

IV. Educational Program, Instruction and Outcomes

i [Educational Objectives, Diploma Policy, Curriculum Policy]

1. Description of Current Conditions

(1) Is the diploma policy explicitly stated in accordance with educational objectives?

<Demonstration of Educational Objectives for Bachelor's Degree, Master's Degree, Doctoral Degree and Professional Degree Programs>

2) Common Across the Colleges

(Educational Objectives of the College of Asia Pacific Studies (APS) and the College of International Management (APM))

The knowledge and skills that students should acquire in response to the educational objectives (human resource development goals) in Article 2 of the University Regulations are stipulated in the AY2011 Academic Reforms, and acquisition of these nine items is defined as the educational objective for the undergraduate colleges. (Document 4(1)-1)

- [1] High aspirations, ethical outlook, motivation and enthusiasm, spirit of challenge
- [2] Breadth and depth in liberal arts, deep thinking ability, ability to grasp the true nature of things
- [3] Basic knowledge and understanding of history, politics, economies, cultures and societies of the Asia Pacific
- [4] Language proficiency required for global work
- [5] IT literacy, information collection skills, research and analysis skills
- [6] Intercultural understanding, ability to create relationships of mutual trust
- [7] Strong communications skills, teamwork, empathy
- [8] Problem awareness and identification skills, problem solving skills
- [9] Decision-making, ability to get things done, drive

2-2) College of International Management (APM)

In addition to the aforementioned educational objectives, the APM has stipulated four learning goals as part of its efforts to obtain international accreditation from AACSB: business ethics, fundamental knowledge of discipline, intercultural communication skills and global perspectives. Based on these learning goals, the 12 skills that the College wants students to acquire by the time of graduation are set as learning objectives.

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Learning Goals	Learning Objectives
① Business Ethics	a. To understand basic theories and principles of business ethics. b. To illustrate the significance of business ethics. c. To analyze ethical problems and propose a solution.
② Fundamental Knowledge of Discipline	a. To demonstrate an understanding of basic business concepts b. To demonstrate a satisfactory level of writing and presentation skills c. To apply appropriate analytical tools (qualitative and/or quantitative) to examine business problems.
③ Intercultural Communication Skills	a. To demonstrate understanding of the impact of culture on communication behavior. b. To communicate effectively in a multicultural setting. c. To demonstrate competency in at least one second language.
④ Global Perspectives	a. To understand the impact of globalization. b. To give examples of how business environments differ across countries and explain. c. To recognize global issues in business management.

3-1) Graduate School of Asia Pacific Studies

The following knowledge and skills are defined as the educational objectives (Human resource development goals) stipulated in Article 2 of the University Regulations and explicitly stated in the 2012 Graduate Academic Handbook etc.

- Specialization in the areas of government, environment and development economics
- Ability to form practical resolutions for issues

3-2) Graduate School of Management (GSM)

The following knowledge and skills are defined as the educational objectives (Human resource development goals) stipulated in Article 2 of the University Regulations and the Mission Statement confirmed during the AACSB accreditation process, and they are explicitly stated in the 2012 Graduate Academic Handbook and on the university website etc.

- Comprehensive awareness of business and management
- Good understanding of business ethics
- Deep insight into globalization
- Ability to play central roles in solving corporate and organizational management issues

As part of the AACSB accreditation process, like the APM, the GSM has also stipulated four learning goals that subsume 10 learning objectives, which is the skills that the Graduate School wants students to acquire by the time of graduation.

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Learning Goal	Learning Objective
① Business Ethics	a. To formulate practical resolutions of an ethical dilemma using an ethics model or framework.
	b. To evaluate ethical implications of contemporary business issues.
② Advanced Knowledge of Discipline	a. To demonstrate understanding of advanced business concepts in a specialized field.
	b. To apply advanced analytical tools (qualitative and/or quantitative) to examine business problems.
	c. To integrate functional knowledge for developing business solutions.
	d. To demonstrate an advanced level of writing and presentation skills.
③ Sense of Innovation	a. To identify the opportunities and challenges of innovation in a business setting.
	b. To design innovative business and/or research projects.
④ Global Perspectives	a. To reconcile between academic theories and practices in international business.
	b. To evaluate the managerial impact of global issues.

