

## 4. Educational Content, Methods and Outcomes [Educational Objectives, Diploma Policy, Curriculum Policy]

### 1. Description of Current Conditions

- (1) Is the diploma policy explicitly stated in accordance with educational objectives?

#### ◆ University-wide

University-wide educational objectives (for both the Colleges and Graduate Schools) are as follows:

- [1] To cultivate Japanese with global perspectives and worldviews who can cooperate with peoples of various countries and regions in the spirit of mutual international understanding.
- [2] To cultivate international students who, by learning at a Japanese institute of higher education, have developed a proper understanding of Japan and who are active in the global arena.
- [3] To cultivate talented individuals who can build amicable and trustworthy relationships between Japan and the countries of the world and contribute to developing the future economies and societies in their respective countries and regions.

#### ◆ College of Asia Pacific Studies

The educational objectives for the College are as follows:

The College of Asia Pacific Studies is grounded in an integrated understanding of the policies, economics, societies, cultures, and other dimensions of the Asia Pacific region. Students develop both fundamental and specialized knowledge about international society, environment and development, and tourism; enhance their language proficiency, communication skills, and capacity to solve problems; and learn to comprehend the diverse range of problems confronting the Asia Pacific. The ultimate aim of the College is to produce individuals capable of contributing to sustainable development and mutual coexistence in the region.

In accordance with these educational objectives, APS has stipulated the following diploma policy.

#### <Graduation Requirements>

To earn a degree students are required to enroll for the designated period and to complete at least 124 credits in accordance with the registration requirements established by the University. Students are divided between Japanese or English as their basis

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language upon entry and regardless of their language basis, the basic structure for required credits for graduation is that they must complete at least 40 credits of Common Education Subjects (including language education subjects) and at least 62 credits of Major Education Subjects. Additionally, in order for domestic Japanese-basis students to form both a practical ability to function in English which will allow them to be accepted in international society as well as to build their power in multicultural communication, domestic Japanese-basis students shall also be required to earn at least 20 credits in subjects offered in English in order to graduate.

<Learning Outcomes>

- 1) Interest in and understanding of the various issues facing the Asia Pacific region
- 2) Fundamental knowledge of discipline
- 3) Intercultural communication skills
- 4) Global perspectives

Note: Undergraduate students are classified as either Japanese or English-basis students and as either domestic or international students.

Japanese-basis students	Students admitted by way of a Japanese entrance examination and approved to receive instruction in Japanese at the time of enrollment
English-basis students	Students admitted by way of an English entrance examination and approved to receive instruction in English at the time of enrollment
Domestic students	Japanese students and foreign resident students with a status of residence other than 'College Student'
International students	Students with a status of residence of 'College Student'

In accordance with the aforementioned diploma policy, students who complete the prescribed number of credits are awarded a Bachelor of Social Science degree. For students who wish to complete their studies in a specific field, we have divided Major Education Subjects into four fields (Clusters)—Environment and Development, Hospitality and Tourism, International Relations and Peace Studies, and Culture, Society and Media—and those students who complete at least 20 credits in one of those fields have the name of said field included on their diplomas (Ref 4(1)-1, p. 16).

**◆ College of International Management**

The educational objectives for the College are as follows:

The Mission of the College of International Management (APM) is to cultivate human resources with strong business ethics that will play an active role in resolving management issues at globalizing enterprises and other organizations by imparting

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fundamental knowledge in management, enhancing intercultural communication skills and upholding cultural diversities.

In accordance with these educational objectives, APM has stipulated the following diploma policy.

##### <Graduation Requirements>

To earn a degree students are required to enroll for the designated period and to complete at least 124 credits in accordance with the registration requirements established by the University. Students are divided between Japanese or English as their basis language upon entry and regardless of their language basis, the basic structure for required credits for graduation is that they must complete at least 40 credits of Common Education Subjects (including language education subjects) and at least 62 credits of Major Education Subjects. Additionally, in order for domestic Japanese-basis students to form both a practical ability to function in English which will allow them to be accepted in international society as well as to build their power in multicultural communication, domestic Japanese-basis students shall also be required to earn at least 20 credits in subjects offered in English in order to graduate.

##### <Learning Outcomes>

- 1) Business ethics
- 2) Fundamental knowledge of discipline
- 3) Intercultural communication skills
- 4) Global perspectives

APM has also formulated learning objectives underneath its learning goals (Ref 4(1)-2).

In accordance with the aforementioned diploma policy, students who complete the prescribed number of credits are awarded a Bachelor of Business Administration degree. For students who wish to complete their studies in a specific field, we have divided Major Education Subjects into four fields (Areas of Study)—Accounting and Finance, Marketing, Strategic Management and Organization or Innovation and Economics—and those students who complete at least 30 credits in one of those fields have the name of said field included on their diplomas (Ref 4(1)-1, p. 16).

#### ◆ Graduate School of Asia Pacific Studies

The educational objectives for the Graduate School are as follows:

The Graduate School of Asia Pacific Studies will specialize in the area of government, environment and development economics deemed necessary for the development of the Asia Pacific region. Its purpose is to achieve practical resolutions for issues in the Asia Pacific and to cultivate human resources who will contribute to sustained development and peaceful coexistence in the Asia Pacific region.

