

## Educational Program and Content

### 1. Description of Current Conditions

**(1) Are subjects appropriately offered in accordance with the curriculum policy and have the curricula been systematically designed?**

**◆ University-wide**

Curricula in both Colleges 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 at least 40 credits of Common Education Subjects (Language Education Subjects and Common Liberal Arts Subjects), at least 62 credits of Major Education Subjects, and 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.

The curriculum is designed to eliminate any disadvantages stemming from the enrollment basis language since students can take subjects offered in either Japanese or English. Subject offerings for AY2013 are as follows:

100 series Common Education Subjects (Liberal Arts Subjects: Subjects for first-year students)	26 of 42 subjects listed in the University Regulations (61.9% offered in both Japanese and English)
College of Asia Pacific Studies Major Education Subjects	79 of 101 subjects (78.2% offered in both Japanese and English)
College of International Management Major Education Subjects	52 of 60 subjects (86.7% offered in both Japanese and English)

Grade numbers are attached to each subject to indicate the appropriate semester of enrollment and encourage systematic enrollment (i.e., subject numbering). 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.

Regarding class sizes, the maximum lecture size is set at 250 and, as a general rule, class sizes are set at 25 or less for Common Education Subjects (Language Education Subjects) and Seminars.

Language education is provided based on student language proficiency levels. Students

#### 4. Educational Content, Methods and Outcomes Educational Program and Content

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).

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).

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

APU also offers instruction in the native tongues of students from the Asia Pacific region. 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 credits), Thai (I - IV, 14 credits), and Vietnamese (I - IV, 14 credits).

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

Common Education Subjects (Common Liberal Arts Subjects), which are common 100 series (first-year) subjects for both Colleges, include subjects, such as the following, which aim 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 and II, a pair of subjects for all incoming freshmen, were 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, and to ensure effective learning at APU by students from around the world who have diverse educational backgrounds.

The curriculum also includes systematically placed information subjects to boost students' information literacy.

100 series (for first-year students)	Internet Fundamentals, Programming I and Computer Literacy
200 series (for second-year students)	Programming II, Data Mining, Internet Technology Integration
300 series subjects (for third and fourth-year students)	Applied Programming, Database Systems etc.

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.

#### 4. Educational Content, Methods and Outcomes Educational Program and Content

Major Education Subjects common to both Colleges include the 200 series Field Study, in which students visit a location in Japan or overseas with their instructor to research a particular topic, Applied Training, a third-year seminar in which students conduct on-site research related to their other seminars with their supervisor, and the third-year seminars Major Seminar I and II. The fourth-year seminars Research Seminar and Undergraduate Thesis round out the six subjects (14 credits).

##### ◆ College of Asia Pacific Studies

We have established Major Education Subjects in APS 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 region. We have organized these Major Education Subjects into four clusters (i.e., courses) for students who want to systematically acquire expert knowledge in a specific field. As outlined below, Major Education Subjects account for at least 50% (62 of 124 credits) of the credits required for graduation.

In the University Regulations, there are 23 subjects (46 credits), including Development Policy and Environmental Policy, listed for Environment and Development; 31 subjects (62 credits), including Cultural Anthropology and Multiculturalism and Society, listed for Culture, Society and Media; 22 subjects (44 credits), including Tourism Policy and Tourism Development, listed for Hospitality and Tourism; and 24 subjects (48 credits), including International Politics and Security and International Organizations, listed for International Relations and Peace Studies.

##### ◆ College of International Management

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 bolster student fundamentals in economics and management, develop advanced language proficiency, and improve intercultural communication skills in addition to specialized teaching and research in four fields (i.e., areas of study).

In the University Regulations, there are 11 subjects (22 credits), including International Management and International Human Resources Management, listed for Strategic Management and Organization; 11 subjects (22 credits), including Macroeconomics and Production Management, listed for Innovation and Economics; 11 subjects (22 credits), including International Logistics and Marketing Research, listed for Marketing; and 12 subjects (24 credits), including Financial Accounting I and Management Accounting, listed for Accounting and Finance.

