

Project for Promotion of Global Human Resource Development

Type A

International Christian University

Number of Undergraduate Students: 620

1. Image of the Ideal Global Human Resource

ICU aims to cultivate global human resources who: 1) have a high regard for individuality and hold fast to diversity; 2) have a comprehensive understanding of individual and group activities in the overall global environment; grapple with multifaceted topics (development, human rights, peace, life, etc.) with consideration of global interests; 3) quickly understand the background and essence of any situation or problem and make judgments with a clear view of the future; 4) bring together cooperating partners and build close relationships by sharing information and awareness of objectives; 5) communicate and use effective tools to touch others' hearts; and 6) condense opinions of different kinds of people, display leadership, and bring people together.

2. Plan's Objectives

ICU's educational objective is to cultivate superlative individuals capable of making practical contributions to peace and coexistence throughout the world. Seeking to realize this educational objective to an ever greater degree, this plan aims to produce superlative individuals who embody ICU's educational principles. The plan is built on the following three pillars: 1) further expansion of English proficiency; 2) cultivation of the ability to convey information (writing) through courses held in English; and 3) credit bearing study abroad programs as verification of educational objectives.

■ Strategies for the University's Globalization and Improvements to the Curriculum's International Validity

● Prioritizing the Promotion of Globalism at ICU

ICU was the first Japanese university to make the word "international" a part of its name. The promotion of internationalism is one of ICU's *raison d'être*. Since its founding, internationalism has been one of ICU's three educational missions. In order to realize this principle, ICU has led the way in university globalization through various activities, such as Bilingual Education, GPA Systems, and Advising Systems.

■ Activities to Cultivate the Skills Required for "Global Human Resources"

ICU aims to cultivate global human resources in a stepwise manner based upon the following three pillars:

1. Further Expansion of English Proficiency

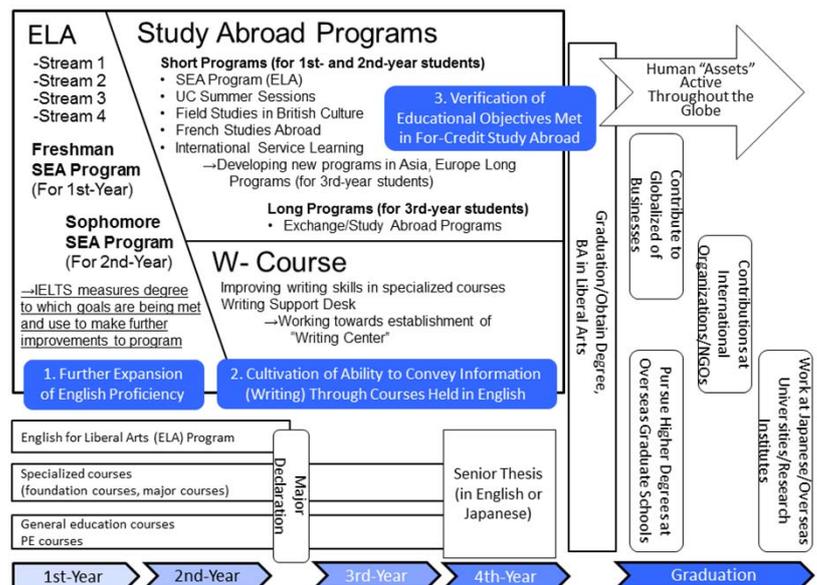
When students complete the English for Liberal Arts (ELA) Program, they take an exam of the International English Language Testing System (IELTS), which is used in determining if students can be permitted to study overseas. While the test is used to measure the progress in the students' grades as they go through the program and the degree to which they have achieved the program's goals, the test also serves as an analytical and evaluative tool for the program itself.

2. Cultivation of the Ability to Convey Information (Writing) Through Specialized Courses Held in English

In order to cultivate "skills for properly writing academic papers in English," some specialized courses led in English are designated as "W-courses" (courses that advise students extensively in English thesis writing). In addition to the instructors leading these courses, writing tutors are also provided to help students.

3. Credit Bearing Study Abroad Program as Verification of Educational Objectives

It is possible to confirm whether students are becoming superlative "global human resources" by looking at the process they go through in study abroad programs. This process includes completing coursework alongside regular students of the overseas schools, participation in class discussions, writing papers, and receiving grades. ICU creates an environment that makes it easy for students to participate in credit bearing study abroad programs by further expanding options in terms of program content and timing.



Specific Competencies for Graduates

Reference

1. Further Expansion of English Proficiency

Rather than a piecemeal study of English, ICU offers an English for Liberal Arts Program based on the idea of studying English with a structure and content specifically suited to the liberal arts education that serves as the essence of the university's educational philosophy. Through this program, ICU aims for its students to: acquire academic skills through the study of English and become able to take courses (in other subjects) taught in English for credit; and, take courses at overseas universities for credit (e.g., through study abroad programs while at ICU). In terms of the abilities students must acquire, the standard set by this plan is a total score of 6.5 in the IELTS.

2. Cultivation of the Ability to Convey Information (Writing) Through Courses Held in English

In order to contribute to the world as a superlative "global human resource," it is essential to form one's own ideas backed by an education, both broad in scope and deep in specialization, and express those ideas appropriately with the ability to disseminate information. This plan cultivates English writing ability with the establishment of "W-Courses" that have as one of their key learning objectives the improvement of the ability to disseminate information via the written word. ICU strongly encourages students to compose papers in English, including the senior thesis required of all students for graduation, and through the introduction of W-Courses, it aims to increase the number of students writing their senior thesis in English.

3. Credit Bearing Study Abroad Program as Verification of Educational Objectives

It is now possible to confirm whether students are growing into superlative "global human resources" by looking at the process they go through in study abroad programs, including actually taking courses in English, participating in class discussions, writing papers, and receiving grades. This process is unmatched as a way to obtain an objective third-party assessment of the results of ICU's education. In this plan, by working to increase the diversity of such programs in terms of content and timing, ICU aims to create an environment in which even more students can participate in study abroad.

Indicative Outputs of the Project

Total		2011	2012	2013	2014	2015	2016	
Number of students who meet requirements for foreign language proficiency				255	275	293	303	
Of the above, Number of students not to study abroad (A)				91	73	82	85	
Number of students studying abroad (b)		307	320	337	375	383	392	
Number of graduates (C)		691	690	650	650	650	650	
Ratio ((A+B)/C)				65.8%	68.9%	71.5%	73.4%	
Entrants in April	Requirement for Foreign Language Proficiency	IELTS6.5		180(36)	200(23)	218(32)	228(35)	
	Number of Students Studying Abroad		295	305	317	350	358	367
		Less than 3 months	242	211	222	257	260	264
		3 months to 1 year	53	94	95	93	98	103
		More than 1 year	0	0	0	0	0	0
Number of graduates		611	610	575	575	575	575	
Entrants in September	Requirement for Foreign Language Proficiency	IELTS6.5		75(55)	75(50)	75(50)	75(50)	
	Number of Students Studying Abroad		12	15	20	25	25	25
		Less than 3 months	7	2	3	3	3	3
		3 months to 1 year	5	13	17	22	22	22
		More than 1 year	0	0	0	0	0	0
Number of graduates		80	80	75	75	75	75	

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.