Graduate School of Asia Pacific Studies Master's Program in Asia Pacific Studies

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The educational objectives for the Master's Program in Asia Pacific Studies are as follows:

The Master's Program in Asia Pacific Studies aims to cultivate human resources who will contribute to the sustainable development of and coexistence in the Asia Pacific region. These individuals will possess a keen interest in research pertaining to and specialized knowledge and skills in fields including international relations and social and cultural studies, and they will demonstrate the practical problem-solving skills required for the development of the Asia Pacific region.

In accordance with these educational objectives, GSA-APS has stipulated the following diploma policy.

##### <Completion Requirements>

To earn a degree students must enroll for the designated period, obtain the number of credits required for completion in accordance with the registration requirements established by the University, and either write a thesis or complete a special project (Research Report) which successfully passes the screening process.

The Graduate School of Asia Pacific Studies' Master's Program in Asia Pacific Studies requires students to obtain at least 32 credits for completion. This minimum of 32 credits shall include 4 credits in Core Subjects on the Asia Pacific Region, 4 credits in Seminars and 10 credits in Major Subjects from subjects within the student's affiliated Division. It should be noted that all required subjects must be successfully completed and that Optional Subjects will not be included in the number of credits required for completion.

Together with the credits that must be obtained for completion, the results of the student's research in the form of either a thesis or a special project (Research Report) will also be screened and, based on these results successfully passing the screening, the student's completion and degree conferral will be recognized.

##### <Learning Outcomes>

- 1) Broad knowledge and understanding of the various issues facing the Asia Pacific region
- 2) Advanced knowledge of discipline
- 3) Global perspectives

To provide students with the "specialized knowledge and skills" indicated in the educational objectives (human resources development goals), the Major in Asia Pacific Studies is divided into two Divisions—International Relations and Peace Studies and Society and Culture—and students must complete at least 10 credits from their respective Division. Upon completion, students are granted a Division Certificate along with their diploma (Ref. 4(1)-3, pp. 20-21).

##### Graduate School of Asia Pacific Studies Master's Program in International Cooperation Policy

The educational objectives for the Master's Program in International Cooperation Policy

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are as follows:

The Master's Program in International Cooperation Policy aims to cultivate human resources who will contribute to the sustainable development of and coexistence in the Asia Pacific region. These individuals will possess a keen interest in research pertaining to and specialized knowledge and skills in fields including administration, environmental studies, development, health science and tourism, and they will demonstrate the practical problem-solving skills required for the development of the Asia Pacific region.

In accordance with these educational objectives, GSA-ICP has stipulated the following diploma policy.

##### <Completion Requirements>

To earn a degree students must enroll for the designated period, obtain the number of credits required for completion in accordance with the registration requirements established by the University, and either write a thesis or complete a special project (Research Report) which successfully passes the screening process.

The Graduate School of Asia Pacific Studies' Master's Program in International Cooperation Policy requires students to obtain at least 32 credits for completion. This minimum of 32 credits shall include 4 credits in Core Subjects on the Asia Pacific Region, 4 credits in Seminars, and 10 credits in Major Subjects from subjects within the student's affiliated Division. It should be noted that all required subjects must be successfully completed and that Optional Subjects will not be included in the number of credits required for completion. Together with the credits that must be obtained for completion, the results of the student's research in the form of either a thesis or a special project (Research Report) will also be screened and, based on these results successfully passing the screening, the student's completion and degree conferral will be recognized.

##### <Learning Outcomes>

- 1) Broad knowledge and understanding of the various issues facing the Asia Pacific region
- 2) Advanced knowledge of discipline
- 3) Global perspectives

To provide students with the "specialized knowledge and skills" indicated in the educational objectives (human resources development goals), the Major in International Cooperation Policy is divided into five Divisions—International Public Administration, Public Health Management, Sustainability Science, Tourism and Hospitality, and Development Economics—and students must complete at least 10 credits from their respective Division. Upon completion, students are granted a Division Certificate along with their diploma (Ref. 4(1)-3, pp. 20-21).

##### Graduate School of Asia Pacific Studies Doctoral Program in Asia Pacific Studies

The educational objectives for the Doctoral Program in Asia Pacific Studies are as follows:

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The Doctoral Program in Asia Pacific Studies aims to cultivate advanced researchers and professionals who will contribute to the sustainable development of and coexistence in the Asia Pacific region and achieve an advanced capacity for pioneering new academic disciplines required for the development of the Asia Pacific region.

In accordance with these educational objectives, GSAD has stipulated the following diploma policy.

##### <Completion Requirements>

To earn a degree students must enroll for the designated period, obtain the number of credits required for completion in accordance with the registration requirements established by the University, and successfully pass a dissertation screening.

In the Graduate School of Asia Pacific Studies' Doctoral Program, candidacy for a doctoral degree requires students to obtain 24 credits and successfully pass a doctoral candidacy screening; students who meet these requirements will become doctoral degree candidates and their application for a doctoral degree through the submission of a dissertation will be recognized. Students who obtain the 30 credits required for completion (the required 24 credits obtained for doctoral candidacy are included in these 30 credits) and who successfully pass the dissertation screening will have their completion and degree conferral recognized.

##### <Learning Outcomes>

- 1) Broad knowledge and understanding of the various issues facing the Asia Pacific region
- 2) Advanced knowledge of discipline
- 3) Ability to perform fundamental research
- 4) Global perspectives

In the Graduate School of Asia Pacific Studies Doctoral Program, students must complete the 24 required credits and pass the PhD candidate screening to become PhD candidates. To complete the program and receive their degrees, they must complete a total of 30 credits (including the 24 required for PhD candidacy) and successfully pass a screening of their dissertations (Ref. 4(1)-3), pp. 78, 82-85).

