prescribed envelope Write your postal address (Japan), name, and postal code on the front, and affix a 244 yen (84 yen plus 160 yen for registered mail) stamp.
• Address Labels	• prescribed form Official university labels must be used in regards to enrollment applications and documents when sending mail.

- ※1 The examination slip will be mailed by 4 September (Wed), 2019, for the Autumn Examination and 8 January (Wed), 2020, for the Winter Examination by registered mail.
- ※2 For those whose name has changed from the name on their certificate of graduation, academic transcript, and/or other documents should show proof of identification on the examination day.
- ※3 Those who have passed the Qualifying Review do not need to submit a certificate of graduation or an academic transcript again.
- ※4 Those who expect to complete a master's course or a doctoral course at Osaka University, Kanazawa University, the Hamamatsu University School of Medicine, Chiba University and/or the University of Fukui and a graduate course in law (Houka Daigakuin) and/or education (Kyoushoku Daigakuin) by 31 March 2020, and those who expect to enroll as a Japanese Government Scholarship student don't need to pay an application fee.
- ※5 Those affected by the Great East Japan Earthquake can be exempt from examination fees. See website for details: <https://www.osaka-u.ac.jp/en/admissions/information>

Those who wish to apply for the exemption should contact the office of the United Graduate School of Child Development.

5. Application Procedure

Applicants should hand-deliver or mail (simplified registered mail through Japan Post) the application documents to the office of the United Graduate School of Child Development, Osaka University.

Application period:

Autumn Examination: 13 August (Tue), 2019, to 23 August (Fri)
(Closed: Saturday, Sunday, and national holidays)

Winter Examination: 6 December (Fri), 2019, to 18 December (Wed)
(Closed: Saturday, Sunday, and national holidays)

For hand-deliveries: Application Office Hours: 8:30am – noon, 1:00 pm – 5:15 pm

Mail to: the United Graduate School of Child Development, Osaka University
2-2 Yamadaoka, Suita, Osaka, JAPAN (565-0871)

- ※ The application envelope must be postmarked no later than 23 August (Fri), 2019, for the Autumn Examination, and 18 December (Wed), 2019, for the Winter Examination.
- ※ Before applying, applicants should have a preliminary interview for each research area they wish to apply to, referring to the outline of the graduate school (p.XX). Please submit all prescribed forms required by each school by email, etc. in advance. However, those who have passed the Qualifying Review do not need to take a preliminary interview.
(For those who have passed a Qualifying Review, if he/she wishes to apply for a different course in a different university from the university where he/she has passed the Qualifying Review, he/she should have a preliminary interview.)

Application period:

Autumn Examination: 17 June (Mon), 2019, to 16 August (Fri)
(Closed: Saturday, Sunday, and national holidays)

Winter Examination: 21 October (Mon), 2019, to 6 December (Fri)
(Closed: Saturday, Sunday, and national holidays)

6. Selection Method:

Candidates are selected on their overall academic evaluation and submitted materials.
Selection methods for the United Graduate School of Child Development are as follows:

- (1) The academic review is evaluated by the applicant's English proficiency (scores of English proficiency tests) and an oral presentation.
 - ① Accepted English proficiency tests:
(these are used to evaluate the ability of a candidate to write an academic thesis.
Candidates will not be removed from the selection pool based on the scores of these tests.)
Cambridge English、GTEC[※]、GTEC CBT[※]、IELTS、TEAP、TEAP CBT、TOEFL iBT、TOEIC L&R、TOEIC S&W、Eiken、EikenCBT (*excluding the score of the test taken at home)
 - ② Oral examination (presentation)
Candidates should make a presentation explaining their research plan.
Presentation should also include: how the candidate would deal with mental health issues in children, explaining backgrounds, research methodologies, expected results and academic significance or pervasive effects on society in their research plan, and use the presentation materials mentioned below (8. Necessary materials for oral examination [presentation]).
Candidates will also be evaluated by their enthusiasm for learning, ambition and potential as well as communicability and logical thinking.

