

Admission Quota (Undergraduate): 6,035 (As of April 2013)

1. Objectives of the Project and Specific Image of the Ideal Global Human Resource

Doshisha University holds “Christian principles,” “liberalism,” and “internationalism” to be the key components of its “education of conscience.” This plan aims to produce **global human resources (individuals with global competence) who can “think and act” –who “use their abilities as conscience dictates” with a free and open mind** grounded in advanced foreign language proficiency and a Christian moral outlook.

2. Summary of the Plan

We set up two organically-linked educational programs: “Study Abroad-Based” and “Domestic-Based,” enabling students to acquire global competence inside and outside of Japan. By the final year of this project, **1,800 Study Abroad-Based Program students and 1,200 Domestic-Based Program students** will have acquired **global competence through these programs**. With these programs and other measures based on our liberal arts education, we intend to lead the globalization of universities in Japan.

1. Globalization Strategies and Internationalization of the Curriculum

OMeasures and Efforts

We have enhanced our student support system through offering study support by Academic Instructors and Learning Assistants (graduate students with high language skills) at the Learning Commons as well as encouragement and support for study abroad by Study Abroad Coordinator and Study Abroad Assistants. We are also promoting the globalization of our education system by increasing the number of courses conducted in English as well as translating the syllabus into English, and by holding workshops and lectures for faculty and staff in preparation for the introduction of the Common Course Numbering System.

OTransmission of Information

Along with widely publicizing our measures for globalization on this project through newspapers, magazines and other media, we also disseminate updates on our actions within and outside Japan through our website and Facebook page. In addition, we newly opened the Learning Commons webpage to disseminate more education information.

OGlobalization of Administrative Structure

Our measures for the globalization of administrative structure include the introduction of the Language Qualification Examination Fees Subsidy System as part of efforts for improving foreign language skills of our staff, and the compulsory online English learning for prospective employees.

2. Efforts to Cultivate Global Human Resources

OEenhancement of Regular and Extracurricular Programs

In addition to newly offering “Intensive Courses for TOEFL (Practice/Tutorial)” and “Subject for Global Competence Improvement (Modern Japanese History / Modern World History / Religions of the World)” since 2013 with the aim of cultivating knowledge and language skills required for global citizens, we have also enhanced extracurricular programs such as TOEFL seminars, pre-TOEFL special course, TOEIC preparation seminars and the existing preparation courses for TOEIC and TOEFL.

OCreating a Globalized Learning Environment

Having come into full operation in 2013, the Learning Commons is a globalized learning environment offering students access to about 170 broadcasting channels around the world and about 2,000 newspapers from 92 Countries and in 48 languages, and a new international library called Doshisha Global Archives, where specialized English resources owned by the Study Abroad Program (SAP) Centers of prominent foreign universities are made available to Japanese students.

3. Improvement of Foreign Language Competence

OEffective Language Education and Educational Structure

We have made available to all students the “Go Global’ Portfolio,” on which students can make a record of their own goal and their progress toward it. Also, we held an English placement test as a trial, in preparation for the competence-based classes, and for the purpose of assessing the levels of new students and determining the class management and assessment criteria for the following years. Furthermore, individual faculties are planning summer programs abroad and establishing their own study abroad programs based on their specialized education.

4. Faculty Development for Global Education

OEfforts for Faculty Development in Global Education

The faculty development training for instructors who conduct classes in English was offered again in 2013. In addition, the “Subcommittee for Improvement of Foreign Language Proficiency,” which discusses measures to improve students’ language proficiency, and the “Subcommittee for Promotion of Study Abroad,” which aims to develop and enhance various study abroad programs for students, played the central part in reviewing and assessing the measures taken on this project and discussing the ideal global education and further development of the actions.

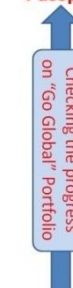
5. Support System to Promote Study Abroad

OEfforts for Enhancing Motivation and Promotion of Study Abroad

Our new one-stop service system of private consultation by the Study Abroad Coordinator with rich overseas experience and Study Abroad Assistants has been successful with about 1,200 cases of consultation in 2013. We also created opportunities for students to communicate in foreign languages through discussion sessions between international and Japanese students at the Global Village inside the Learning Commons and international exchange events organized by the student group “SIED” formed in 2013, and held study abroad orientation sessions, debriefing session by student exchange returnees and a few lectures by alumni members.



‘Go Global’
Passport



Overview of Doshisha University Project



▲ International Exchange

Specific Competencies for Graduates

“Global human resources” that Doshisha University aims to cultivate is those who think and act in accordance to moral principles, who “use their abilities as conscience dictates.” Specific abilities that students are expected to acquire by the time of graduation include: ① advanced foreign language proficiency, with TOEFL-iBT 79 as a basic standard, ② sufficient understanding of the modern and contemporary history of Japan and the world and also of the various religions in the world, ③ deep knowledge in their area of specialization, ④ a well-balanced mind with respect for others, and ⑤ high moral standards seeking the realization of “fairness” and “justice” in our global society.

