

ii [Educational Program]

**1. Description of Current Conditions**

**(1) Are subjects appropriately offered in accordance with the curriculum policy; are educational curriculum systematically designed?**

<Status of establishment of necessary subjects> <Systematic distribution of sequential subjects> <Role of major education and liberal arts education in the bachelor's degree programs>

2) Common Across the Colleges

(Overall Composition of the Educational Programs)

The university's educational programs consist primarily of two components, Common Education Subjects (Language Education Subjects and Common Liberal Arts Subjects) and Major Education Subjects, and the credits required for graduation are the same for both Colleges. In particular, students need to take 1) at least 40 credits of Common Education Subjects (Language Education Subjects and Common Liberal Arts Subjects), 2) at least 62 credits of Major Education Subjects and 3) complete a total of at least 124 credits. Out of the 124 credits required for graduation, students must complete 22 credits of Electives which can be drawn from the Common Education Subjects (Language Education Subjects and Common Liberal Arts Subjects), the Major Education Subjects in one's own College or the Major Education Subjects in the other College.

(Dual Language Education)

As mentioned earlier, the Colleges have nine shared educational goals for the skills students should obtain, including "intercultural understanding and ability to create mutual trust" and "strong communications skills, teamwork and empathy". To achieve this, APU has employed dual language education since its inception. In other words, the educational programs are designed to eliminate any disadvantages stemming from enrollment basis language since students can take classes offered in either Japanese or English from the time of enrollment. Subject offerings for 2012 AY are as follows:

- 100 series Common Education Subjects (Liberal arts subjects for first-year students)  
29 of the 42 subjects listed in the University Regulations are taught in both Japanese and English (Bilingual offering rate: 69%)  
(Document 4(2)-1)
- 68 of the 96 Major Education Subjects in the APS are taught in both Japanese and English (Bilingual offering rate: 70.8%)
- 52 of the 60 Major Education Subjects in the APM are taught in both Japanese and English (Bilingual offering rate: 86.7%)

(Subject Numbering)

One tool used to ensure systematic program design is subject numbering. Grade numbers

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are attached to each subject to indicate the appropriate semester of offering and encourage systematic enrollment, and prerequisite subjects—that is, subjects that students should take before taking a certain subject—are also defined; therefore, if a student completes a prerequisite subject early, he or she will be able to take the subject for which said prerequisite was defined even if he or she has not yet advanced to the year level in which the subject is typically offered.

##### (Other)

Efforts have been taken to fortify small-group education and proactive, self-directed learning in the educational program design process. More specifically, basic approaches to program design, including setting the maximum lecture size at 250 students and aiming for a class size of 25 students or less in Common Education Subjects (Language Education Subjects) and Seminars, are defined in the subject offering policy formulated before the start of each academic year. (Document 4(2)-2)

##### (Language Education Subjects)

Regarding Language Education Subjects, sufficient numbers of Japanese and English language subjects are offered in light of student admission times so that students can begin taking language classes from either semester, thereby eliminating any disadvantages. Language education is provided based on student language proficiency levels. Students who enroll on a Japanese basis take English placement tests upon enrollment to determine if they will study under the English Standard Track (24 required credits from Elementary English to Upper Intermediate English) or the English Advanced Track (12 required credits through Advanced English I or II). Domestic students who enroll on a Japanese basis are also required to complete at least 20 credits of lecture subjects held in English (either Common Liberal Arts Subjects or Major Education Subjects (either in their own College or the other College) in order to graduate, so sufficient numbers of subjects are offered systematically at all levels.

Students who enroll on an English basis are required to complete 16 credits of Japanese language subjects across four skill levels (Japanese Foundation Course I through Japanese Intermediate Course). As with English, sufficient numbers of subjects are offered systematically at all levels.

There are also sufficient numbers of elective language subjects that advanced students can take once they have completed their required English or Japanese subjects. These include subjects such as English for Discussion and Debate, English Business Writing, Japanese Language and Culture I and Career Japanese.

Japanese and English language subjects utilize standardized lecture content, textbooks, examinations and grading for each skill level.

APU also offers subjects of the native tongues of many of our students systematically. Collectively referred to as Asia Pacific Language Subjects, students can take Chinese (I - IV, 16 credits), Korean (I - IV, 16 credits), Spanish (I - IV, 14 credits), Malay/Indonesian (I - IV, 14

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credits), Thai (I - IV, 14 credits) and Vietnamese (I - IV, 14 credits).

There are a total of 64 Language Education Subjects listed in the University Regulations as follows: English—20 subjects; Japanese—18 subjects; AP Languages—24 subjects; Intensive Language Learning Overseas of English and AP Languages—1 subject; and Special Lecture (Language Education)—1 subject.

##### (Common Liberal Arts Subjects)

Both Colleges share "cultivating human resources who ... [have a] comprehensive understanding of the diverse political conditions, economies, societies, and cultures of the Asia Pacific region" as a human resources development goal. Common Education Subjects (Common Liberal Arts Subjects), which are common 100 series (first-year) subjects for both Colleges, include subjects following the goal to cultivate a comprehensive understanding of the Asia Pacific region: Religions of the Asia Pacific, Business Affairs in the Asia Pacific, History of the Asia Pacific, Languages of the Asia Pacific, Geography of the Asia Pacific and Culture and Society of the Asia Pacific.