<Alignment of Educational Objectives and Diploma Policy>

(Diploma Policy)

2) Common Across the Colleges

Based on the Standards for the Establishment of Universities, if students complete at least 124 credits in accordance with APU's stipulated enrollment conditions, they will be assessed for graduation and granted their degrees. APU permits students to enter on either a Japanese or an English language basis and in either case students must complete at least 40 credits of Common Education Subjects (including language subjects) and at least 62 credits of Major Education Subjects. All Common Education Subjects are offered jointly by the APS and the APM. Students enrolled in either the APS or the APM on a Japanese language-basis must also complete at least 20 credits of subjects held in English in order to graduate, in order to develop the practical English proficiency and intercultural communication skills required to succeed in the global arena.

In addition to the Major Education Subjects offered by their College, students are allowed to take Major Education Subjects in the other College, and a maximum of 22 of these credits may count toward the graduation requirements.

Note: Undergraduate students are classified as either Japanese or English-basis students and as either domestic or international students

Japanese-basis students	Students admitted in Japanese and approved to receive instruction in Japanese at the time of enrollment
English-basis students	Students admitted in English and approved to receive instruction in English at the time of enrollment
Domestic students	Japanese students and foreign students residing in Japan with a status of residence other than 'College Student'
International students	Students with a status of residence of 'College Student'

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(Areas of Study)

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

With regard to the APS' educational and research objectives (Human Resources Development Goals) "to cultivate human resources who, upon comprehensive understanding of the diverse political conditions, economies, societies, and cultures of the Asia Pacific region, will achieve basic and advanced knowledge in such areas as global society, environment and development, and tourism", students who complete the required number of credits in accordance with the aforementioned diploma policy will be granted a Bachelor of Arts, and if they complete at least 20 credits of Major Education Subjects in one of four fields—Environment and Development, Hospitality and Tourism, International Relations and Peace Studies or Culture, Society and Media—the name of said field will be included on the diploma.

(Document 4(1)-2)

2-2) College of International Management (APM)

With regard to the APM's educational and research objective (Human Resources Development Goals) "to cultivate human resources who, upon comprehensive understanding of the diverse political conditions, economies, societies, and cultures of the Asia Pacific region, will achieve basic and advanced knowledge in such areas as business and management", students who complete the required number of credits in accordance with the aforementioned diploma policy will be granted a Bachelor of Business Administration, and if they complete at least 30 credits of Major Education Subjects in one of four fields—Accounting and Finance, Marketing, Strategic Management and Organization or Innovation and Economics—the name of said field will be included on the diploma.

(Document 4(1)-3)

(Graduate School Diploma Policy)

3) Common Across the Graduate Schools

In accordance with the Standards for the Establishment of Graduate Schools, students who complete the required number of credits for completion in accordance with the university's enrollment requirements and who either a) pass the examinations and screenings for the Master's Thesis or Research Report/Independent Final Report in the master's program, or b) pass the examinations and screenings for the doctoral dissertation in the doctoral program will be assessed for completion and granted their degrees. In both graduate schools, all lectures and research supervision are provided in English, and as a rule, students are expected to write their theses, research reports or doctoral dissertations in English.

3-1) Graduate School of Asia Pacific Studies

Students must complete at least 36 credits and successfully pass a screening of their

Master's Thesis or Research Report to complete the Master's Program in the Graduate School of Asia Pacific Studies and receive their degrees. The Master's Thesis is mandatory in the Asia Pacific Studies Major since it is expected that students will continue to the doctoral program and become researchers.

With regard to the Graduate School of Asia Pacific Studies' educational and research objective (Human Resources Development Goals) "to cultivate human resources who possess specialized knowledge in administration, environment and development economics deemed necessary for the development of the Asia Pacific region", students who satisfy the following requirements are issued Division Certificates in one of four research fields (International Public Administration, Environmental Policy and Administration, Tourism Policy and Administration and Development Economics) in addition to their diplomas.

- Students of Asia Pacific Studies Major must complete at least 10 credits in Asia Pacific Studies Major Education Subjects, which consist of subjects relating to diversity and uniqueness in the Asia Pacific, coexistence and development and networking and exchange.
- Students of International Cooperation Policy Major must complete at least 12 credits in International Cooperation Policy Major Education Subjects, which consist of subjects in the fields of International Public Administration, Environmental Policy and Administration, Tourism Policy and Administration and Development Economics.
- Students must receive research supervision in their field, write a Master's Thesis or Research Report and undergo a screening.

