

ADMISSIONS

ICU Graduate School has an admissions system that enrolls students in April (through Autumn Selection and Spring Selection) and September (through September Selection). Selections are through a document screening of the application documents submitted at the time of application and an interview screening in Japanese and/or English.

Schedule

Admission Type	AY2023 April Admission		AY2023 September Admission
	Autumn Selection	Spring Selection	
Application Period	Application Period: 2022/8/4 (Thu) 10:00 (JST) - 8/18 (Thu) 17:00 (JST)	Application Period: 2022/11/16 (Wed) 10:00 (JST) - 11/30 (Wed) 17:00 (JST)	Application Period: 2023/2/15 (Wed) 10:00 (JST) - 3/8 (Wed) 17:00 (JST)
First Screening (Document screening) Result Notification	2022/9/26 (Mon) 11:00 (JST)	2023/1/27 (Fri) 11:00 (JST)	2023/4/14 (Fri) 11:00 (JST)
Second Screening (Interview) Schedule	2022/10/4 (Tue) *Alternate date:10/8 (Sat)	2023/1/31 (Tue) *Alternate date:2/2 (Thu)	2023/4/22 (Sat) (Tentative) *Alternate date:4/25 (Tue)
Decision Notification	2021/10/18 (Tue) 11:00 (JST)	2023/2/14 (Tue) 11:00 (JST)	2023/5/16 (Tue) 11:00 (JST) (Tentative)

Event

Graduate School Information Sessions
Date:2022.5.28 (Sat), 10.15 (Sat)

Open Campus
Date:2022.7.16 (Sat), 8.20 (Sat), 2023.3.25 (Sat)

FINANCIAL AID

ICU Scholarships / Grants

For Master's Course Students

- ICU Torch Relay Graduate School Scholarship for New Students
- ICU Torch Relay Scholarship for Current Students
- Non-Japanese Student Scholarship

For Master's/Doctoral Course Students

- Grants for Research Presentations

For Doctoral Course Students

- Research Scholarship for Doctoral Students

The Japanese Government (Monbukagakusho: MEXT) Scholarship

The MEXT scholarships cover full tuition and facilities fee, and monthly stipend for your study at ICU Graduate school.

Rotary Peace Fellowships

The Fellowships are funded by Rotary aiming to cultivate human resources to contribute to world peace and conflict resolution. It covers full tuition and facilities fee, and monthly stipend.



Visit our web site for more options and details about the available financial aid. > <https://www.icu.ac.jp/en/admissions/finance/index.html>

Teaching Assistant System

By assisting a class as teaching assistants, students can learn pedagogic practices directly from professors while getting a reward. This system supports graduate school students economically for their research work.

INTERNATIONAL CHRISTIAN UNIVERSITY

FOR PROSPECTIVE STUDENTS 2023

Towards Professionalism Beyond Liberal Arts

Graduate School Of Arts & Sciences

[Master's Course]

Education and Psychology Program

Public Policy and Social Research Program

Comparative Culture Program

Natural Sciences Program

[Doctoral Course]

Arts and Sciences Program

ICU 国際基督教大学
INTERNATIONAL CHRISTIAN UNIVERSITY

Expanding Potential

INTERNATIONAL CHRISTIAN UNIVERSITY

GRADUATE SCHOOL

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<https://www.icu.ac.jp/en/>



ICU has joined
the UN Global Compact
and UN Academic Impact

Distinguishing Features of an ICU Education

Dean's Message

Everything We Do Is to Enrich the Learning Experience for Each and Every Student

Mission

Building on the foundations of general and specialized education provided at the college level, our aim is to enable more in-depth educational research into academic theories and applications, to equip students with the advanced knowledge and abilities they need to take on jobs requiring a high level of expertise, and to contribute to cultural development.

Interdisciplinary

The ICU Graduate School has a single school, called the school of Arts and Sciences, to which all students belong. Utilizing an interdisciplinary educational system based on a foundation of liberal arts, and a learning environment that enables students to study a diverse range of specialist fields in a combined and integrated manner, ICU provides appropriate guidance to empower students to discover their own research tasks, and to voluntarily seek out and determine their own research themes. We have also introduced School-wide Interdisciplinary Courses, which every ICU Graduate School student is required to take. These Courses transcend conventional boundaries between disciplines, enabling students to build a solid foundation for their future research efforts, such as by studying research methods, learning techniques for writing theses and research papers, and seeking to improve their presentation skills.

