

Grading

(1) Exams

Course exams consist of periodic exams and makeup exams. However, instead of periodic exams, reports may be assigned, small tests may be given during classes, or practical skill exams may be given, depending on the course.

① Periodic exams

These exams are taken by students who have registered for a particular course during the exam period in each quarter.

② Makeup exams

If you could not take a periodic exam due to one of the reasons in the table below, you may take a makeup exam. If you wish to take a makeup exam, you must submit an application to the Academic Affairs Office via MyEikei and then, at a later date, submit documents verifying the reason you could not take the exam to the Academic Affairs Office, in general, within seven days of the exam date. If your application is approved, the makeup exam will be held on a date separately specified by the faculty member in charge.

[Table]

Reason	Applicable examples
Infectious disease listed in the School Health and Safety Act	Category 1, Category 2, Category 3 infectious disease
Bereavement leave	Parent, spouse, child, grandparent, sibling, uncle, aunt, great-grandparent
Other unavoidable circumstances (Requires the approval of the Dean)	Public transportation stoppage or delay, disaster, illness (excluding the infectious diseases above), family member in critical condition, accident, injury, job hunting or other reason deemed valid by the Dean in advance (No individual review will be conducted on a case-by-case basis)

(2) Grading

At our university, grading is conducted in accordance with the competency-based approach and active learning principles of Eikei University. The syllabus clearly outlines the evaluation criteria, methods, and subjects, and students are provided with sufficient explanations.

Credits are awarded to those who are deemed to have passed based on the criteria specified in the syllabus (students who receive grades of S, A, B, C, or N in the table below). The relationship between grades and grade points is shown in the following table.

Evaluation	Score (Out of 100)	Pass / Fail
S (Outstanding)	90 to 100 points	Pass
A (Excellent)	80 to 89 points	
B (Good)	70 to 79 points	
C (Acceptable)	60 to 69 points	
N (Certified)	-	Certification
F (Fail)	59 points or less	Fail

(3) Grade notification

Students are notified of their grades via MyEikei. We also provide information to guardians so that they can use MyEikei to check students' grades.

(4) Inquiries about grades

After you have checked your grade notification, you can make inquiries about your grades until the specified deadline. If you have any inquiries about the evaluation method or grades, please use the prescribed format on MyEikei to submit your inquiry, along with any supporting documents for your inquiry (such as your attendance or records of report submissions).

Furthermore, faculty members disclose the methods of evaluation in the syllabus and take responsibility to perform grading in accordance therewith. Therefore, except for accidents such as input errors or system malfunctions, grades are not changed.

GPA system

We use the Grade Point Average (hereinafter, "GPA") in order to both improve the students' desire to learn as well to help ensure quality of education and to support students.

"GPA," as defined by Eikei University of Hiroshima, refers to the average grade point (hereinafter, "GP") per credit calculated by applying a grade point, from 4 to 0, corresponding to each of the five levels of grading for courses.

(1) Grading and GP

The GPs corresponding to the grading determined in the course regulations are as follows.

Points	Evaluation	GP
90~100	S (Outstanding)	4
80~89	A (Excellent)	3
70~79	B (Good)	2
60~69	C (Acceptable)	1
0~59	F (Fail)	0

(2) GPA applicable courses

The courses applicable for the GPA are the courses with grades certified using the five-level evaluation, that can be applied towards the graduation requirements. Courses where the grading given is N (Certified) are not applicable to the GPA.

(3) GPA types and calculation methods

There are two types of GPA; the "quarter GPA" and the "cumulative GPA." They are calculated using the following equations. When calculating the GPA, decimals are rounded down to the nearest the thousandth.

A. Quarter GPA

Indicates the result for GPA-applicable courses taken in the corresponding quarter.

$$\text{Quarter GPA} = \frac{\text{Total in the corresponding quarter of (corresponding course GP x number of credits)}}{\text{Total number of credits in the corresponding quarter}}$$

B. Cumulative GPA

Indicates the result of learning for all quarters while enrolled here.

$$\text{Cumulative GPA} = \frac{\text{Cumulative total of (corresponding course GP x number of credits)}}{\text{Cumulative total number of credits}}$$

- (4) Exceptions for the calculating method
- A. Credits gained at other universities or the like before enrollment at EUH (including transfers) are not applicable.
 - B. If you re-register for a course you failed and pass, the failed evaluation before re-registering for the course is removed from the calculation of your cumulative GPA.