#### ◆ Graduate School of Management

The educational objectives for Graduate School of Management are as follows:

The Mission of the Graduate School of Management is to cultivate creative well-rounded professionals and leaders who will play a central role in resolving management issues at globalizing enterprises and other organizations by imparting advanced management skills, a good understanding of business ethics and a deep insight into globalization.

In accordance with these educational objectives, GSM has stipulated the following diploma policy.

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##### <Completion Requirements>

To earn a degree students must enroll for the designated period, obtain the number of credits required for completion in accordance with the registration requirements established by the University, and either write a thesis or complete a special project which successfully passes the screening process.

The Graduate School of Management's Master's Program requires students to obtain at least 44 credits for completion. All Required Subjects must be successfully completed and the minimum of 44 credits shall include 8 credits in Specialization Subjects. It should be noted that Elective Subjects will not be included in the number of credits required for completion. Together with the credits that must be obtained for completion, the results of the student's research in the form of either a thesis or a special project (Final Report or Case Study) will also be screened and, based on these results successfully passing the screening, the student's completion and degree conferral will be recognized.

##### <Learning Outcomes>

- 1) Business ethics
- 2) Advanced knowledge of discipline
- 3) Sense of innovation
- 4) Global perspectives

GSM has also formulated learning objectives underneath its learning goals (Ref 4(1)-4).

Students must complete at least 44 credits and successfully pass a screening of their master's thesis or research report (i.e., Independent Final Report or Case Study) to complete the Master's Program in the Graduate School of Management and receive their degrees.

To provide students with the "comprehensive awareness of business and management" and "deep insight into globalization" indicated in the educational objectives (human resources development goals), the Master's Program is divided into four Specializations—Japanese Management, Accounting and Finance, Marketing and Management, and Innovation and Operations Management—and students must complete at least eight credits from their respective Specializations, undergo research supervision and submit a final written assignment to receive a Specialization Certificate along with their diploma (Ref. 4(1)-3, pp. 50).

#### **(2) Is the curriculum policy explicitly stated in accordance with educational objectives?**

##### **◆ University-wide**

The following is an overview of the shared curriculum policy for Common Education Subjects (Language Education Subjects / Common Liberal Arts Subjects) offered in both Colleges. Common Education Subjects are common to both Colleges and have been established across three areas: Learning Techniques, Learning Foundations and Integrated

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Learning.

In Learning Techniques, students learn the so-called reading-writing-arithmetic skills, including English, Japanese and/or Asia Pacific Languages subjects, computer literacy and other information subjects, mathematics and statistics, and in this process, they develop the ability to collect and disseminate information and analytical skills.

In Learning Foundations, students learn fundamental theories and concepts as an introduction to social sciences, humanities, and natural sciences while learning about the Asia Pacific region—which is especially important at APU—and Japan’s role in the region. Subjects include Culture and Society of the Asia Pacific, Japanese Economy and The Japanese Constitution.

In Integrated Learning, international and domestic students collaborate in learning. They undertake project-based learning to integrate various types of knowledge and methodologies in order to focus closely on one problem, while they learn problem solving through discussion with others. These subjects also aim to serve as a learning transition as students acquire proactive learning styles including self-directed reading, research, thinking, collaboration, discussion, summarizing and presentation—the necessary skills for university. Other offerings in this area include overseas language learning programs and the Freshman Intercultural Relations Study Trip (FIRST) Program.

Regarding Language Education Subjects, Japanese-basis students are required to take English, and English-basis students are required to take Japanese. The aim of this is two-fold: (1) to provide students the ability to understand Major Education Subjects in both languages, and (2) to foster human resources who can succeed both in Japanese society and the greater international community. Sufficient numbers of Japanese and English language subjects are offered so that students can begin taking language classes in either semester (Spring or Fall), thereby eliminating any disadvantages.

As for Common Education Subjects, our major focus is on wide-ranging liberal arts education. Our aim is to develop the following skills through the effective interplay with Major Subjects: universal perspective on things/concepts, ability to see the big picture, ability to grasp the true nature of things, and deep thinking ability. We have established three fields of learning—Learning Techniques, Learning Foundations and Integrated Learning—to ensure a curriculum design that fosters academic basics, study skills, information collection and dissemination skills, and intercultural communication skills.

The curriculum contains two automatically registered subjects for all incoming freshmen, First-Year Student Workshop I and II. These subjects were established to ensure a smooth transition from high school learning, either in Japan or overseas, to University-wide learning at APU. They aim to provide both domestic and international students with academic literacy and opportunities to interact and collaborate with each other.

Students are required to earn a total of at least 40 credits from Common Education Subjects in the two sub-fields of Language Subjects and Common Liberal Arts Subjects.

Regarding Major Education Subjects, the basic policy is to design a systematic

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academic program based on the academic specializations and unique features of each College and with an eye on responding to the various issues facing the Asia Pacific region. With this, we aim to develop students to meet each College's human resources development goals. In both Colleges, students are required to complete at least 62 credits from Major Education Subjects offered by the respective College.

##### ◆ College of Asia Pacific Studies

The curriculum policy for APS is as follows.

##### Curriculum Policy

The curriculum is designed to give students a broad understanding of the diverse political systems, economies, societies and cultures of the Asia Pacific as well as fundamental and advanced knowledge of and requisite skills pertaining to international relations, environment and development, tourism, and culture/society/media.

