○ Attainment Criteria of Taoyaka Graduate Program of Hiroshima University for Creating a Flexible, Enduring, Peaceful Society

<div align="right">Aug 7, 2014
Approved by the Council of Taoyaka Graduate Program
for Creating a Flexible, Enduring, Peaceful Society
Revision Aug 18, 2016</div>

Attainment Criteria of Taoyaka Graduate Program of Hiroshima University for Creating a Flexible, Enduring, Peaceful Society

(Objective)

Clause 1   The attainment criteria of Taoyaka Graduate Program of Hiroshima University for Creating a Flexible, Enduring, Peaceful Society (hereinafter referred to as "Taoyaka Program") specify the outcomes that graduate students enrolled in Taoyaka Program (hereinafter referred to as "graduate students") are expected to achieve in relation to their learning targets, for the purpose of promoting their learning as well as treating the attainment criteria as the basis of educational improvements according to the attainment levels of the graduate students.

(Outcome Level)

Clause 2   The basic attainment targets and outcome levels according to the learning targets of the curriculum map of Taoyaka Program are stipulated in the appendix.

(Level at the Time of Qualifying Examination)

Clause 3   At the time of the qualifying examination, the Review Board of Qualifying Examination shall confirm that a student has attained an outcome level at or above the level provided for by Taoyaka Program.

(Revision)

Clause 4   The attainment criteria shall be revised as necessary in the Taoyaka Program Degree Committee Meeting and subsequently reported to the Taoyaka Program Council.

Supplementary Provision

The attainment criteria shall be in force from Aug 7, 2014, and shall apply from April 1, 2014.

Supplementary Provision

The revision of attainment criteria shall be in force from Aug 18, 2016.

(Notes)

1.   Learning targets: these indicate the knowledge and skills students acquire in the program and in their future careers.

2.   Basic attainment targets: these are specifically particularized learning targets.

3.   Attainment criteria: these criteria indicate the attainment level of the basic attainment targets with a five-outcome-level rating system.

4.   Outcome levels: these indicate, in a stepwise manner, the learning outcomes which are the basis of attainment level, and visualize skills acquired.

Exhibit (Matters concerning Item 2)　QE1 Attainment criteria: Yellow,　QE2 Attainment criteria: Green,　QE3 Attainment criteria: Red

Educational Goals	Basic Achievement Goals	Performance Level 0	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5
Autonomy: Rather than simply providing a solution for the field demand in question, the ability to propose and create one's own new framework for a taoyaka society, one in which culture and technology mutually enhance one another in the regional society	Willingness to explore: Actively acquiring knowledge not only on campus but also on site with intellectual curiosity	Is not interested in acquiring knowledge.	Acquires knowledge of his/her own discipline	Acquires new knowledge, regardless of his/her own discipline.	With intellectual curiosity and regardless of his/her own discipline, acquires a wide range of new knowledge.	With intellectual curiosity and regardless of his/her own discipline, acquires a wide range of new knowledge and on-site knowledge.	With intellectual curiosity and regardless of his/her own discipline, acquires a wide range of new knowledge and on-site knowledge, thereby working to resolve regional issues.
	Ethics: With a peace-seeking spirit, understanding the influence, effect, and responsibility that one's research activity has on society	Is not aware of the influence and effect that his/her research activity has on society and nature.	Understands the influence and effect that his/her research activity has on society and nature.	Understands the influence, effect, and responsibility that his/her research activity has on society and nature.	With a peace-seeking spirit, understands the influence, effect, and responsibility that his/her research activity has on society and nature.	With a peace-seeking spirit, understands the influence, effect, and responsibility that his/her research activity has on society and nature and contributes to a regional society.	With a peace-seeking spirit, understands the influence, effect, and responsibility that his/her research activity has on society and nature and contributes to the creation of a society based on peaceful coexistence.
	Ability to communicate: Effectively communicating proposals that address regional issues	Is unable to explain his/her proposals.	Tries to explain his/her proposals.	Is able to explain his/her proposals.	Explains his/her proposals and opinions in an easy-to-understand way.	Explains his/her proposals and opinions in an easy-to-understand way and gains full understanding from persons with different opinions than one's own.	Explains one's proposals and opinions in an easy-to-understand way and gains full understanding from persons and local residents with different opinions than one's own.