First-Year Student Workshop I, a subject for all incoming freshmen, was established to assist students in their transition to university-level learning, in which a proactive, self-directed approach is required in order to identify and solve problems on one's own accord. The subject also aims to ensure effective learning at APU by students from around the world with diverse educational backgrounds. First-Year Student Workshop II, another subject for freshmen, aims to provide students with the skills and attributes they need to critically examine social issues and propose creative solutions to problems while working with classmates who have different cultural backgrounds. In the subject, projects are undertaken by small, mixed groups of Japanese and English-basis students. Both of these subjects employ standardized teaching methods, lecture content and grading.

The curriculum also includes systematically placed information subjects to boost students' information literacy. Subjects on offer include the 100 series Internet Fundamentals, Programming I and Computer Literacy, the 200 series Programming II, Data Mining and Internet Technology Integration, and the 300 series Applied Programming and Database Systems.

There is a total of 79 Common Liberal Arts Subjects listed in the University Regulations, namely, 42 first-year (100 series) subjects, 22 second-year (200 series) subjects and 15 third-year (300 series) subjects.

##### (Major Education Subjects)

Subjects common to both Colleges include the 200 series (second year or above) Field Study, in which students visit a location in Japan or overseas with their instructor to research a particular topic, and Applied Training, a third-year seminar in which students conduct on-site research related to their other seminars with their supervisor. In addition, the small-group third-year seminars Major Seminar I/II and fourth-year seminars Research Seminar and Undergraduate Thesis are also included. Thus, total number of subjects

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common to both Colleges is six subjects (14 credits). In particular, third and fourth-year seminars are offered as a lead up to the final research paper that students will write in the Undergraduate Thesis subject.

##### 2-1) College of Asia Pacific Studies (APS)

###### (Major Education Subjects)

In line with our human resources development goals, we have established the following four Courses in APS to conduct education and research in order to develop wide-ranging problem solving ability and specialized know-how of the issues facing the Asia Pacific region centered on solid language proficiency and a basic understanding of the diverse cultures, histories, societies, natural environments and historical conditions of the Asia Pacific region. Major Education Subjects account for at least 50% (62 of 124 credits) of the credits required for graduation.

###### (1) Environment and Development Course

An understanding of water, forests and other environmental resources is essential when considering the future of the Asia Pacific. Profit-driven development has brought with it a raft of environmental and other issues, and sustainable development is an urgent issue for our times. This Course tackles the question of sustainable development in relation to efforts to balance environmental conservation and economic development. Students consider path for sustainable development in light of the systems and laws in each country and region.

There are 23 subjects (46 credits), including Development Policy and Environmental Policy, listed for this Course in the University Regulations.

###### (2) Culture, Society and Media Course

In this Course, students study the societies, cultures and values of the Asia Pacific to deepen their understanding of the problems it faces. In this Course, students study the basics of information technology, upon which they delve into cultural studies and new media studies to gain a deep understanding of our multicultural society. Through this, they gain a global perspective and the ability to view the region from several angles.

There are 31 subjects (62 credits), including Cultural Anthropology and Multiculturalism and Society, listed for this Course in the University Regulations.

###### (3) Hospitality and Tourism Course

Cultural exchange and regional industrial promotion by way of tourism are important aspects for the development of the Asia Pacific region. In this Course, students explore all facets of tourism through the lenses of culture, society and community. They study the theory and practice of hospitality management as it relates to the tourism and service industries as well as the medical and welfare sectors.

There are 22 subjects (44 credits), including Tourism Policy and Tourism Development, listed for this Course in the University Regulations.

###### (4) International Relations and Peace Studies Course

This Course focuses primarily on the study of dispute resolution and peace-building and aims to cultivate the ability to deal with increasingly complex global issues and, in turn, to

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develop human resources who will become the future experts in this field. Drawing from the three disciplines of international law, political studies and economics, this Course seeks to foster in students the critical thinking skills and policy-oriented approaches necessary to succeed in the fields of international relations, dispute resolution and peace-building.

There are 24 subjects (48 credits), including International Politics and Security and International Organizations, listed for this Course in the University Regulations.

##### 2-2) College of International Management (APM)

###### (Major Education Subjects)

Based on a wide-ranging understanding of the diverse societies, cultures and traditions of the Asia Pacific, we will design a curriculum to develop students with the values and social awareness geared toward creating new businesses and to cultivate human resources with the drive and creativity to succeed in the dynamic world of business in Asia. To achieve this we will bolster student fundamentals in economics and management, develop advanced language proficiency and improve intercultural communication skills as well as we offer education and research of major subjects in the following four Courses. All freshmen are required to register Introduction to Business Management (2 credits) and Business Mathematics (2 credits), and depending on their placement test scores, Fundamental Mathematics (2 credits). There are also five subjects (10 credits) of Core Subjects that students are strongly urged to take to prepare them for their studies in the respective Courses though they are not required subjects. These are Accounting I, Accounting II, Finance, Principles of Marketing and Organizational Behavior.

Major Education Subjects account for at least 50% (62 of 124 credits) of the credits required for graduation.

