

College of Social Sciences

- Bachelor of Arts in Sociology
- Bachelor of Laws
- Bachelor of Arts in Political Science
- Bachelor of Arts in Economics

Program Educational Objectives

Not only do we provide an intensive education that deepens specialized knowledge in sociology, law, politics, and economics, but we also provide cross-disciplinary education that allows students to acquire basic knowledge in each field comprehensively. In this way, we aim to train glocal (global + local)-oriented human resources with a high level of expertise backed by a general perspective on the social sciences as a whole.

<p>Graduate Profile</p>	<p>Glocal (global + local)-oriented personnel with high expertise backed by a general perspective on social sciences in general can respond to and contribute to the needs of traditional society by working in policy planning and implementation at government agencies and local governments, management, organizational operations, and business execution at domestic and international companies and organizations, and research and education at domestic and international educational and research institutions. In addition, they can be expected to take a leading role in corporate value creation at domestic and international start-ups and ventures, and respond creatively to the creation of a new society.</p>
<p>Career Paths after Graduation / Completion</p>	<p>Approximately 80% of our graduates have become glocal (global + local)-oriented individuals with a high level of expertise backed by a general perspective on social sciences in general, and are active in a wide range of fields, including government agencies, local governments, domestic and international companies and organizations, and domestic and international educational and research institutions. This includes domestic and international startups and venture companies. Approximately 10% go on to graduate school to further develop their expertise.</p>

Diploma Policy

A Bachelor's degree in Sociology will be awarded to those who have acquired the knowledge and skills (general competence) based on the educational objectives of the University of Tsukuba's undergraduate program, as well as the knowledge and skills (specialized competence) based on the College's human resource development objectives.

Knowledge and Skills (Specialized Competences)	1. Sociology Competence 1	Sociological background and specialized knowledge
	2. Sociology Competence 2	Sociological analytical ability
	3. Sociology Competence 3	Sociological description and expression ability
Guidelines for Assessing Learning Outcomes	<p>The acquisition of knowledge and skills based on the educational goals of the University of Tsukuba's undergraduate program, as well as the human resource development objectives of the College, will be assessed through achievement check tests and quizzes in each specialized subject, as well as discussions with faculty and other students in class. Furthermore, the acquisition of the above specialized competences will be assessed through the progress of the graduation thesis and the graduation thesis research process. In the Sociology major, students are required to take a “Graduation Thesis Seminar” course, in which they independently set their own research themes and issues and write their graduation thesis. The evaluation of this “Graduation Thesis Seminar” course and the evaluation of the degree completion will determine whether the students have met the learning goals and standards set out in the degree awarding policy. During the graduation thesis writing process, an interim graduation thesis presentation meeting will be held, and a system will be in place to ensure the high standard of the thesis through evaluation and advice from multiple faculty members, including the supervisor.</p>	

Curriculum Policy

Based on the learning outcomes of the Graduate School (Sociology), the curriculum will be organized and implemented in accordance with the following policy as a program for acquiring specialized competence in sociology.

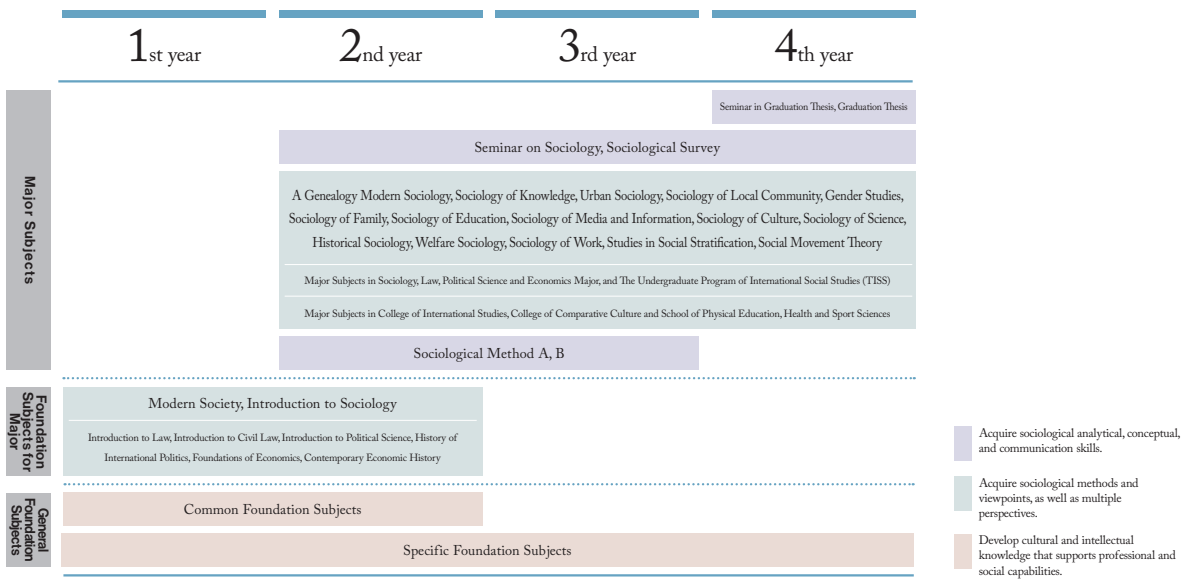
<p>Curriculum Design Framework</p>	<p>General policy</p> <p>Leveraging the greatest advantage of having sociology, law, political science, and economics in the same department, we aim to develop a broad perspective and comprehensiveness by studying the social sciences comprehensively. Furthermore, our policy is to cultivate the following sociological skills:</p> <ul style="list-style-type: none"> - The curriculum is organized with careful consideration for chronological order, aiming to acquire knowledge of sociological interests and perspectives, as well as practical sociological skills such as the ability to research and analyze, and the ability to write and express theoretical ideas. - To encourage student initiative, we allow students to freely choose their courses, fostering a sense of awareness of issues that are aligned with their individual interests and enabling them to pursue their studies based on that awareness. <p>Course sequence policy</p> <ul style="list-style-type: none"> - In the first year, students will be offered courses on the foundations of sociological knowledge (specialized foundation courses “Sociology Foundations” and “Contemporary Society”) to acquire Sociology Competence 1. We also offer specialized foundation courses in law, politics, and economics, which foster fundamental knowledge and a broad perspective in the social sciences. - In the second and third years, alongside the specialized foundation courses related to Sociology Competence 1, specialized courses related to a wide range of sociological themes and courses related to sociological research methods (“Sociological Research Methods A” and “Sociological Research Methods B”) will be offered. In addition to these, small-group seminars and practical training (“Sociology Seminar” and “Social Survey Practical Training”) will be offered as core courses related to Sociology Competences 2 and 3. Care will be taken to ensure that students can choose all courses according to their interests. - In the fourth year, students will take specialized courses related to sociological knowledge in Sociological Competence 1, seminars and practical training related to sociological practice in Sociological Competences 2 and 3, and graduation thesis seminars, with the aim of integrating these courses into a culminating work in the graduation thesis.
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Teaching and Learning Methods