As part of its efforts toward AACSB accreditation, APM creates a Curriculum Alignment

#### 4. Educational Content, Methods and Outcomes Educational Program and Content

Matrix (CAM) every year and posts it on the homepage (Ref. 4(2)-1). 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 in response to student learning.

#### ◆ Graduate School of Asia Pacific Studies

##### Masters Programs in the Graduate School of Asia Pacific Studies

The Master's Program in GSA offers two majors: Asia Pacific Studies and International Cooperation Policy. The Major in Asia Pacific Studies has two Divisions, International Relations and Society and Culture, while the Major in International Cooperation Policy has five Divisions—International Public Administration, Public Health Management, Sustainability Science, Tourism and Hospitality and Development Economics—in order to provide students with a balance of knowledge about issues concerning the Asia Pacific region common to all Divisions and in-depth knowledge specific to their respective Divisions. The curriculum is composed of subjects in the following categories: Analytical Foundation Subjects, Core Subjects on the Asia Pacific Region, Seminars, Division Major Subjects, Core Related Subjects, and Optional Subjects, and it is designed so that students can systematically enroll in these subjects focusing primarily on one Division.

##### [1] Analytical Foundation Subjects

This category contains two required subjects, Research Methods and Academic Writing and Information Resources and Data Analysis, that provide students with the analytical research methods and writing skills they need to pursue studies and research in GSA.

##### [2] Core Subjects on the Asia Pacific Region

This category contains subjects on the societies, cultures, politics, and economies in the Asia Pacific region, such as Social and Cultural Processes in the Asia Pacific and Politics and Economics in the Asia Pacific, as well as area studies subjects; it aims to provide students with wide-ranging, fundamental knowledge.

##### [3] Major Subjects (Division Major Subjects and Core Related Subjects)

The Major in Asia Pacific Studies offers Major Subjects in two Divisions, International Relations and Society and Culture, which aim to provide students with the expert knowledge in their respective research field. The Major in International Cooperation Policy offers Major Subjects in five Divisions—International Public Administration, Public Health Management, Sustainability Science, Tourism and Hospitality and Development Economics—which aim to provide students with the expert knowledge in their respective research field. Students are permitted to enroll in Major Subjects from the other major program which, in turn, allows them to engage in wide-ranging education and research. In addition, Seminars are designed to help students synthesize their coursework into a master's thesis or research report.

4. Educational Content, Methods and Outcomes  
Educational Program and Content

Major in Asia Pacific Studies / Major in International Cooperation Policy

Category	Number of Required Credits
Analytical Foundation Subjects (Required)	4 credits
Core Subjects on the Asia Pacific Region	4 credits
Seminars	4 credits
Major Subjects	10 credits* <sup>1</sup>

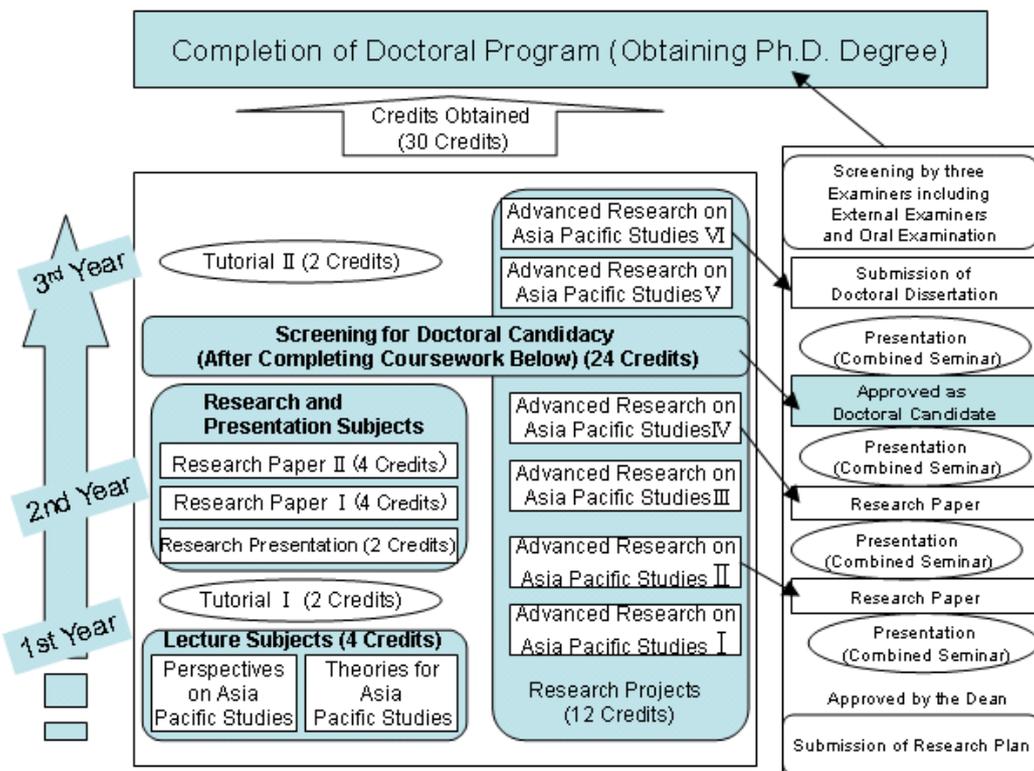
\*1 Students must complete at least 10 credits of Major Subjects from their respective Division.