###### (1) Strategic Management and Organization Course

To ensure their lasting development, organizations must set goals that are beneficial to society. To achieve those goals, the people in those organizations must engage in activities according to basic principles and methods. This Course is geared toward students who want to make a contribution to companies or students who are planning to take over their family business. There are 11 subjects (22 credits), including International Management and International Human Resources Management, listed for this Course in the University Regulations.

###### (2) Innovation and Economics Course

Innovation and efficient production management are the driving forces of corporate growth. In this Course, students will learn what generates innovation and what efficient production management entails. Students will also learn about the economic foundations that underlie these concepts and about economic development as the end product of corporate development. The Courses is particularly geared toward students who wish to contribute to national development as businesspersons or as policymakers. There are 11 subjects (22 credits), including Macroeconomics and Production Management, listed for this Course in the University Regulations.

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##### (3) Marketing Course

Students will learn how to provide products and services to the market. In particular, students will focus on how much of something to provide at what cost and with the best possible method. This Course aims to develop experts who can link the production phase to final consumers. This Course is geared toward students who want to be active, globally-oriented businesspersons. There are 11 subjects (22 credits), including International Logistics and Marketing Research, listed for this Course in the University Regulations.

##### (4) Accounting and Finance Course

The health of corporate activity is judged by increase and decrease and flow of money. This is called Accounting, and it is a field that requires advanced specialization. Finance is the field concerned with raising and managing the funds necessary for corporate activity, and it requires in-depth know-how. This Course is for students who wish to develop a specialization in Accounting and Finance. There are 12 subjects (24 credits), including Financial Accounting I and Management Accounting, listed for this Course in the University Regulations.

As part of its efforts toward AACSB International Accreditation, the APM creates a Curriculum Alignment Matrix (CAM) every year and posts it on the homepage ([http://www.apu.ac.jp/home/study/index.php?content\\_id=46](http://www.apu.ac.jp/home/study/index.php?content_id=46)).

The CAM paints a clear picture of the relationship among the learning goals, learning objectives and Major Education Subjects in the College. By examining the matrix, students can easily understand what they can expect to learn by taking a certain subject. For the College, the matrix reveals which Major Education Subjects should be fortified to address areas where students lack skills.

##### (International Exchange)

Since the formulation of the APU Student Mobility policy in AY2004, the university has expanded opportunities for study abroad and overseas language study, and we have actively dispatched students throughout Japan and around the globe. The pillar of the networks APU has built are our cooperative agreements with Japanese and foreign universities. Up through AY2012, we have concluded cooperative agreements with 402 institutions and student exchange agreements with 112 universities (as of March 31, 2012). We are also involved in multi-layered exchange with Kyung Hee University (Korea) and St. Edward's University (United States), both of whom operate joint degree programs with us. The number of partner universities / institutions and the number of students sent for the past three years are as follows.

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[Number of Agreements]

	AY2010	AY2011	AY2012
No. of Student Exchange Agreements	113	114	112
No. of Countries/Regions (Student Exchange Agreements)	37	37	38
No. of Outgoing Overseas Program Participants	64	44	59
No. of Cooperative Agreements (Entire Ritsumeikan Trust)	386	398	402
No. of Countries/Regions (Cooperative Agreements/ Entire Ritsumeikan Trust)	62	62	63

In addition to internationalizing our campus with regular exchange students, we also sharpen our international focus by actively accepting short-term non-degree students. Internationalization through international student intake inevitably is what gives APU's education its global standard. For this reason, subjects listed in the University Regulations are offered in both English and Japanese and flexible intake is conducted by using the semester system. APU also actively utilizes global standard textbooks, promotes Active Learning and designs programs to promote global student mobility. In doing this, APU strives to improve quality in its internationally-acceptable education and learning systems. Non-degree short-term exchange student and foreign research fellow intake through these programs is as follows.

[Numbers of Short-term Exchange Student and Part Time Study Student]

Period	Details	AY2010	AY2011	AY2012
1 semester or longer	No. of Students	27	18	28
	Country/Region	11	7	11
Shorter than 1 semester	No. of Students	102	41	76
	Country/Region	19	15	16

<Status of establishment of necessary subjects> <Systematic distribution of sequential subjects> <Master's/ Doctoral degree programs: Balance of coursework and research>

3-1) Graduate School of Asia Pacific Studies

(Masters Programs in the Graduate School of Asia Pacific Studies)

As mentioned previously, educational programs in the Graduate School of Asia Pacific Studies comprise two types of subjects: Common Subjects and Major Subjects.

Common Subjects are common to both the Asia Pacific Studies Major and the International Cooperation Policy Major. These include subjects that teach research techniques, such as Advanced Research Methods and Advanced Data Analysis and Statistics, and subjects

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focused on cultivating wide-ranging knowledge on the cultures, societies, economies and politics of the Asia Pacific region, such as Political Trends in the Asia Pacific, Management in Asia and Japan and Introduction to the Asia Pacific Region I/II. There are 24 2-credit subjects on offer, and students must complete at least 10 credits of Common Subjects. Since Common Subjects are designed to provide students with foundations for learning and research, as a rule, the curriculum is structured so that students take these subjects in their first year. Sufficient numbers of subjects are offered with a proper balance for each semester and quarter in light of student admission times so that students can begin taking classes from either semester, thereby eliminating any disadvantages.