##### [1] Environment and Development Course

An understanding of water, forests and other environmental resources is essential when considering the future of the Asia Pacific. Profit-driven development has brought with it a raft of environmental and other issues, and sustainable development is an urgent issue for our times. This Course tackles the question of sustainable development in relation to efforts to balance environmental conservation and economic development. Students examine sustainable development policies in light of the systems and laws in each country and region.

##### [2] Culture, Society and Media Course

In this Course, students study the societies, cultures and values of the Asia Pacific to deepen their understanding of the problems it faces. In this Course, students study the basics of information technology, upon which they delve into cultural studies and new media studies to gain a deep understanding of our multicultural society. Through this, they gain a global perspective and the ability to view the region from several angles.

##### [3] Hospitality and Tourism

Cultural exchange and regional industrial promotion by way of tourism are important aspects for the development of the Asia Pacific region. In this Course, students explore all facets of tourism through the lenses of culture, society and community. They study the theory and practice of hospitality management as it relates to the tourism and service industries as well as the medical and welfare sectors.

##### [4] International Relations and Peace Studies

This Course focuses primarily on the study of dispute resolution and peace-building and aims to cultivate the ability to deal with increasingly complex global issues and, in turn, to develop human resources who will become the future experts in this field.

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Drawing from the three disciplines of international law, political studies and economics, this Course seeks to foster in students the necessary critical thinking skills and policy-oriented approach to succeed in the fields of international relations, dispute resolution and peace-building.

##### Implementation Policy

- [1] In accordance with the curriculum policy, College subjects listed in the University Regulations are offered from the 200 to 400 levels. To accommodate both spring and fall enrollees, subjects are offered in both Japanese and English as needed, and enough classes are held so that students can graduate in either language.
- [2] As mentioned in the shared curriculum policy for both Colleges, the following lecture formats are encouraged.
- a) Interactive classes and classes that encourage cooperative learning, including learning in mixed groups of international and domestic students;
  - b) Classes that help students gain the ability to think on their own, conduct research and analysis and offer criticism and opinions, as part of an effort to create independent learners;
  - c) Classes that make students recognize and think about various issues facing the Asia Pacific so that they may someday help solve said issues.

#### ◆ College of International Management

The curriculum policy for APM is as follows.

##### Curriculum Policy

The curriculum is designed to give students a broad understanding of the diverse political systems, economies, societies and cultures of the Asia Pacific as well as fundamental and advanced knowledge of and requisite skills pertaining to business administration.

##### [1] Strategic Management and Organization Course

To ensure their lasting development, organizations must set goals that are beneficial to society. To achieve those goals, the people in those organizations must engage in activities according to basic principles and methods. This Course is geared toward students who want to make a contribution to companies or students who are planning to take over their family business.

##### [2] Innovation and Economics

Innovation and efficient production control are the driving forces of corporate growth. In this Course, students will learn what generates innovation and what efficient production control entails. Students will also learn about the economic foundations that underlie these concepts and about economic development as the end product of corporate development. The Course is particularly geared toward students who wish to contribute to national development as businesspersons or as

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policymakers.

[3] Marketing and Management Course

Students will learn how to provide products and services to the market. In particular, students will focus on how much of something to provide at what cost and with the best possible method. This Course aims to develop experts who can link the production phase to final consumers. This Course is geared toward students who want to be active, globally-oriented businesspersons.

[4] Accounting and Finance Course

The health of corporate activity is judged by the ebb and flow of money. This is called Accounting and it is a field that requires advanced specialization. Finance is the field concerned with raising and managing the funds necessary for corporate activity. This requires in-depth know-how. This Course is for students who wish to develop a specialization in Accounting and Finance.

#### Implementation Policy

[1] In accordance with the curriculum policy, College subjects listed in the University Regulations are offered from the 200 to 400 levels. To accommodate both spring and fall enrollees, subjects are offered in both Japanese and English as needed, and enough classes are held so that students can graduate in either language.

[2] As mentioned in the shared curriculum policy for both Colleges, the following lecture formats are encouraged.

- a) Interactive classes and classes that encourage cooperative learning, including learning in mixed groups of international and domestic students;
- b) Classes that help students gain the ability to think on their own, conduct research and analysis and offer criticism and opinions, as part of an effort to create independent learners;
- c) Classes that make students recognize and think about various issues facing the Asia Pacific so that they may someday help solve said issues.

In their freshman year, all students are required to register two subjects that provide the foundations for learning about international management: Business Mathematics and Introduction to Management. Based on their placement test results, students are either exempted from Business Mathematics or advised to take Fundamental Mathematics in order to bolster their fundamental math skills before taking Business Mathematics. While not required, students are also strongly urged to enroll in five Core Subjects—Accounting I, Accounting II, Finance, Principles of Marketing and Organizational Behavior—to promote systematic enrollment (Ref. 4(1)-1, pp. 22-23).

#### ◆ Graduate School of Asia Pacific Studies

The Graduate School of Asia Pacific Studies employs a curriculum to cultivate specialized knowledge in administration, environment and development economics as well as practical problem-solving skills required for the development of the Asia Pacific.

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##### Graduate School of Asia Pacific Studies Master's Program in Asia Pacific Studies

The curriculum policy for the Master's Program in Asia Pacific Studies is as follows:

##### Curriculum Policy

In light of the educational objectives stipulated in the University Regulations, the Master's Program in Asia Pacific Studies is composed of two Divisions—International Relations and Society and Culture—each with its own curriculum.