Dialogue

As a liberal arts college, ICU places the utmost importance on dialogue between faculty and students. Our approach revolves around sharing information concerning "who thinks about what subject matter and how he/she thinks" with one another and generating new ideas through dialogue. This approach reflects our faculty members' strong awareness that they should respect students as individuals and strive to bring out the potential of the students. Every student is assigned a full-time faculty who serves as the student's advisor. The advisor gives advice on the student's course plan for each term and provides guidance for their thesis and helps ensure that the student successfully earns his or her degree.

Our faculties go to great lengths to provide high quality education and responsible advice. As a liberal arts university, we have continued to explore every possible means of nurturing critical thinking and independent thought in our students.

Diversity

Students and faculty members from various countries come together on campus in an academic environment where they can accept and respect one another's "differences," and students grow into individuals who can make the world their stage. A high percentage of international students come from abroad to study at the ICU Graduate School, including self-supporting and government-sponsored international students, Rotary Peace Fellowship students, and international students from regions such as Asia and Africa who come to ICU with the support of Japanese government programs that invite non-Japanese

students to study in Japan. Students at ICU Graduate School come from a diverse range of backgrounds, and engage in learning experiences that transcend their various cultural differences.

It is for this reason that ICU seeks to have a diverse cross-section of nationalities and cultures in its faculty body. A global open application process has been used to recruit full-time faculty members ever since the university was founded, and today one-third of the university's full-time faculty members have nationalities other than Japanese. This proportion of foreign faculty members is high even by international standards.

Moreover, as many as 90 percent of ICU's Japanese faculty members have education and research experience outside Japan. Around 60 percent of the faculty earned their doctoral degrees at foreign universities.

ICU offers students both courses taught in Japanese and courses taught in English. Students can choose their courses in accordance with their needs and interests. Japanese students and non-Japanese students can improve their language skills in English and Japanese by participating in courses together. Japanese language programs for international students and English language courses to acquire the English skills essential for research are also provided. In the Public Policy and Social Research Program, it is possible to complete the Master's degree by taking only classes in English.

The ICU Graduate School confronts the ever-changing global situation by cultivating comprehensive views of various specialized fields

What is the expected role of a graduate school in the international community? Some of you may have chosen to pursue graduate studies to deepen and develop the expertise you acquired during the four years of your undergraduate education. Others may have moved on to graduate studies in order to look for new research areas to study. I am sure that you will be able to advance your specialty at the ICU Graduate School where you can freely select your academic field and pursue your research. However, with a myriad of problems in the present world that are complexly intertwined with diverse factors and are changing from moment to moment, having only one highly advanced specialty cannot be enough. Among the news we have seen in early 2022, the international community has faced a wide range of challenges, such as issues on doping of athletes at international sporting events, international disputes and terrorism, rapid development of highly advanced science and technology, and the spread of infectious diseases. Let us think about one of these issues, for instance, the task of preventing the global spread of a novel virus, and formulating strategies for its treatment. Applying medical or biological theories or technologies alone is not sufficient for these critical challenges. It is essential that we study the characteristics of the novel virus; investigate the mechanisms of transmission of infectious agents and its

onset; and develop diagnostic techniques as well as preventive and therapeutic medicines. At the same time, political and economic approaches are also indispensable. Governmental decisions must be made promptly and accurately, not only domestically, but also taking advantage of international cooperation. Estimating the possible impact on economic activities and considering compensation strategies for each industrial sector are also crucial matters. And what about the impact on consumer activity? There can be great confusion depending on how information is disclosed by the government or mass media, or on how we interpret the information and take action. Therefore, it is critically important to acquire a multifaceted understanding of political science, international relations, economics, law, information technology, etc. to arrive at accurate judgments. In other words, what the present world needs is not only researchers who possess highly specialized expertise, but also versatile talents with an inclusive and cross-disciplinary perspective in order to confront the multi-dimensional challenges. The ICU Graduate School does not separate what students aspire to learn into discrete academic fields. We believe that dialogue crossing the boundaries of each academic field is truly essential in obtaining "the power to lead the world's problems towards resolution, beyond one specialty."

Experience of emergency will be an invaluable aid in normal times. We develop professionals with multifaceted analytical skills, who can take action with calm rationality.