Our faculty members take the lead in implementing the following distinctive educational methods.

- We will develop materials and teaching materials that can relativize “common sense” surrounding social systems and customs.
- We will set topics, collect materials, and conduct analysis that respects each individual's interests.
- We will collaborate with local communities and the field by conducting research and inviting guest speakers to lectures, while integrating theory and social phenomena.

Structure of competences to be developed and curriculums



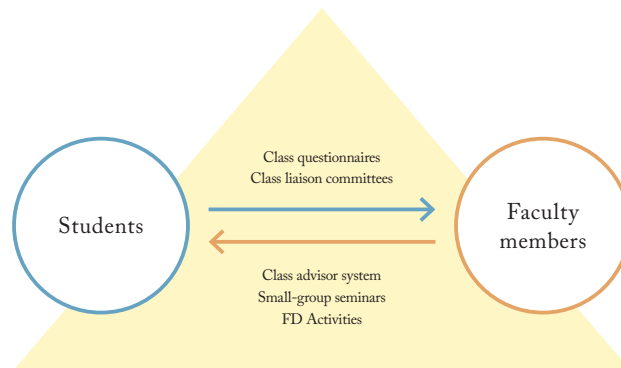
Admission Policy

Desired Student Profile	Persons with basic academic skills necessary for comprehensive study on Social Sciences, along with a keen interest, and analytical competence to understand and engage with various issues in the globalizing society.	
Student Evaluation and Selection	Individual Achievement Test First Round	Applicants are assessed on whether they possess sufficient foundational academic ability and logical thinking skills required for successful study after enrollment.
	Entrance Examination by School Recommendation	Applicants are evaluated on the extent to which they have firmly acquired high school-level academic foundations and demonstrate a clear sense of inquiry and outstanding ability in fields related to their intended major area of study (Sociology, Law, Political Science, or Economics).
	Entrance Examination for IB Students	Applicants are comprehensively evaluated on their strong foundational academic ability necessary for the study of social sciences; deep interest in and awareness of social issues; capacity and initiative to engage in independent learning toward clearly defined goals; and high-level communication skills, including foreign language proficiency.
	Transfer examination	The College of Social Sciences, School of Social and International Studies, evaluates applicants who demonstrate strong motivation and a high level of intellectual curiosity toward the social sciences, as well as sufficient introductory knowledge and logical thinking skills in their intended major field (Sociology, Law, Political Science, or Economics).

Learning Support Framework

<p>Academic Support</p>	<ul style="list-style-type: none"> - We are taking the following measures to teach students about the interrelationship between social science theory and practice: <ul style="list-style-type: none"> - By offering seminars, survey training, and social research methods courses, we ensure that students have the opportunity to acquire the social research techniques necessary for writing their graduation theses. - Every year, we hold tours of courts, stock exchanges, prisons, and other facilities to provide opportunities to see legal work in the field. - We offer practical lessons using moot courts and seminar courses that emphasize experimenting with economic theory. - To learn about practical economics, we hold tours of local factories, the Bank of Japan, and stock exchanges. - We are implementing an English language proficiency improvement support program to encourage students to secure opportunities to learn English.
<p>Opportunities for Peer Interaction</p>	<p>We have opened a student room that can be used freely by any student in the College of Sociology, encouraging interaction between students and stocking books by faculty members in the College of Sociology to deepen their learning and research. To encourage learning, the student room also hosts events (College of Sociology Book Clubs) where students take the lead in introducing and discussing various book materials.</p>
<p>Opportunities for Student-Faculty Interaction</p>	<ul style="list-style-type: none"> - Faculty members hold office hours and are available to discuss studies, research, and career paths. - Small-group seminars, primarily for third- and fourth-year students, respect the individual concerns of each student and provide opportunities for interactive discussions with faculty. - Once a year, a social gathering is held between faculty and students who wish to participate, providing a forum for interaction that transcends year levels and specialties.

Measures to improve educational abilities



Approaches to Assuring and Enhancing Educational Quality

- To ensure the quality of education in the College of Social Sciences, the breakdown of competences acquired by graduates is confirmed at education meetings, etc., and verified at college education meetings, etc., to see if the results are in line with the college's assessment of learning outcomes, degree awarding policy, and the type of human resources the college aims to cultivate. This process is carried out every year, and by reviewing the curriculum as necessary, it will lead to improvements in the educational opportunities provided to students.
- Class meetings are held twice a year, with students serving as class representatives and faculty members, primarily the department head, homeroom teacher, and curriculum committee members, to discuss the curriculum, learning environment, job hunting and further education consultation meetings, etc. Opinions and requests from students at the class meetings are shared with all faculty members at the educational conference, and the need for improvement is considered.
- We regularly hold faculty development (FD) training sessions for newly appointed faculty, where we explain and exchange opinions on the department's educational curriculum, etc.
- We regularly hold faculty development (FD) training sessions related to education, where we explain and exchange opinions on innovative lesson design and methodologies.
- In order to verify that the educational content is appropriate, we conduct class evaluation surveys for almost all subjects. The department evaluates classes using standardized evaluation criteria, and provides feedback on the results to the instructors in charge, helping them improve their own class content. In addition, for subjects that do not fit into the standardized evaluation, each instructor conducts their own survey of students.