Candidates should deliver a ten (10) minute presentation, followed by a Q&A session of ten (10) minutes. The presentation should not exceed ten (10) minutes.

(2) Screening of application materials

Candidates will be screened based on their submitted materials.

7. Date and time, place of oral examination (presentation)

Autumn Examination

Date and Time: 14 September (Sat), 2019, from 2:00pm (arrive by 1:00pm)

Place: Lecture Building, Faculty of Medicine, Osaka University (TBD)

Winter Examination

Date and Time: 1 February (Sat), 2020, from 2:00pm (arrive by 1:00pm)

Place: Lecture Building, Faculty of Medicine, Osaka University (TBD)

*Show your examination slip for identification when entering an examination room.

8. Necessary materials for oral examination (presentation)

For the Autumn and Winter Examinations

Candidates should prepare the materials mentioned below. Six (6) printed copies are necessary, and are to be handed out to the examiners.

•Materials (Japanese or English)

•Resume: A4 size, 1 sheet

 About thirty (30) lines written from left to right, top to bottom

 Font size: 11

•Slide: A4 size in landscape orientation (no limitation on number of slides)

 (Format should be in Microsoft PowerPoint)

•Staple (in the upper left corner, vertically, not horizontally or diagonally) the resume and slides together in the order above.

※Candidates should bring this material on the day of the examination. (Do not submit with application.)

※Candidates cannot use their personal computer.

※Materials will not be returned.

When preparing these materials, please:

(1) Write about how you are dealing with issues to be solved in your research. Include the expected research results and their effect on society.

(2) Explain the methods of collecting and analyzing the data to reach promising results (be detailed).

9. Disclosure of Entrance Examination Results

Successful applicants will be posted on the website below. Note that any inquiries

about the results by phone will not be accepted.

Time and Date	Location
Autumn Examination 7 October (Mon), 2019, from 1:30pm	(http://www.ugscd.osaka-u.ac.jp/) Website: the United Graduate School of Child Development
Winter Examination 10 February (Mon), 2020, from 1:30 pm	

※ Successful applicants will also receive an acceptance letter around 7 October (Mon), 2019, for the Autumn Examination and around 10 February (Mon), 2020, for the Winter Examination.

10. Admission Process:

The period for the admission process is scheduled for early March, 2020. Documents relating to the admission process should be sent to the mailing address written on the address label given when initially applying by 17 February (Mon), 2020.

Those who have completed the admission process will be sent documents regarding the entrance ceremony and orientation in late March.

11. Enrollment Fee and Tuition Fee:

Enrollment Fee: 282,000 yen [projected]

Tuition Fee: 267,900 yen/semester (535,800 yen/year) [projected]

※ Only the enrollment fee is necessary for the enrollment process. The tuition fee for the first semester should be paid through a bank transfer around late May and in late November for the second semester.

※ Changes may occur to the enrollment fee and tuition fee.

※ Should tuition fees change while the student is attending school, the new tuition fees will apply at the time of the change.

※ Those who expect to complete a master's course or a doctoral course at Osaka University, Kanazawa University, the Hamamatsu University School of Medicine, Chiba University and/or the University of Fukui and a graduate course in law (Houka Daigakuin) and/or education (Kyoushoku Daigakuin) by 31 March 2020, and those who expect to enroll as a Japanese Government Scholarship student don't need to pay an application fee.

12 Long-term Completion System

This system allows a period of study to be extended up to four (4) years to complete

te a course and is intended for those engaging in work, childbirth, childrearing or nursing care, and/or those need treatment due to illnesses and/or disabilities. The United Graduate School of Child Development reviews and approves those to enter into this system based on their application during the admission process. Successful applicants are notified and instructed to apply to this system individually.

13. Precautions:

(1) If the application documents contain any falsifications, admission may be revoked even after being admitted to the university.

(2) If you require support or reasonable adjustments/accommodations due to disabilities etc., please make requests to the office of the United Graduate School of Child Development when applying (you may also contact by phone).