(Document. 4(1)-4)

In the Graduate School of Asia Pacific Studies Doctoral Program, students must complete the 24 required credits and pass the PhD candidacy screening to become PhD candidates. To complete the program and receive their degrees, they must complete a total of 30 credits (including the 24 required for PhD candidacy) and successfully pass a screening of their dissertations. (Document. 4(1)-5)

3-2) Graduate School of Management (GSM)

Students must complete at least 48 credits and successfully pass a screening of their Master's Thesis or Independent Final Report to complete the Master's Program in the GSM and receive their degrees.

With regard to the GSM's educational and research objective (Human Resources Development Goals) of "providing students with comprehensive awareness of business and management, along with deep insights into globalization", students who satisfy the following requirements are issued Specialization Certificates in one of four research fields—Finance, International Business and Marketing, Innovation and Technology Management and Comparative Institution Design for Transition Economy and Business Management—in addition to their diploma.

- Students must complete at least 18 credits of Required Subjects that provide them with

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fundamental business knowledge in fields such as management, organizational behavior, finance, accounting and marketing.

- Students must complete at least 16 credits of Elective Subjects from the following four areas that are vital to corporate management: Finance, International Business and Marketing, Innovation and Technology Management and Comparative Institution Design for Transition Economy and Business Management.
- Students must receive research supervision in their field, write a Master's Thesis or an Independent Final Report and undergo a screening.

(Document. 4(1)-6)

(2) Is the curriculum policy explicitly stated in accordance with educational objectives?

<Demonstration of a Curriculum Policy in Alignment with Educational Objectives and the Diploma Policy>

(Relationship between Educational Goals and Creating a Multicultural Environment)

To realize the university's three visions of "Freedom, Peace and Humanity", "International Mutual Understanding" and "Creating the Future Shape of the Asia Pacific region", and to "nurture the young talent [who] will help shape the region's future", APU has pursued the following three policies ("Three 50s") since its founding in 2000.

- [1] Admit international students from at least 50 countries and regions
- [2] Maintain a 50:50 ratio of international to domestic students
- [3] Maintain a 50:50 ratio of foreign to Japanese faculty

(The Multicultural Environment and Educational Systems)

Since the "Three 50s" cannot be sustained with educational systems generally employed at other Japanese universities, APU has been using the following systems to achieve these policies.

- [1] Biannual Admission and Graduation (Spring/Fall Enrollment)

One way APU has strived to achieve the "Three 50s" and a multicultural campus since inception is by operating educational programs that allow students to enroll either in the Spring or the Fall, in light of the semester systems used by most countries. Systematic subject enrollment is guaranteed through graduation so that no unfair advantages or disadvantages ensue from differing semesters of admission. In AY2012, 894 students enrolled in the undergraduate Colleges in the spring semester, and 357 enrolled in the fall semester. At the graduate level, 19 enrolled in the spring semester, and 49 enrolled in the fall semester. (Document. 4(1)-7)

- [2] Semester-Quarter System

To provide students with stable, effective education, promote smooth linkages for overseas exchange and encourage foreign exchange student intake, APU adopted a Quarter System in AY2003 to encourage intensive learning by reducing the number of

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subjects students could take at one time. Subjects which complete in two months are offered in April-May, June-July, October-November and December-January, in parallel with subjects offered on a semester basis. Language subjects (English, Japanese and AP Languages) and seminars require more time to impart knowledge on students, so these types of subjects, along with a handful of lecture subjects, are offered on a semester basis (15 weeks). Classes are 95 minutes long beginning with 1st Period at 8:45 and ending with 6th period at 19:30.

Source: AY2012 Number of Classes Offered for Each Subject Field

	Spring/Fall Semester	1st Quarter	2nd Quarter	Summer/Winter Session
Common Subjects: Language	524	0	14	0
Common Subjects: Liberal Arts	122	87	74	15
APS	232	117	105	29
APM	284	100	98	17
GSA	92	42	35	2
GSAD	105	0	2	0
GSM	30	24	22	2

[3] Dual Language Education (Undergraduate Programs Only)

To achieve the educational goals stated above, APU has employed dual language education since its inception, placing an emphasis on the active utilization of the multicultural and multilingual environment and the promotion of intercultural exchange through mutual learning among international and domestic students. To enter the university, students must be able to take subjects in either Japanese or English, and the educational programs are designed to promote effective learning by allowing all students, both international and domestic, to receive instruction in both languages. Subjects are divided into two categories: Common Education Subjects (Language Education Subjects and Liberal Arts Subjects) and Major Education Subjects.

