

Number of Undergraduate Students: 4,628

[Target Faculties: Faculty of Foreign Studies*(1,006)]

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

The objective of the project is to develop trilingual human resources fluent in Japanese, Chinese, and English who can be active in the Chinese-speaking world as strong and focused negotiators. Recognizing that global cooperation and competition in the fields of development, technology, and economy will center on the Chinese cultural sphere in the future, the project will develop global human resources who can help raise Japan's international competitiveness with their outstanding language skills and their strong and focused negotiation skills.

2. Summary of the Plan

The project will strengthen the practical language education offered by the Faculty of Foreign Studies and launch new joint programs between the Faculty of Foreign Studies and the Faculty of Social Sciences, which has interdisciplinary education and research resources focusing on Asia. By doing this, the project will develop human resources who have skills in problem identification and resolution as well as in self-expression and so can develop innovative proposals and solutions to issues.

1. Internationalization of the Curriculum

In the name of target faculties, marked *shows representing faculty.

(I) Initiatives to Internationalize the Curriculum

To make our curriculum more structured, we will promptly introduce a system where courses are sequenced using numbers and we will create a GPA system. In addition, we will create a self-designed study abroad program and offer an educational program where students complete a self-designed academic program with a focus on study abroad (preparatory, overseas, and post-return stages) by the end of the bachelor's program.

(II) Strategic and Worldwide Communication

We will make Kyorin University more accessible to the international community by releasing in Chinese, English, and Japanese information of interest through the university website and other media. In addition, through the "Let's Learn about Japan" Project, we will release information on Japanese culture and industry as well as on our specialties of medical and language education to the international community with a focus on our overseas partner universities as well as on institutions with which we would like to form such ties.

(III) Globalization of the University Administration

We will set up an Center for International Communication and hire additional staff with solid language skills. By having staff attend the various project programs, we will promote the globalization of the entire university administrative staff and the improvement of their language skills.

2. Efforts to Cultivate Global Human Resources

(I) Outstanding Language Skills

Kyorin's original practical language education program will be conducted in small classes so that students gain the language skills required to be responsible actors in the international community. To impart more practical language skills, we will create a Chinese Salon along with the current English Salon where students can talk with native speakers; actively offer opportunities to get together with exchange students from elite Chinese universities; provide e-learning; show overseas broadcasts constantly; and actively make use of our simultaneous interpreting system.



(Practical language education)

(II) Strong and Focused Negotiation Skills

The ability to create innovative solutions through negotiations on an equal footing requires a deep understanding of one's own and other cultures and a respect for cultural traditions outside one's own. To foster this, we develop in students problem identification, problem solving, and self-expression skills—three skills that cannot be fully assessed by language proficiency tests—by having students intentionally take classes in the Faculty of Social Sciences and case-study courses that feature debate simulations based on the PBL approach. Each student is required to give a study-abroad completion presentation upon return from overseas and a graduation report in either Chinese or English, and the student's ability to handle a Q&A session with native speakers is assessed by an external board on both these occasions and reflected in the overall academic assessment.

3. Improvement of Foreign Language Competencies

(I) Evaluation of Language Skills and Study Abroad Experience at the Time of University Entry

We will prioritize assessment of pre-entry language proficiency and overseas experience through (a) an AO (admissions office) entrance exam that measures academic achievement through interaction with the applicant, (b) a recommendation-based admissions system for those meeting certain language proficiency qualifications, and (c) an entrance exam for returnees which assesses study abroad and overseas living experience.

(II) Effective Language Education and Curricular Framework

We will promote a variety of initiatives one after the other, including revision of Kyorin's original language education program every academic year, introduction of an intensive language study program, promotion of tangible assessment of language skills through proficiency tests (including TOEIC Speaking and Writing Tests), and the expansion of the Chinese and English areas to develop practical skills.

4. Faculty Development for Global Education

(I) Globalization of the Educational Framework

To date, Kyorin has offered education for students to have good work prospects, by hiring people from outside the academic world with a variety of work and personal experiences. From now on, we will aim to strengthen our educational framework through global human resources by hiring fixed-term faculty (incl. international recruitment) and using personnel exchanges with our overseas partner universities.

(II) Initiatives to Enhance Global Education

In addition to exchanging faculty mainly with our overseas partner universities, we will develop other opportunities for our faculty to teach overseas. Designating the "Let's Learn about Japan" Project as part of faculty development, we will find creative ways for faculty to raise their qualifications as global human resources.

5. Support System to Promote Study Abroad

(I) Initiatives to Promote Study Abroad and to Motivate Students to Study Abroad

We will aim to offer increased financial support through our scholarship and tuition waiver system and to substantially expand our network of overseas partner universities (incl. internships).

(II) Support Framework throughout the Study Abroad Process

We will endeavor to facilitate a smooth transition back to Kyorin University for students after study abroad, by offering Internet-based consulting and advising regarding academics and job searching while the students are overseas. We will hold symposiums between academia and industry as well as among high schools, universities, and graduate schools so that students can ascertain corporate needs and properly design their careers.

Specific Competencies for Graduates

1. Outstanding Foreign Language Skills

Proficiency in Chinese – In the Department of Chinese Communication: Second Grade or higher on the Test of Chinese Proficiency or Level 5 or higher on the HSK; or pass the Tour Guide-Interpreter Examination (Chinese). In the Department of English and the Department of Hospitality and Tourism: Fourth Grade or higher on the Test of Chinese Proficiency or Level 2 or higher on the HSK.

Proficiency in English: In the Department of Chinese Communication, 500 or higher on the TOEIC®; 52 or higher on the TOEFL® iBT; 4.5 or higher on the IELTS. In the Department of English and the Department of Hospitality and Tourism, 800 or higher on the TOEIC®; 80 or higher on the TOEFL® iBT; or 6.0 or higher on the IELTS.

2. Strong and Focused Negotiation Skills

a. Interdisciplinary education and insight backed by knowledge and experience of the history, culture, and society of Japan and the Chinese cultural sphere; b. Communication based on an understanding of linguistic and cultural customs; c. Ability to identify and solve problems and ability to express oneself.

Indicative Outputs of the Project

Total		2011	2012	2013	2014	2015	2016	
Number of students who meet requirements for foreign language proficiency				10	15	30	40	
Of the above, Number of students not to study abroad (A)				5	7	10	15	
Number of students studying abroad (b)		68	49	74	89	97	102	
Number of graduates (C)		250	244	252	250	250	250	
Ratio ((A+B)/C)				31.3%	38.4%	42.8%	46.8%	
Faculty of Foreign Studies	Requirement for Foreign Language Proficiency	Department of Chinese Communication : *Min. of Test of Chinese Proficiency: Second Grade, HSK: Level 5, pass Tour Guide-Interpreter Examination (Chinese), TOEIC: 500, etc. Department of English and Department of Hospitality and Tourism: Min. of Test of Chinese Proficiency: Fourth Grade, TOEIC: 800, TOEFL iBT: 80, IELTS: 6.0, etc.		10(5)	15(7)	30(10)	40(15)	
	Number of Students Studying Abroad		68	49	74	89	97	102
	Less than 3 months		37	17	32	39	41	43
	3 months to 1 year		31	32	42	49	54	56
	More than 1 year		0	0	0	1	2	3
Number of graduates		250	244	252	250	250	250	

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.