Diploma Policy

A Bachelor's degree (in law) will be awarded to those who have acquired the knowledge and skills (general competence) based on the educational goals of the University of Tsukuba's undergraduate program, as well as the knowledge and skills (specialized competence) based on the College's human resource development objectives.

Knowledge and Skills (Specialized Competences)	1. Law Competence 1	The ability to maintain an interest in the state of society and solve problems from a broad perspective through deep consideration of the role and significance of law.
	2. Law Competence 2	With legal expertise, this qualification demonstrates the ability to systematically understand real-world phenomena by deducting fundamental legal concepts, such as those in the Constitution, Civil Law, and Criminal Law.
	3. Law Competence 3	The ability to send and receive information, engaging in two-way legal communication.
	4. Law Competence 4	The ability to discover legal issues in social phenomena and the insight to grasp the core of the problem.
Guidelines for Assessing Learning Outcomes	<p>We evaluate students' acquisition of knowledge and skills based on the educational goals of the University of Tsukuba's undergraduate program, as well as the knowledge and skills based on the college's human resource development objectives, through achievement check tests and quizzes in each specialized subject, and through students' responses to questions from faculty in class.</p> <p>Furthermore, whether students have acquired the above-mentioned specialized competences is assessed on a three-point scale through the submission of assignments and discussions in the required elective "seminar" courses. Furthermore, the degree to which each student has acquired the specialized competences is judged and mutually confirmed at a meeting attended by all faculty members in the law major.</p>	

Curriculum Policy

A curriculum is organized and implemented based on the following policies for students to achieve learning outcomes to acquire Bachelor of Laws.

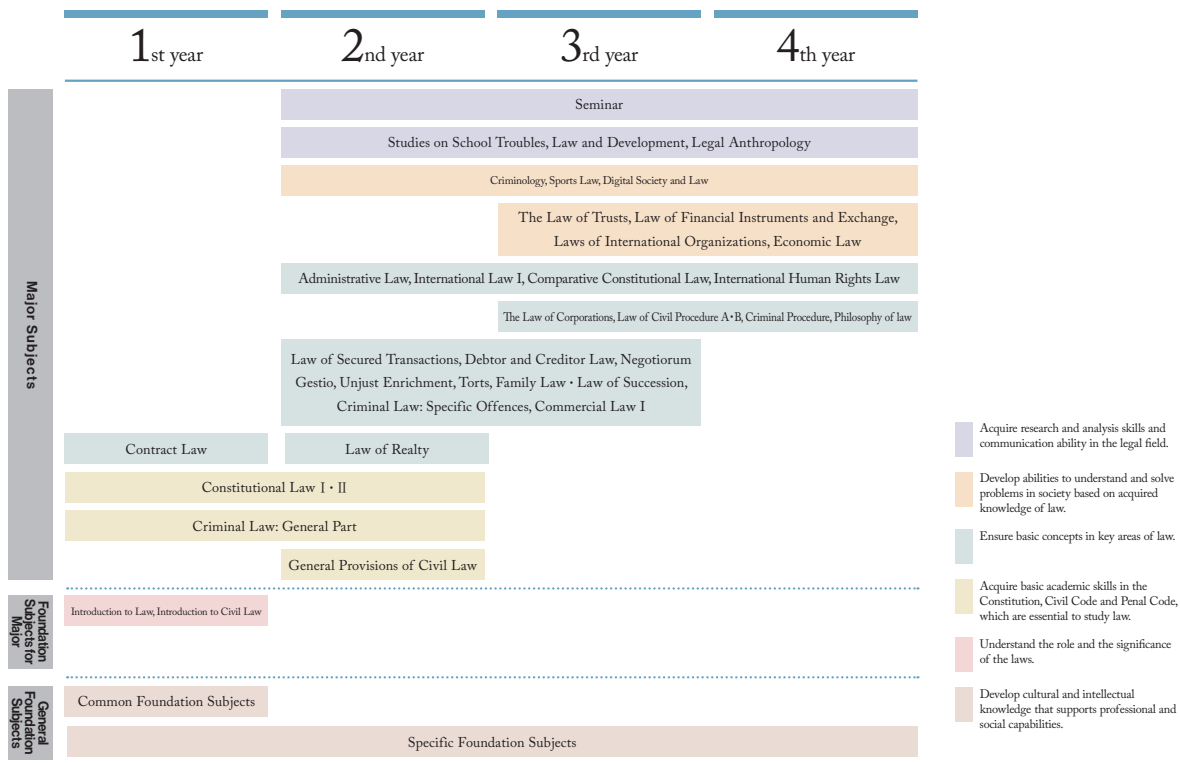
<p>Curriculum Design Framework</p>	<p>General policy</p> <p>We offer the curriculum to provide students with opportunities for gaining wide and flexible perspectives in social sciences that constitutes the foundation of a legal mind. This curriculum also allows students to engage in step-by-step learning experience in light of the academic characteristics of the law and to obtain practical knowledge.</p> <p>Course sequence policy</p> <ul style="list-style-type: none"> - In the first year, we offer required specialized foundation courses, Introduction to Law and Introduction to Civil Law, which are essential for acquiring Law Competence 1. In addition, we offer specialized foundation courses in sociology, law, political science, and economics to provide students with a broad range of knowledge and knowledge about social science in general. - In the first and second years, students are required to major in law in their third year by taking basic courses in order to acquire Law Competence 2. These courses are chosen from the three main fields (Constitutional Law, Civil Law, and Criminal Law) and include “Constitutional Law I & II,” “General Provisions of Civil Law,” and “General Principles of Criminal Law.” - In the second and third years, students will take courses other than the three main fields, as well as courses in commercial law, corporate law, administrative law, etc., in order to acquire Law Competence 3. - In the third and fourth years, students will take courses such as civil procedure law, criminal procedure law, and legal philosophy, as well as more specialized courses, and will also take seminar courses that emphasize learning through small group discussions and dialogue with faculty in order to acquire Law Competence 4. Building on the basic understanding of law that students have acquired up to that point, the course aims to help students acquire the ability to apply legal knowledge, become proficient in research and analysis methods for specific topics, and acquire legal communication skills. Although a graduation thesis is not a required subject, students who wish to submit one will be given an opportunity to make an interim presentation, where faculty in the law department, including their supervisor, will be present to provide advice on completing the thesis, which will be the culmination of their studies at university, and to participate in a multifaceted Q&A session.
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Teaching and Learning Methods