To respond to one of the considerations in the "Documents for Submission Pertaining to the Application for the Approval of the Establishment of Ritsumeikan Asia Pacific University (Excerpt)" (June 30, 1999), APU presented a subject offering policy in which it would offer (1) English lectures and Japanese lectures for Foundation Education Subjects (At inception, these were 100 series subjects geared toward first-year students, but under the current curriculum, they now encompass Common Education Subjects and Common Liberal Arts Subjects), and (2) approximately 70% of Major

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Education Subjects in English and Japanese. The current curricula operate based on this policy, which remains a key element of educational program design.

(Educational Program Design: Bachelor's Degree Programs)

The design of educational programs is about the same for both Colleges. Students must take certain subjects and complete at least 124 credits.

[1] Common Education Subjects

[Policy]

Common Education Subjects are shared by both Colleges and established across three areas: Learning Techniques, Learning Fundamentals and Learning Development.

In Learning Techniques, students learn the so-called reading-writing-arithmetic skills, including English, Japanese and/or Asia Pacific Languages subjects, computer literacy and other information subjects, mathematics and statistics, and in this process, they develop the ability to collect and disseminate information and analytical skills.

In Learning Fundamentals, students learn fundamental theories and concepts as an introduction to social sciences, humanities, and natural sciences while learning about the Asia Pacific Region—which is especially important at APU—and Japan's role in the region. Subjects include Culture and Society of the Asia Pacific, Japanese Economy and The Japanese Constitution.

In Learning Development, international and domestic students collaborate in learning. They undertake project-based learning to integrate various types of knowledge and methodologies in order to focus closely on one problem, while they learn problem solving through discussion with others. These subjects also aim to serve as a “learning transition” as students acquire proactive learning styles including self-directed reading, research, thinking, collaboration, discussion, summarizing and presentation—the necessary skills for university learning. Other offerings in this area include also overseas language learning programs and the Freshman Intercultural Relations Study Trip (FIRST) Program.

[Language Education Subjects]

Japanese-basis students are required to take English, and English-basis students are required to take Japanese. The aim of this is two-fold: (1) to provide students the ability to understand Major Education Subjects in both languages, and (2) to foster human resources who can succeed both in Japanese society and the greater international community.

To provide students with education suited to their language level at the time of enrollment, classes are divided based on placement test results, thus making for a systematic proficiency-based curriculum. Based on the results of their placement tests, Japanese-basis students take English classes either under the Standard Track (24 required credits) or the Advanced Track (12 required credits). English-basis students must complete 16 credits of Japanese language subjects, but their starting level is

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appropriately determined based on placement test results.

[Common Liberal Arts Subjects]

Our major focus is on wide-ranging liberal arts education, and our aim is to develop the following skills through effective interplay with Major Education Subjects: universal perspective on things/concepts, ability to see the big picture, ability to grasp the true nature of things and deep thinking ability. We have established three fields of learning—Learning Techniques, Learning Fundamentals and Learning Development—to ensure a curriculum design that fosters academic basics, study skills, information collection and dissemination skills and intercultural communication skills.

The curriculum contains two registration-required subjects for all incoming freshmen: First-Year Student Workshop I and First-Year Student Workshop II. First-Year Student Workshop I aims to develop motivation to learn and the ability to recognize problems in freshmen and provides them with the skills required to engage in policy-oriented and problem solving-based learning. Students intensively practice academic literacies, including how to conduct literature surveys, write reports, cite sources and make presentations, in their enrollment basis language (Japanese or English). With mixed classes of domestic and international students, First-Year Student Workshop II is designed to develop intercultural understanding by having students with different cultures and values communicate directly with each other.

Students are required to earn a total of at least 40 credits from Common Education Subjects in the two sub-fields of Language Subjects and Common Liberal Arts Subjects.

