

**Number of Undergraduate Students : 275**, [School of Medicine (190), School of Dentistry (85)]

**【Goals / Objectives】**

With the current mobilized world population and advanced information technology of the 21st century, we must globalize health care. This project aims to enhance the English skills of all health care professionals to the necessary level for providing a global standard of healthcare. It also aims to produce future world leaders in health science research, global health, international cooperation, and healthcare industries such as medical tourism.

**【Project Overview】**

In an effort to enhance the English skills of all graduates, we will develop, in collaboration with private sector companies, an integrated English education system through all school years. We will also cultivate students' motivation for learning English by providing multiple opportunities for cultural exchange with foreign students, setting challenging TOEFL score requirements for existing and expanded study-abroad programs, and conducting a portion of all final examinations in English. To produce future leaders in health science, we will establish a new all-year interdisciplinary program, "Global Health Science Program (GHSP)", geared towards motivated and selected students who will, in addition to their undergraduate degree program, complete compulsory courses for Academic English, critical thinking and problem-solving skills, global perspectives, and global health, and participate in study-abroad programs with credit transfer, all while receiving mentoring and support for long-term global-career development.

**■ Curricular Reform for Globalization**

**○ Curricular Reform for Globalization**

We will enrich, standardize, and create a multilingual syllabus for every course, adopt a world standard course coding system, revisit/reform/reinforce the GPA system, and create a self-directed learning environment by adopting interactive teaching methodology and promoting out-of-classroom learning.

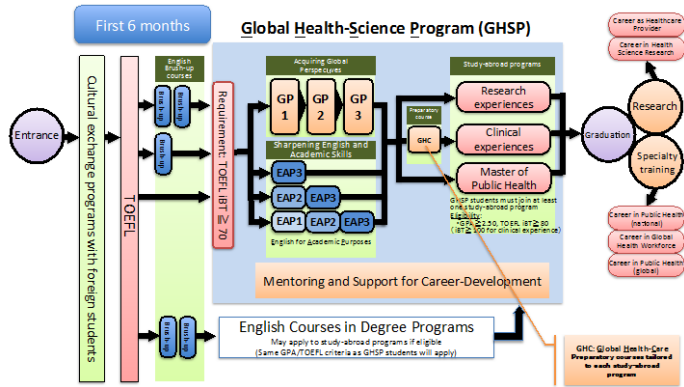
**○ Transparency of Curricular Information**

Information on curriculum (e.g., competencies, syllabi, study-abroad programs), teaching staff (e.g., the number of non-Japanese faculty), external educational funding, educational collaboration with foreign institutions, graduates (e.g., career choice), external review and accreditation will be made available on our website and in multilingual annual reports.

**○ Administrative Reform for Globalization**

We will provide English learning opportunities and incentivize all staff to improve English proficiency, and will also recruit staff with advanced language skills. We will provide multilingual rules and regulations as well as administrative paperwork related to employment.

**■ Project Detail**



**Enhancing English Skills of All Graduates**

We will develop, in collaboration with private sector companies, an integrated English education system through all school years. We will also cultivate students' motivation for learning English by providing multiple opportunities for cultural exchange with foreign students, setting challenging TOEFL score requirements for existing and expanded study-abroad programs, and conducting a portion of all final examinations in English. Some GHSP courses will be available to qualified non-enrollees.

**Producing Future Leaders in Health Science**

We will establish a new all-year interdisciplinary program, "Global Health Science Program (GHSP)". Eligible students who fulfill the TOEFL and GPA criteria will apply and enroll in GHSP in the fall of their first academic year (projected to be approximately 10% of students school-wide), and will complete, besides the undergraduate degree program, compulsory courses for Academic English, critical thinking and problem-solving skills, global perspectives, and global health, and participate in study-abroad programs with credit transfer, and will receive mentoring and support for long-term global-career development. Students need to maintain a good GPA status to remain enrolled. Teaching under the GHSP curriculum and mentoring will be primarily in English. A newly launched office for Global Education and Career Development (OGECD) will be staffed by faculty native or fluent in English with backgrounds in health science, and by bilingual administrative assistants.