In addition to providing students with the basic legal theory and knowledge required for a law degree, we will also incorporate methods to stimulate students' interest in studying law in order to cultivate human resources who can deal with current and anticipated future social issues.

- We aim to achieve the above policy by providing concrete and realistic lessons using a moot courtroom, tours of courtrooms and other facilities, using and creating materials using the latest documents and videos that provide a real understanding of the connection between society and the law, and by enriching our distinctive seminars.
- We provide an opportunity to comprehensively demonstrate the knowledge and communication skills you have acquired through joint seminars with other universities.

Structure of competences to be developed and curriculums



Admission Policy

Desired Student Profile

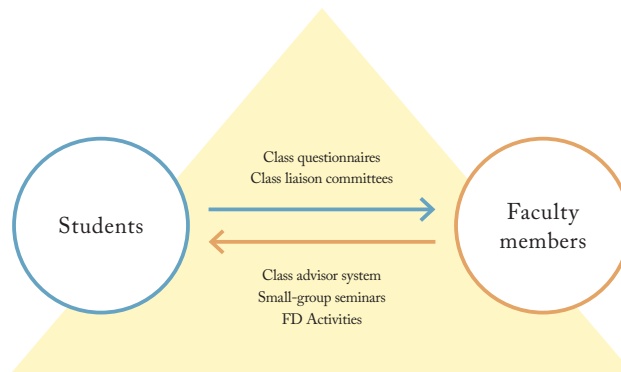
Persons with basic academic skills necessary for comprehensive study on Social Sciences, along with a keen interest, and analytical competence to understand and engage with various issues in the globalizing society.

Student Evaluation and Selection	Individual Achievement Test First Round	Applicants are assessed on whether they possess sufficient foundational academic ability and logical thinking skills required for successful study after enrollment.
	Entrance Examination by School Recommendation	Applicants are evaluated on the extent to which they have firmly acquired high school-level academic foundations and demonstrate a clear sense of inquiry and outstanding ability in fields related to their intended major area of study (Sociology, Law, Political Science, or Economics).
	Entrance Examination for IB Students	Applicants are comprehensively evaluated on their strong foundational academic ability necessary for the study of social sciences; deep interest in and awareness of social issues; capacity and initiative to engage in independent learning toward clearly defined goals; and high-level communication skills, including foreign language proficiency.
	Transfer examination	The College of Social Sciences, School of Social and International Studies, evaluates applicants who demonstrate strong motivation and a high level of intellectual curiosity toward the social sciences, as well as sufficient introductory knowledge and logical thinking skills in their intended major field (Sociology, Law, Political Science, or Economics).

Learning Support Framework

<p>Academic Support</p>	<ul style="list-style-type: none"> - We are taking the following measures to teach students about the interrelationship between social science theory and practice: <ul style="list-style-type: none"> - By offering seminars, survey training, and social research methods courses, we ensure that students have the opportunity to acquire the social research techniques necessary for writing their graduation theses. - Every year, we hold tours of courts, stock exchanges, prisons, and other facilities to provide opportunities to see legal work in the field. - We offer practical lessons using moot courts and seminar courses that emphasize experimenting with economic theory. - To learn about practical economics, we hold tours of local factories, the Bank of Japan, and stock exchanges. - We are implementing an English language proficiency improvement support program to encourage students to secure opportunities to learn English.
<p>Opportunities for Peer Interaction</p>	<p>We have opened a student room that can be used freely by any student in the College of Sociology, encouraging interaction between students and stocking books by faculty members in the College of Sociology to deepen their learning and research. To encourage learning, the student room also hosts events (College of Sociology Book Clubs) where students take the lead in introducing and discussing various book materials.</p>
<p>Opportunities for Student-Faculty Interaction</p>	<ul style="list-style-type: none"> - Faculty members hold office hours and are available to discuss studies, research, and career paths. - Small-group seminars, primarily for third- and fourth-year students, respect the individual concerns of each student and provide opportunities for interactive discussions with faculty. - Once a year, a social gathering is held between faculty and students who wish to participate, providing a forum for interaction that transcends year levels and specialties.