[2] Major Education Subjects (The details of each college will be mentioned later)

Regarding Major Education Subjects, the basic policy is to design a systematic academic program based on the academic specializations and unique features of each College and with an eye on responding to the various issues facing the Asia Pacific region. Through this we aim to develop students to meet each College's human resource development goals. In both Colleges, students are required to complete at least 62 credits from Major Education Subjects offered by the respective College.

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

The curriculum is designed to give students a broad understanding of the diverse political systems, economies, societies and cultures of the Asia Pacific as well as fundamental and advanced knowledge of and requisite skills pertaining to international relations, environment and development, tourism, and culture/society/media.

2-2) College of International Management (APM)

The curriculum is designed to give students a broad understanding of the diverse political systems, economies, societies and cultures of the Asia Pacific as well as fundamental and

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advanced knowledge of and requisite skills pertaining to business administration.

In their freshman year, all students are required to register two subjects that provide the foundations for learning about international management: Business Mathematics and Introduction to Management. Based on their placement test results, students are either exempted from Business Mathematics or advised to take Fundamental Mathematics in order to bolster their fundamental math skills before taking Business Mathematics. While not required, students are also strongly urged to enroll in five Core Subjects—Accounting I, Accounting II, Finance, Principles of Marketing and Organizational Behavior—to promote systematic enrollment. (Document. 4(1)-8 and 4(1)-9)

(Educational Program Design: Graduate School)

The subject categories and curriculum structures for each graduate school, program and major are explicitly stated in the 2012 Graduate Academic Handbook. Details are as follows.

3-1) Graduate School of Asia Pacific Studies

The Graduate School of Asia Pacific Studies employs a curriculum to cultivate specialized knowledge in administration, environment and development economics and practical problem-solving skills required for the development of the Asia Pacific.

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

Educational programs in the Graduate School of Asia Pacific Studies Asia Pacific Studies (APS) Major and International Cooperation Policy (ICP) Major consist of Common Subjects and Major Subjects.

[1] Common Subjects

Common Subjects cover required research methods, subjects on politics, societies and economics in the Asia Pacific and area studies subjects, and they aim to provide students with research techniques and fundamental knowledge.

[2] Major Subjects

The subjects in the Asia Pacific Studies Major cover the fields outlined below:

- Diversity and uniqueness in the Asia Pacific
- Coexistence and development
- Networking and exchange

The subjects in the International Cooperation Policy Major cover the fields outlined below:

- International Public Administration: Covers essentials of international organizations, national governance and activities of related agencies;
- Environmental Policy and Administration: Covers urgent issues in balancing development and human issues;
- Tourism Policy and Administration: Covers the tourism as a keystone in industry growth and exchange;
- Development Economics: Serves as the foundation for development policy.

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Students are permitted to enroll in Major Subjects from the other major program which, in turn, allows them to study and conduct research from various perspectives. In addition, students aim to gain a real and practical understanding of program content by taking Seminars, which are offered as Major Subjects, and to summarize their research outcomes in a Master's Thesis or Research Report.

Major in Asia Pacific Studies

Category		Number of Required Credits	
GSA Common Subjects		10 credits	
Major Subjects APS Major Subjects	Lecture	10 credits	24 credits
	Seminar	14 credits	
Free Electives		2 credits	
36 credits			

Major in International Cooperation Policy

Category		Number of Required Credits	
GSA Common Subjects		10 credits	
Major Subjects ICP Major Subjects	ICP Common	4 credits	24 credits
	Lecture	8 credits	
	Seminar	12 credits	
Free Electives		2 credits	
36 credits			

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

The educational program in the Graduate School of Asia Pacific Studies Doctoral Program consists of lecture subjects, seminars, research and presentation subjects and tutorials. In lecture subjects students systematically study the specialized research methods and knowledge required for research in the doctoral program. Under the tutelage of their supervisors, students take seminars, research and presentation subjects and tutorials to acquire the research techniques and academic skills needed to integrate education and research and the skills to generate academic output. The curriculum is designed to guide students in the writing of their dissertations.

Doctoral students must first complete credits required for PhD candidacy (Total: 24 credits from designated subjects). Upon passing a screening, they become PhD candidates. Students are granted doctoral degrees after completing all required coursework and passing a doctoral dissertation screening.

