

Faculty of Economics, Department of Industrial and Social Economics	
Diploma Policy	<p>The mission of the Faculty of Economics is to enable students to develop intellectual independence and flexibility with which they properly interpret the nature and direction of the changes in society and the world from an economic point of views. With this Faculty mission and keeping the founding spirit of Meijo University in mind, the Department of Industrial and Social Economics aims to train students, through a curriculum of economic studies rich in subjects giving “on-site” experience, to become active and positive members of the society, contributing to the vitalization of our society and economy. The Bachelor’s Degree in economics will be conferred on those students who are recognized to have successfully acquired the following:</p> <p>(1) Broadly based education with language skills. Ability to interpret an ever-changing society and world, paying due attention to environmental, regional, cultural and social welfare issues.</p> <p>(2) Ability to make use of economic analysis for the formation of constructive ideas on how best to face the social transitions.</p> <p>(3) Ability to maintain life-long study habits, learn independently as well as with others and continue to contribute positively as a member of the society.</p>
Curriculum Policy	<p>The courses offered at the Department are grouped into two categories: the Specialized Education Subjects in economics and the Liberal Arts Education Subjects. Minimum credit units to be achieved are specified for each of the categories and students are required to earn credit units above the minimums.</p> <p>(1) The Liberal Arts Education Subjects are arranged into 10 subgroups: Basic Subjects; Humanities Subjects; Social Science Subjects; Natural Science Subjects; Information Science Subjects; Career Education Subjects; Liberal Arts Seminars; English Language; Second Foreign Language; and Health and Sports Subjects. These are to develop and enhance students’ capabilities in communication, IT literacy and logical thinking.</p> <p>(2) The Specialized Education Subjects in economics are also subgrouped: Specialiaed Basic Subjects; Seminars; Fieldwork and Seminars; Theoretical Economics; and Modern Society. These subgroups and the subjects therein are closely interrelated and are meant to be studied in a certain order. Subjects such as Field Works and Seminar Classes are provided so that students have closer contacts with the reality of the economy and society, which will challenge students intellectually to discover problems and work out solutions.</p> <p>(3) One of the distinctive features of the Department’s curriculum is the offering of a variety of “small-sized classes”. Introduction to Seminar for the first year students, other Seminar classes, and various Field Work subjects are such examples. These classes will engage students on a more individual basis and involve them in closer discussions with their fellow students and teaching staff. It is expected that experiencing such intensive communications and cooperation will allow them to see new perspectives and, very often, come up with better solutions to problems.</p> <p>(4) The Department maintains strict assessment policies. Teaching staff from the Academic Committee of the Faculty and each Seminar Class instructor pay close attention to individual progress of students through GPA surveys and the consequent consultations given to students by staff members. An annual Research Presentation Festival is held in which students, either independently or jointly, present their research products to an audience of fellow students and teaching staff. This is to provide students with the opportunity to be involved in serious research activities and to sharpen their presentational skills.</p>
Admission Policy	<p>The Admission Policy of the Department of Industrial and Social Sciences is that it gives admission to those applicants who understand the missions and objectives of the Department indicated above and those who</p> <p>(1) have acquired the standard academic capabilities required for high school graduation, (2) have an earnest interest in applying the Department’s education to the formation of policies and strategies, and (3) have the willingness to undertake challenging tasks and to maintain a life-long habit of learning.</p>