Shibaura Institute of Technology (SIT) defines Global Human Resources as those who are able to contribute to the world with four integrated capabilities: communication skills, global humanity, cross-cultural understanding, and capacity for solving problems.

2. Summary of the Plan
On the basis of the educational framework that SIT has developed assuring quality eligible for the global standard by the PDCA cycle, we will execute a globalization program focusing on (1) improvement of integrated global educational power of academic and administrative staff by a systematic approach, (2) language skill education, and (3) support for a study program abroad which would promote cross-cultural understanding.

1. Internationalization of the Curriculum

(I) Quality assurance of the curriculum
Quality of the curriculum is assured by the PDCA cycle: learning objectives oriented to global adaptability (P), systematic assistance and introduction of English materials in major core subjects (D), and evaluation by rubrics (C), which is compliant with JABEE (compatible with the Washington Accord).

(II) Strategic worldwide publishing of educational information
Information on SIT’s education system is published in printed form and through our website.

(III) Globalization of administrative office
The number of administrative staff who can communicate in English will be increased. One staff member is being dispatched to the USA. Formats and documents in English, Chinese, and Korean will also be prepared.

2. Efforts to Cultivate Global Human Resources

(I) Communication skills
A systematic language education program including ESP (English for specific purposes) and delivery in English (in part) will be implemented. The possibilities of implementing new language programs in Southeast Asia will be pursued.

(II) Global humanity and capacity for solving problems
International PBL (Project-based Learning) projects with foreign partner universities will be implemented. Cross-cultural PBL projects will also be implemented tentatively. Evaluation of capacity will be conducted by rubrics and outsourced exams such as PROG.

(III) Cross-cultural understanding
Overseas training and internship programs will be included in the curriculum. An electronic learning portfolio will be employed for self-check of global adaptability.

3. Improvement of Foreign Language Competencies

(I) Appropriate evaluation of global adaptability and experience in the entrance examination
A special entrance examination for returnees is conducted in order to evaluate their experience overseas. English courses are differentiated according to the level of proficiency.

(II) Efficient language education system
Language skills will be measured four times using TOEIC while in university. English for specific purposes, delivery in English for a part of core subjects, and e-learning will be introduced to enhance language learning.

4. Faculty Development for Global Education

(I) Globalization of academic staff
Global adaptability of academic staff will be strengthened by sending them to foreign universities for 3–12 months. In the hiring interview for academic staff, evaluation of experience overseas and language skills will be weighted more than before.

(II) Improvement of global education skills
Leaders in global companies and academic staff at progressive universities, where globalization of education and/or project-based learning is effectively implemented, will be invited to seminars and workshops as part of faculty development.

5. Support System to Promote Study Abroad

(I) Promoting motivation for study abroad
Several promotional activities such as the special lecture by the president, workshops, and symposiums were conducted to motivate students to actively get involved in this project. Also, credit will be given to students who join an international internship.

(II) Support system during the visit and follow-up
Satellite offices will be established in ASEAN countries where most short visit students are stationed in order to monitor the health and academic status of students and for emergency care. Carrier counseling will be conducted as a follow-up.
### Specific Competencies for Graduates

**[Communication Skills: Language & Communication Skills]** Based on the field of engineering, ability to achieve mutual understanding with the help of language skills, products and services, etc.

**[Global Humanity: Spirit of Independence-Proactivity-Spirit of Challenge, Mindset of Cooperativeness-Flexibility, Sense of Commitment-Responsibility]** Ability to realize international cooperation with a long-term vision even in a competitive situation

**[Cross-cultural Understanding: While maintaining identity as a Japanese]** Ability to understand natural/economical environment and cultural/religious background, to accept cultural diversity, and to convey Japanese culture through action

**[Capacity for Solving Problems: Ability to identify problems and solve them ethically]** Ability to judge the social impact of technical and economic activities

### Indicative Outputs of the Project

<table>
<thead>
<tr>
<th>College of Engineering</th>
<th>Requirement for Foreign Language Proficiency</th>
<th>CEFR B1</th>
<th>results</th>
<th>planned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number of students who meet requirements for foreign language proficiency</td>
<td>160</td>
<td>300</td>
<td>500</td>
</tr>
<tr>
<td></td>
<td>Of the above, Number of students not to study abroad (A)</td>
<td>105</td>
<td>240</td>
<td>430</td>
</tr>
<tr>
<td></td>
<td>Number of students studying abroad (B)</td>
<td>48</td>
<td>40</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>Number of graduates (C)</td>
<td>1233</td>
<td>1047</td>
<td>1200</td>
</tr>
<tr>
<td></td>
<td>Ratio ((A+B)/C))</td>
<td>13.3 %</td>
<td>25.0 %</td>
<td>41.7 %</td>
</tr>
</tbody>
</table>

<table>
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<tr>
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<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td>Number of Students Studying Abroad</td>
<td>48</td>
<td>40</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>Less than 3 months</td>
<td>48</td>
<td>40</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>3 months to 1 year</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>More than 1 year</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Number of graduates</td>
<td>1233</td>
<td>1047</td>
<td>1200</td>
</tr>
</tbody>
</table>

**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.