Each Division will offer its own Major Subjects, and Analytical Foundation Subjects and Core Subjects on the Asia Pacific Region will be offered jointly with the International Cooperation Policy Major to provide students with basic research skills and knowledge on the Asia Pacific. Meanwhile, students will receive individual research supervision in the Seminars.

##### [1] International Relations (IR)

The International Relations (IR) division is aimed at expanding the students' empirical knowledge base and sharpening their analytical and theoretical thinking about social, economic, political, and security phenomena in the globalizing world. The courses in this division provide a useful knowledge base for both academic-bound students and practitioner-bound students with an intended career in security, diplomacy, and media. The major courses in this division include international security, international political economy, international law, and conflict resolution and allow students to choose their subfield(s) to focus on toward their paper writing.

##### [2] Society and Culture (SC)

The Asia Pacific is one of the most rapidly developing regions in recent decades. To capture the patterns of social and cultural changes that occurred, the Society and Culture (SC) Division is devoted to promote comparative academic research on the region. The students can acquire practical skills in formulating and conducting research using theories and methods developed in sociology, cultural anthropology, or communication and media studies. With knowledge concerning social and cultural backgrounds of the countries in the regions, it enables students to have greater employment opportunities in government, industrial, commercial and academic institutes.

##### Implementation Policy

In their coursework, students will gain a solid understanding of research methods and basic knowledge of the Asia Pacific, upon which they will pursue subjects primarily in their respective divisions. They may also take subjects from the International Cooperation Policy Major and the other divisions.

Based on their individual research topics, students will receive research supervision and work on a final written assignment in the seminars.

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##### Graduate School of Asia Pacific Studies Master's Program in International Cooperation Policy

The curriculum policy for the Master's Program in International Cooperation Policy is as follows:

##### Curriculum Policy

In light of the educational objectives stipulated in the University Regulations, the Master's Program in International Cooperation Policy is composed of five Divisions—International Public Administration, Public Health Management, Sustainability Science, Tourism and Hospitality and Development Economics—each with its own curriculum.

Each Division will offer its own Major Subjects, and Analytical Foundation Subjects and Core Subjects on the Asia Pacific Region will be offered jointly with the International Cooperation Policy Major to provide students with basic research skills and knowledge on the Asia Pacific. Meanwhile, students will receive individual research supervision in the Seminars.

##### [1] International Public Administration (IPA)

The International Public Administration (IPA) division is aimed at providing knowledge and skills to those who are interested in pursuing an advancing career in national and international governmental organizations in an era of increasing globalization. The study at the division enables students to improve professional and practical skills to manage and evaluate administrative operations and policies in national, regional, and global settings. The major courses in this division relate to international organizations, international cooperation policy, and public administration form the foundation, on which each student can further build more focused study depending on their intended policy fields.

##### [2] Public Health Management (PHM)

The Public Health Management (PHM) division teaches students three fundamental skills: skills in managing the budget, finance, economics and accounting of healthcare costs; skills in epidemiology, health statistics and research methodology as well as information management; and skills in public health, mainly preventive medicine and environmental health. This division puts emphasis on the economics and financial as well as administrative management of healthcare services at both the public and private sectors, while preserving the standard foundations of conventional public health education. Moreover, it encourages the students at an early stage to focus on healthcare case studies that relate to significant issues in the Asia Pacific Region. They may start by reviewing current health issues as reflected in papers, and by raising research questions with policy implications from the very beginning. This aspect of teaching and research is looked upon as a strategic approach throughout the whole length of the program.

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##### [3] Sustainability Science (SS)

Sustainability Science is the application of science for achieving the goals of sustainable development. Sustainability Science is about using science in the analysis, planning and implementation of policies and actions dealing with interactions between the society and nature with a view to creating a sustainable future for all. It involves the scientific understanding of society-nature interactions; linking research with policy and actions; generating new knowledge, tools and techniques; and enhancing scientific and institutional capability for promoting resilience and sustainability. The students are expected to gain holistic perspective, integrative skills, and trans-disciplinary orientation as they engage in analyzing and managing population-resource-technology-institution interactions relevant to particular problems and issues or ecological settings, both man-made and natural ecosystems.

##### [4] Tourism and Hospitality (TH)

Tourism is a fast growing economic sector that transforms societies and communities in the Asia Pacific region. The Tourism and Hospitality (TH) division looks at various aspects of tourism (both mass tourism and alternative tourism) and its economic, social, cultural and environmental impacts on societies and communities, mostly through the lenses of the human and social sciences. The division also studies the theory and practice of hospitality management as it relates to the tourism, service, and health and welfare industries. The knowledge and academic/professional skills obtained from our division will be useful to a wide variety of employment opportunities, in government service, international organizations, and private corporations, as well as to further study in Master's and Doctoral programs.

##### [5] Development Economics (DE)

The Development Economics (DE) division is aimed at those who are interested in the socio-economic issues of the developing world. Study in this division enables students to improve their critical and analytical skills in development economics, including industrial development, social development, political development, rural development and poverty alleviation, as well enhancing their professional and practical skills related to international development. This division also aims to enhance the development of research skills in this field for those who are wishing to pursue further study. The knowledge and skills obtained will provide a wide variety of employment opportunities in international organizations, national and local governments, international development agencies, NGOs, and development consultancy firms.