[1] Lecture Subjects

Subjects that cover required research methods and theories for the program.

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[2] Seminar Subjects

Under the supervision of a supervising faculty member ("supervisor"), students take Advanced Research and write a dissertation submitted in partial fulfillment of the award of a Ph.D.

[3] Research and Presentation Subjects

Research Presentation is a subject in which students present their research. Research Paper subjects are designed to supervise students in summarizing their research. These subjects cultivate research techniques and academic writing skills.

[4] Tutorials

Subjects that integrate research and teaching to cultivate teaching skills.

Category	Credits Required for PhD Candidacy		Number of Credits Required for Completion	
Lecture Subject	4 credits	24 credits	4 credits	30 credits
Seminar Subjects	8 credits		12 credits	
Research and Presentation Subjects	10 credits		10 credits	
Tutorials	2 credits		4 credits	

3-2) Graduate School of Management (GSM)

The GSM employs a curriculum that cultivates the ability to solve corporate and organizational management issues in the Asia Pacific region by providing comprehensive know-how in business and management and a keen insight into globalization.

The educational program in the GSM consists of required subjects, electives and seminars which are arranged in a curriculum to provide for systematic study.

[1] Required Subjects

Required subjects consist of mandatory GSM subjects in the areas of management, organizations, finance, accounting and marketing. These subjects aim to provide students with a comprehensive, fundamental knowledge in business and management.

[2] Elective Subjects

Education and research in each of the programs focuses on the following 4 areas that are vital to corporate management with the aim of improving specialization in the respective fields: (1) Finance, (2) International Business and Marketing, (3) Innovation and Technology Management and (4) Comparative Institution Design for Transition Economy and Business Management. By offering small-group classes, we cultivate students with practical skills by building on their research and the practical application thereof.

[3] Seminar Subjects

Students aim to gain a real and practical understanding of program content by taking Seminars and, in turn, to summarize their research outcomes in Master's Theses or

Independent Final Reports.

Category	Number of Required Credits	
Required Subjects	18 credits	48 credits
Elective Subjects	16 credits	
Seminar Subjects	8 credits	
Free Subjects*	6 credits	

*: Free Subjects: Credits earned exceeding the minimum requirement for Elective and Seminar Subjects, as well as subjects taken in the other Graduate School will fulfill the Free Electives requirement.

(3) Have members of the university (faculty, staff and students) been notified of the educational objectives, diploma policy and curriculum policy, and has this information been disclosed to the public?

1) University-wide

The Ritsumeikan Asia Pacific University Degree Regulations, the diploma policy and the curriculum policies for the Colleges and Graduate Schools are available to the general public on the university's homepage.

Every semester, we hold enrollment guidance sessions for both new enrollees and current students in each College and Graduate School to encourage all students to formulate appropriate study plans. The educational objectives, diploma policy and curriculum policy are disclosed via all of the Colleges and Graduate Schools, and efforts are made to notify students of this information.

(4) Does the university regularly verify the adequacy of its educational objectives, diploma policy and curriculum policy?

1) University-wide

Together with faculty structure, instruction and outcomes, the university examines the adequacy of its educational objectives, diploma policy and curriculum policy with 1) research and analysis conducted by the Division of Academic Affairs 2) discussions in the Faculty Council, Graduate School Faculty Council and Faculty Discussion Meeting, and 3) confirmation by the University Senate. Reviews of the bachelor's degree programs were conducted when the academic reforms of AY2006 and AY2011 were formulated, and the results were appropriately incorporated when each set of reforms was implemented. The AY2011 Academic Reforms will complete their first full cycle in AY2014, so the next review will be done looking towards in or after AY2015.

A review of the adequacy of educational objectives, diploma policy and curriculum policy at the graduate level is underway, and the outcomes will be reflected in the AY2014 Academic Reforms that are currently under discussion.

2. Self Assessment

In this section, we have explained the current situation regarding the educational objectives, diploma policies and curriculum policies at both the undergraduate and graduate levels. We will now conduct an assessment of this situation based on the indicators listed for each College and Graduate School below.

- (1) Have diploma policies and curriculum policies been formulated?
- (2) Are these policies explicitly linked to the aforementioned educational objectives?