Measures to improve educational abilities



Approaches to Assuring and Enhancing Educational Quality

- To ensure the quality of education in the College of Social Sciences, the breakdown of competences acquired by graduates is confirmed at education meetings, etc., and verified at college education meetings, etc., to see if the results are in line with the college's assessment of learning outcomes, degree awarding policy, and the type of human resources the college aims to cultivate. This process is carried out every year, and by reviewing the curriculum as necessary, it will lead to improvements in the educational opportunities provided to students.
- Class meetings are held twice a year, with students serving as class representatives and faculty members, primarily the department head, homeroom teacher, and curriculum committee members, to discuss the curriculum, learning environment, job hunting and further education consultation meetings, etc. Opinions and requests from students at the class meetings are shared with all faculty members at the educational conference, and the need for improvement is considered.
- We regularly hold faculty development (FD) training sessions for newly appointed faculty, where we explain and exchange opinions on the department's educational curriculum, etc.
- We regularly hold faculty development (FD) training sessions related to education, where we explain and exchange opinions on innovative lesson design and methodologies.
- In order to verify that the educational content is appropriate, we conduct class evaluation surveys for almost all subjects. The department evaluates classes using standardized evaluation criteria, and provides feedback on the results to the instructors in charge, helping them improve their own class content. In addition, for subjects that do not fit into the standardized evaluation, each instructor conducts their own survey of students.

Diploma Policy

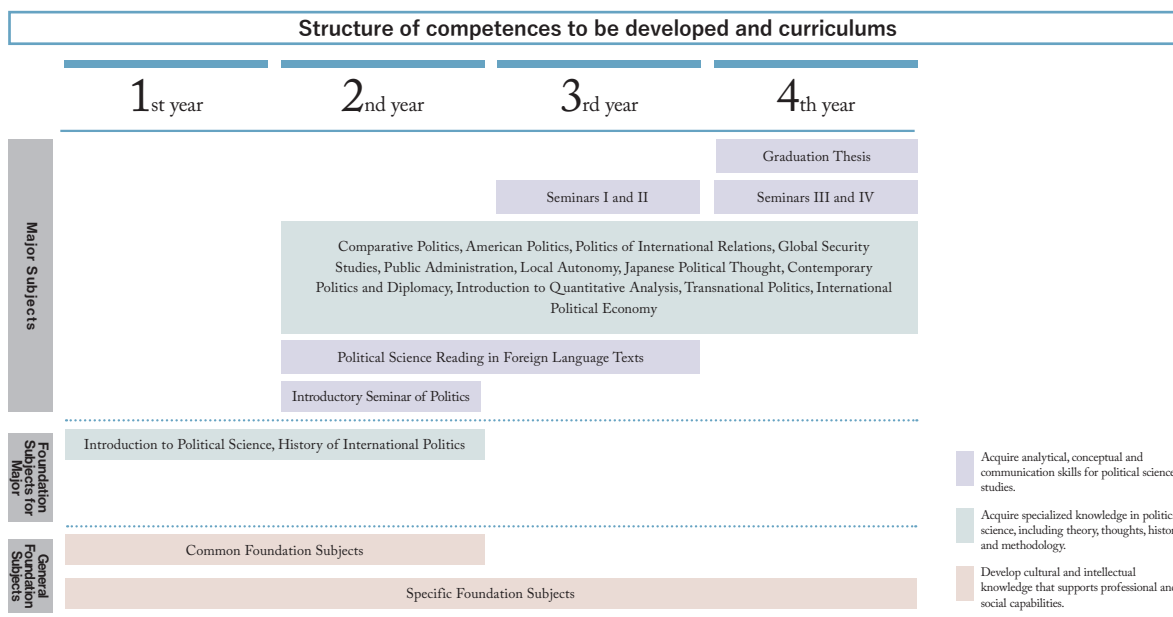
A Bachelor's degree (in political science) will be awarded to those who have acquired the knowledge and skills (general competence) based on the educational goals of the University of Tsukuba's undergraduate program, as well as the knowledge and skills (specialized competence) based on the College's human resource development objectives.

Knowledge and Skills (Specialized Competences)	1. Political Science Competence 1	The ability to understand political phenomena that are becoming increasingly globalized, complex, and diverse, in an interdisciplinary and comprehensive manner, by relating them to various phenomena of contemporary society.
	2. Political Science Competence 2	The ability to systematically understand specialized knowledge in political science, to critically and multifacetedly analyze and examine political phenomena, to identify policy issues arising in a complex society, and to derive solutions from the standpoint of political science.
	3. Political Science Competence 3	The ability to logically express analyses and examinations based on specialized knowledge of political science, both in writing and orally, to engage in discussions with others, and to demonstrate leadership in society as well as within one's own organizations and groups.
Guidelines for Assessing Learning Outcomes	<p>We evaluate students' acquisition of knowledge and skills based on the educational goals of the University of Tsukuba's undergraduate program, as well as the knowledge and skills based on the college's human resource development objectives, through achievement check tests and quizzes in each specialized subject, and through students' responses to questions from faculty in class.</p> <p>Furthermore, whether students have acquired the above-mentioned specialized competences is assessed on a three-point scale through the submission of assignments and discussions in the required elective "seminar" courses. Furthermore, the degree to which each student has acquired the specialized competences is judged and mutually confirmed at a meeting attended by all faculty members in the political science major.</p>	

Curriculum Policy

A curriculum is organized and implemented based on the following policies for students to achieve learning outcomes to acquire Bachelor of Political Science.