Indicative Outputs of the Project		Results			Planned		
Total		2011	2012	2013	2014	2015	2016
No. of stu. who meet req. for foreign language proficiency				360	688	909	1,200
Of the above, No. of students not to study abroad (A)				230	310	443	579
Number of students studying abroad (B)		693	729	565	1,109	1,330	1,800
Number of graduates (C)		5,505	5,679	5,782	5,950	5,753	6,015
Ratio ((A+B)/C))				13.7%	23.8%	30.8%	39.6%
Th	Requirement for Foreign Language Proficiency	TOEFL-iBT 79		2(1)	4(2)	8(4)	9(6)
	No. of Students Studying Abroad/Graduates	15/55	14/64	19/68	15/80	20/61	27/60
L	Requirement for Foreign Language Proficiency	TOEFL-iBT 79		108(64)	87(28)	110(35)	120(43)
	No. of Students Studying Abroad/Graduates	140/655	143/666	113/643	188/670	210/670	235/670
SS	Requirement for Foreign Language Proficiency	TOEFL-iBT 79		12(6)	40(0)	56(15)	63(40)
	No. of Students Studying Abroad/Graduates	34/449	60/376	69/431	89/469	106/426	120/450
Law	Requirement for Foreign Language Proficiency	TOEFL-iBT 79		94(71)	125(60)	150(50)	155(45)
	No. of Students Studying Abroad/Graduates	70/870	77/920	61/890	131/870	184/860	236/850
E	Requirement for Foreign Language Proficiency	TOEFL-iBT 79		40(23)	60(58)	80(78)	90(80)
	No. of Students Studying Abroad/Graduates	192/850	172/850	95/867	198/850	222/850	245/850
C	Requirement for Foreign Language Proficiency	TOEFL-iBT 79		41(20)	110(90)	140(110)	148(135)
	No. of Students Studying Abroad/Graduates	149/846	132/881	94/870	174/937	196/831	223/850
PS	Requirement for Foreign Language Proficiency	TOEFL-iBT 79		10(8)	34(4)	48(9)	58(30)
	No. of Students Studying Abroad/Graduates	35/331	39/392	37/365	74/375	95/375	110/375
CIS	Requirement for Foreign Language Proficiency	TOEFL-iBT 79, UNATE Level A		17(11)	31(12)	42(19)	47(30)
	No. of Students Studying Abroad/Graduates	14/256	47/280	30/268	41/280	54/280	71/280
SE	Requirement for Foreign Language Proficiency	TOEFL-iBT 79		15(12)	40(36)	80(74)	95(90)
	No. of Students Studying Abroad/Graduates	11/780	19/738	17/828	31/780	50/760	110/760
LMS	Requirement for Foreign Language Proficiency	TOEFL-iBT 79		10(8)	10(2)	25(16)	48(28)
	No. of Students Studying Abroad/Graduates	20/202	13/212	16/262	16/210	20/210	46/210
HSS	Requirement for Foreign Language Proficiency	TOEFL-iBT 79		5(3)	12(11)	25(22)	39(36)
	No. of Students Studying Abroad/Graduates	5/135	3/160	5/160	13/165	23/156	40/210
Psy	Requirement for Foreign Language Proficiency	TOEFL-iBT 79		6(3)	20(7)	25(11)	28(16)
	No. of Students Studying Abroad/Graduates	8/76	10/140	9/130	25/149	30/154	37/150
GC (Eng)	Requirement for Foreign Language Proficiency	TOEFL-iBT 79, IELTS6.0		0(0)	74(0)	80(0)	80(0)
	No. of Students Studying Abroad/Graduates	—/—	—/—	—/—	74/74	80/80	80/80
GC (Ch)	Requirement for Foreign Language Proficiency	Chu-ken Lv12, HSK Lv15		0(0)	41(0)	40(0)	40(0)
	No. of Students Studying Abroad/Graduates	—/—	—/—	—/—	40/41	40/40	40/40
GR	Requirement for Foreign Language Proficiency	TOEFL-iBT 79, CEFR B1		0(0)	0(0)	0(0)	180(0)
	No. of Students Studying Abroad/Graduates	—	—	—/—	—/—	—/—	180/180

Th: Theology, L: Letters, SS: Social Studies, E: Economics, C: Commerce, PS: Policy Studies, CIS: Culture and Information Science, SE: Science and Engineering, LMS: Life and Medical Sciences, HSS: Health and Sports Science, Psy: Psychology, GC: Global Communications, GR: Global and Regional Studies

* The number of students studying abroad for some faculties has been corrected from the initial plan as it included the students who are not expected to graduate in that year. The target for the final year stays unchanged.

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.