#### Implementation Policy

In their coursework, students will gain a solid understanding of research methods and basic knowledge of the Asia Pacific, upon which they will pursue subjects primarily in their respective divisions. They may also take subjects from the Asia Pacific Studies

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Major and other divisions.

Based on their individual research topics, students will receive research supervision and work on a final written assignment in the seminars.

##### Doctoral Program in the Graduate School of Asia Pacific Studies

The curriculum policy for the Doctoral Program in International Cooperation Policy is as follows:

##### Curriculum Policy

The Program offers common coursework on theories and perspectives of Asia Pacific Studies, upon which students receive research supervision based on their individual research topics in seminars. Students also write research papers and take coursework on presentations.

##### Implementation Policy

After completing their coursework and seminars, students must pass the PhD candidacy process (which requires the completion of at least 24 credits and the submission of two research papers for screening) before submitting their doctoral dissertation. Degrees are awarded to those candidates who pass the dissertation screening.

The curriculum in the Graduate School of Asia Pacific Studies Doctoral Program consists of lecture subjects, seminars, research and presentation subjects and tutorials. In lecture subjects students systematically study the specialized research methods and knowledge required for research in the doctoral program. Under the tutelage of their supervisors, students take seminars, research and presentation subjects, and tutorials to acquire the research techniques and academic skills needed to integrate education and research and the skills to generate academic output. The curriculum is designed to guide students in the writing of their dissertations.

Doctoral students must first complete the credits required for PhD candidacy (Total: 24 credits from designated subjects). Upon passing a screening, they become PhD candidates. Students are granted doctoral degrees after completing all required coursework and passing a doctoral dissertation screening.

##### [1] Lecture Subjects

These are subjects that cover required research methods and theories for the program.

##### [2] Seminar Subjects

Under the supervision of a supervising faculty member ("supervisor"), students take Advanced Research and write a dissertation submitted in partial fulfillment of the award of a Ph.D.

##### [3] Research and Presentation Subjects

Research Presentation is a subject in which students present their research.

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Research Paper subjects are designed to supervise students in summarizing their research. These subjects cultivate research techniques and academic writing skills.

##### [4] Tutorials

Subjects that integrate research and teaching to cultivate teaching skills.

Category	Credits Required for PhD Candidacy		Number of Credits Required for Completion	
Lecture Subjects	4 credits	24 credits	4 credits	30 credits
Seminars	8 credits		12 credits	
Research and Presentation Subjects	10 credits		10 credits	
Tutorials	2 credits		4 credits	

#### ◆ Graduate School of Management

The curriculum policy for GSM is as follows.

##### Curriculum Policy

In light of the educational objectives stipulated in the University Regulations, the Graduate School of Management is composed of four Divisions—Japanese Management, Accounting and Finance, Marketing and Management, and Innovation and Operations Management—each with its own curriculum.

Required Subjects are offered to provide students with basic research skills and a fundamental knowledge of management, and students will receive further knowledge of their specializations by taking Elective Subjects offered by each specialization. In addition to these lecture subjects, students receive individual research supervision in the Seminars.

##### [1] Japanese Management (JM)

The Japanese Management (JM) specialization focuses on the philosophy and practices of Japanese corporations. Japan is the first Asian country that successfully industrialized supported by its world class corporations. Japanese corporations with their emphases on quality, innovation, customer service, unique style of human resource management and stakeholder model of governance provide an alternative to that of the shareholder model practiced mostly in English speaking countries, including the USA. This specialization focuses on issues as cases of success and failure of Japanese corporations and provides a model of corporate management in the Asia Pacific Region.

##### [2] Accounting and Finance (AF)

The Accounting and Finance (AF) specialization discusses theories and concepts of corporate finance, financial engineering and financial institutions, financial accounting and managerial accounting-- providing students with skills to understand interpret financial and accounting information. The aim of the specialization is to provide

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students with tools in the areas of accounting and finance to formulate strategies, design control systems, and evaluate the impact of corporate strategies on various stakeholders.

##### [3] Marketing and Management (MM)

The Management and Marketing (MM) specialization focuses on understanding and managing the human dimensions of organizations. For business organizations, some of the most important stakeholders are managers, employees and customers. Their decisions and actions are guided by a whole range of factors, from very 'rational' aspects to subjective perceptions, emotions and (moral) values. Thus, market conditions are in constant flux that necessitate adaptation as well as provide opportunities for creating new market and social values. Consequently, this specialization emphasizes the need of organizations to develop multi-dimensional and differentiated strategies, and sustainable competences and capabilities not only to cope with the changing business environment but also to lead innovatively and responsibly.

##### [4] Innovation and Operations Management (IOM)

The Innovation and Operations Management (IOM) specialization focuses on production planning, flexibility in production management, inventory management, quality management, management of the supply chain and the impact of information technology on the whole process of production. Another focus of this specialization is management of product development, role of entrepreneurship from the perspective of technology. This Specialization also addresses such a questions as why some countries are more innovative than others.

#### Implementation Policy

In their coursework, students will gain a solid understanding of research methods and a basic knowledge of management, upon which they will pursue subjects primarily in their respective specializations. They may also take subjects from the other specializations.

Based on their individual research topics, students will receive research supervision and work on a final written assignment in the seminars.

The Graduate School of Management employs a curriculum that cultivates the ability to solve corporate and organizational management issues in the Asia Pacific region by providing comprehensive know-how in business and management and a keen insight into globalization.