<p>Curriculum Design Framework</p>	<p>General policy</p> <p>At the College of Social Sciences, we expect students to acquire interdisciplinary knowledge of social sciences as well as expertise in each major in a well-balanced manner. Major in Political Science organizes a stepwise curriculum ranging from basic to advanced and application levels in political science, in order to foster autonomous citizens with a sense of public nature, broad viewpoints, comprehensive vision, and a high level of expertise in political science. Specifically, we take advantage of the fact that sociology, law, and economics belong to the same college and implement a curriculum for learning social sciences comprehensively in order to enable students to develop Political Science Competence 1. We also implement a curriculum for learning Major Subjects including political theory/thoughts/history, public administration, and international politics as well as Foundation Subjects for Major, Introduction to Political Science and History of Global Politics, for students to obtain Political Science Competence 2. Moreover, we offer Introductory Seminar of Politics, Seminars I-IV, and Graduation Thesis to encourage students to gain Political Science Competence 3.</p> <p>Course sequence policy</p> <ul style="list-style-type: none"> - During the first year, we allocate mandatory Foundation Subjects for Major that provide opportunities to learn theories, thoughts, and histories essential for studying political science. We also offer Foundation Subjects for Major in sociology, law, political science, and economics that allow students to foster basic knowledge and broad viewpoints on the society. - During the second year, students learn specialized knowledge in political theory/thoughts/history, public administration, and international politics. Moreover, students learn the basics of political science in a seminar format through Introductory Seminar of Politics, and get proficient in understanding political science in English through Political Science Reading in Foreign Language Texts (English). - During the third year, students gain more advanced knowledge in political science and deepen their own research themes in Seminars I and II. During the fourth year, students do their own research in Seminars III and IV and complete Graduation Theses or seminar theses. Students are required to take two seminars simultaneously in their third or fourth year, thereby receiving guidance from multiple faculty members at the same time. With regard to the optional graduation thesis, substantial group supervision is provided through the seminars.
<p>Teaching and Learning Methods</p>	<p>Lecture courses offered by the Political Science Major in the College of Social Sciences are, in principle, conducted as 2-credit, single-semester courses. The “Seminars I-IV” are conducted in small groups, and students are required to take seminar courses with at least two different instructors.</p>



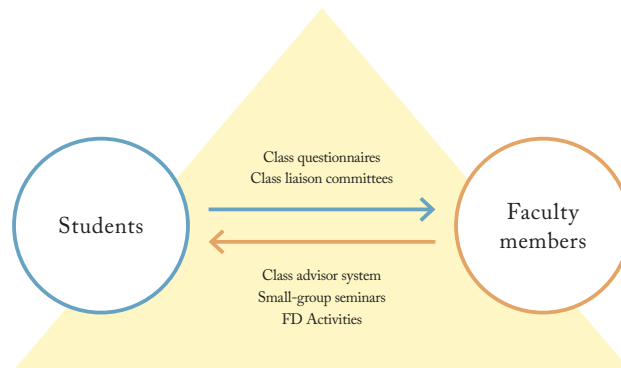
Admission Policy

Desired Student Profile	Persons with basic academic skills necessary for comprehensive study on Social Sciences, along with a keen interest, and analytical competence to understand and engage with various issues in the globalizing society.	
Student Evaluation and Selection	Individual Achievement Test First Round	Applicants are assessed on whether they possess sufficient foundational academic ability and logical thinking skills required for successful study after enrollment.
	Entrance Examination by School Recommendation	Applicants are evaluated on the extent to which they have firmly acquired high school-level academic foundations and demonstrate a clear sense of inquiry and outstanding ability in fields related to their intended major area of study (Sociology, Law, Political Science, or Economics).
	Entrance Examination for IB Students	Applicants are comprehensively evaluated on their strong foundational academic ability necessary for the study of social sciences; deep interest in and awareness of social issues; capacity and initiative to engage in independent learning toward clearly defined goals; and high-level communication skills, including foreign language proficiency.
	Transfer examination	The College of Social Sciences, School of Social and International Studies, evaluates applicants who demonstrate strong motivation and a high level of intellectual curiosity toward the social sciences, as well as sufficient introductory knowledge and logical thinking skills in their intended major field (Sociology, Law, Political Science, or Economics).

Learning Support Framework

<p>Academic Support</p>	<ul style="list-style-type: none"> - We are taking the following measures to teach students about the interrelationship between social science theory and practice: <ul style="list-style-type: none"> - By offering seminars, survey training, and social research methods courses, we ensure that students have the opportunity to acquire the social research techniques necessary for writing their graduation theses. - Every year, we hold tours of courts, stock exchanges, prisons, and other facilities to provide opportunities to see legal work in the field. - We offer practical lessons using moot courts and seminar courses that emphasize experimenting with economic theory. - To learn about practical economics, we hold tours of local factories, the Bank of Japan, and stock exchanges. - We are implementing an English language proficiency improvement support program to encourage students to secure opportunities to learn English.
<p>Opportunities for Peer Interaction</p>	<p>We have opened a student room that can be used freely by any student in the College of Sociology, encouraging interaction between students and stocking books by faculty members in the College of Sociology to deepen their learning and research. To encourage learning, the student room also hosts events (College of Sociology Book Clubs) where students take the lead in introducing and discussing various book materials.</p>
<p>Opportunities for Student-Faculty Interaction</p>	<ul style="list-style-type: none"> - Faculty members hold office hours and are available to discuss studies, research, and career paths. - Small-group seminars, primarily for third- and fourth-year students, respect the individual concerns of each student and provide opportunities for interactive discussions with faculty. - Once a year, a social gathering is held between faculty and students who wish to participate, providing a forum for interaction that transcends year levels and specialties.

Measures to improve educational abilities



Approaches to Assuring and Enhancing Educational Quality

- To ensure the quality of education in the College of Social Sciences, the breakdown of competences acquired by graduates is confirmed at education meetings, etc., and verified at college education meetings, etc., to see if the results are in line with the college's assessment of learning outcomes, degree awarding policy, and the type of human resources the college aims to cultivate. This process is carried out every year, and by reviewing the curriculum as necessary, it will lead to improvements in the educational opportunities provided to students.
- Class meetings are held twice a year, with students serving as class representatives and faculty members, primarily the department head, homeroom teacher, and curriculum committee members, to discuss the curriculum, learning environment, job hunting and further education consultation meetings, etc. Opinions and requests from students at the class meetings are shared with all faculty members at the educational conference, and the need for improvement is considered.
- We regularly hold faculty development (FD) training sessions for newly appointed faculty, where we explain and exchange opinions on the department's educational curriculum, etc.
- We regularly hold faculty development (FD) training sessions related to education, where we explain and exchange opinions on innovative lesson design and methodologies.
- In order to verify that the educational content is appropriate, we conduct class evaluation surveys for almost all subjects. The department evaluates classes using standardized evaluation criteria, and provides feedback on the results to the instructors in charge, helping them improve their own class content. In addition, for subjects that do not fit into the standardized evaluation, each instructor conducts their own survey of students.

