

### Number of Undergraduate Students: 6,040

[Target Faculties: Faculty of GIS\* (Global Interdisciplinary Studies) (50), Faculty of Intercultural Communication (240)]

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

This initiative in considering a pragmatic program for the purpose of grooming individuals with a new awareness of their Japanese identity, willing to meet the challenge of interacting with different societies is aimed at cultivating even higher level global human resources.

### 2. Summary of the Plan

Expansion of the current curriculum aimed at grooming of global human resources alongside the English Reinforcement Program (henceforth referred to as ERP) will open doors to those students who will have attained a high English ability to becoming global leaders.

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

## 1. Internationalization of the Curriculum

### (I) Initiatives for improving the academic curricula

Plans are for increasing current programs which had been available only to students in certain faculties to include the whole campus, namely: the ERP; e-learning of various languages; and curricula of the Global Interdisciplinary Studies Faculty (hereafter to be known as GIS) and that of the Faculty of Intercultural Communication--both of which focus on the grooming of global individuals. This will lead to an increase in the number of students taking higher education courses on the international level.

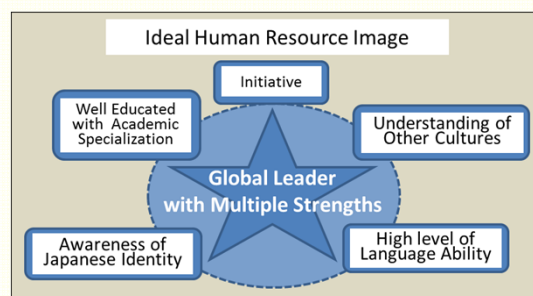
The University will promote globalization across the board by establishing academic programs which focus on awareness of one's Japanese identity; a consideration of International volunteer and internship programs; and a higher level of global human resource programs in coordination with its all-English language immersion environment.

### (II) Strategic dissemination of education information

Until now, the University's home page has provided basic information for students, academic curricula and their level, research results and their level, university activities and information concerning international students in English. Other topics which have been presented only in Japanese will in due course be provided also in English, Chinese and Korean.

### (III) Globalization of Administrative Structure

The establishment of a new Global Human Resource Development Center will focus on across the board globalization of the entire university. In addition, plans are in the making to strengthen ties with universities abroad as well as the support for students going abroad and employment in overseas ventures.



## 2. Efforts to Cultivate Global Human Resources

Qualities and abilities required of the individual	Planned Academic Curricula and Methods
<b>Initiative Aggressiveness Vocation</b> Ability to address new problems head on Ability to live and work in other cultures and societies	Courses focusing on dialogues, discussions and discovering problems Study Abroad, International Volunteer, International Internship Programs
<b>Understanding of Other Cultures</b> Awareness of and the ability to harmonize with the differences between one's own and the customs, ethnicity(ies), religion(s) etc of the target culture	Study Abroad programs in faculty curricula Experiencing other cultures while studying alongside international students
<b>Ability to collect and give out information</b> Gathering of information from a global perspective and the ability to convey this information without bias	Courses in gathering of information based on media literacy and in problem solving, leading to improvement of analytic abilities
<b>Superior Language and Communication Abilities</b> Possessing superior language ability and able to communicate freely with ease	All courses to be conducted in English Adoption of the ERP Providing a language immersion environment with an English Lounge Implementing immersion learning in foreign languages
<b>Awareness of Japanese Identity</b> Ability to explain the history, culture, society and customs of his/her native country logically and appropriately as needed	Regular Hosei students studying alongside international students in courses on Japan and experience based learning
<b>Well educated with specialized knowledge</b> Ability to explain one's ideas/thoughts clearly Ability to discern and resolve problems	Developing a variety of basic and specialized courses Interactive learning in small classes focused on discussion Courses in problem solving

## 3. Improvement of Foreign Language Competencies

### (I) Appropriate assessment of secondary education foreign language ability and study abroad experience at the time of enrollment

GIS (Global Interdisciplinary Studies), from 2013, will undertake a new self recommendation admissions (Fall Semester Admissions Self Recommendation Examination) process. In the same manner as in years up to now, secondary education foreign language ability will be assessed. In addition, as in current self recommendation admissions, not only will there be a focus on interviews in English but also on extra-curricular activities including those of culture, sports and volunteering.

### (II) Effective Language Education and Academic Structure

In order to make the English Language Immersion Program as set up in the GIS Faculty more effective, and to increase the ripple effect toward students enrolled in other faculties, courses will not be instructor centered but will focus on communicative interaction among students and instructor and similar interaction among students in implementing interactive learning.

