

### [Concept]

Sophia University will establish a Global Education Center (SGE) to train future global leaders. SGE will offer programs for students to acquire "3 languages (Japanese, language of specialization (second foreign language for the Department of English Studies) and English) & 3 perspectives (understanding of Japan, awareness of diversity, ability to identify and solve global issues)". Starting with the Faculty of Foreign Studies, SGE programs will gradually be made available to students in every faculty.

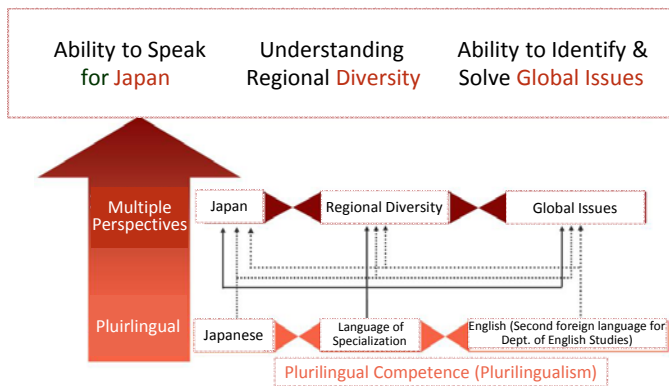
### [Mission]

The future global leaders that we seek to train will have advanced language and communication skills and demonstrate global competency – an ability to contribute to a global society that consists of diverse cultures– that is grounded in a well-rounded personality, a high level of ethical awareness, and dedication to others.

## 1. Development of Abilities Required for Global Leaders

Through a thorough training in a language of specialization alongside Japanese and English, students will be equipped with complex global perspectives and an ability to identify and solve global issues that are essential for future global leaders.

→The "3 languages & 3 perspectives" programs do not simply aim at the development of advanced foreign language skills, but rather at communication skills at a deeper level that are based on a full understanding of politics, economics, religion, and cultural backgrounds.



### ◆ Training in 3 Languages = Plurilingual Competence

From the plurilingualist standpoint, we aim at competence in 3 languages, namely, Japanese as the native tongue, a language of specialization (a second foreign language for Dept. of English Studies) that furthers an understanding of regional diversity in the world, and English as an international lingua franca.

### ◆ Development of 3 Perspectives = Multi-viewpoint Competence

An understanding of Japan through a comparative perspective will enable our students to develop the capacity to speak for Japan on the world stage. Competence in the language of specialization will lead to an awareness of diverse regional specificities and the development of multiple perspectives that permit students to identify and resolve contemporary global issues.

## 2. Improvement of the Globalization Strategy of the University and the Internationalization of the Curricula

### ◆ Improvement of the international compatibility of curricula

- Full implementation of GPA system and course numbering
- Promotion of CLIL (Content Language Integrated Learning)
- Development of the double-major / major-minor system
- Introduction of linguistic competence evaluation by CEFR (Common European Framework of Reference for Languages)
- Curricular management utilizing an e-portfolio system

### ◆ Strategic dissemination of educational information in Japan and overseas

- Globalization of website: Development of contents in Japanese, English and other languages of specialization
- Enhancement of Institutional Research (IR) activities
- Organization of international symposia and other venues to disseminate information

### ◆ Globalization of administrative system

- Overseas staff training at international organizations and institutions of higher learning
- Provision of opportunities to study English and other languages
- Conversion of administrative documents into English
- Globalization of the capacity-building of all administrative departments

## 4. Facilitation and Promotion of Study Abroad for Japanese Students

### ◆ Stimulating motivation for studying abroad

- Expansion of exchange partner institutions (currently 160 institutions in 38 countries) and promotion of exchange programs
- Development of programs to stimulate an interest in study abroad from freshman year
  - Employment as class assistants of students who have experience studying abroad or of students from study abroad destinations
  - Studying abroad fairs and other guidance sessions
  - Development of programs such as short-term programs, internships, service learning programs, fieldwork etc.