The ICU Graduate School is based on the Liberal Arts vision of education which features interdisciplinary learning through small group classes with an emphasis on dialogue. Although ours is a small graduate school consisting of one school providing four programs and thirteen areas of concentration, we offer a wide selection of highly specialized academic studies. The number of applicants for the "5-year Program", whereby students obtain both a bachelor's degree and a master's degree in five years, is increasing year by year. For the further enhancement of Liberal Arts education, and to nurture competent professionals who can lead the world in the future, three new academic programs were established in April 2019: the "Diplomatic and International Public Service Program", the "Responsible Global Corporate Executives and Financial Professionals Training Program", and the "IB (International Baccalaureate) Teacher Certification Program". Furthermore, aiming for the development of global citizens, we have accepted international exchange students on the "Rotary Peace Fellowship Program", "JDS (Japanese Grant Aid for Human Resources Development Scholarship) Program," and "NOHA (Network on Humanitarian Action) Program." In this manner, ICU has assiduously prepared a wide variety of academic programs for each one of you as described earlier. Facing the

unprecedented COVID-19 pandemic, however, the University has needed to thoroughly implement preventive measures against its global spread. During Spring Term AY2020, all courses were delivered online, and in principle, all students had been prohibited from entering the campus. Classes for Autumn and Winter Terms AY2020 had been conducted in a combination of hybrid mode and face-to-face learning mode. In AY2021, we increased the number of face-to-face interaction courses and combined them with online and mixed mode courses. Under these challenging circumstances, all ICU faculty and staff have been discussing for more than two years on how to ensure the health and safety of our students while proceeding with the educational activities of the University. In this spirit, Spring Term AY2022 has begun in cooperation with all students, faculty, and staff. We believe that dialogue beyond academic fields and programs is of fundamental value in overcoming various difficulties during the emergency. The ICU Graduate School aspires to develop professionals with multi-dimensional analytical skills and calm rationality. When our life returns to normal, I believe that the experience of this emergency will represent an invaluable aid for each of us.

Profile

Professor Mizoguchi graduated from the College of Biological Sciences, University of Tsukuba and completed his Ph.D. in Institute of Biological Sciences, University of Tsukuba. He joined RIKEN in 1997 as a full-time researcher. After serving as associate professor at University of Tsukuba since 2007, he joined ICU as a Professor in 2012. He has served as Director of Center for Research Planning and Support, Chair of Department of Natural Sciences and Chair of Department of Life Science to date. In AY2017, he concurrently served as Senior Science and Technology Policy Fellow at the Cabinet Office of Government of Japan. He specializes in chronobiology; mainly molecular genetics, molecular biology and physiological research related to seasonal photoperiodic responses of living organisms.

MIZOGUCHI, Tsuyoshi Dean, Graduate School



5-year Program

ICU has introduced the 5-Year B.A./M.A. Program since 2011. While it usually requires a total of six years of learning - four years at the undergraduate level and two years at the graduate level - to obtain a master's degree, with ICU's 5-year Program, it is possible to obtain both bachelor's and master's degrees in a total of five years - four years at the undergraduate level and one year at the graduate level.
*This is applicable for the current (or prospective) ICU undergraduate students.

ICU Faculty List

See the ICU Graduate School faculty profile such as their academic background, research field, research theme, authored books and papers.
<https://www.icu.ac.jp/en/academics/gsfaculty/>



Dialogue

Experiencing the Essence of Learning at ICU Graduate School

[Dialogue between Current Student and Graduate]



Current Student

TAMAKOSHI, Rina

Christian Academy in Japan (Tokyo); BA, International Christian University in March 2020; Currently enrolled in the Master's Course in the Educational Psychology Program (Language Education) at ICU Graduate School. Upon graduation, she plans to work as a teacher at an international school.

Master's thesis "Heritage Language Maintenance and Bilingual Development: A Case Study of a Filipino Immigrant Family in Japan." Her interest in heritage language stems from her background growing up abroad, which led to her current research since undergraduate studies at ICU. She has advanced to ICU Graduate School to pursue her research.



Graduate Student

KACHUR, Jonah Bennett

Eastchester High School, USA; BA, Sarah Lawrence College; MA in Comparative Culture Program (Japanese Culture Studies), ICU Graduate School in 2021. Present: Advertising Consultant, Principle Co. Ltd.

Master's thesis "Managing Manchuria: Formal and Informal Power in Settler Communities in Southern Manchuria, 1905-1931." His Senior thesis at Sarah Lawrence College focused on the same research topic. Seeing the need for further research and seeking a more convincing analysis, he enrolled in ICU Graduate School.

Diverse Environment With Inspiring Faculty and Friends

(Graduate Student, Jonah (hereafter, Jonah)): The major reason I chose ICU Graduate School is that ICU had a professor who was well versed in my field, and I wished to complete my thesis under his guidance, seeking to further advance my research. During my visit to ICU's Open Campus before enrolling, I had a chance to talk with the professor, which made me decide to apply to ICU.

