

Curriculum Policy of the Faculty of Economics

Based on the university's Curriculum Policy, the Faculty of Economics organizes a systematic curriculum under the following principles.

1. In order to develop students' humanity, creativity, and internationality, sets of courses are established to be taken by all students. These include basic liberal arts courses, integrated liberal arts courses, advanced liberal arts courses, foreign language courses, first year seminars, career courses, information science courses, health and physical education courses, and other courses deemed necessary.
2. In order to foster deeper knowledge and help students acquire expertise, we offer the following specialized courses (including common basic courses for majors, as well as advanced liberal arts courses offered by the Faculty).
 - In order to enable students to acquire expertise in economics systematically, a sequential curriculum is established in which students initially obtain the basic knowledge and skills via first year compulsory courses such as Introductory Seminar, Introductory Economics, Economic History, Statistics, and Economic Ethics and Thought, and then obtain advanced knowledge and skills via specialized courses and advanced courses.
 - In order to enable students to think logically and mathematically, we offer courses of basic theoretical subjects such as Intermediate Microeconomics, Intermediate Macroeconomics, and Mathematics for Economists, as well as courses of quantitative analysis such as Econometrics and Economic Statistics.
 - In order to enable students to accurately analyze and elucidate phenomena in society, we offer courses in applied fields such as Finance, Public Economics, International Economics, Introduction of Economic Policy, and Japanese Economy.
 - In order to enable students to synthesize and accurately express the results of analysis and elucidation, we offer seminars such as Research Guidance.

These courses are often taught with a combination of active learning and experience-based learning in the form of lecture, seminar, research guidance, or other classroom formats.

Learning outcomes are evaluated via multiple and comprehensive methods according to the learning objectives.