### ◆ Support systems for study abroad

- While studying abroad: Responsive support for students as they deepen their own experience abroad
- After returning: Provide opportunities to utilize the skills acquired while studying abroad, such as appointment as tutors, alongside opportunities to digest their study abroad experience
- Full utilization of the e-portfolio system to share the experience of studying abroad

## 3. Education System for Plurilingual Competence

### ◆ Appropriate evaluation of foreign language ability at secondary education level through entrance examination

- Promotion of development, implementation and dissemination of TEAP (Test of English for Academic Purposes), jointly developed with the Society for Testing English Proficiency
- Deliberation on a new entrance examination system, including entrance examinations in multiple languages

### ◆ Effective language teaching and educational system

- Improvement of plurilingual education and further promotion of small group teaching at appropriate levels
- Enhancement of CLIL, tutor system, learning advisor system and e-learning system, and development of meta-language competence

## 5. Improvement of Global Teaching Skills of Faculty

### ◆ Globalization of educational system

- Assign faculty and post-doctoral (PD) fellows for the global courses of SGE
- Increase the proportion of foreign scholars and Japanese faculty who have long-term experience abroad
- Utilize the invited foreign professor system, and implement intensive courses through short-term faculty invitations

### ◆ Measures to improve global teaching skills

- Short-term overseas training for faculty
- Invitation of global education experts from overseas
- Dispatch faculty to advanced institutions of higher learning etc. as part of the FD program designed to improve global teaching skills

# Reference

## Detailed abilities which students must acquire at the time of graduation or completion of the course

Regarding plurilingualist training, students are required to acquire competence in 3 languages: Japanese, language of specialization (second foreign language for Department of English Studies) and English. Specifically, students of the Department of English Studies are to achieve CEFR C1 or higher for English and at least B1 for the second foreign language; while those in other Departments (German, French, Spanish Russian, Portuguese) aim at B2 or one higher rank for both English and their respective language of specialization. Regarding the Japanese standard, it goes without saying that all students as educated native speakers must achieve advanced levels beyond C2.

Regarding the multiple viewpoint competence, the existing system of specialized studies of the Faculty of Foreign Studies will be reorganized to institute new "double-major" and "major-minor" systems in which Sophia University will officially recognize the specialized field earned by students in addition to the degree earned for their major language. Students will pursue a specialized field of study beyond language as their second major or minor alongside their language of specialization that is their (primary) major. Furthermore, students shall be encouraged to enroll in the global courses offered by SGE, and the completion of the SGE program will be recognized by the university.

## Targets to be Achieved with this Concept

Total		2011	2012	2013	2014	2015	2016	
No. of students who satisfy the foreign language ability standards				206	215	221	227	
No. of students with no experience studying abroad among the above (A)				55	58	59	60	
No. of students who have no experience studying abroad (B)		248	240	265	286	300	314	
No. of graduates [Expected] (C)		605	553	582	598	598	598	
Percentage ((A+B)/C)				55.0%	57.5%	60.0%	62.5%	
Department of English Studies	No. of students who satisfy the foreign language ability standards at graduation	CEFR C1		138(41)	142(43)	146(44)	150(45)	
	No. of students who have experience studying abroad	94	89	93	98	103	108	
	Less than 3 months	20	19	20	21	22	23	
		3 months to 1 year	74	69	72	76	80	84
		More than 1 year	0	1	1	1	1	1
No. of graduates [Expected]	242	214	214	214	214	214		
Departments of Other than English Studies	No. of students who satisfy the foreign language ability standards at graduation	CEFR C1		68(14)	73(15)	75(15)	77(15)	
	No. of students who have experience studying abroad	154	151	172	188	197	206	
	Less than 3 months	39	38	43	47	49	51	
		3 months to 1 year	113	111	127	139	146	153
		More than 1 year	2	2	2	2	2	2
No. of graduates [Expected]	363	339	368	384	384	384		
Second Foreign Language	No. of students who satisfy the foreign language ability standards at graduation	CEFR B2(Dept.of English Studies) / C1(Other Depts.)		108(22)	114(23)	117(23)	120(24)	
	No. of students who have experience studying abroad	248	240	265	286	300	314	
	Less than 3 months	59	57	63	68	71	74	
		3 months to 1 year	187	180	199	215	226	237
		More than 1 year	2	3	3	3	3	3
No. of graduates [Expected]	605	553	582	598	598	598		

Note:

\*1 The number in parentheses ( ) in the columns by academic year of the "number of students who satisfy the foreign language ability standards" shows the "number of students who have no experience studying abroad to receive academic credits", among the number of students who satisfy the foreign language ability standards.

\*2 In the data above the "number of students who have experience studying abroad" is the number of students who received academic credits for their experience of studying abroad, and does not include students who have experience studying abroad without receiving academic credits.