

Project for Promotion of Global Human Resource Development

Type B

Maebashi Kyoai Gakuen College

Number of Undergraduate Students: (Freshmen 225 students, Juniors 5 students)

[Target Faculty: Faculty of International Social Studies * (Freshmen 225 students, Juniors 5 students)]

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

Training for Global Human Resources to produce “Glocal Leaders for the local community of the next generation”
The central strategy is an opportunity for globalizing our college.

2. Summary of the Plan

Human Resource Development programs in liaison with the local community such as “Gunma Global Project Work” and “Global Career Training Sub-major”, are at the center of the plan. Globalization of educational and administration systems are promoted.

1. Internationalization of the Curriculum

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

(I) Efforts to internationalize the curriculum

Improvement of the Global curriculum through systematizing the curriculum by implementing a uniform system of numbering, improvement and multilingualization of the syllabus, establishing an exact grade system and further improvement of Active Learning.

(II) Enhancing dissemination of educational Information both locally and globally

Enhancing dissemination of educational information via an Official English Website, practical use of SNS, an exclusive website for the project, symposiums and seminars. Making a promotion model of Global Human Resources in liaison with the local community by a small-scale local college.

(III) Globalization of office organization

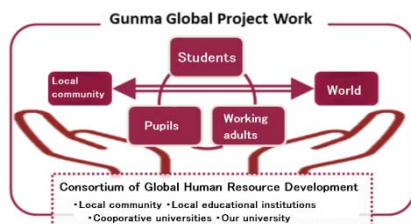
Strengthening of the International Exchange and International Student Centers. Translation of intramural documents into English.



〈KYOAI COMMONS〉

(New building for active learning)

2. Efforts to Cultivate Global Human Resources



(I) Gunma Global Project Work

We assemble a consortium of local companies, educational institutions and universities for global human resources development. The consortium offers learning programs for students, working adults and pupils to become glocal human resources connecting with the local community and the world. For example, internships at overseas branches of companies, accepting working adults for our sub-major curriculum, producing learning programs for pupils by cooperation with working adults and students as Project Based Learning, and etc.

(II) Global Career Training sub-major

Global Career Training sub-major consists of the Global Language Intensive (GLI), the Global Skills (GS) and the Global Project Work (GPW).

The GLI contains practical language learning and a One on One English learning program.

The GS has many subjects taught in English in an Active Learning style and accepts working adults in classes.

The GPW certifies participation for the Gunma Global Project Work as a credit.

3. Improvement of Foreign Language Competencies

(I) Appropriate evaluation of foreign language skills and study abroad experience incorporated into the entrance examination.

Adoption of TOEIC and TOEFL scores in the criterion for recommended entrance examination. Reform of the entrance examination system focusing on study abroad experience. Provide TOEIC lessons and study abroad guidance for applicants and future students.

(II) Effective Language education and improved teaching system

TOEIC lessons for applicants and future students. Continuing placement tests each semester. Training of academic writing skills in foreign languages. Introduction of academic and career counseling. Introduction of a One on One English learning program and expansion of e-learning.

4. Faculty Development for Global Education

(I) Globalization of the educational system

Increasing the number of faculty, who are foreigners or have experience doing research or teaching abroad, from 40% to 50% of the total. Support overseas educational and research activities. Introduction of teaching methods to promote globalization, such as classes only in English, and a One on One English learning program by utilizing the internet.

(II) Efforts to improve global education

Faculty Development based on training programs in overseas universities, inviting university lecturers from overseas, distributing “Good Practice Brochures” and evaluating overseas training and research.

5. Support System to Promote Study Abroad

(I) Efforts to promote an incentive toward study abroad

Expansion of the study abroad scholarship, guidance for new students, setting up a support desk, increasing overseas cooperative universities and expansion of the study abroad program.

(II) Full back up support system

Establishment of a student support system with ICT and introduction of a student mentor system utilizing video conferencing. Improvement of global career skills through overseas internships. Expansion of job support for students who have some experience of studying abroad.

Specific Competencies for Graduates

"A Glocal leader for the local community of the next generation" is a person who is based in the local community, incorporate the overseas vitality into the local community, and leads the promotion of the local community. A glocal leader has to propagate a leadership that connects the local community and the world. Therefore, the following abilities are acquired.

"English skills for global communication"

"Self-direction and positiveness, a spirit for challenge, cooperativeness and flexibility, a sense of responsibility and mission "

"Understanding of other cultures and a sense of identity as a Japanese as well as a member of the local community"

We set up the following guideline to measure a student's growth as a glocal leader. "Fundamental competencies for working persons" "Affinity to overseas" "Intercultural understanding" "Affinity to local community". We integrate a self-evaluation and set our own glocal benchmark of maintaining above 4 points (out of 6 points) for more than 70% of all graduates every year. Regarding English skills, we use the following standard of foreign language proficiency.

Indicative Outputs of the Project

Total		2011	2012	2013	2014	2015	2016	
Number of students who meet requirements for foreign language proficiency				35	45	45	55	
Of the above, Number of students not to study abroad (A)				5	5	10	10	
Number of students studying abroad (b)		74	85	109	110	120	135	
Number of graduates (C)		199	271	284	239	251	230	
Ratio ((A+B)/C)				40.1%	48.1%	51.8%	63.0%	
Faculty of International Social Studies	Requirement for Foreign Language Proficiency	TOEIC600 The 2nd grade Test of Chinese Proficiency		35(5)	45(5)	45(10)	55(10)	
	Number of Students Studying Abroad	74	85	109	110	120	135	
		Less than 3 months	56	69	80	85	90	100
		3 months to 1 year	18	16	29	25	30	35
		More than 1 year	0	0	0	0	0	0
	Number of graduates		199	271	284	239	251	230
Faculty of International Social Studies English Course	Requirement for Foreign Language Proficiency	TOEIC730		15(0)	20(0)	20(0)	25(0)	
	Number of Students Studying Abroad	67	73	90	65	70	65	
		Less than 3 months	53	59	67	50	55	50
		3 months to 1 year	14	14	23	15	15	15
		More than 1 year	0	0	0	0	0	0
	Number of graduates		75	95	98	74	79	70

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.