(Current Student, Rina (hereafter, Rina)): That sounds similar to my situation. A professor of ICU Graduate School focuses on the research topic I have pursued since my undergraduate days. I wanted to learn under her supervision and write my Master's thesis.

(Jonah): Another reason for choosing ICU Graduate School was its excellent learning environment as a liberal arts college. I

graduated from a liberal arts college in New York City, and during my college years, I studied abroad at a university in Kyoto. The university was large in scale, so classes were mostly held in large sizes. Because of this experience, I recognized that a liberal arts education was right for me. A dialogue-oriented class in small groups is the heart of learning at ICU, instead of one-way lectures. Another attraction of ICU is that students can choose to take courses in English while improving their Japanese language skills.

(Rina): ICU emphasizes small-group education and interactive discussion. Research at ICU Graduate School is conducted in an even smaller size than undergraduate courses. I feel really fortunate to have this opportunity to learn with professors in close communication.

(Jonah): I also like how highly motivated ICU students are. All of my classmates chose ICU to study the field they wished to pursue. Many ICU students are unique and have a specific

and profound interest, such as highly minor music or a particular novelist.

(Rina): In my field (Education), some students who already have teaching experience enroll at ICU Graduate School to learn new ideas and practice new teaching methods, aiming to study the IB (International Baccalaureate) program or obtain the IB teacher certification. They are so motivated and take as many courses as their time allows, which greatly stimulates me. Hearing their words, "It was marvelous to learn at ICU," convinced me of what an irreplaceable environment ICU has. Their comments also encourage me to move forward.

(Jonah): In my first year of the Graduate School, the COVID-19 pandemic had not yet occurred, and I met a wide variety of people. There were many returnees and international students, and students had a wide range of backgrounds and work experience. Some were in their 50s. In classes of international studies,

we meet many students who wish to work for international organizations, which is another distinctive feature of ICU. What makes ICU invaluable is not only the abundance of people with diverse backgrounds, but also the culture of sharing their experiences and viewpoints in classrooms, which has been very beneficial for me in gaining a variety of perspectives.

Close Relationships with Faculty Excellent Learning Experience

(Rina): When I entered the Graduate School, it was in the middle of the COVID-19 crisis, and unfortunately, most of the classes had already been held online. Despite this situation, professors at the Graduate School were genuinely filled with vitality, and I never got tired of participating in their classes. I am deeply grateful for their commitment to providing detailed guidance similar to in-person situations, not simply through a computer screen.

(Jonah): I also felt close to my research adviser. I visited his office many times and enjoyed casual conversations with him. He gave me advice on my research, such as, "How about thinking about it this way?" He also provided career advice to me.

(Rina): I agree. My research advisor has also given me many kinds of advice. When I ask a question, she answers, "What do you think?" and does not try to lead me to one definite answer. Her stance was to respect students' independence to think for themselves.

(Jonah): I had the same experience with my advisor. I think there were a lot of "challenges" in the course of his instructions. For example, after reading some primary source material, he asked, "What do you think?" After my answer, he replied, "Why do you think so?" After my explanation, he again asked, "Why?" The repetition of this process deepened my understanding of my own ideas and clarified the basis for my arguments. I

had a similar experience in the U.S., but the debates at ICU were more thorough. Because I was refuted so many times, my theory was correctly organized, and I acquired a logical approach and a practical learning process. This undoubtedly contributed to the originality of my theory. Faculty respect students, reminding us that "Your work is unique to you," which gave me confidence in my Master's thesis. Although my current job is in a completely different field, I believe that the way of thinking I acquired at ICU is proving useful.

(Rina): It's about developing our own learning style and methods of exploration, I guess. In my classes, the faculty constantly ask questions such as "Why?" and "Why do you think so?" At first, it was hard to get used to it. Still, gradually I became more confident in expressing my opinions, even when sharing them with classmates in presentations, rather than seeking generalized correct answers or arguments. So, my Master's thesis, while receiving intensive guidance, is "the result of my original thinking and hard work." After graduation, I'll work as a school teacher. I'd like to approach my students in the same way, uncovering and respecting their ideas.

Liberal and Open-minded Learning Community

(Jonah): I've heard that many universities in Japan offer separate courses for international and Japanese students, but at ICU, all students learn together. I felt comfortable in this kind of community spirit.

(Rina): ICU has a "5-year Program" (students begin to take graduate courses in their fourth year of undergraduate studies and complete their Master's degree in five years), so it is not unusual for graduate students to take classes with undergraduate students. I believe that everyone, including undergraduates, graduate students, faculty and staff, shares the freedom and culture of ICU and contributes to creating this community.

