

**Number of Undergraduate Students: 1,600**

[Target Faculties: Faculty of Economics\*, Faculty of Business Administration, Faculty of Law, Faculty of Letters, Faculty of Education, Faculty of Engineering ]

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

Improving the global competence of university education in order to cultivate the “creative individuals” who will be required by the global community in the 21st century

**2. Summary of the Plan**

Under the philosophy of Soka University, we will cultivate global human resources who possess the following qualities:

- Strong foreign language competency equivalent to a TOEFL iBT® score of 80, a broad and deep knowledge, and profound expertise
- The ability to understand different cultures and an attitude of actively engaging in the global community—strengths to be acquired in practice through overseas learning experience
- The philosophy of coexisting, which is to be acquired through the courses of Own-University Education—a course of study that covers the history of Soka University and its educational visions

In the names of the target faculties, those marked with an asterisk\* are the representing faculties.

**1. Internationalization of the Curriculum****(I) Efforts to improve the global competence of the curriculum**

We will further work to give real substance to our credit system and improve the quality of the education we provide in order to facilitate the active learning of our students. In order to achieve this, we will strive for the following: making the syllabus search system available in English, organizing the numbering of our courses in accordance with international standards, applying university-wide learning outcomes measurement, and promoting university-wide active learning.

**(II) Strategic provision of educational information both domestically and internationally**

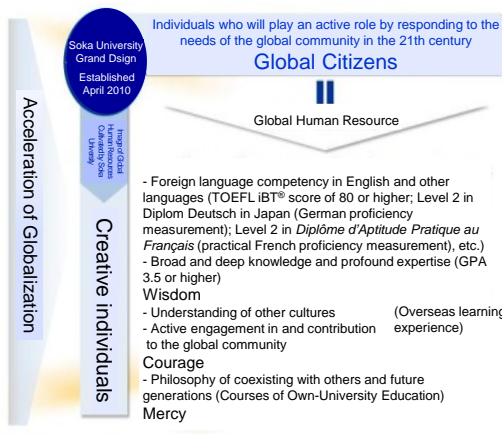
We will work even more actively to increase the information that we disclose regarding the education provided by the university and make such information available in multiple languages as well as effectively utilize SNS and other media.

**(III) Globalization of our office work systems**

In order to cultivate staff who are fluent in English, we will carry out English training and SD overseas training. We will aim for 25% of our staff to achieve a TOEIC® score of 730 or higher by fiscal year 2016.



A coed program between foreign and Japanese students

**2. Efforts to Cultivate Global Human Resources****(I) Thorough effort on language education**

Our IP (International Program)—which has proved successful in the Department of Economics—will be applied to our other faculties so that all students will be able to take some specialized courses in English. In addition, we will establish our ESA (English for Study Abroad) and ECD (English for Career Development) programs in a cross-faculty manner.

**(II) Provision of opportunities to experience overseas learning**

Based on our experience in exchanges with 140 universities in 46 nations and regions, we will aim to further expand and enrich our students' opportunities to experience overseas learning, using approaches such as establishing short-term overseas training sessions to be organized by each faculty.

**3. Improvement of Foreign Language Competencies****(I) Appropriate evaluation during entrance examinations regarding applicants' foreign language competence and overseas education experience up to secondary level**

We will reform our system for Entrance Examination on Recommendation (general), etc. through approaches such as exempting the English achievement test for applicants who have achieved high TOEFL® and TOEIC® scores.

**(II) Effective language education and systems**

We will introduce foreign language education through e-learning to our pre-entrance preparatory education. In addition, we will further improve and raise the effectiveness of our systems for organizing students into classes according to their language competency—evaluations that are currently conducted through placement examinations. We will also develop an information database for students with the aim of improving their comprehensive language skills from entrance through to graduation.

**4. Faculty Development for Global Education****(I) Globalization of our education system**

We will introduce a system to recruit instructors globally through overseas media with the aim of actively employing foreign nationals to head specialized courses in addition to Japanese instructors who have acquired doctorates from overseas graduate schools and can give lectures in foreign languages.

**(II) Efforts to improve our university's ability to provide global teaching**

We will hold FD seminars etc. either separately for each faculty or in a cross-faculty manner in order to improve our Japanese instructors' global teaching skills. In addition, we will collaborate with overseas schools with which Soka University has exchange programs and Soka University of America, to develop and utilize practical training programs for our instructors regarding higher education.

**5. Support System to Promote Study Abroad****(I) Efforts to facilitate overseas education and motivate students to study abroad**

We will start recognizing credits acquired by students who have taken a leave of absence and studied abroad at their own expense. In addition, we will establish an information station for overseas education in order to develop an information database of overseas education and collect and provide information regarding overseas education.