**Overview of and temporary relationship between projects to enhance English Skills of All Graduates and those to produce future leaders in health science (Global Health Science Program: GHSP)**

**■ School-wide Approach to Enhance Graduates' Foreign Language Skills**

**○ Admission Policy on Foreign Language Skills and Overseas Experiences**

We will put stronger emphasis on applicants' global perspectives and long-term career vision cultivated through, but not limited to, prior study-abroad or overseas experience.

**○ Curricular Reform for Effective Language Education**

We will develop, in collaboration with private sector companies, an integrated English education system inclusive of all school years. We will also cultivate students' motivation for learning English by providing multiple opportunities for cultural exchange with foreign students, setting challenging TOEFL score requirements for existing and expanding study-abroad programs, and conducting a portion of all final examinations in English. Students will take TOEFL examinations periodically to set the pace for their English study and to provide feedback to language education programs. Some courses will be created and made available as electives which will be taught and taken completely in English. GHSP students will take compulsory Academic English courses tailored to meet higher standards.

**■ Enhancement of Faculty Teaching Skills**

**○ Globalization of Teaching Staff**

We will provide English learning opportunities and incentivize all faculty to improve English proficiency. We will also recruit visiting or full-time faculty native or fluent in English with backgrounds in health science.

**○ Enhancement of Faculty Teaching Skills**

We will plan and conduct, jointly with international collaborators, faculty development programs for curricular planning and teaching skills of global standards, and incentivize all faculty to improve their teaching.

**■ Motivate, Prepare, and Support Students For Study-abroad Programs**

**○ Motivation and Preparation**

We will motivate students to learn English and study abroad by providing multiple opportunities for cultural exchange with foreign students and by holding retreats to share studying-abroad experiences. Prior to departure, students will receive preparatory courses tailored to specific objectives and the nature of each study-abroad program.

**○ Support**

The Office of Global Education and Career Development will support students prior to, during, and after participation in study-abroad programs. Specific emphasis will be placed on physical as well as mental health for students while they are abroad.

## Graduation Competencies

**[All graduates are expected to]**

Understand and value cultural ideological diversity, demonstrate minimally required English literacy for their own professions, and demonstrate problem-solving skills.

**[All GHSP graduates are expected to]**

<All GHSP students> Understand Japanese history, culture, and systems, and describe them from a global perspective in English. Also, participate and contribute to discussion or debate in English.

<Students Interested in Health Science Research> Demonstrate ability to identify problems, generate hypotheses, and plan and conduct investigation, present the findings in oral and written form, and discuss in English.

<Students Interested in International Cooperation/ Healthcare Industries> Provide services of their professions in English.

<Students Interested in Global Health> Demonstrate public and global health knowledge and skills equivalent to those expected for masters of Public Health. Also, participate and contribute to discussion or debate of relevant topics in English.

## Project Target

Total		2011	2012	2013	2014	2015	2016
Number of graduates who met the requirements for foreign language proficiency				53	55	62	79
Number of graduates who met the requirements but did not study abroad (A)				12	11	15	18
Number of graduates who studied abroad (B)		32	36	44	47	52	62
Number of graduates (C)		266	271	274	274	310	290
(A+B) / C				20.4%	21.2%	21.6%	27.6%
School of Medicine	Requirement for Foreign Language Proficiency	TOEFL(iBT) 80		43( 8 )	45( 8 )	47( 8 )	59( 8 )
	Number of graduates who studied abroad	32	32	38	40	44	52
	Less than 3 months	14	13	19	21	25	28
	3 months to 1 year	18	19	19	19	19	24
	More than 1 year	0	0	0	0	0	0
Number of graduates		172	173	179	183	201	195
School of Dentistry	Requirement for Foreign Language Proficiency	TOEFL(iBT) 80 TOEIC 730		10( 4 )	10( 3 )	15( 7 )	20( 10 )
	Number of graduates who studied abroad	0	4	6	7	8	10
	Less than 3 months	0	4	6	7	8	10
	3 months to 1 year	0	0	0	0	0	0
	More than 1 year	0	0	0	0	0	0
Number of graduates		94	98	95	91	109	95

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.