Diploma Policy

A Bachelor's degree (in Economics) will be awarded to those who have acquired the knowledge and skills (general competence) based on the educational goals of the University of Tsukuba's undergraduate program, as well as the knowledge and skills (specialized competence) based on the College's human resource development objectives.

Knowledge and Skills (Specialized Competences)	1. Economics Competence 1	Technical ability required for economic analysis.
	2. Economics Competence 2	Systematic specialized knowledge of economics.
	3. Economics Competence 3	Comprehensive analytical ability combining knowledge of economic theory and economic history and current state.
	4. Economics Competence 4	Broad interest and insight into economic and social issues. Ability to apply the knowledge of economics to various social problems.
Guidelines for Assessing Learning Outcomes	<p>We evaluate students' acquisition of knowledge and skills based on the educational goals of the University of Tsukuba's undergraduate program, as well as the knowledge and skills based on the college's human resource development objectives, through achievement check tests and quizzes in each specialized subject, and through students' responses to questions from faculty in class.</p> <p>Furthermore, whether students have acquired the above-mentioned specialized competences is assessed on a three-point scale through the submission of assignments and discussions in the required elective "seminar" courses. Furthermore, the degree to which each student has acquired the specialized competences is judged and mutually confirmed at a meeting attended by all faculty members in the economics major.</p>	

Curriculum Policy

A curriculum is organized and implemented based on the following policies for students to achieve learning outcomes to acquire Bachelor of Economics.

<p>Curriculum Design Framework</p>	<p>General policy</p> <p>This curriculum is designed to enable students to acquire the ability to comprehensively examine and propose solutions to economic and social issues by organically linking all of the following: basic learning in social science fields targeted by economics, step-by-step learning of economic theory based on the academic characteristics of economics, learning that fosters broad knowledge and insight into historical and regional economic phenomena, and practical skills necessary for empirical analysis.</p> <p>Course sequence policy</p> <ul style="list-style-type: none"> - In the 1st year, as essential “specialized basic subjects” for mastering Economics Competences 1 and 3, “Foundation of Economics” and “Modern Economic History” are offered as required courses. As a specialized subject on the application of mathematics to economics, indispensable for mastering Economics Competences 1 and 2, “Introductory Mathematics for Economics” is provided. To develop the foundation for acquiring Economic Competence 4, “Introduction to Game Theory,” which studies the application of economics to a wide range of social science fields, is offered. Furthermore, to acquire broad knowledge and literacy in general social sciences, “specialized basic subjects” in sociology, law, and political science are provided. - In the 2nd year, as basic subjects necessary for mastering Economics Competences 1 and 2 to advance to the major in economics in the 3rd year, courses such as “Microeconomics,” “Macroeconomics,” “Introduction to Empirical Analysis,” and “Mathematics for Economics” are placed. Moreover, specialized subjects on historical and regional economic phenomena necessary to acquire Economics Competence 3, such as “Economic History,” “Japanese Economic History,” “History of Modern Management,” and “Development Economics,” are also included. - In the 2nd, 3rd, and 4th years, various specialized subjects, including economic history, applied economics, and more abstract theoretical fields, are arranged to acquire Economics Competences 3 and 4. - In the 3rd and 4th years, to acquire Economics Competence 4, seminar courses emphasizing learning through small-group discussions and dialogue with faculty are offered. The aim is to build on the foundational understanding of economics acquired so far, acquire application skills of the knowledge of economics, gain proficiency in research and analysis methods on specific themes, and develop economic communication skills. Although the graduation thesis is not a required course, for those wishing to submit a thesis, instructors in charge of the economics major, including the supervising faculty, provide various advice and conduct Q&A sessions from multiple perspectives to support the completion of a thesis that serves as a culmination of the university learning experience.
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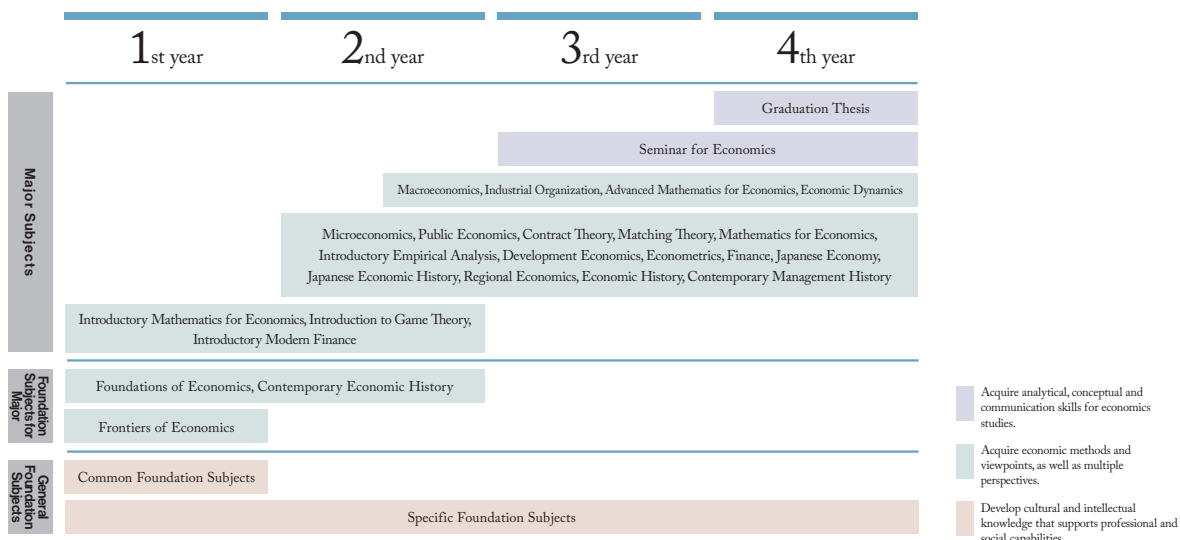
Teaching and Learning Methods

As a bachelor's program in economics, in addition to acquiring essential basic economic theories, empirical techniques, and historical and regional knowledge of economic phenomena, we incorporate methods that encourage students to take an interest in learning economics, aiming to nurture personnel capable of addressing current and anticipated social issues.