(5) GPA notification

Students are notified of their GPA (both the Quarter GPA, based on finalized grades for each quarter, and the cumulative GPA) through MyEikei.

If a student's Quarter GPA falls below the standard threshold, faculty and staff may check in on the student's situation or conduct interviews as part of academic support.

Appendix: Eikei University Standard Competency Rubric

See the next page for details.

Appendix: Eikei University standard competency rubric (2025)

Competency	5: distinguished	4: proficient	3: competent	2: progressing	1: beginning
Global collaboration Create shared futures	Demonstrates the ability to grow through self-transformation by interacting with diverse people and ideas. Exhibits a commitment to contributing to the creation of a better society through collaborative work as a global citizen.	Demonstrates the ability to relativize one's own thinking by learning from and interacting with diverse people and ideas. Shows understanding of the significance of diversity and contributing to society.	Exhibits an understanding of the significance of communicating with diverse people and learning from diverse ways of thinking. Relates issues of diversity to oneself.	Understands the significance of communicating with diverse people and learning from diverse ways of thinking.	Expresses some indifference or resistance to communicating with diverse people and learning from diverse perspectives. Expresses attitudes and beliefs unreflexively as an individual, from a one-sided view.
Foresight Discover problems	Explains comprehensively and clearly the critical issues to be explored. Recognizes the limitations of their own opinions and hypotheses in light of the complexity of the issues. Integrates the perspectives and views of others into their own opinions and hypotheses.	Explains critical issues to be explored sufficiently to avoid serious misunderstandings. Forms their own opinions considering the complexity of the issue. Deepens their thinking based on the opinions of others.	Explains critical issues to be explored adequately for conveying an overview. Recognizes multiple sides of the issue, understand different opinions, and forms their own opinions.–	Describes critical issues to be explored but is vague in content due to insufficient explanation of the terms/concepts and background information. Shows understanding of the multiple aspects of an issue and forms their own opinions.	Inadequately describes the critical issues to be explored. Fails to grasp sufficient complexity of the issue. Expresses an opinion from a particular position, but it remains simplistic and conventional.
Strategy Research, analyze, and design	Proposes flexible plans that indicate deep comprehension of the problem/question and applies them in specific situations. Proposals are designed to be sensitive to contextual factors as well as the ethical, logical, and social dimensions.	Proposes flexible plans that indicate a deep comprehension of the problem/question and applies them in specific situations. Proposals are designed to be sensitive to contextual factors.	Proposes a plan that indicates some comprehension of the problem/question and applies it in specific situations. Rather than designed to address specific contextual factors, proposals from pre-existing cases are adopted to a certain extent.	Proposes a plan that indicates some comprehension of the problem/question, but the application in specific situations is limited. Rather than designed to address specific contextual factors, the proposal is taken from pre-existing cases and not applied to the specific situation.	Proposes a plan to solve the problem or to engage with a research question, but it does not fit the specific situation, and it shows insufficient comprehension of the problem/question. The relationship between the problem/question and the proposal is not yet clear.
Energetic drive Achieve with resilience	Creates and develops opportunities to enhance their own and others' knowledge and skills in the project execution process. Facilitates communication among peers, faculty, and external collaborators, integrates each contribution in a respectful manner, and achieves the project goals.	Demonstrates development of their own knowledge and skills in the project execution process. Communicates smoothly and effectively with peers, faculty members, and external collaborators to achieve their goals.	Executes projects and relates the process to the development of knowledge and skills. Communicates smoothly and effectively with peers, faculty members, and external collaborators.	Works on and completes assigned tasks. Listens to and receives the opinions of peers, faculty, and external collaborators.	Works on assigned tasks but does not complete them. Communicates insufficiently with peers, faculty, and external collaborators.
Self-improvement Keep learning	Explores a topic of interest in depth and presents original ideas or new findings. Creatively connects previous learning to new situations, enhancing their knowledge and skills and broadening their perspectives.	Explores a topic of interest in depth and gains new insights. Connects previous learning to new situations and applies their knowledge and skills.	Finds a topic of interest and gains new information through their own research. Connects previous learning to new situations and attempts to apply their knowledge and skills.	Finds a topic of interest and makes an effort to conduct their own research. Attempts to connect previous learning to new situations.	Engages with a given topic, but does not explore it well, suggesting a lack of interest. Only vaguely relates previous learning to new situations.