**(II) A system to support students during and after overseas education**

In order to support students who have studied abroad and who are currently doing so, each department under the Administration Office such as the Career Center and the International Affairs Office will collaborate to provide Overseas Education Support Meetings.

## Specific Competencies for Graduates

1. Foreign Language competency as the base of a global human resource (in the case of English, a level equivalent to a TOEFL iBT® score of 80; in the case of other languages, the level at which a student would be allowed to take undergraduate classes taught at universities that conduct teaching in that language).
2. Deep knowledge covering broad areas and expertise in the area majored by the student (3.5 points or higher in Soka University's GPA system)
3. The ability to present—and show the benefits of—common goals for people of different cultural backgrounds in order to form a network through collaboration. (These competencies will be acquired through the application of active cross-cultural communication during overseas learning experiences.)
4. A panhuman viewpoint and the philosophy of coexisting in order to consider the benefits to others and burdens on future generations. (These competencies will be acquired through the study of subjects such as "Lecture on Human Education," "Lecture on Modern Civilization," and "Lecture on History of Higher Education" under the courses of Own-University Education, which are designed to allow students to learn the history of Soka University and its educational visions, as well as to understand the meaning of learning.

## Indicative Outputs of the Project

| Total   |  | 2011                                   | 2012 | 2013  | 2014  | 2015   | 2016   |
|---|--|--|------|-------|-------|--------|--------|
| Number of students who meet requirements for foreign language proficiency |  |  |      | 250   | 310   | 380    | 480    |
| Of the above, Number of students not to study abroad (A)                  |  |  |      | 30    | 30    | 30     | 30     |
| Number of students studying abroad (B)                                    |  | 589                                    | 600  | 700   | 800   | 900    | 1000   |
| Number of graduates (C)   |  | 1752                                   | 1801 | 1763  | 1721  | 1688   | 1613   |
| Ratio ((A+B)/C)   |  |  |      | 41.4% | 48.2% | 55.1%  | 63.9%  |
| Faculty of Economics  | Requirement for Foreign Language Proficiency | Equivalent to a TOEFL iBT® score of 80 |      | 63(5) | 75(5) | 90(5)  | 105(5) |
|   | Number of Students Studying Abroad           | 160                                    | 162  | 179   | 198   | 217    | 239    |
|   | Number of graduates                          | 280                                    | 272  | 280   | 273   | 256    | 270    |
| Faculty of Business Administration  | Requirement for Foreign Language Proficiency | Equivalent to a TOEFL iBT® score of 80 |      | 47(5) | 59(5) | 68(5)  | 80(5)  |
|   | Number of Students Studying Abroad           | 109                                    | 112  | 132   | 150   | 170    | 189    |
|   | Number of graduates                          | 269                                    | 292  | 283   | 269   | 276    | 277    |
| Faculty of Law  | Requirement for Foreign Language Proficiency | Equivalent to a TOEFL iBT® score of 80 |      | 36(4) | 43(4) | 55(4)  | 65(4)  |
|   | Number of Students Studying Abroad           | 84                                     | 85   | 99    | 113   | 129    | 149    |
|   | Number of graduates                          | 330                                    | 359  | 330   | 320   | 305    | 274    |
| Faculty of Letters  | Requirement for Foreign Language Proficiency | Equivalent to a TOEFL iBT® score of 80 |      | 72(8) | 90(8) | 102(8) | 125(8) |
|   | Number of Students Studying Abroad           | 179                                    | 181  | 196   | 218   | 244    | 265    |
|   | Number of graduates                          | 429                                    | 416  | 435   | 424   | 424    | 404    |
| Faculty of Education  | Requirement for Foreign Language Proficiency | Equivalent to a TOEFL iBT® score of 80 |      | 18(4) | 22(4) | 32(4)  | 50(4)  |
|   | Number of Students Studying Abroad           | 30                                     | 32   | 52    | 60    | 69     | 78     |
|   | Number of graduates                          | 210                                    | 250  | 229   | 223   | 212    | 203    |
| Faculty of Engineering  | Requirement for Foreign Language Proficiency | Equivalent to a TOEFL iBT® score of 80 |      | 14(4) | 21(4) | 33(4)  | 55(4)  |
|   | Number of Students Studying Abroad           | 27                                     | 28   | 42    | 61    | 71     | 80     |
|   | Number of graduates                          | 234                                    | 212  | 206   | 212   | 215    | 185    |

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.