[1] Items That Are Showing Results

1) University-wide

<1> Systematic alignment of goals and policies

As outlined above, we conducted regular inspections in 2006 and 2011 of the initiatives we have undertaken since opening in 2000 to "nurture the young talent who will shape the future of the Asia Pacific", and by analyzing the results of these, we have been able to promote the systematic alignment of our human resources development goals, diploma policy and curriculum policy. At the graduate level, efforts to review initiatives undertaken since the schools opened in 2003 and to systematically align our goals and policies ahead of the reforms in AY2014 are underway.

In particular, the APM and the GSM have been aligning their goals, diploma policies and curriculum policies with a keen eye on the AACSB Standards to obtain the AACSB International Accreditation. The faculty members in the APM and the GSM are working to improve and advance academics with a conscious awareness of international viability.

[2] Items Requiring Improvement

1) University-wide

<1> Realignment of goals and policies

Giving due consideration to the basic ideals establishment at our founding and our human resources development goals, we have formulated educational objectives common to both Colleges, and the APM and the GSM have formulated their own unique educational objectives and diploma policies. That being said, the current diploma policies only state the required number of credits for graduation for each College and Graduate School. In light of the fact that there are no educational objectives stipulated for the APS and the master's and doctoral programs in the Asia Pacific Studies Major in the Graduate School of Asia Pacific Studies, we are using the AY2013 to reexamine these.

2) Common Across the Colleges

<1> Content of the University Regulations

Some of the content of the University Regulations is insufficient. For instance, subject categories, such as Required Subjects and Elective Subjects, are not listed for the subjects in the University Regulations.

3) Common Across the Graduate Schools

<1> Formulation of Educational Objectives and Diploma Policies

At present, various goals are listed for each Graduate School, but these have not been clearly arranged and presented according to the concepts of human resources development goals, educational objectives and diploma policies. As part of the AY2014 reforms, we will reorganize these concepts for each Graduate School, Program and Major and formulate educational objectives and diploma policies before the end of the AY2013.

3.Development Policies towards the Future

[1] Items That Are Showing Results

1) University-wide

<1> Systematic alignment of goals and policies

By promoting regular reviews, including academic reforms, we have made some progress in sorting out educational objectives, diploma policies and curriculum policies.

[2] Items Requiring Improvement

1) University-wide

<1> Realignment of goals and policies

We must formulate and systematize educational objectives, diploma policies and curriculum policies for each College, Graduate School and Major, while ensuring overall consistency among them. We aim to disclose these information with the three policies (admission policy, curriculum policy and diploma policy) internally and externally in easy to understand format before the end of the AY2013.

Since the “Student Handbook” fulfills the important basic function of providing information about learning and research at APU to students, we will use it to inform students about the educational objectives, diploma policies and curriculum policies in an effort to ensure a common understanding among students of the individual educational programs that these policies underpin and improve their learning outcomes.

2) Common Across the Colleges

<1> Content of the University Regulations

We will revise the content of the University Regulations in parallel with the reorganization of various sets of goals.

3) Common Across the Graduate Schools

<1> Formulation of Educational Objectives and Diploma Policies

Since AY2014 Academic Reforms are being deliberated in the Graduate Schools, we will redevelop educational objectives and diploma policies in these discussions, and we will

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create a framework for verifying the adequacy and alignment of these educational objectives and diploma policies with the curriculum policy.

4. Supporting Documents

- 4(1)-1 "AY2011 APU Academic Reforms-Cultivating Human Resources with International Currency through Assurance of Quality in Learning-" (APU Phase Three Plan)
- 4(1)-2 AY2012 Undergraduate Academic Handbook (pp. 16-18)
- 4(1)-3 AY2012 Undergraduate Academic Handbook (pp. 19-21)
- 4(1)-4 AY2012 Graduate Student Handbook (pp. 17-21)
- 4(1)-5 AY2012 Graduate Student Handbook (pp. 51-55)
- 4(1)-6 AY2012 Graduate Student Handbook (p. 35)
- 4(1)-7 Basic University Data, Chart 3
- 4(1)-8 "AY2011 APU Academic Reforms-Cultivating Human Resources with International Currency through Assurance of Quality in Learning-" (APU Phase Three Plan) (pp. 17-19)
- 4(1)-9 AY2012 Undergraduate Academic Handbook (pp. 22-23)