Based on the fundamental knowledge obtained in Common Subjects, students take Major Subjects to deepen their expertise in the Division selected at the time of enrollment. Major Subjects consist of Asia Pacific Studies Major Subjects (17 subjects each worth two credits listed in the University Regulations, excluding Seminars) and International Cooperation Policy Major Subjects (50 subjects each worth two credits listed in the University Regulations, excluding Seminars); students must complete at least 24 credits of Major Subjects.

Major Subjects include Seminars which enable students to undergo research supervision on a topic of their choosing, all while they acquire and strengthen their fundamental and advanced knowledge from lecture subjects.

Students in the Asia Pacific Studies Major must complete at least 14 credits of Seminars, while students in the International Cooperation Policy Major must complete at least 12 credits of Seminars. Starting from the first semester, students take Research Project I (4 credits), a seminar in which they conduct research in preparation for writing a thesis and receive supervision from a faculty supervisor. If a student remains enrolled for the standard enrollment period of two years, he or she will take Research Project I (4 credits) in the first semester, Research Project II (4 credits) in the second semester and Research Project III (research supervision for a Master's Thesis) or Research Project IV (research supervision for a Research Report) in the fourth semester. In this way, students spend three semesters taking Seminars and receiving research supervision. (The third semester is treated as time to conduct research and write.)

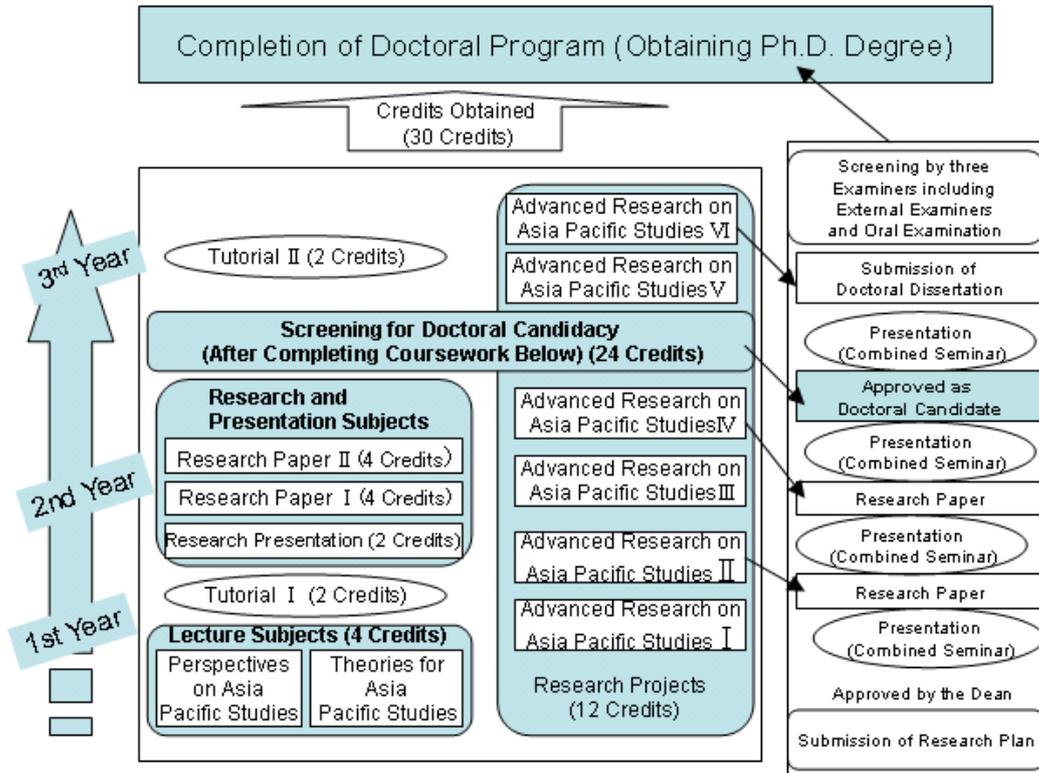
The Graduate Academic Handbook contains a flow chart that clearly illustrates the process of taking Seminars, submitting a Master's Thesis or Research Report, undergoing a screening and obtaining a degree. The Graduate Academic Handbook is also available on the APU homepage, so it can be viewed from off campus.

(Doctoral Program in the Graduate School of Asia Pacific Studies)

The curriculum in the doctoral program consists of two Lecture Subjects (2 credits each), six Seminars (2 credits each), three Research and Presentation Subjects (2~4 credits each) and two Tutorials (two credits each), for a total of 13 subjects (30 credits). Including the two first-year lectures, Perspectives on Asia Pacific Studies and Theories for Asia Pacific Studies, all subjects are required and students enroll as illustrated below.

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Starting from the first semester, students take one seminar a semester (Advanced Research on Asia Pacific Studies I~VI; 2 credits each) in which they conduct research in preparation for writing a dissertation, and they also receive supervision from a faculty supervisor. Under the tutelage of their supervisors, students also write a research paper called the dissertation submitted in partial fulfillment of the award of a PhD and learn presentation skills.



