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

We aim to produce highly motivated talent capable of succeeding on the global stage, possessing elite communications skills, superior language skills, and the flexibility to embrace diversity; in order to realize our educational objective of “Creation of knowledge and cultivation of community-rooted human resources at the forefront of our era” under our guiding concept of “Cultivating human resources full of pioneering spirit.”

2. Summary of the Plan

In 2013 we began a program for all grade levels aimed at nurturing global talent called the “Kitakyushu Global Pioneers (KGP),” which is centered around the Global Education Program (GEP) minor that we began offering in 2012. The Career English Program (CEP) and the Global Standard Program (GSP) began in 2014, and in addition to English learning programs and being able to study specializations in an English environment from the point of entering the school, overseas internships and study abroad programs among other things help foster the fundamental skills as a global human resource.

1. Internationalization of the Curriculum

(I) Making the curriculum more internationally applicable

With “Practical English” as a subject to improve English skills in practical situations such as business and studying abroad, and with more subjects available through English (the number of subjects, plus more departments in which coursework is possible), higher international applicability is achieved.

(II) Strategic dissemination of academic information domestically and abroad

Making the university website multilingual, information is being disseminated overseas by displaying content in the 5 languages of Kitakyushu Global Pioneers business (Japanese, English, Chinese, Korean, French). Information about development of global human resources has also reached large audiences by way of the Kitakyushu Global Pioneer Symposium, and the open debriefing session for those who participated in overseas internships.

(III) Globalization of office administration

Globalization of our office administration is being realized through placement of staff with high language skills or experience studying abroad into the Globalization Promotion Office, and also by offering English training for our staff.

2. Efforts to Cultivate Global Human Resources

(I) Promoting the studies of practical English

Developing practical English skills through “Practical English” courses in small class sizes arranged by skill level and English “debates,” while also developing the ability to present and exchange arguments by introducing “Group Exercises” in English as a subject.

(II) Global Standard Program (GSP)

In addition to the Global Education Program minor, the Global Standard Program (GSP) began in 2014 allowing more students to study practical English or to study subjects for their major in English, so they can aim to attain global skills.

(III) Overseas Internships

Internships with companies based overseas give students the practical skills to succeed in a global environment overseas. In 2014 there were 18 programs in 13 countries, with 51 students taking part.

3. Improvement of Foreign Language Competencies

(I) Appropriate evaluation of foreign language competencies and experience studying abroad until secondary education level at entrance examination

Diverse methods of evaluating the linguistic proficiency of prospective students are implemented: The entrance examination for selected candidates incorporates external tests such as TOEIC and TOEFL. Also the International Baccalaureate qualification is part of the application eligibility. Furthermore, a trial English class is held as part of the A.O entrance exam to assess the learning level of the applicants.

(II) Effective Language Education and Education Systems

In addition to pre-entry English education for incoming students who have successfully passed the referral and admissions office entrance exam, a level-based English study program called the Start Up Program (for 1st year students) is taught throughout the year with the goal of improving TOEIC scores. The CEP creates an environment to continue learning English from the second year, and the requirement of practical English for students signed up for GSP and GEP means that the English education system stays constant from even before entering the school. Additionally the encouragement system for students who drastically improve their TOEIC scores further increases the hunger for learning.

4. Faculty Development for Global Education

(I) Globalized Education System

Full time faculty with experience in foreign language education receive placements, and specialists with actual experience working overseas receive placements as special appointment faculty. We are also actively hiring faculty from nationalities other than English-speaking countries.

(II) Increasing Global Educating Power

In addition to FD activities such as participating in internationalization-related trainings at off-campus institutions, an overseas training system and a sabbatical system are provided, and we promote overseas research in faculty’s areas of specialty in each foreign country.

5. Support System to Promote Study Abroad

(I) Providing Motivation and Promoting Study Abroad

While building interest and motivation for studying abroad with café style conversation parlors with students from overseas, as well as study abroad fairs, financial assistance has also been enhanced through the university’s unique study abroad scholarship system starting in 2014. Study abroad agreements with more new partner schools makes it even easier to go overseas to study.

(II) Support System From Study Abroad Until Returning To Japan

A portfolio has been utilized to contact students currently studying abroad and provide advice and guidance, while working with specialized outside institutions to build crisis management systems and speedy support systems. Job search support is also provided in collaboration with the career center after students return to Japan.
### Specific Competencies for Graduates

1. Positivity and self empowerment to keep improving and stay focused on self-set goals even in the face of difficulty
2. Practical language skills to not just communicate, but also negotiate (TOEIC score 800 or above 730, IELTS above 6.0)
3. Understanding of world trends and the knowledge to be able to discuss one’s motherland, Japan, in a global setting
4. Logical thought and negotiation skills built through activities such as debate practices including international students
5. Practical skills gained from experiencing company internships and overseas volunteer activities

### Indicative Outputs of the Project

<table>
<thead>
<tr>
<th>Total</th>
<th>Number of students who meet requirements for foreign language proficiency</th>
<th>Of the above, Number of students not to study abroad (A)</th>
<th>Number of students studying abroad (b)</th>
<th>Number of graduates (C)</th>
<th>Ratio ((A+B)/C)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>67</td>
<td>115</td>
<td>200</td>
<td>250</td>
</tr>
</tbody>
</table>

#### Requirement for Foreign Language Proficiency

**Faculty of Foreign Studies**

- TOEIC 800 and IELTS 6.0, or Chinese Language Test Level 2
- Number of students studying abroad: 118, 115, 108, 114, 235, 290
- Number of graduates: 1,115, 1,002, 973, 1,027, 1,040, 1,040
- Ratio (A+B)/C: 14.7%, 16.8%, 25.5%, 31.3%

**Faculty of Humanities**

- TOEIC 730
- Number of students studying abroad: 96, 90, 78, 85, 120, 130
- Number of graduates: 276, 231, 223, 270, 250, 250

**Faculty of Law**

- TOEIC 730
- Number of students studying abroad: 6, 3, 7, 8, 25, 35
- Number of graduates: 293, 254, 239, 253, 250, 250

**Economics & Business Administration**

- TOEIC 730
- Number of students studying abroad: 1, 2, 7, 4, 35, 55
- Number of graduates: 307, 272, 268, 286, 300, 300

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.