(3) Changes are not allowed to be made to the application for admission after it is submitted.

(4) The application fee will not be returned after the application is submitted.

(5) We do not arrange accommodations for testing.

(6) Cars, motorcycles (including motorized bikes), etc., are not permitted on campus.

(7) How to request Application Guidelines by mail:

Write "Request Application Guideline of the United Graduate School of Child Development for 2020" in red ink on an envelope and enclose a Self-Addressed Stamped Envelope (SASE, 240×332) with your name, postal address in Japan, and postal code. Affix a necessary stamp to it.

Mail to: United Graduate School of Child Development, Osaka University
2-2 Yamadaoka, Suita, Osaka, Japan (565-0871)
Tel: 06-6879-3026, 3445

14. Policy on Handling Personal Information:

(1) Names, addresses, and other personal information obtained through the application procedure will be used in the Entrance Examination Process, Announcement of the Successful Applicants, Admission Procedures, and to distribute program leaflets. Also, successful applicants' information is used for special registration course selection. For those admitted into Osaka University, personal information will also be used in academic-related matters (such as keeping academic and registration records), in student support matters (such as health care management, school fee remissions, scholarship applications, career support, etc.), and in school fee management.

(2) The information obtained through the entrance examination such as grade statistics and analysis will be used for research on admission methods. Also, successful applicants' information is used for special registration course selection.

(3) To process the admission, personal data obtained from the entrance examination process may be delegated to a third party with a contract to protect the information of individuals.

<p>Research field: Pediatric Developmental Neurology</p>	
<p>Both genetic and environmental factors are thought to contribute to developmental disorders by adversely affecting children during a critical developmental period, including the fetal and neonatal periods. Although this developmental period is particularly affected by environmental factors, exposure to media and short sleep times can also disrupt developmental trajectories, even if they are not the primary causes of developmental disorders. Overall, children with sleep problems frequently exhibit hyperactivity/impulsivity and inattention. However, on average, Japanese children sleep less, and with a later phase, compared with children in other countries. These observations suggest that shortened sleep times may contribute to the current rise in the incidence of developmental disorders in Japan. Our organization has several unique characteristics. First, we have highly specialized clinics for studying both developmental and sleep disorders. Second, we have conducted many electrophysiological and neuroimaging clinical studies in our patient population. Third, we conduct clinical research in close cooperation with clinicians in other pediatric subspecialties, including neonatology, which is a field that has become a recent focus of much research attention. Fourth, we have several research departments that focus on supporting children in community settings. In addition, we have made several important research contributions in the field of neuroinflammation, which is one of the pathogenic mechanisms underlying many developmental disorders. Finally, we have participated in the Center for Innovation (COD), which is a medicine-engineering collaboration that aims to empower people in Japan. These characteristics enable us to offer a number of diverse subjects to students, according to their background and motivation.</p>	
<p>Research field: Psychological Support for Child Development</p>	
<p>Growing attention to childhood problems and developmental disabilities in recent years has increased the need for support for children with disabilities and problems, their caregivers and other family members. In the field of support, learning how to support children and their caregivers is an urgent priority, as well as understanding the development of children's minds, and interactions between caregivers and children. Recently, it has been pointed out that, in addition to the characteristics of children, understanding the characteristics of caregivers is crucial for supporting a whole family. Therefore, developing new approaches to supporting children and their surrounding social environments is important.</p> <p>In the field of psychological support for child development, we focus on the examination of various techniques applied in clinical psychological assessment and interview settings, deepening the understanding of the characteristics of children and caregivers, and the relationships between children, caregivers, and families. Using these approaches, we research theories and practices regarding support, potentially leading to the development of better living environments for children, as well as alternative approaches to support for children and their parents, such as parent training.</p>	