\*2 In addition to the credits stipulated for each category, the credits that students earn by taking Core Subjects on the Asia Pacific Region, Seminars, Division Major Subjects, and Core Related Subjects can be included in the number of credits required for completion.

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 (2 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.

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 receive supervision from a faculty supervisor.



#### 4. Educational Content, Methods and Outcomes Educational Program and Content

##### ◆ Graduate School of Management

As part of its efforts toward AACSB accreditation, the Graduate School of Management creates a Curriculum Alignment Matrix (CAM) every year and posts it on the homepage (Ref. 4(2)-2). 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 in response to student learning.

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

In addition to policies enacted every four to six years when curriculum reforms are implemented, 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 (Ref. 4(2)-3). This adjustment process also serves as a check-and-balance system, ensuring that the educational content is suitable for each program.

##### ◆ College Common

To ensure that educational content is suitable for the bachelor's degree programs, the syllabus for each subject clearly presents the standards for completion (Ref. 4(2)-4). The situation for Common Education Subjects (Language Education Subjects and Common Liberal Arts Subjects) in the bachelor's degree programs is as follows.

As for Language Education Subjects (English, Japanese and AP Languages), a suitable number of language classes is offered based on the number of incoming freshmen and their placement test results in accordance with the 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.

Common Liberal Arts Subjects, as opposed to Major Education Subjects, are offered to provide students with broad-based fundamental knowledge. 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.

We proactively promote Active Learning, that is, off-campus experiential academic

4. Educational Content, Methods and Outcomes  
Educational Program and Content

programs that deepen students' ties with society and their practical skills. More specifically, we have developed and offer 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 training, immersive language education programs at foreign universities, c) internships, d) volunteer activities, e) field study and f) student exchange programs. In particular, the FIRST Program serves as an introductory level 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 subjects for credit, and this provides sufficient coverage of practical and in-class hours as stipulated in the Standards for the Establishment of Universities. Furthermore, opportunities for follow-up reports and presentations are offered to promote the sharing and dissemination of learning outcomes. As shown below, the number of participants in domestic and international off-campus programs have been steadily increasing over the past three years.

Programs	Student Type	AY2011	AY2012	AY2013
Domestic programs	Domestic students	273	268	276
	International students	187	178	106
Overseas programs	Domestic students	308	315	346
	International students	90	73	97

APU has also established the All-APU Freshman Education Council, which strives to systematize freshman education, including freshman education subjects, first-year student orientation, and various programs targeting freshmen in cooperation with both Colleges and all Divisions. APU was awarded the AY2008 Academic GP for these initiatives, and since the conclusion of the funded project, we have continued to strengthen systems by 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 basic ideals and history;
- [3] Build relationships with peers and develop a Learning Community;
- [4] Develop intercultural understanding and tolerance toward other cultures and value systems;
- [5] Elevate student motivation to study and set goals for future career paths;

#### 4. Educational Content, Methods and Outcomes Educational Program and Content

- [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, analysis and dissemination.