(Jonah): There are all kinds of stimuli, and before the COVID-19 crisis, there were many people on campus, recruiting for clubs, playing musical instruments, and relaxing on the campus lawn. The dorms held weekly "potluck parties." ICU students' mindset and the culture of the dorms are open-hearted, which are similar to those of American universities. Students are blessed with both academic enrichment and fulfilling life. ICU is located in the woods, and I felt such a homey atmosphere where friends got together.

(Rina): ICU is home to people from all walks of life bringing about diversity into our community. Despite our differences, a friendly atmosphere fills the campus, where we feel comfortable in expressing our own ideas. And there is much to learn through the dialogues. There are many things that I had never thought about, which had literally expanded my horizons. Because of my parents' work, I was raised abroad from childhood, and I thought I had developed a relatively broad perspective, including my undergraduate days at ICU. Yet, when enrolling at ICU Graduate School, I came to realize that my perspective was still narrow. I was so amazed to learn that the world is much wider than I had thought.

(Jonah): If you are unsure which graduate school to attend, I strongly recommend visiting ICU to feel a sense of the community, talk to faculty, and get a picture of what ICU is really like. Since you will be spending two years, I also recommend seeing if you like the campus in the woods. In my experience, it also helps to meet others who are considering ICU. It's good to try to recognize who is like-minded to you and how people think differently from you. I have gained further insights through it.

(Rina): I totally agree. I believe there are many things that words cannot convey. Why don't you come and join the ICU Open Campus? We look forward to welcoming you!

Procedure of Conferring Master's Degree

Year	Term	Procedure	Remarks
1st year	1st term	Matriculation ceremony, Orientation (Academic guidance)	Completion of GS required courses
	2nd term		
	3rd term		
2nd year	1st term	Approval of Candidacy for the Degree of MA (Requirements: Residence of one year or more, Completion of 18 units or more with a GPA of 3.00 or above.)	Start writing Master's thesis
	2nd term		
	3rd term		
		Submission of [Application for Submission of Master's thesis]	
		Submission of [Master's Thesis and summary]	
		The final examination for Master's Thesis	
		Conferral of M.A. at the Commencement	



Master's Course (MA)

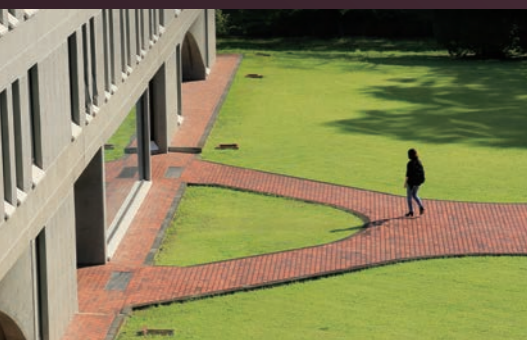
In the Master's course, students delve deeper into their field of study to enhance their research abilities and to acquire the professional skills necessary for their future career.

Degree Requirements

To complete the Master's Course, students must be enrolled in the degree program for a period of at least two years; complete at least 30 credits of the coursework; be granted master's degree candidacy; submit a master's thesis; and pass the thesis review and final examination carried out by the Graduate School. The standard period of enrollment is 2 years.

About Program and Area of Concentration

Master's course offers an interdisciplinary curriculum, but those who wish to apply must choose one Program and Area of Concentration at the time of application. Please consider which to choose carefully by checking professor's specialization / courses offered / the degree conferred in each program. Especially research guidance received from faculty is important in Graduate School. When prospective applicants are not sure which Programs / Areas to choose, it is recommended that they contact and consult with faculty whose field of specialization is related to their research plan or desired field of study.



Doctoral Course (Ph.D.)

In the Doctoral course, students will be trained to conduct research independently as well as acquiring the capacity to assume highly professional positions. Students can obtain the degree of Doctor of Philosophy.

Degree Requirements

Research advisors will instruct doctoral candidates through the Doctor Thesis course (three courses, 6 units) and so on. At the end of each academic year, students must submit an annual study report. In order to acquire doctoral candidacy status, students must pass the Doctoral Candidacy Examination. Those qualifying for this status receive research guidance for at least three terms before they submit their dissertation and take the final examination. The degree is decided by an Evaluation Committee. The standard period of enrollment for this program is three years.