Research field: Molecular Brain Science	
<p>In current genetic research, vulnerability factors related to the risk of mental disease have been frequently reported, as is the case with other organic diseases.</p> <p>Our current research focuses on vulnerability genes for major childhood and adolescent mental diseases, including developmental disorders, childhood schizophrenia, and childhood mood disorders. The role of these vulnerability factors and their influence on the development of the brain and mind will be investigated using anatomical, biochemical, and molecular biological methods to elucidate the mechanisms underlying brain development, developmental disorders, and childhood and adolescent psychological diseases at the molecular level. Through such research, we can develop a scientific understanding of the development of the brain and mind, enabling the identification of preventive measures as well as providing countermeasures for various emotional problems including developmental disorders in children.</p> <p>How does the brain work? Researchers have been struggling with this simple but profound question for a century. Because of its extreme complexity (there are approximately 86 billion neurons in the human brain!), it is crucial to sculpt essential neural circuits as well as revealing their key operating principles. Since brain architecture, including neural circuits, is highly organized, one way to address this question is to investigate the “tabula rasa” state of early brain function, and to explore brain development processes in depth.</p> <p>We are currently studying how the brain, particularly the neocortex, develops at both the cellular and molecular levels.</p>	
Research field: Traumatic Brain Injury & Developmental Disorders	
<p>As more children are diagnosed with neurodevelopmental disorders than ever before, the social impact of these conditions is increasing. However, the causes and pathophysiology of neurodevelopmental disorders are diverse. In particular, in the past two or three decades, owing to the advancement of medical techniques, successful life-saving treatment rates have improved to a surprising extent among premature infants and young children. As a consequence, acquired brain damage in infancy, such as periventricular leukomalacia, hypoxic-ischemic encephalopathy (HIE), associated with congenital heart disease, acute encephalitis by infection, brain infarction, brain injury and epilepsy account for a significant proportion of neurodevelopmental disorders in children.</p> <p>In this course, we study how neuroinflammation and excessive neuronal activity affect cognitive development in children using neuroimaging, physiological techniques, and cognitive developmental assessment. We explore the pathophysiological mechanisms underlying the relationship between acquired brain damage and neurodevelopmental disorders, and seek to develop new treatment approaches.</p>	

<p>Research field: Social Cognitive Bioscience</p>	
<p>Developmental disorders affecting learning, social functioning and behavior are major health issues in contemporary societies. We regard these disorders as brain dysfunctions, investigating their underlying mechanisms and providing education about healthy brain development and examining policy- and therapy-based approaches to overcoming dysfunction. As a strategy for producing effective research results, we are conducting comprehensive research screening to identify nerve development-related genes in drosophila using RNA interference (RNAi) technology which is one of the most significant biological discoveries of the past several years. The discovered genes, which are highly homologous to human genes, are next studied in mammalian model animals, such as mice, to determine their molecular function in mammals. Findings from these animal model studies are finally applied to human studies using blood or postmortem brain samples. We are conducting research to identify genes associated with developmental disorders and specify biological molecules to improve learning, social functioning and behavior.</p> <p>We are preparing genetically manipulated mice enabling us to modify the genes associated with developmental disorders affecting learning, social functioning and behavior, and observe behaviors related to affection in mice. The relationships between genes and abnormal affection-related behaviors are being investigated. We are developing a new in vivo brain functional imaging probe for the visualization of neurochemical and neuropathological changes in patients with autism. Using in vivo radioactive molecular imaging technology, we are developing not only an early method for diagnosis of autism, but are also elucidating the molecular mechanisms operating in the nervous systems of patients with autism.</p> <p>Finally, we are using these technologies, including gene manipulation and molecular imaging technology, for the development of therapeutic drug treatments for autism.</p>	
<p>Research field: Human Communication Science & Intervention</p>	
<p>The goal of our research is to investigate human higher cognitive functions derived from the study of brain mechanisms using non-invasive functional neuroimaging techniques including magnetoencephalography (MEG), magnetic resonance imaging (MRI), and transcranial direct current stimulation (tDCS).</p> <p>We focus on the following topics: 1) Clarifying the development of brain function by comparison between people with developmental disorders and typically developing individuals using MEG and/or functional MRI; 2) Identifying developmental changes in brain structure and volume using structural MRI; and 3) Clarifying the influence of tDCS on human higher cognitive functions such as working memory and inhibitory function.</p>	