Our primary curricular initiative was the establishment of the First-Year Student Workshop and Introduction to APU subjects. First-Year Student Workshop I and II are mandatory for all incoming freshmen. FYSW I is separated into domestic and international student classes, and students acquire academic literacy by learning how to conduct literature surveys, retrieve information, write reports, cite properly, avoid plagiarism and give presentations. FYSWII classes are a mix of domestic and international students, and they 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 by way of intercultural understanding experiences, a must for APU, multicultural group work, and interactive classes (in which students must proactively participate).

Introduction to APU is a seminar that combines faculty lectures and peer (i.e., upperclassmen)-led workshops with the aim of cultivating intercultural understanding and multicultural group work skills. It is offered in 30-person mixed classes of domestic and international students. One peer leader is assigned to every six freshmen to facilitate group discussions and multicultural cooperative learning. We boost students' motivation to learn at APU by using the intercultural experiences of upperclassmen on the campus as case studies and inviting the first president to give a special lecture.

With regard to extracurricular initiatives, we opened the Self-Access Learning Center in 2007 in an effort to boost students' language proficiency, and we have since assigned specialists there who can provide language learning advice (Ref. 4(2)-5). There, in cooperation with Japanese and English language instructors from the Center for Language Education, study consultations and one-on-one lessons are provided, and various workshops and study sessions for different language proficiency levels and purposes are held.

In addition to this, we established the Writing Center to improve academic writing in both English and Japanese. Here, faculty serving as coordinators and students trained to provide writing support assist those students who wish to improve their skills (Ref. 4(2)-6). Furthermore, faculty in charge of academic advising and faculty from the Center for Language Education cooperate to offer academic advising to all students (Ref. 4(2)-7). There are advising booths in the Learning Commons and consultation rooms in the Academic Office.

Additionally, faculty members set aside 95 minutes per week as Office Hours to provide students with appropriate guidance on their studies.

To assist students who are performing poorly, the Academic Office identifies students who

#### 4. Educational Content, Methods and Outcomes Educational Program and Content

are not completing sufficient numbers of credits and calls them in for academic advising sessions. 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 and warned with regard to scholarship revocation.

Students enrolled for more than four years are permitted to register up to 24 credits per semester (the same as seventh and eighth-semester students). Before the subject registration period begins, they are urged to register and are given opportunities for face-to-face meetings at the Office counter. Student registration status is confirmed after the registration period, and second opportunities to meet staff are offered to encourage enrollment.

To help students adjust to life at the university as quickly as possible, faculty and staff have cooperated to establish the Fellow Advisory Group (FLAG), a student a peer support group that operated freshmen orientations. These efforts have successfully boosted freshmen awareness of the university's systems.

Educational content that takes university-high school collaboration into consideration is outlined below (Ref. 4(2)-8). 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: "Did you learn to express your thoughts clearly and logically in essay form?").

- Campus Visit Day (for AY2014 enrollees)

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: 63.3% (421 of 665 accepted applicants))

- Schooling (for AY2014 enrollees)

Twelve Schooling Sessions are held at four venues around Japan (Tokyo, Osaka, Fukuoka, and Oita) to provide scheduled enrollees with individual learning support and confirm their progress on pre-enrollment assignments. (Number of participants: 158; Participation rate: 79%)

- APU Basic Skills Brush-up Course (for AY2014 enrollees)

This course is held in March to expose students to university life before enrollment. They spend two weeks living in AP House and join various sessions aimed at facilitating their transition to university-level learning. (Number of participants: 203; Rate of course completion: 99%)

- ACCESS Program (Pre-Enrollment Study Abroad)

This program is held in the March immediately preceding enrollment. Students spend two weeks studying at St. Edward's University in the United States where they take a variety of classes to improve their English and other skills. Not only can students experience study abroad and cross-cultural learning early before embarking

4. Educational Content, Methods and Outcomes  
Educational Program and Content

on their university careers, they are also afforded an opportunity to plan their next four years at APU. An overview of the program since it commenced can be found in the table below.