Faculty Messages

Solving the Dynamics of Economic Problems and Increasing the Predictability of Our Society



HWANG, Insang
Senior Associate
Professor

My research interests include economic growth, dynamic stochastic general equilibrium model (DSGE), and overlapping generation model (OLG) using econometrics, simulations, and macroeconomic dynamics. Economic and econometric researches have motivated my academic focus to study and verify the uncertainty and unpredictability of macroeconomic theories and policies. Based on the findings of those studies, we will be able to provide our society with accurate and predictable policy consequences. I am now working on human capital and income inequality, fiscal and monetary policy in the small open economy, Tobin's Q - TFP and business cycle, oil price shock and macro-dynamics, Covid-19 and macroeconomic fluctuation, and financial market and risk premium puzzle.

Student Voice

Great Academic Support



SOL, Koemhong
Doctoral Course
Student

Here at ICU, I am pursuing a doctoral study in education with a research focus on primary school teacher education in Cambodia. While academic freedom, creativity, and students' well-being are promoted, excellent academic support from well-versed faculty members and the relevant offices is always available, making studying and researching at ICU an enriching experience even during the pandemic. Along with an impressive university campus, ICU has much more to offer. Come and join ICU for both personal and professional development!

Master's course

Education and Psychology Program

No. of Faculty >> 20

No. of Courses >> 75

English Courses >> 36%

The Education and Psychology Program pursues research in academic fields related to psychology, education, and language education in search of conditions that enable human beings to coexist while engaging in a peaceful and creative endeavor, nurturing leaders who play a pivotal role in realizing an optimum environment in the world.



MORISHIMA, Yasunori Professor

Message from the Program Director

The Education and Psychology Program challenges students to explore important questions about human nature and the development and cultivation of individuals. Our curriculum provides training in the knowledge and skills necessary for high-quality research in the fields of education, psychology, and language education. Students have opportunities to develop academic skills in problem solving, analytical and creative thinking, and professional communication. They are also encouraged to gain new perspectives for—and keen insight into—humanity through active interactions and collaborations with nationally and internationally recognized faculty members and other students from different parts of the world.

AREA OF CONCENTRATION

■ Education

Based on liberal arts principles and the rigor of research methods, students will examine increasingly complex issues in education. Under close supervision of program faculty in diverse fields such as sociology of education, educational technology, development studies, psychology, and philosophy and history, students are expected to focus on one or more areas of research. The topics include international and domestic issues in education, applications of innovative computer and internet technology in instructional design and pedagogy, learning and teaching strategies in diverse contexts, societal and community structures and educational policies in Japan and developing countries, designing and implementing IB programs in higher education, and evaluating peace education.

■ Psychology

We engage in research standing in a unique position, with an integrated perspective combining both scientific and human aspects. We work to cater to the needs of society for the training and development of highly specialized professionals. Through specialized lectures, our team of professors - with specialties in cognitive, linguistic, developmental, educational, social, cultural and clinical branches of psychology, and neuroscience - train students in experimental and investigative techniques, statistical methods and qualitative research; as well as conducting proactive joint seminars involving all faculty members. A cosmopolitan mixture of students from a diverse range of backgrounds apply themselves and learn from one another as they engage in university educational activities.

■ Language Education

Students in this concentration will be trained in the theory and practice of teaching English and teaching Japanese as a Foreign Language. Based on the interdisciplinary knowledge of linguistics, psychology and education, and of the target language, students will engage in the research of focused areas such as first language acquisition, second language acquisition, foreign language teaching methodology, bilingual education, early foreign language education, and the relationship between language and culture. Aiming at the integration of theory and practice, students will participate in teaching practice at respective classrooms.



Faculty Messages

Application of cognitive linguistics to language education



TSUJITA, Mari
Associate Professor

My specialized fields are second language education and cognitive linguistics. I am doing research focusing on the application of cognitive linguistic theories in analyzing language learning and teaching. It includes the semantic network of word meanings, the use of metaphor in communication, and multimodality in language learning. From the perspective of linguistic embodiment, language learning is a part of the overall cognitive development, which involves both the body and the mind. Students are encouraged to carry out research on how multimodal experience contributes to language learning, such as video, music, drama, dance, and sports.

Student Voice

Expanding perspectives through discussion with students of diverse backgrounds



NONAKA, Kanae
Master's Course
Student

I have been enrolled in the IB Teacher Training Program and the Teacher Certification Program while pursuing my research on the role of a learners' first language in teaching English as a foreign language. Discussions with students from diverse backgrounds made me notice myself being bound by fixed notions. When I think back to my time in the classroom, I realized the teaching style had restricted my thinking. I became aware of this through the insights I received from students with different educational experiences. I am confident that this experience will help me with my future career as an English teacher in Japan.