<p>Research field: Higher Brain Functions & Autism Research</p>	
<p>The goal of our research is to investigate human higher cognitive functions derived from the study of brain mechanisms using non-invasive functional neuroimaging techniques including magnetoencephalography (MEG), magnetic resonance imaging (MRI), and transcranial direct current stimulation (tDCS).</p> <p>We focus on the following topics: 1) Clarifying the development of brain function by comparison between people with developmental disorders and typically developing individuals using MEG and/or functional MRI; 2) Identifying developmental changes in brain structure and volume using structural MRI; and 3) Clarifying the influence of tDCS on human higher cognitive functions such as working memory and inhibitory function.</p>	
<p>Research field: Developmental Coordination Disorder</p>	
<p>Developmental coordination disorder (DCD) is characterized by impaired motor skills including prominent clumsiness, awkward crawling and unbalanced locomotion. Importantly, DCD frequently overlaps with autism, pervasive developmental disorder (PDD), attention deficit hyperactivity disorder (ADHD) and learning disability (LD). The purpose of this program is to study motor and postural control using various approaches, such as anatomy of brain regions and conduction pathways, and molecular and cellular mechanisms of nerve excitation and neurotransmission. We are also attempting to elucidate the pathophysiology of DCD with multi-faced analyses using molecular biological, cell biological and biochemical techniques.</p>	
<p>Research field: Socio-Neuro Science</p>	
<p>We aim to develop human resources enabling innovative research for elucidating the processes underlying the interactions between humans and decision making from the perspective of both neuroscience and human social sciences, including the integration of philosophy, psychology, and sociology. We focus on elucidating the relationships between biological and social factors which contribute to developmental disorders like autism, the interactions between the autistic and non-autistic brain, the relationship between developmental disorders mediated by individual differences of brain function and society, issues involving rationality-irrationality in human social behavior, the relationship between socioeconomic behavior and the brain, the impact of medicine on the brain, and the relationship between enhancement of brain function and society. We also aim to elucidate the differences between the fully developed brain in adults and the developing brain in children, based on these themes. In this field, studies are conducted based on close coordination with the Division of Socio-Cognitive-Neuroscience, Human Communication Science & Intervention, and Higher Brain Functions & Autism Research in Kanazawa at the United Graduate School of Child Development.</p>	

Research field: Neuroimaging	
<p>In vivo neuroimaging techniques, such as functional magnetic resonance imaging (fMRI) and positron emission tomography (PET), allow the objective and non-invasive investigation of the morphology and function of the brain. These techniques are now widely used for clinical diagnosis and assessment of therapeutic effects. In Molecular Imaging Biology, students will gain basic knowledge of neuroanatomy and neurophysiology, how to analyze and interpret neuroimaging data, and the utility of various neuroimaging modalities for studying children's mental development.</p>	
Research field: Social Services for Developmental Disabilities	
<p>People involved in providing social services to individuals who need a range of support for developmental problems should know in advance the structure of how the social services are organized. In particular, knowledge regarding human development, developmental problems, and developmental disabilities is critical. Furthermore, the basis of proper support, management of individual services, and social services in social contexts should also be thoroughly understood. Faculty members and students will be involved in the knowledge-base of a range of issues related to social services, and are asked to deliver relevant services to individuals in need.</p>	
Research field: Epidemiology and Biostatistics	
<p>In research on human development and behavior, it is important to have a variety of measures for accurately understanding phenomena. Without suitable measures, objective measurement, appropriate sampling, and logical interpretation of the data would not be possible. This understanding can be achieved by learning about epidemiology and biostatistics. Specific topics covered in the Epidemiology and Biostatistics course include research design, data interpretation, and statistical analysis methods. Additional topics include the analysis of gene-environment interactions involving state-of-art knowledge regarding genomic analyses.</p>	