3-2) Graduate School of Management (GSM)

As mentioned previously, the educational program in the GSM consists of three types of subjects: Required Subjects, Elective Subjects and Seminars.

There are nine Required Subjects (2 credits each) designed to cultivate basic and advanced knowledge in business and management, and these include subjects such as Quantitative Analysis and Statistics, Accounting I and II and Finance. As a rule, students take the Required Subjects in their first year. Since the educational programs in the GSM primarily begin in the Fall, most of the Required Subjects in the curriculum are offered in the Fall, but some subjects are offered in both semesters to accommodate Spring enrollees.

Based on the fundamental knowledge obtained in Required Subjects, students take Elective Subjects to deepen their expertise in the Specialization selected at the time of enrollment. Elective Subjects are divided into the following categories: General Business Administration (5 subjects, 2 credits each), Finance (8 subjects, 2 credits each), International Business and Marketing (6 subjects, 2 credits each), Innovation and Technology Management (6 subjects, 2 credits each) and Comparative Institution Design for Transition Economy and Business Management (9 subjects, 2 credits each). Students must complete at least 16 credits from this category.

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Elective Subjects include Seminars which enable students to undergo research supervision on a topic of their choosing from the second semester, all while they acquire and strengthen their fundamental and advanced knowledge from lecture subjects. Students must complete at least 8 credits of Seminars. Starting from the first semester, students take Management Seminar I (2 credits), a seminar in which they conduct research in preparation for writing a thesis and receive supervision from a faculty supervisor. Students take Management Seminar II (2 credits) in the second semester and either take Master's Thesis (research supervision for a Master's Thesis) or Independent Final Report (research supervision for an Independent Final Report) in the fourth semester. In this way, students spend three semesters taking Seminars and receiving research supervision.

Systematic learning is given special focus in GSM. At the orientation, faculty members including the Dean advise students on enrollment and explain the curriculum, and students formulate their Study Plan (Curriculum Card) accordingly. The Dean and the Associate Deans confirm Study Plans to ensure that students are studying systematically and there are no imbalances in workload. Upon approving these, they are returned to the students. Students use these Study Plans to register for subjects.

As part of its efforts toward AACSB International Accreditation, GSM, like the APM, creates a Curriculum Alignment Matrix (CAM) every year and posts it on the homepage ([http://www.apu.ac.jp/home/study/index.php?content\\_id=46CAM](http://www.apu.ac.jp/home/study/index.php?content_id=46CAM)).

The CAM paints a clear picture of the relationship among the learning goals, learning objectives and Major Subjects in the Graduate School. By examining the matrix, students can easily understand what they can expect to learn by taking a certain subject. For GSM, the matrix reveals which Major Subjects should be fortified to address areas where students lack skills.

#### **(2) Does each program offer suitable educational content in accordance with the curriculum policy?**

<Bachelor's programs: Offer Educational content suitable for bachelor's programs education>

##### 1) University-wide

Every year, subject offering policies for the upcoming academic year are drafted for each College and Graduate School, and these are adjusted on a university-wide basis before any subjects are offered. This adjustment process also serves as a mutual check-and-balance system, ensuring that the educational content is suitable for each program.

##### 2) Common Across the Colleges

To ensure that educational content is suitable for the bachelor's degree programs, the syllabus for each subject clearly presents the achievement targets. The situation for Common Education Subjects (Language Education Subjects and Common Liberal Arts Subjects) in the bachelor's degree programs is as follows.

(Language Education Subjects: English, Japanese, AP Languages)

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- Language Education Subjects that are suitable for the bachelor's programs are offered by the Center for Language Education, which is in charge of language education, in accordance with the basic policy entitled "AY2013 Subject Offering Policy (First Draft)". As a general rule, a suitable number of language classes are offered based on the number of incoming freshmen and their placement test results, in accordance with the following basic rules for language subject offerings.

[1] Enough classes will be offered for required foreign language subjects (English and Japanese) so that all students eligible for these subjects can take them.

[2] Language for Specific Purposes (LSP) Subjects will be offered for students who complete their required foreign language subjects (English and Japanese).

[3] Subjects will be offered for the six Asia Pacific Languages: Chinese, Korean, Spanish, Malay/Indonesian, Thai and Vietnamese.

- The same syllabus is used for Japanese and English language subjects with multiple class offerings, and lecture management methods, textbooks, materials and final examinations are all standardized. Separate surveys are conducted in English and Japanese language classes in addition to the Class Evaluation Survey implemented by APU, and the results are shared to contribute to organized education.

#### (Common Liberal Arts Subjects)

- As opposed to Major Education Subjects, these subjects are designed to provide students with broad-based fundamental knowledge. The Colleges and the Division of Academic Affairs allocate classes in accordance with the AY2013 subject offering policy. To ensure that educational content is suitable for the bachelor's programs, the level that students are expected to achieve by the time they complete a subject are explicitly defined in the form of the standards for completion listed in the syllabus. (Document.4(2)-4)

APU proactively promotes Active Learning—off-campus experiential academic programs that deepen students' ties with society and their practical skills. More specifically, APU has developed and offers the following wide variety of programs: a) Freshman Intercultural Relations Study Trip ("FIRST") Program, an introductory study abroad program on which first-year students visit certain locations in Korea to conduct research in small groups, b) Overseas Language Immersion Programs, immersive language education programs at foreign universities, c) Internship, d) Volunteer Activities, e) Field Study and f) Student Exchange Programs. In particular, the FIRST Program serves as an introductory level of Active Learning program, and every year, about 150 first-year Japanese-basis domestic students participate.