## 4. Faculty Development for Global Education

### (I) Globalization of Academic Structure

The GIS Faculty is not only open to applications for instructor positions from around the world but as part of its selection process, in order to confirm the language ability of its instructors, requires candidates to give a sample lecture in English in the interview part of its selection process. In this manner, selection of the most competent instructors is assured in the educating of global human resources.

### (II) Improvement of Global Education

The furthering of clarification and international standards regarding quality assurance of the University's Mission is continuing through Faculty Development (FD) activities. In addition, with the creation and publicizing of the University profile, clarification of the University's Mission, systemization of courses and other activities aimed at quality assurance, the University seeks to meet international standards.

## 5. Support System to Promote Study Abroad

### (I) Steps to induce motivation and promote studying abroad

Increasing information re studying abroad, subsidizing tuition at overseas universities and the University's scholarships in its Hosei Year Abroad Scholarship Program to students as means of promoting studying abroad

### (II) Support System for Study Abroad Period and on Return

As e-portfolio, a communication system between instructor and student will be set up. Furthermore, an international career support program will be established to aid students on their return in finding employment in domestic and international companies and to support students in career plans abroad.

## Specific Competencies for Graduates

Those students involved in the program should possess at graduation the same abilities as indicated in the University's global human resource profile. In addition, language abilities should be at the level indicated by their respective Faculty, as stated below:

### ■ GIS Faculty Students

At the end of the first year, students should have attained the average TOEFL iBT® of 80 (approximately 550 on the PBT/ITP scale). By graduation, students should have attained a TOEFL iBT® of 90 or more.

### ■ Students of Other Faculties

Students of other faculties should have attained English Language skills of a TOEFL iBT® of 80 at the time of graduation.

### ■ Students of Other Languages

Students in the Faculty of Intercultural Communication should have attained at the time of graduation appropriate language skills which would enable them to attend and understand regular classes at a university abroad, the standard level of each language having been set.

Indicative Outputs of the Project							
Total		2011	2012	2013	2014	2015	2016
Number of students who meet requirements for foreign language proficiency				27	30	36	51
Of the above, Number of students not to study abroad (A)				4	4	5	8
Number of students studying abroad (b)		102	98	123	117	105	116
Number of graduates (C)		119	119	183	148	137	159
Ratio ((A+B)/C)				69.4%	81.8%	80.3%	78.0%
Faculty of GIS (Global Interdisciplinary Studies)	Requirement for Foreign Language Proficiency	TOEFL®-iBT90		14 (4)	12 (4)	14 (5)	21 (8)
	Number of Students Studying Abroad	6	20	20	17	18	23
	Number of graduates	23	41	80	48	50	66
Faculty of Intercultural Communication (German)	Requirement for Foreign Language Proficiency	German Diploma in Japan level 2 or higher		4 (0)	3 (0)	4 (0)	6 (0)
	Number of Students Studying Abroad	31	18	25	14	16	18
	Number of graduates	31	18	25	14	16	18
Faculty of Intercultural Communication (French)	Requirement for Foreign Language Proficiency	TCF200-299		2 (0)	3 (0)	3 (0)	5 (0)
	Number of Students Studying Abroad	20	12	19	21	18	16
	Number of graduates	20	12	19	21	18	16
Faculty of Intercultural Communication (Spanish)	Requirement for Foreign Language Proficiency	DELE B2 or higher		2 (0)	3 (0)	3 (0)	5 (0)
	Number of Students Studying Abroad	18	19	21	18	12	17
	Number of graduates	18	19	21	18	12	17
Faculty of Intercultural Communication (Russian)	Requirement for Foreign Language Proficiency	ТРКИ Basic level or higher		1 (0)	3 (0)	3 (0)	3 (0)
	Number of Students Studying Abroad	5	9	5	11	9	8
	Number of graduates	5	9	5	11	9	8
Faculty of Intercultural Communication (Chinese)	Requirement for Foreign Language Proficiency	New HSK level 5 or higher		3 (0)	4 (0)	5 (0)	7 (0)
	Number of Students Studying Abroad	9	12	24	23	18	22
	Number of graduates	9	12	24	23	18	22
Faculty of Intercultural Communication (Korean)	Requirement for Foreign Language Proficiency	The Korean Language Proficiency Test pre-level 2 or higher		1 (0)	2 (0)	4 (0)	4 (0)
	Number of Students Studying Abroad	13	8	9	13	14	12
	Number of graduates	13	8	9	13	14	12

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.