

Number of Undergraduate Students: 1,140

[Target Faculties: *Faculty of Agriculture (235), Faculty of Engineering (450), Faculty of Regional Sciences (190)]

1. Objectives, Specific Image of the Ideal Global Human Resource

The project aims to develop internationally competent university graduates as key members of our fast-changing global society. The project will foster dynamic students who possess global management skills comprising global competence, global literacy and global communication based on a foundation of academic content (theory) and high-level skills (practice).

2. Summary of the Plan

The project is designed around an innovative educational curriculum with two components: (a) a *Basic Global Education* program implemented in the university's general education program for students campus-wide and (b) a *Specialized Global Education* program for selected students in each faculty involving overseas fieldwork in developing countries in Asia, Africa and Latin America aimed at exposing students to foreign cultures, multilingual societies and regional environments. To realize these aims, a *Global Human Resource Training Office* will be established.

1. Internationalization of the Curriculum

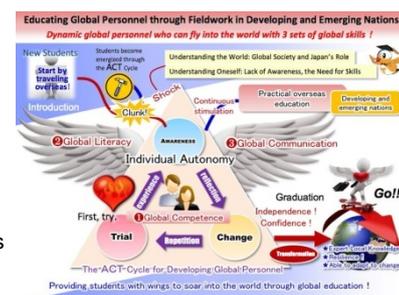
To internationalize the university curriculum, two sets of "global education" courses will be established:

- a set of *Basic Global Education Courses* within the university's general education program aimed at having students acquire internationally recognized competencies
- a set of *Specialized Global Education Courses* within students' academic faculties aimed at developing specialized skills and knowledge to an international standard.

These will develop competent global personnel through the implementation of educational strands based on the three core areas of global competence, global literacy and global communication skills.

Results of the project, centered on innovative short- and mid-term overseas programs, will be reported on via conferences and meetings. At the national level, this will include local high schools and corporate internships. At the international level, this will involve students, staff, faculty and local residents linked to overseas partner institutions. To raise the global competence of office personnel, foreign language courses and overseas training will be introduced with an emphasis on practical communication skills.

the target faculty marked * is the representative faculty.



2. Efforts to Cultivate Global Human Resources

In line with our university's goal of developing global human resources, the project will emphasize the importance of acquiring global management skills. These will comprise both an integrated set of general skills involving global competence, global literacy and global communication as well as capabilities required by global society and international business for developing and emerging nations based on broad general knowledge, specialized academic training and a high level of practical skills

Through dispatching students overseas, the project promotes effective spiral learning by engaging students in a process of self-growth based on experience and awareness gained through multiple exposures to the ACT cycle (Awareness → Change → Trial)

3. Improvement of Foreign Language Competencies

The project aims to improve the global communication skills of students through (a) the introduction of a comprehensive English course within the 4-year *Basic Global Education program* and (b) the development of high English proficiency levels among students in each faculty through the teaching of academic courses in English as part of the *Specialized Global Education program*.

Short term language study programs and practical overseas education programs will be carried out in developing and emerging nations. University initiatives to improve foreign language skills on campus will also be introduced, including efforts to increase the effectiveness of on-campus facilities such as the university's "Language Shower Room." The project aims not only to improve students' practical English skills but also to introduce English language proficiency examinations such as TOEIC and TOEFL as well as similar proficiency exams for Chinese, Korean, Spanish and other foreign languages.

4. Faculty Development for Global Education

To implement these goals, the university aims to move, where possible depending on the faculty, to a quarter system of teaching. Flexible, systematic curricula will be introduced to facilitate the introduction of effective courses based on global education principles. This will involve creating an educational atmosphere which encourages teaching staff to take part in overseas research programs and study abroad programs as educational leaders.

To effectively promote global education teaching skills, the university will create multiple opportunities for faculty development including the introduction of training programs aimed at enabling teaching staff to teach content courses in English. Practical initiatives will be introduced such as team teaching programs involving foreign faculty members from overseas partner universities.

Initiatives of this type will ensure improved understanding of academic differences linked to the various education systems in overseas partner universities as well as more effective international training courses, research projects and conferences resulting in smoother more successful programs for sending students overseas.

5. Support Systems to Promote Study Abroad

The university's Global Human Resource Training Office, in cooperation with faculties and research centers, will work to create an educational environment aimed at promoting overseas study by Japanese students. It will develop innovative overseas programs, entrance examinations, publicity campaigns, new curricula and career support initiatives as well as risk management measures.

The office will strive to enhance student motivation to study overseas through imparting a sound understanding of the value and benefits of study abroad for students' education and future careers. This will involve the introduction of global education programs for students from lower levels up which promote global awareness and foster internationalization, globalization and overseas study.

In addition to publicity initiatives carried out with industry and commerce, the office will hold training courses and seminars on post-graduation employment, including matching students with companies that require the global skills that students will acquire.

Specific Competencies for Graduates

This program is designed to enable students to acquire a solid set of global management skills required by global society for developing and emerging nations based on broad general knowledge, specialized academic training and a high level of practical skills. The program aims to develop global personnel who have acquired the following:

- (1) global competence (self-directed learning, personal development, individual initiative, self-control, problem identification, problem solving)
- (2) global literacy (intercultural understanding, intercultural empathy, a sound understanding of global issues, the ability to explain Japan)
- (3) global communication (international competence in English, foreign language skills, multilingual awareness, presentation and debate skills, teamwork and teambuilding skills)

Indicative Outputs of the Project

Total		2011	2012	2013	2014	2015	2016	
Number of students who meet requirements for foreign language proficiency				29	39	56	70	
Of the above, Number of students not to study abroad (A)				8	11	14	16	
Number of students studying abroad (b)		67	76	95	106	125	150	
Number of graduates (C)		880	935	912	944	913	875	
Ratio ((A+B)/C)				11.3%	12.4%	15.2%	19.0%	
Faculty of Agriculture	Requirement for Foreign Language Proficiency	English: a minimum TOEIC score of 700 (or equivalent)		12(3)	15(4)	20(5)	25(7)	
	Number of Students Studying Abroad		46	55	61	61	62	67
		Less than 3 months	30	40	45	45	45	50
		3 months to 1 year	16	15	16	16	16	16
		More than 1 year	0	0	0	0	1	1
Number of graduates		231	241	239	244	240	235	
Faculty of Engineering	Requirement for Foreign Language Proficiency	English: a TOEIC score of 600		5(3)	8(4)	12(5)	15(5)	
	Number of Students Studying Abroad		9	9	20	30	40	45
		Less than 3 months	7	7	18	27	34	37
		3 months to 1 year	2	2	2	3	6	8
		More than 1 year	0	0	0	0	0	0
Number of graduates		461	483	458	489	466	450	
Faculty of Regional Sciences	Requirement for Foreign Language Proficiency	an English TOEIC score of 600 or Level 3 on either the Chinese Language Proficiency Exam or Korean Language Proficiency Exam (upper numbers indicate students for Korean, lower numbers indicate students for Chinese)		12(2) 2(0)	16(3) 4(1)	24(4) 8(2)	30(4) 10(2)	
	Number of Students Studying Abroad		12	12	14	15	23	38
		Less than 3 months	8	8	10	10	18	30
		3 months to 1 year	3	4	4	5	5	8
		More than 1 year	1	0	0	0	0	0
Number of graduates		188	211	215	211	207	190	

Note:

*1 The number in "()" indicates "Number of students not to study abroad with credit recognition or credit transfer" out of "Number of students who meet requirements for foreign language proficiency".

*2 "Number of students studying abroad" excludes the number of students studying abroad without credit recognition or credit transfer.