Preliminary and follow-up training sessions have been established in developing and offering these Active Learning subjects for credit, and this provides sufficient coverage of practical vs. in-class hours as stipulated in the Standards for Establishment of Universities. Students are stringently screened before selection for programs. Opportunities for follow-up reports and presentations are offered to promote exchange and dissemination of learning outcomes. In addition to students who participate in university-running overseas programs,

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there are some students who take leaves of absence to study languages and join internships overseas, but to make sure they are not taking "easy" leaves of absence, they are asked to submit overseas study plans that include post-reinstatement goals. Requests for leaves of absence are then approved or denied based on a screening, which includes further screening as needed. The system encourages reinstated students to reflect on how they have changed from their experiences abroad.

The number of participants in domestic and international off-campus programs for last three years is shown in the table below.

[Off-Campus Program Participant Numbers]

Program	Student Type	AY2010	AY2011	AY2012
Domestic Programs	Domestic students	296	262	192
	International students	168	160	99
Overseas Programs	Domestic students	234	308	315
	International students	69	90	73

<Bachelor's programs: Educational content that takes first-year education and university-high school collaboration into consideration>

(Basic Idea)

APU established the APU Freshman Education Committee in AY2008 which strives to approach myriad issues concerning first-year experience from a university-wide perspective in cooperation with both Colleges and all Divisions. Efforts to date include fundamentally revising First Year Education subject and revising management and freshman orientations and improving programs aimed at freshmen. APU has a clear policy to streamline and integrate various initiatives under the banner of First Year Education with an eye on student growth. APU was awarded the AY2008 Academic GP for its initiatives in this area and after the funded project concluded, it continued efforts to make improvements, including hiring new faculty members for the Education Development and Learning Support Center. The aims of these initiatives are as follows:

- 1) Adjust and transfer smoothly into university life;
- 2) Develop an APU identity and gain an understanding of the university's vision and history;
- 3) Build relationships with peers and develop a learning community;
- 4) Develop intercultural understanding and tolerance toward other cultures and value systems;

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- 5) Elevate student motivation to study and set goals for future career paths;
- 6) Acquire the ability to work in collaboration with others;
- 7) Acquire the knowledge and ways of thinking required for university education across all disciplines;
- 8) Promote self-directed reading, research, thinking, cooperation, discussion, summarizing and dissemination.

#### (Major Initiatives)

##### [Curricular]

Curricular initiatives include the following.

- First-Year Student Workshop I/II

This subject, which is mandatory for all first-year students, is designed to facilitate the transition from high school to university by providing students with university-level study skills. First-Year Student Workshop I is separated into domestic and international student classes, while First-Year Student Workshop II classes are mixed. Students learn how to find information, write reports, avoid plagiarism, give presentations and participate actively in class. One unique feature of this subject is group work facilitated by older students.

- Introduction to APU

This subject is a seminar that combines faculty lectures and peer-led workshops with the aim of cultivating intercultural understanding and teamwork. It is offered in 30-person classes. One Peer Leader is assigned to each group of six freshmen to promote group discussions and multicultural joint learning. The 30 Peer Leaders use cases designed based on actual student life experiences with other cultures, and they have students write reports on these cases after each lecture. For one class, APU's first President is invited to give a special lecture, and this helps improve their motivation.

##### [Learning Support]

- Self-Access Learning Center (SALC)

One example of support aimed at first-year students are the endeavors of the Self-Access Learning Center (SALC). In order to improve student language proficiency, students must be self-aware of their objectives and actively engage in self-directed study. Therefore, APU established the SALC in AY2007 and assigned expert staff to counsel students on language study. In addition to one-on-one counseling sessions and lessons, there are various workshops and study meetings for different language proficiency levels and purposes which are offered in cooperation with the Japanese and English instructors in the Center for Language Education (CLE).

- Writing Center

In order to improve academic writing in both English and Japanese, a Writing Center was established in AY2012. CLE faculty member serve as the coordinator for English writing support, while faculty member from the APS serve as the coordinator for Japanese writing support. Both coordinators supervise the training of student peer

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advisors who provide writing advice to students who visit the Center. (Document 4(2)-3)

- Academic Advising

Providing appropriate guidance is crucial at APU since a diverse array of students, both international and domestic, are admitted. Newly enrolled APU students primarily take Japanese or English subjects once they enroll. As such, many students seek study and student life advice from their language instructors. In addition to this, the university provides academic advising to all students. As the secretariat for advising, the Academic Office provides full support. More specifically, faculty members in charge of academic advising work with the Japanese and English language instructors in the CLE, who interact with first and second-year students on a daily basis, to support students who come for consultations. There are advising booths in the Learning Commons and consultation rooms in the Academic Office. The Office also identifies students who are not completing sufficient numbers of credits and calls them in for academic advising sessions.