	AY2011 (dispatched March 2012)	AY2012 (dispatched March 2013)	AY2013 (dispatched March 2014)
No. of applicants	9	24	37
Number of Students Sent	8	23	22

\*Capacity: 20 (depending how many people can stay in the host university's dormitories)

◆ **College of Asia Pacific Studies**

Introduction to Survey and Research Methods (2 credits) is a subject intended for students in their second year or higher. It not only allows students to learn about social science research, it seeks to enhance their basic research, report writing and presentation skills. In addition, the Research Methods subjects (2 credits) in each Cluster enable students to learn fundamental skills, such as how to conduct literature surveys and field research. Furthermore, the third-year seminars, Major Seminar I and II (2 credits each), aim to deepen students' understanding of the expert knowledge they need to write a thesis, while the fourth-year seminars, Research Seminar (2 credits) and Undergraduate Thesis (4 credits), are designed to provide students with an opportunity to take full advantage of the skills and know-how they have accumulated through their first three years in order to write a thesis, i.e., the culmination of four years of study.

◆ **College of International Management**

All freshmen are required to register three subjects (6 credits)—Introduction to Business Management, Business Mathematics, and depending on their placement test scores, Fundamental Mathematics. Although not required, there are also five subjects (10 credits) of Core Subjects that students are strongly urged to take to prepare them for their studies in their respective fields. 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.

Furthermore, the third-year seminars, Major Seminar I and II (2 credits each), aim to deepen students' understanding of topics they need to know in order to write a thesis by way of in-depth study and discussion, while the fourth-year seminars, Research Seminar (2 credits) and Undergraduate Thesis (4 credits), are designed to provide students with an opportunity to take full advantage of the skills and know-how they have accumulated through their first three years in order to write a thesis, i.e., the culmination of four years of

#### 4. Educational Content, Methods and Outcomes Educational Program and Content

study.

##### ◆ Graduate School of Asia Pacific Studies

###### Masters Programs in the Graduate School of Asia Pacific Studies

To enable transitions from a variety of academic calendars, both Majors offer Analytical Foundation Subjects and Core Subjects on the Asia Pacific Region, and students must complete four credits from each category. On top of this, students can elect to take Core Related Subjects, which are common to both Majors and which offer an organized approach to the coursework in each Major (Ref. 4(2)-9, p. 22).

As follows, GSA also offers the two programs in cooperation with foreign research institutions.

The first is the international material flow management (IMAT Program) in which students spend their first year studying at APU and their second year studying at Trier University of Applied Sciences in Germany. (This program was founded in the fall of 2006). In Germany, students are provided with internships as well as opportunities to practically apply what they have learned and researched. Students submit a research report to APU and a master's thesis to Trier University of Applied Sciences, and if successful, 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	2013
IMAT Program Students	13	23	14	17	9	7	6	5

The second is the Indonesia Linkage Program, a dual degree program operated under the auspices of the Indonesian government's Phase III Advanced Human Resources Development Project. Students on the program spend their first year studying at Bravijaya University and their second year studying at APU. (The program began in 2008, with the first cohort coming to APU in the fall of 2009.) Students who complete a master's thesis (or research report) 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	2013
Indonesia Linkage Program	4	4	3	4	4	3

###### Doctoral Program in the Graduate School of Asia Pacific Studies

In addition to receiving guidance on their dissertations, students can engage in systematic learning by completing 30 credits of coursework (Ref. 4(2)-9, p.79).

##### ◆ Graduate School of Management

###### [1] Systematic coursework

To enable transitions from a variety of academic backgrounds, GSM offers two categories of subjects common to all Specializations, that is Analytical Foundations and

#### 4. Educational Content, Methods and Outcomes Educational Program and Content

Core Business Fundamentals, and students must complete 22 credits from these categories. On top of this, students can elect to take Core Related Subjects, which offer an organized approach to the coursework in each specialization, and international students can take Japanese Language Subjects (Ref. 4(2)-9, p. 52).

##### [2] Business cases

Since the Graduate School opened in 2003, the Case Development Steering Committee has developed business cases. In AY2013 eight 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). The number of original cases developed at APU now totals 70, and all of these make the most of APU's unique characteristics.