GSM has four Specializations—Japanese Management, Accounting and Finance, Marketing and Management, and Innovation and Operations Management—and, in order to provide students with a balance of knowledge about management issues common to all Specializations and in-depth knowledge specific to their respective Specializations, the curriculum is composed of subjects in the following categories: Analytical Foundation Subjects, Core Business Fundamentals, Capstone Subjects, Major Subjects, Seminars, Core Related Subjects and Electives. The curriculum is designed so that students can

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systematically enroll in these subjects, focusing primarily on one Specialization.

[1] Analytical Foundation Subjects

This category contains two required subjects, Quantitative Analysis and Statistics and Managerial Economics, that provide students with the fundamental knowledge they need to pursue studies and research in GSM.

[2] Core Business Fundamentals and Capstone Subjects

Covering the fields of management, organization, finance, accounting and marketing, these subjects aim to provide students with the comprehensive, fundamental knowledge of business and management they need to pursue studies and research in GSM.

[3] Core Related Subjects

These subjects aim to deepen student expertise in one of the four Specializations— Japanese Management, Accounting and Finance, Marketing and Management and Innovation and Operations Management. By offering small-group classes, we cultivate students with practical skills by building on their research and the practical application thereof.

[4] Seminar Subjects

These subjects are designed to help students to synthesize their coursework into a master's thesis or research report (i.e., Independent Final Report or Case Study).

Category	Number of Required Credits		
Analytical Foundation Subjects (Required)	4 credits	22 credits	44 credits*
Core Business Fundamentals (Required)	16 credits		
Capstone Subjects (Required)	2 credits		
Major Subjects	8 credits		
Seminars	6 credits		

\* In addition to the credits stipulated for each category, the credits that students earn by taking Major Subjects, Core Related Subjects and subjects from the other Graduate School can be included in the number of credits required for completion.

**(3) Have members of the university (faculty, staff and students) been notified of the educational objectives, diploma policy, and curriculum policy, and has this information been disclosed to the public?**

**◆ University-wide**

We post our educational objectives, diploma policy, learning objectives, curriculum policy on the university homepage and strive to make them known to the public. The diploma policy is also listed in the Undergraduate Academic Handbook and the Graduate Academic

#### **4. Educational Content, Methods and Outcomes [Educational Objectives, Diploma Policy, Curriculum Policy]**

Handbook to ensure that students are duly notified thereof (Ref. 4(1)-1; Ref. 4(1)-3).

These policies are widely available on the homepage (Ref. 4(1)-5). As a rule, the disclosure of information pertaining to the undergraduate Colleges is conducted in both Japanese and English.

##### **◆ College of Asia Pacific Studies**

We post our educational objectives, diploma policy, learning objectives, and curriculum policy on the university homepage and strive to make them known to the public. The diploma policy is also listed in the Undergraduate Academic Handbook to ensure that students are duly notified thereof (Ref. 4(1)-1).

These policies are widely available on the homepage (Ref. 4(1)-5). As a rule, the disclosure of information pertaining to the undergraduate Colleges is conducted in both Japanese and English.

##### **◆ College of International Management**

We post our educational objectives, diploma policy, learning objectives, and curriculum policy on the university homepage and strive to make them known to the public. The diploma policy is also listed in the Undergraduate Academic Handbook to ensure that students are duly notified thereof (Ref. 4(1)-1).

As mentioned later, the educational objectives, learning objectives and diploma policy are reviewed regularly. Most recently, some of the educational objectives and learning objectives were reviewed in AY2014 to ensure that the outcomes of the AACSB accreditation process, for which our application is pending, are shared with the rest of the university. These policies are widely available on the homepage (Ref. 4(1)-5). As a rule, the disclosure of information pertaining to the undergraduate Colleges is conducted in both Japanese and English.

##### **◆ Graduate School of Asia Pacific Studies**

We post our educational objectives, diploma policy, learning objectives, and curriculum policy on the university homepage and strive to make them known to the public. The diploma policies for each Graduate School and Division are also listed in the Graduate Academic Handbook to ensure that students are duly notified thereof (Ref. 4(1)-3).

These policies are widely available on the homepage (Ref. 4(1)-5). As a rule, the disclosure of information pertaining to the Graduate Schools is conducted only in English.

##### **◆ Graduate School of Management**

We post our educational objectives, diploma policy, learning objectives, curriculum policy on the university homepage and strive to make them known to the public. The diploma policy for the Graduate School is also listed in the Graduate Academic Handbook to ensure that students are duly notified thereof (Ref. 4(1)-3).

#### **4. Educational Content, Methods and Outcomes [Educational Objectives, Diploma Policy, Curriculum Policy]**

As mentioned later, the educational objectives, learning objectives and diploma policy are reviewed regularly. Most recently, some of the educational objectives and learning objectives were reviewed in AY2014 to ensure that the outcomes of the AACSB accreditation process, for which our application is pending, are shared with the rest of the university. These policies are widely available on the homepage (Ref. 4(1)-5). As a rule, the disclosure of information pertaining to the Graduate Schools is conducted only in English.

#### **(4) Does the university regularly verify the adequacy of its educational objectives, diploma policy, and curriculum policy?**

##### **◆ College of Asia Pacific Studies**

Together with faculty organization, educational content and outcomes, the university examines the adequacy of its educational objectives, diploma policy, and curriculum policy with 1) research and analysis conducted by the Division of Academic Affairs 2) discussions in the Faculty Council and Faculty Discussion Meeting, and 3) confirmation by the University Senate.