- Office Hours

Upper-level students are advised by their seminar instructors. An adequate enrollment supervision system is in place with faculty members setting aside 95 minutes per week as Office Hours to provide students with appropriate guidance on their studies. Students who have completed insufficient credits are sent warnings via e-mail and the online Personal Message System. The Divisions of Academic Affairs and Student Affairs collaborate to advise these students in person at the office counters. International student supervision covers not only registration support but assistance to maintain student status. Students who have completed insufficient credits are interviewed and advised every semester. Likewise, students with poor grades are warned with regard to scholarship revocation.

- Other

Students enrolled for more than four years are permitted to register up to 24 credits per semester (same as 7th and 8th semester students); they are urged to register during the subject registration period and given opportunities for face-to-face meetings at the Office counter before registration. Student registration status is confirmed after the registration period, and second opportunities to meet staff are offered to encourage enrollment. Extra consideration is given to students in their 5th year and above with regard to registration.

#### [Peer Support]

The Division of Student Affairs and the Division of Academic Affairs have collaborated to fundamentally revise the freshman orientation. Under the supervision of First Year Education faculty, a new reassurance-oriented orientation for freshmen was implemented with a primary role played by a peer support group called the Fellow Advisory Group (FLAG). This successfully boosted freshmen awareness of the university's systems.

#### [Pre-Enrollment Initiatives]

Other educational content that takes university-high school collaboration into

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consideration is outlined below. Pre-enrollment program participants complete self-assessment surveys containing the same questions before and after their programs so the university can measure changes in their behavior and ascertain the actual situation (Example question: "Were you able to correctly understand the passage you read and analyze it?" "Were you able to express your thoughts theoretically in writing?").

- Campus Visit Day

Campus Visit Day is an event for domestic students who took special entrance examinations and had their admission approved early. There are events to stimulate learning, measure student English proficiency and provide pre-enrollment study counseling. Their guardians are also invited. (Participation rate: 82% (334 of 407 accepted applicants))

- Schooling

Twelve Schooling Sessions are held at four venues around Japan (Tokyo, Osaka, Fukuoka, Oita) to provide approved enrollees with individual learning support and confirm their progress on pre-enrollment assignments. (No. of participants: 153; Participation rate: 37.6%)

- APU Basic Skills Brush-up Course

This course is held in March to expose students to university life before enrollment. They spend two weeks living in AP House 2 and join various sessions aimed at facilitating their transition to university-level learning. (No. of participants: 202; Participation rate: 49.6%)

<Master's/ Doctoral degree programs: Offer educational content that ensures advanced learning in each major area>

#### 3) Common Across the Graduate Schools

To assure the quality of education and research in each Graduate School program, faculty members who provide instruction and research supervision at the graduate level are stringently screened, based primarily on their teaching and research achievements, before receiving qualifications to teach or supervise research in the Graduate Schools. These qualifications last for five years, at which time faculty members are re-screened. (Document 4(2)-5)

#### 3-1) Graduate School of Asia Pacific Studies

The following academic programs in the Graduate Schools are designed to cultivate international perspectives and provide students with advanced knowledge in their major areas.

##### (1) IMAT Program (Dual Degree Program)

Since the Fall of 2006, APU has operated a dual master's degree program in international material flow management (IMAT) Program with Germany's University of Applied Sciences, Trier (a state university in Rhineland). On this program, students spend their first year studying in Japan (APU) and their second year studying in Germany (University of Applied

#### IV. Educational Program, Instruction and Outcomes ii [Educational Program]

Sciences, Trier). Lectures and research supervision are provided by both universities' highly experienced faculty members, and some of the program subjects are team-taught. Furthermore, the University of Applied Sciences, Trier uses its networks to provide students with internships, thus allowing them to put what they have studied and researched to use in practical environments. Students submit a Research Report to APU and a Master's Thesis to the University of Applied Sciences, Trier, and if they pass the screenings for both, they are awarded two degrees, a Master of Science in International Cooperation Policy and a Master of Engineering.

Actual figures are as follows.

AY	2006	2007	2008	2009	2010	2011	2012
IMAT Program Enrollees	13	24	14	17	9	7	6

#### (2) Indonesia Linkage Program (Dual Degree Program)

As part of the Indonesian government's 3rd Professional Human Resources Development Project, APU operates a dual master's degree based on an agreement with Bravijaya University. (The program began in 2008, with the first cohort coming to APU in Fall 2009.) On this program, students spend their first year studying in Indonesia (Bravijaya University) and their second year studying in Japan (APU). For two years, they receive research supervision from Indonesian and Japanese faculty supervisors, and they summarize their research in the form of a Master's Thesis. Students who pass the Master's Thesis (In some cases, students are permitted to submit a Research Report) screening are awarded two degrees, a Master of Science in International Cooperation Policy and a Master of Public Administration.

Actual figures are as follows.

AY	2008	2009	2010	2011	2012
Indonesia Linkage Program	4	4	3	4	4

#### 3-2) Graduate School of Management (GSM)

Academic systems that ensure advanced learning in each major area in the GSM include the development and usage of APU Business Cases.

Since the Graduate School opened in 2003, the Case Development Steering Committee has developed business cases for APU.