## 2. Assessment

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### (1) Items that are Showing Results

#### ◆ University-wide

##### 1) Establishing suitable subjects for each program

With regard to the appropriate offering of the 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 (Ref. 4(2)-10). This adjustment process also serves as a check-and-balance system, ensuring that the educational content is suitable for each program (Ref. 4(2)-3).

##### 2) Strengthening freshmen education

Since the establishment of the All-APU Freshmen Education Council in AY2008, as mentioned earlier, we have fundamentally revised and strengthened First-Year Student Workshop I and II, and we have established Introduction to APU. In relation to this, we established the Self-Access Learning Center (SALC) and the Writing Center, and we adopted academic advising, among other measures to promote self-directed learning. We also rolled out pre-enrollment education programs. In this way, we have successfully developed a comprehensive freshman education system (Ref. 4(2)-5; Ref. 4(2)-6; Ref. 4(2)-7).

##### 3) Systematizing subjects

Under the graduate school AY2014 Curriculum, the basic approach of establishing a curriculum structure that clarifies academic disciplines while reinforcing expertise was adopted (Ref. 4(2)-11, p.2). In GSA, students reinforce their expertise by taking at least 10 credits of subjects from one of two Divisions of the Asia Pacific Studies Major—International

#### 4. Educational Content, Methods and Outcomes Educational Program and Content

Relations and Society and Culture—or one of the five Divisions in the International Cooperation Policy Major: International Public Administration, Public Health Management, Sustainability Science (which includes the International Material Flow Management Program (IMAT) Program), Tourism and Hospitality, and Development Economics. In GSM, students deepen their expertise by taking at least eight credits in one of the four Specializations: Japanese Management, Accounting and Finance, Marketing and Management and Innovation and Operations Management.

### **(2) Areas for Improvement**

#### **◆ Graduate School of Management**

##### 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; however, no efforts have been made thus far to monitor how cases are used in class and verify their effectiveness.

### **3. Strategic Direction for the Future**

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### **(1) Items that are Showing Results**

#### **◆ University-wide**

##### 1) Establishing suitable subjects for each program

With regard to the appropriate offering of the necessary lecture subjects, subject offering policies for the upcoming academic year are drafted every year, and these are adjusted on a university-wide basis before any subjects are offered. Since this is an annual process, efforts will be made to continually refine and advance the subject offering policies.

#### **◆ College Common**

##### 1) Reviewing the outcomes of freshman education

We will review the outcomes of the freshman education programs we have striven to enhance and incorporate those efforts in the next round of academic reforms.

#### **◆ Graduate School Common**

##### 1) Systematizing subjects

We will review the degree to which we have strengthened our specializations, one of the goals of the AY2014 graduate school reforms.

**(2) Areas for Improvement**

◆ **Graduate School of Management**

1) Utilizing business cases in class

In the AY2014 curriculum, we established the interdisciplinary field of Japanese Management, so we must continue developing business cases pertaining to Japan and the Asia Pacific region. Furthermore, we must use the cases we develop in our teaching, examine the effectiveness of our education, and strive to make improvements.

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**4. Supporting Resources**

- 4(2)-1: College of International Management Curriculum Alignment Matrix, APU homepage (same as Ref. 4(1)-2)
- 4(2)-2: Graduate School of Management Curriculum Alignment Matrix, APU homepage (same as Ref. 4(1)-4)
- 4(2)-3: AY2014 Subject Offering Policy (First Draft)
- 4(2)-4: Syllabus
- 4(2)-5: Self-Access Learning Center (SALC) AY2013 Fall Semester Activity Report and Operations Policy for AY2014 Spring Semester
- 4(2)-6: AY2013 Spring Semester Writing Center Overview and AY2013 Fall Semester Management Policy
- 4(2)-7: Report on Academic Advising in the AY2013
- 4(2)-8: Report on Pre-Enrollment Education Programs for AY2014 Spring Enrollees
- 4(2)-9: 2014 Graduate Academic Handbook (same as Ref. 1-9)
- 4(2)-10: Timetable
- 4(2)-11: AY2014 Curriculum Reforms in the Graduate School of Asia Pacific Studies Master's Program and Graduate School Management Master's Program (same as Ref. 1-14)