

## Overview of the 1st Monitoring Results Ritsumeikan University

Japanese Program Provider		Ritsumeikan University, College of Letters
Partners	China	Guangdong University of Foreign Studies, Faculty of Asian Languages and Cultures
	Korea	Dongseo University, Division of Foreign Languages
Program Name		Plan for a Joint Campus Representing Korea, China and Japan which will Foster Leaders in East Asian Humanities for the Next Generation

### Overall conclusion

*The goals of academic program* (Criterion 1) are highly advanced, with the establishment of the goal of developing “leaders in East Asian humanities for the next generation” and, to that end, with the implementation of a “joint campus program” in which undergraduate students from the three countries learn and live together.

*The organization and staff* (Criterion 2-1) are also highly advanced, with the establishment of a joint faculty meeting and assistive IT tools and with the functioning of on-campus support and cooperative systems. *The contents of academic program* (Criterion 2-2) are advanced, with the creation of new courses specifically for the program and the establishment of a coherent curriculum. *Support for learning and living* (Criterion 2-3) are highly advanced, with the creation of a student support system for the joint campus program, the creation of a joint syllabus, the publication of a learning agreement (Program Guide of CAMPUS Asia), the establishment of an integrated online course management system, and the provision of shared housing. *The credit transfer and grading system* (Criterion 2-4) are advanced, with an established methodology, including prior adjustment for course recognition and adjustment of hours of instruction through supplementary classes for credit transfer.

With respect to the measurement of *learning outcomes* (Criterion 3), the joint development and implementation in the three countries of a questionnaire for assessing achievement in international communication abilities and leadership is a highly advanced initiative.

### Good practices

- Through the implementation of a joint campus program, students from Japan, China, and Korea move between the three countries and study together. They live and learn together while supporting each other as a group.
- Tri-nation joint university faculty meetings were held in each country in turn as a body to discuss matters related to program operation. Furthermore, routine communication is

carried out through working-level meetings using remote systems and other IT tools.

- A Japanese instructor and two foreign instructors have been appointed, who pay attention to, among other things, risk management in life while studying abroad. A support and cooperation structure involving various university departments has been established, including the implementation of a student achievement questionnaire with the cooperation of the Office of Development and Support of Higher Education.
- The three universities have developed new courses for this program and created a coherent curriculum. The three universities have also made adjustments to standardize the percentage of language classes and humanities practicums. Education to increase students' capacity to adapt to the local environment is given before students join the joint campus program.
- Shared housing is leased for Japanese, Korean, and Chinese students to deepen their mutual understanding by studying and living together.
- The three universities created a joint syllabus and published a learning agreement (Program Guide of CAMPUS Asia).
- Adjustments were made beforehand to allow courses taken at the other universities to be recognized as language courses or special courses at the home university. Additionally, hours of instruction were also adjusted, including through supplementary classes, to ensure appropriate credit recognition at the home university.
- Using a tri-lingual (Japanese, Korean, and Chinese) online course management system, students can register for courses and check their grades directly, no matter which country they are in.
- An achievement questionnaire was jointly developed, translated into Chinese and Korean, and implemented simultaneously in the three countries to periodically measure comprehensive student achievement, including international communication abilities and leadership.