In AY2012, 12 business cases were developed including "Branding in the Cut Flower Industry: Suntory's Applause and Moondust", "Innovation Management: Nippon Film" and "Innovation Management: Beppu Hatto Onpaku", all of which were focused on the Asia Pacific region, and in some cases even more locally (Oita Prefecture and Beppu City). These original cases make the most of APU's unique characteristics. Business cases are developed in English, and some classes are now taught using these cases.

## **2. Self Assessment**

In this section, we provided an explanation on the current situation regarding educational programs and educational content. We will now conduct an assessment of this situation based on the indicators listed for each College and Graduate School below:

- (1) Appropriate establishment of necessary lecture subjects;
- (2) Listing of Standards for Completion for each subject to show that educational content is suitable for the bachelor's programs.

### **[1] Items That Are Showing Results**

#### 1) University-wide

##### <1> Establishing Suitable Subjects for Each Program

Regarding (1), subject offering policies for the upcoming academic year are drafted for each College and Graduate School every year, and these are adjusted on a university-wide basis before any subjects are offered. This adjustment process also serves as a check-and-balance system, ensuring that the educational content is suitable for each program.

Regarding (2), Standards for Completion are listed for every subject in both the bachelor's and master's programs.

#### 2) Common Across the Colleges

##### <1> Promoting Student Understanding of Systematic Learning

The Common Education Subjects (Language Education Subjects and Common Liberal Arts Subjects) are appropriately offered to ensure that students attain the nine shared educational goals for the skills they should obtain by the time they graduate, and to do this, APU cultivates students with the ability to understand Major Education Subjects in both languages. In particular, Language Education Subjects (Japanese, English and AP Languages) are offered according to skill level, and class content at the same skill level is coordinated by the instructors. In addition, the prerequisite subjects that students are expected to complete are clearly presented in the Undergraduate Student Handbook: Academic Edition. This is effective in promoting the students' understanding of systematic learning, and together with the curriculum policy and the fact that necessary lecture subjects are appropriately offered, efforts in this area appear to have had some degree of success.

### **[2] Items Requiring Improvement**

#### 3-1) Graduate School of Asia Pacific Studies

##### <1> Systematizing Subjects

In the master's programs, the subjects offered in each Division are clearly stated in the Graduate Academic Handbook; however, instead of placing restrictions on enrollment, students are only provided with registration models. This allows students to choose subjects freely and conduct comprehensive, interdisciplinary research, but efforts will be made to promote steady, systematic enrollment so that students can deepen their specialized

knowledge by focusing on subjects in a particular area of study.

3-2) Graduate School of Management (GSM)

<1> Utilizing Business Cases in Class

To ensure that students acquire the comprehensive knowledge of business and management stipulated in the educational objectives (human resources development goals), the Case Development Steering Committee was established to develop cases focused on Japan and the Asia Pacific region. While these activities are commendable, no efforts have been made thus far to monitor how cases are used in class and verify their effectiveness.

**3. Development Policies towards the Future**

**[1] Items That Are Showing Results**

1) University-wide

<1> Establishing Suitable Subjects for Each Program

Regarding “(1) Appropriate establishment of necessary lecture subjects”, subject offering policies for the upcoming academic year are drafted for each College and Graduate School every year, and these are adjusted on a university-wide basis before any subjects are offered. Since this is an annual process conducted for each educational program, efforts will be made to refine and advance these course offering policies.

2) Common Across the Colleges

<1> Promoting Student Understanding of Systematic Learning

Regarding “(2) Listing of Standards for Completion for each subject to show that educational content is suitable for the bachelor’s programs”, Standards for Course Completion are listed for every subject in bachelor’s programs. To offer multiple sections of a subject going forward, especially for Registration Required Subjects and Core Subjects that should be offered in multiple sections to encourage student enrollment, efforts will be made to standardize syllabi.

**[2] Items Requiring Improvement**

3-1) Graduate School of Asia Pacific Studies

<1> Systematizing Subjects

In discussions on the AY2014 graduate school reforms, the basic approach of establishing a curriculum structure that clarifies academic disciplines while reinforcing expertise has been put forward. To achieve this, students will take at least 10 credits of subjects from two Divisions in the Asia Pacific Studies Major—International Relations (IR) and Society and Culture (SC)—or five Divisions in the International Cooperation Policy Major: International Public Administration (IPA), Public Health Management (PHM), Environmental Policy and Administration (EPA) (which will include the International Material Flow Management Program (IMAT)), Tourism Policy and Administration (TPA) and Development Economics

(DE).

3-2) Graduate School of Management (GSM)

<1> Utilizing Business Cases in Class

Under the AY2014 graduate school reforms, efforts will be made to accumulate business cases focused on the Asia Pacific region and utilize them in class.

**4. Supporting Documents**

4(2)-1 List of 100 Series Subjects (42 Subjects)

4(2)-2 Subjects and Student Enrollment by Capacity / Average Number of Enrollees

4(2)-3 "Self-Access Learning Center (SALC) AY2012 Activity Report and Operations Policy for AY2013"

4(2)-4 Undergraduate Syllabus Entry Form

4(2)-5 Graduate School Instructor Qualification Screening Criteria (Document used for re-screening faculty members)