By implementing experiential classes using economic experiments, facility tours such as factories and financial institutions, practical education in information processing techniques necessary for empirical analysis, using and creating the latest materials to realize the connection between society and economics, and enhancing distinctive seminars, we aim to achieve the above policy.

We provide opportunities, such as joint seminars for graduation research presentations with other universities, where students can comprehensively demonstrate the knowledge and communication skills they have acquired.

Structure of competences to be developed and curriculums



Admission Policy

Desired Student Profile

Persons with basic academic skills necessary for comprehensive study on Social Sciences, along with a keen interest, and analytical competence to understand and engage with various issues in the globalizing society.

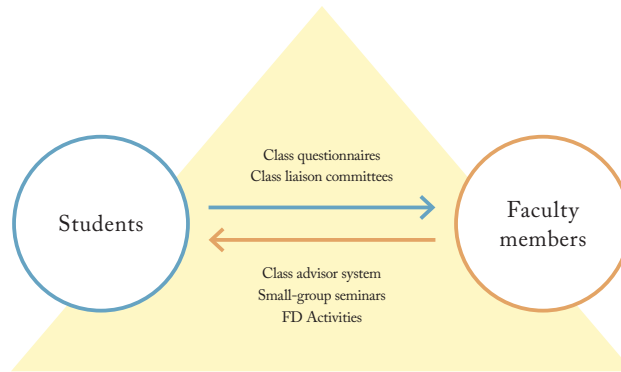
Student Evaluation and Selection	Individual Achievement Test First Round	Applicants are assessed on whether they possess sufficient foundational academic ability and logical thinking skills required for successful study after enrollment.
	Entrance Examination by School Recommendation	Applicants are evaluated on the extent to which they have firmly acquired high school-level academic foundations and demonstrate a clear sense of inquiry and outstanding ability in fields related to their intended major area of study (Sociology, Law, Political Science, or Economics).
	Entrance Examination for IB Students	Applicants are comprehensively evaluated on their strong foundational academic ability necessary for the study of social sciences; deep interest in and awareness of social issues; capacity and initiative to engage in independent learning toward clearly defined goals; and high-level communication skills, including foreign language proficiency.
	Transfer examination	The College of Social Sciences, School of Social and International Studies, evaluates applicants who demonstrate strong motivation and a high level of intellectual curiosity toward the social sciences, as well as sufficient introductory knowledge and logical thinking skills in their intended major field (Sociology, Law, Political Science, or Economics).

Learning Support Framework

Academic Support	<ul style="list-style-type: none"> - We are taking the following measures to teach students about the interrelationship between social science theory and practice: <ul style="list-style-type: none"> - By offering seminars, survey training, and social research methods courses, we ensure that students have the opportunity to acquire the social research techniques necessary for writing their graduation theses. - Every year, we hold tours of courts, stock exchanges, prisons, and other facilities to provide opportunities to see legal work in the field. - We offer practical lessons using moot courts and seminar courses that emphasize experimenting with economic theory. - To learn about practical economics, we hold tours of local factories, the Bank of Japan, and stock exchanges. - We are implementing an English language proficiency improvement support program to encourage students to secure opportunities to learn English.
Opportunities for Peer Interaction	We have opened a student room that can be used freely by any student in the College of Sociology, encouraging interaction between students and stocking books by faculty members in the College of Sociology to deepen their learning and research. To encourage learning, the student room also hosts events (College of Sociology Book Clubs) where students take the lead in introducing and discussing various book materials.

Opportunities for Student-Faculty Interaction	<ul style="list-style-type: none"> - Faculty members hold office hours and are available to discuss studies, research, and career paths. - Small-group seminars, primarily for third- and fourth-year students, respect the individual concerns of each student and provide opportunities for interactive discussions with faculty. - Once a year, a social gathering is held between faculty and students who wish to participate, providing a forum for interaction that transcends year levels and specialties.
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Measures to improve educational abilities



Approaches to Assuring and Enhancing Educational Quality

- To ensure the quality of education in the College of Social Sciences, the breakdown of competences acquired by graduates is confirmed at education meetings, etc., and verified at college education meetings, etc., to see if the results are in line with the college's assessment of learning outcomes, degree awarding policy, and the type of human resources the college aims to cultivate. This process is carried out every year, and by reviewing the curriculum as necessary, it will lead to improvements in the educational opportunities provided to students.
- Class meetings are held twice a year, with students serving as class representatives and faculty members, primarily the department head, homeroom teacher, and curriculum committee members, to discuss the curriculum, learning environment, job hunting and further education consultation meetings, etc. Opinions and requests from students at the class meetings are shared with all faculty members at the educational conference, and the need for improvement is considered.
- We regularly hold faculty development (FD) training sessions for newly appointed faculty, where we explain and exchange opinions on the department's educational curriculum, etc.
- We regularly hold faculty development (FD) training sessions related to education, where we explain and exchange opinions on innovative lesson design and methodologies.
- In order to verify that the educational content is appropriate, we conduct class evaluation surveys for almost all subjects. The department evaluates classes using standardized evaluation criteria, and provides feedback on the results to the instructors in charge, helping them improve their own class content. In addition, for subjects that do not fit into the standardized evaluation, each instructor conducts their own survey of students.