Execution Ability: The ability to develop and propose concrete plans to execute resolution measures in group organizations with different backgrounds, objectively analyze and evaluate alternative measures, negotiate with others, organize teams and achieve goals with a sense of ethics	Identification of issues: Identifying issues to be addressed that face the region in question	Is unable to correctly understand issues that are indicated.	Is able to correctly understand issues that are indicated.	Grasps the gap between the region's current status and its future goals and identifies issues that lie between them.	Grasps the gap between the region's current status and its future goals and identifies issues to be resolved that lie between them.	Grasps the gap between the region's current status and its future goals and organizes and structures issues to be resolved that lie between them.	Compares issues to be resolved that face several regions and identifies their similarities and differences.
	Implementation of plans: Setting objectives and goals and steadily taking steps in accordance with plans	Acts without clear objectives and goals.	Sets objectives and goals, but the plan is too unfeasible to implement.	Sets objectives and goals, develops a plan, and takes steps.	Sets objectives and goals, develops a plan, and takes steps in accordance with the plan.	Sets objectives and goals, develops a plan, and takes steps in a way that best suits a given situation.	Chooses the best possible approach to objectives, goals, plans, and methods, in accordance with changes of cultures, customs, and values, etc.
	Verification: Accurately checking and evaluating results of researches and activities and reflecting findings in the next-term plan	Does not check and evaluate results.	Tries to check and evaluate results.	Checks and evaluates results.	Checks and evaluates results as planned.	Checks and evaluates results as planned and reflects findings in the next-term plan.	Checks and evaluates results as planned, and reflects them in the next-term plan findings as well as opinions of persons from different disciplines or with different cultures, customs, values etc.
Multifaceted Thinking: The ability to use one's academic knowledge in the humanities and science and technology to gain an overview of the field demand based on the specific issues being faced in the region, and identify an executable resolution measure from various viewpoints and approaches, flexibly and promptly	Ability to listen attentively: Listening to other persons' opinions, understanding such opinions correctly, and having respect for them	Is unable to listen to and reluctant to understand other persons' opinions.	Understands other persons' opinions.	Fully understands other persons' opinions.	Fully understands other persons' opinions, including those different from his/her own.	Fully understands and respects other persons' opinions, including those different from his/her own.	Acquires knowledge about disciplines, cultures, customs, values, etc. that are different from his/her own and, based on such knowledge, fully understands and respects diverse opinions.

	Understanding of regional cultures: Understanding different cultures, customs, and values, etc.	Fails to express understanding about the existence of different cultures, customs, values, etc.	Tries to be aware of and understand the existence of different cultures, customs, values, etc.	Understands and accepts different cultures, customs, values, etc.	Understands and accepts different cultures, customs, values, etc. and communicates his/her own culture, custom, and values, etc.	Understands different cultures, customs, values, etc. and is committed to the maintenance and development of regional cultures.	Understands different cultures, customs, values, etc. and contributes to the maintenance and development of regional cultures.
	Integration of different disciplines: Understanding other disciplines	Is not aware of different disciplines.	Is aware of and tries to understand different disciplines.	Understands and accepts different disciplines.	Understands and accepts different disciplines and communicates his/her own discipline.	Achieves mutual understanding with different disciplines and is committed to the development and integration of disciplines.	Achieves mutual understanding with different disciplines, appropriately deals with them, thereby contributing to the development and integration of disciplines.
	Development of logical argument: Logically developing one's opinions and procedures	Develops illogical argument.	Tries to organize and structure issues.	Organizes and structures issues.	Organizes and structures issues and logically develops his/her opinions and procedures.	Organizes and structures issues, logically develops his/her opinions and procedures, and gains full understanding from persons with different opinions from his/her own.	Organizes and structures issues, logically develops his/her opinions and procedures, and gains full understanding from persons with different opinions from his/her own as well as from the regions in question and the international community.
Creativity: Based on the constraints in the disadvantaged regions, the ability to mobilize one's cross-disciplinary knowledge to develop science and technology that meets the field demand as well as the policies and systems to support it, inviting the creation of a new regional culture	Collaboration: Having respect for each other's ideas and strengthening a relationship of trust	Is unable to work as a team member and takes arbitrary actions.	Participates in a team but fails to work on his/her own initiative.	Participates in a team, understands the goal, and works to achieve it.	Participates in a team and works in respect for persons from different disciplines or with different cultures, customs, values, etc. so as to achieve the goal.	Participates in a team and works on his/her own initiative and in respect for persons from different disciplines or with different cultures, customs, values, etc. so as to achieve the goal.	Participates in a team comprising different disciplines, cultures, customs, values, etc., works with leadership, and develops a relationship based on mutual trust and respect, so as to achieve the goal.