Research field: Cognitive Behavioral Therapy	
<p>It is widely known that problems of anxiety and depression in children can become chronic, lasting into adolescence and adulthood. Cognitive behavioral therapy (CBT) is an internationally proven therapy for mental disorders such as anxiety (panic disorder, social anxiety etc.), obsessive compulsive disorder, post-traumatic stress disorder (PTSD), depression, bulimia nervosa, anorexia nervosa, and autism spectrum disorder. Specialists in CBT, however, are lacking in Japan. In this course, we will conduct research to further enhance the effectiveness of CBT and develop human resources for professional CBT practice.</p>	

<p>Research field: Mental Health Support & Intervention</p>	
<p>Advanced Course for Mental Health Support To develop effective psychosocial support for children and adolescents, we have conducted clinical trials based on cognitive behavior therapy from the viewpoint of early interventions for mental health problems including anxiety disorder, depressive disorder, eating disorder and developmental disorders. Students will collect and review previous research with critical appraisal, as well as designing, organizing and conducting research projects.</p>	
<p>Research field: Cognitive Behavioral Brain Science</p>	
<p>We will conduct basic research on brain dysfunction with regard to cognition, behavior, attention, and emotion in psychiatric disorders such as autism spectrum disorder, anxiety disorders (panic disorder, social anxiety disorder, post-traumatic stress disorder), depression, obsessive-compulsive disorder, and eating disorders (anorexia nervosa, bulimia nervosa, binge-eating disorder) using non-invasive brain measurements and neuropsychological testing.</p>	

<p>Research field: Developmental Emotional Intelligence</p>	
<p>Individuals with autism spectrum disorder (ASD) often face severe difficulties in social life. Many people with ASD experience “bullying” in childhood, and “depression” or “social withdrawal” in adolescence. Early diagnosis and early intervention can help to improve their quality of life, but the causes of ASD are not currently fully understood, and there is no established medical remedy. We are evaluating emotional/social-cognitive development and conducting neuroimaging in individuals with ASD. We use eye-tracking, some neuropsychological batteries and magnetic resonance imaging (MRI) to examine brain structure and function. Additionally, we are evaluating changes in clinical symptoms during long-term administration of oxytocin for individuals with ASD. We investigate the pathophysiology of ASD from multiple perspectives, aiming to verify the usefulness of these findings for practical treatment approaches and support for individuals with ASD.</p>	

<p>Research field: Psychosocial Support for Nurturing</p>	
<p>In recent years, the topic of neurodevelopmental disorders and child maltreatment as an issue in Japanese society has gained considerable attention in the fields of medicine and education, and in scenarios related to childcare. Recent studies have revealed that maltreatment during childhood can cause abnormal brain development and have a negative impact later in life. We will introduce the mechanisms of maltreatment-related brain damage or adaptation with consideration of how and when child maltreatment can impact on brain development.</p> <p>Student achievement will be evaluated according to the following criteria. 1) Proposal of appropriate research projects on the basis of understanding the background of the latest molecular biogenetic research; 2) Understanding how to investigate human brain development and psychomotor development; 3) Logical/appropriate experimental design for identifying degradation in cortical development induced by emotional stress and trauma; and 4) Novel findings obtained by analytical approaches that can contribute to a better understanding of the selected research theme.</p>	
<p>Research field: Development of Functional Brain Activity</p>	
<p>We have been actively involved in research focused on understanding the development of social brain functions at the molecular, cellular and behavioral levels. This course will present fundamental principles of social neuroscience focusing on developmental disorders such as autism spectrum disorder (ASD) via understanding of molecular and behavioral mechanisms in brain development.</p> <p>In this course, students can learn about the following topics: (1) Exploratory research on therapeutic targets applicable to ASD-related medicine (based on blood samples and brain imaging findings obtained from ASD patients, students will search for molecules expressed specifically in subjects with ASD and study medical applications); and (2) ASD animal model research (using animal models representing the clinical symptoms of ASD, students will engage in pathophysiology research to elucidate the mechanisms underlying specific energy metabolism or synaptic transmission in ASD).</p>	