Reviews were conducted when the academic reforms of AY2006 and AY2011 were formulated, and the results were incorporated when each set of reforms was implemented. Since the first full cycle of the AY2011 academic reforms concluded in AY2014, we will continue conducting reviews based on the fact that the next round of academic reforms will be enacted after AY2015.

##### **◆ College of International Management**

Together with faculty organization, educational content and outcomes, the university examines the adequacy of its educational objectives, diploma policy, and curriculum policy with 1) research and analysis conducted by the Division of Academic Affairs 2) discussions in the Faculty Council and Faculty Discussion Meeting, and 3) confirmation by the University Senate.

Reviews were conducted when the academic reforms of AY2006 and AY2011 were formulated, and the results were incorporated when each set of reforms was implemented. Since the first full cycle of the AY2011 academic reforms concluded in AY2014, we will continue conducting reviews based on the fact that the next round of academic reforms will be enacted after AY2015.

Assurance of Learning (AOL) initiatives have been fully adopted as part of the AACSB accreditation process, and continuous reviews are conducted.

##### **◆ Graduate School of Asia Pacific Studies**

Together with faculty organization, educational content, and outcomes, the university examines the adequacy of its educational objectives, diploma policy, and curriculum policy with 1) research and analysis conducted by the Division of Academic Affairs 2) discussions

#### **4. Educational Content, Methods and Outcomes [Educational Objectives, Diploma Policy, Curriculum Policy]**

in the Graduate School Faculty Council, and 3) confirmation by the University Senate.

A review of the adequacy of the educational objectives, diploma policy, and curriculum policy at the graduate level was conducted, and the outcomes were reflected in the AY2014 academic reforms.

##### **◆ Graduate School of Management**

Together with faculty organization, educational content, and outcomes, the university examines the adequacy of its educational objectives, diploma policy, and curriculum policy with 1) research and analysis conducted by the Division of Academic Affairs 2) discussions in the Graduate School Faculty Council, and 3) confirmation by the University Senate.

A review of the adequacy of the educational objectives, diploma policy, and curriculum policy at the graduate level was conducted, and the outcomes were reflected in the AY2014 academic reforms.

Assurance of Learning (AOL) initiatives have been fully adopted as part of the AACSB accreditation process, and continuous reviews are conducted.

## **2. Assessment**

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### **(1) Items that are Showing Results**

#### **◆ University-wide**

##### **1) Systematic alignment of goals and policies**

We conducted regular inspections in 2006 and 2011 of the initiatives we have undertaken since opening in 2000 to "cultivate human resources who will help create the future shape of the Asia Pacific", and by analyzing the results of these, we have been able to promote the systematic alignment of our human resources development goals, diploma policy, and curriculum policy. At the graduate level, we took efforts to review initiatives undertaken since the schools opened in 2003, and we streamlined systems as part of the AY2014 academic reforms (Ref. 4(1)-6).

In particular, the College of International Management and the Graduate School of Management have worked to align their goals, diploma policies and curriculum policies with a keen eye on the AACSB Standards as part of the AACSB accreditation process. The faculty members in the College of International Management and the Graduate School of Management are working to improve and advance academics with a conscious awareness of international compatibility (Ref. 4(1)-2; Ref. 4(1)-4).

In AY2014, the education and research objectives (human resources development goals) were reorganized. In light of this, the diploma policy was adjusted to include the credits required for graduation / completion for each College and Graduate School and learning outcomes. The curriculum policy was also adjusted to ensure that students achieve the learning outcomes (Ref. 4(1)-7).

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##### (2) Areas for Improvement

###### ◆ University-wide

###### 1) Explicit statement of goals and policies

We have published the goals and policies that were reviewed in AY2014 on the university homepage, but they have not been added to the handbooks and other printed materials yet.

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### 3. Strategic Direction for the Future

##### (1) Items that are Showing Results

###### ◆ University-wide

###### 1) Explicit statement of goals and policies

By continuing to undertake academic reforms and reviews on a regular basis, we will promote the advancement of our educational objectives, diploma policies, and curriculum policies.

##### (2) Areas for Improvement

###### ◆ University-wide

###### 1) Explicit statement of goals and policies

We publish our educational objectives and the so-called "Three Policies" (admission policy, curriculum policy and diploma policy) both internally and externally in an easy to understand format.

In particular, the Undergraduate Academic Handbook and Graduate Academic Handbook serve to present to students the basic rules and procedures for studying and conducting research at APU. We will publish the educational objectives, diploma policy, and curriculum policy in both handbooks as we strive to ensure a common understanding among students of the individual educational programs that these policies underpin and improve their learning outcomes.

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### 4. Supporting Resources

- 4(1)-1: 2014 Undergraduate Academic Handbook (same as Ref. 1-4)
- 4(1)-2: College of International Management Curriculum Alignment Matrix, APU homepage
- 4(1)-3: 2014 Graduate Academic Handbook (same as Ref. 1-9)
- 4(1)-4: Graduate School of Management Curriculum Alignment Matrix, APU

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homepage

4(1)-5: Information Disclosure, APU homepage

4(1)-6: AY2014 Curriculum Reforms in the Graduate School of Asia Pacific Studies  
Master's Program and Graduate School of Management Master's Program  
(same as Ref. 1-14)

4(1)-7: Formulation of Policies Pertaining to University Evaluation (Accreditation)