	Ability of collaborative creation: Producing a synergetic effect by working as a team comprising different disciplines, cultures, customs, values, etc.	Is unable to work in a team.	Works in a team comprising different disciplines, cultures, customs, values, etc.	Works in a team comprising different disciplines, cultures, customs, values, etc. and produces results.	A team comprising different disciplines, cultures, customs, values, etc. works and produces results through cross-disciplinary collaboration.	A team comprising different disciplines, cultures, customs, values, etc. works, produces a synergetic effect, and contributes to regional cultures.	A team comprising different disciplines, cultures, customs, values, etc. works, produces a synergetic effect, and contributes to regional cultures and multicultural coexistence.
	Ability of innovative thinking: Creating innovative ideas that will contribute to the realization of multicultural coexistence	Adheres to a conventional way of thinking.	Tries to have a new way of thinking.	Has a new way of thinking based on his/her own knowledge.	Creates innovative ideas using knowledge of different disciplines, cultures, customs, values, etc.	Contributes to regional cultures with innovative ideas using knowledge of different disciplines, cultures, customs, values, etc.	Contributes to regional cultures and multicultural coexistence with innovative ideas using knowledge of different disciplines, cultures, customs, values, etc.
Special Skills: The ability to create innovations	Ability to gather information: Obtaining reliable and necessary information	Does not know what information one needs.	Tries to understand what information one needs.	Understands what information one needs.	Understands what information one needs and knows how to obtain and gather such information.	Understands what information one needs and appropriately obtains and gathers such information.	Appropriately obtains and gathers information that is reliable and that one needs.
	Learning: Deeply learning knowledge and techniques of diverse disciplines	Is unwilling to learn new knowledge and techniques.	Tries to learn knowledge and techniques in his/her own discipline.	Learns knowledge and techniques in his/her own discipline.	Learns a wide range of knowledge and techniques in different disciplines.	Deeply learns a wide range of knowledge and techniques in different disciplines.	Deeply learns a wide range of knowledge and techniques in diverse disciplines and uses them to create new intellectual ideas.
	Language Skills: Having language skills for research	Is unable to understand basic conversations and questions.	Is able to understand basic conversations and questions.	Communicates for basic everyday needs.	Communicates well in everyday life, work, and study environment.	Communicates effectively in work and study environment to understand main ideas of academic discussions.	Reads and understands the expertise articles in academic journals and books to understand academic discussions.

Standard of Language Skill

Educational Goals	Basic Achievement Goals	Performance Level 0	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5
Special Skills	Language Skills: Having language skills for research	TOEIC 5-465 TOEFLiBT 47	TOEIC 470-595 TOEFLiBT 48-61	TOEIC 600-725 TOEFLiBT 62-78	TOEIC 730-855 TOEFLiBT 79-97	TOEIC 860-895 TOEFLiBT 98-101	TOEIC 900-990 TOEFLiBT102-120