*Please see the ICU Graduate School faculty profile at <https://www.icu.ac.jp/en/academics/gsfaculty/>



Public Policy and Social Research Program

No. of Faculty >> 39 No. of Courses >> 98 English Courses >> 83%

The Public Policy and Social Research Program delves into field research in the social sciences including public policy. Relations with other fields are through an interdisciplinary approach. Our objective is to nurture future leaders for domestic and international organizations, with training in flexible problem-solving based on analytic and planning skills.



AONUMA, Satoru Professor

Message from the Program Director

This program offers five areas of concentration in the social sciences. Each of these academic fields does not stand alone as completely independent areas of study; they are areas that strongly inter-relate with one another both from a theoretical and methodological perspective. Thus, students are expected to not only engage in intellectual pursuit merely in their chosen area of study, but also to embrace an interdisciplinary attitude towards academics. Many courses are taught in English, where students from both within Japan and overseas with a range of backgrounds devote themselves to academic endeavors under the guidance of our internationally diverse faculty.

AREA OF CONCENTRATION

■ Politics and International Studies

Politics and International Studies covers international relations, politics, public administration, public policy, and law. Courses offered include Political Thought, Refugee Law, Multilateral Diplomacy, Comparative Politics and Government, Law and Peace, Public Administration and International Organization. The concentration in political and international studies is aimed at cohesive education and research in multidisciplinary fields: international relations, politics, public administration, and law. The concentration provides a unique combination of three distinct approaches, i.e., normative studies, empirical analyses, and policy studies. It aims to deepen understanding and further education and research in each multidisciplinary field.

■ Social and Cultural Analysis

Social and Cultural Analysis offers students the opportunity to examine contemporary global problems using the methodological tools and theoretical insights of Sociology and Anthropology. Faculty specialize in a broad range of relevant topics, including Gender & Sexuality, Science & Technology, Global Health, Population & Development, Violence, Contemporary Religions, Social Inequality and Globalization. Students in the program engage in multidisciplinary research projects that combine any of these specialties and work closely with our Faculty to pursue their individual interests. Social and Cultural Analysis helps students develop the skills necessary to interpret some of the most pressing issues facing the world today.

■ Media and Language

In the interdisciplinary Media and Language area of concentration, students can gain expertise in such fields as sociolinguistics, communication, media, and translation studies. Basic research skills are acquired and then applied in project-oriented courses, and students gain awareness and understanding of the important theoretical works in this interlocking range of disciplines. With this solid foundation of knowledge and methods, students will be able to engage in research that allows them to critically explore a wide range of topics related to the meanings, relationships and operations of media and language in contemporary society.

■ Public Economics

Students in the Public Economics Concentration choose either economics or business administration as their field of specialization: Students in economics are required to take core courses in microeconomics, macroeconomics, econometric analysis, and advanced econometrics, while students in business administration choose relevant courses from business administration, accounting, and finance. Upon entering the Public Economics Concentration program, students are assigned a faculty adviser to counsel them regarding their research topic and start preparing for their Master's Thesis, while taking more advanced courses.

■ Peace Studies

We offer a wide variety of courses relevant to peace, conflict and security. They range from foundation courses in peace and conflict studies, to more specialized courses on human rights, ideas and norms, gender, religion, conflict resolution, peace-building, development, traditional and post-traditional security threats, human security, the role of international organizations and international law. Graduates should then be able to analyze existing and potential conflicts, conduct empirical research, and should be able to work within national governments, international government or non-governmental institutions with a focus on peace and security issues.



Faculty Messages

Don't be afraid to think big



BONDY, Christopher
Senior Associate
Professor

My research can be considered in two ways. One is more from a macro perspective, the other more micro. Broadly, I examine issues of inequality, social movements and education, while more specifically, my research centers on Japan's largest minority group, known as the *burakumin*. I have spent time in public schools exploring how *buraku* issues are taught along with how *buraku* youth respond to those teachings. I have also conducted research on the role of laws and social movements in shaping discourse surrounding *buraku* issues. Choosing a graduate program can be a challenge, but it is a time for you to explore your intellectual passions and we hope that ICU can be that place.

Student Voice

Share your niche interests.



SAARANEN, Elina
Master's Course
Student

At ICU's Public Policy and Social Analysis course, I was able to further my research in humor studies and complete my MA thesis about the representation of women in Japanese TV comedy. In the end, this course allowed me to study my interest from many different points of view. Not limited to media and gender studies, I was also able to gain anthropological and sociological knowledge. What I learned helped me develop a well-rounded understanding of my topic and the society it is surrounded by. I am confident that the course's diversity can do the same for your topic of interest.



Comparative Culture Program

No. of Faculty >> 21 No. of Courses >> 41 English Courses >> 26%

The Comparative Culture Program compares and studies all dimensions of culture based on problem-oriented methods, to nurture responsible and perspicacious leaders embodying the spirit of liberal arts.



SANJO, Yoshinori Professor

Message from the Program Director

In the Comparative Culture Program, students can develop the academic sense of grasping cultural phenomena in a comprehensive manner by studying subjects of humanities and historical studies, crossing over the borders between specialized fields. Various classes on history, religion, philosophy, fine art, music and literature in regions including Japan, Asia, Europe and North America are offered. The broad perspective, which is fostered through these small-sized classes where dialogue is emphasized, will be a foundation for procuring originality in each student's specialized research, which is conducted under the guidance of the thesis advisor.

AREA OF CONCENTRATION

■ Japanese Culture Studies

Japanese Culture Studies offers a wide array of courses in small group seminars that cover Japanese history, art, philosophy/ethics, religion, and literature in order for students to gain a broad overview of Japanese culture. Students also participate in classes on the cultures of various regions worldwide and cultivate a global perspective that focuses on Japan's position in Asian countries and its international relations with Europe and the US. Preparing their Master's thesis under the guidance of a personal academic advisor, students can engage in cross-disciplinary research to deepen their knowledge, such as in literature and the arts that include historical, ideological, and religious viewpoints.

■ Transcultural Studies

Through small group seminars that emphasize discussions, students acquire a wide range of research methods in history and humanities that study the cultures of various regions worldwide while removing the barriers between each academic field. Cultivating a comparative perspective that transcends time and space, students are exposed to the diverse research methodologies of various academic disciplines and gain specialized research methods under the guidance of a personal academic advisor. Through learning these, students develop essential academic senses and insights that will lead to truly original research achievements.

ICU Society for the Study of Comparative Culture

The Society supports members' research activities in various ways, including the publication of ICU Comparative Culture, an academic journal containing members' research papers, and the ICU Comparative Culture Series, which provides a medium for publishing outstanding yet unpublished doctoral dissertations on comparative culture. Through these efforts, the Society strives to promote the interaction and mutual development of members. Students are encouraged to join the Society at the time of their enrollment.



Faculty Messages

In Search of Undiscovered Beauty



ITO, Aki
Professor

My research focuses on the art of Northern Italy from the 14th to 16th centuries, particularly stories depicted, costumes, and meanings of colors applied. Italy is abundant with artistic works from ancient Rome and the Renaissance, but only a few have been introduced in Japan. Also, along the border of France and Germany, where multiple cultures intermingle, many artworks remain unrecognized in churches, castles and palaces. Although they may appear awkward at first glance, unique sophistication and sentiments dwell in them. I find pure joy in conveying the beauty and charm of such undiscovered works rather than masterpieces of renowned artists.

Student Voice

The gaze of the "outside" on the "inside" of the major



MATSUDA, Tomoya
Master's Course
Student

My major is Japanese classical literature. In the Comparative Culture, I am able to study with students and faculty members with diverse perspectives and backgrounds. This is unique to ICU graduate school. Learning various students and professors enhances my interdisciplinary thinking beyond the framework of my specialty. In my case, I got an idea to compare Japanese classics and Greek literature for my master thesis. This interdisciplinary learning allows me to participate in the International Baccalaureate Teacher Training Program, and I feel that I have a wide range of career options.



Natural Sciences Program

No. of Faculty >> 25 No. of Courses >> 36 English Courses >> 91%

In the Natural Sciences Program, we provide specialized training in various scientific fields, enabling students to understand their fields within the framework of science as a whole. Our goal is to nurture leaders who can help society by means of science.



YAMAZAKI, Mitsuru Professor

Message from the Program Director

Our aim is to supervise students with various kind of backgrounds from those who have not learnt sufficiently in undergraduate to those who want to be a researcher in the future. In addition, our programme is suitable for coping with "problems without answers" which we often meet in our real life.

AREA OF CONCENTRATION

■ Mathematics and Information Science

In this program, students engage in complementary theoretical and applied or practical study, while at the same time advancing their research in close collaboration with their research supervisors, from classical themes to the latest cutting-edge areas of research drawn from both the Japanese and overseas research communities. After completing the program, students aim to enter employment in corporate or educational fields, or progress to higher levels of study on doctoral programs in Japan and abroad, with the aim of becoming professional researchers. In terms of background knowledge, it is desirable for students to have accumulated a wide range of knowledge up to the third year of undergraduate study and to have engaged in fundamental studies in their area of specialization. Students also require foreign language ability in order to read academic journals and dissertations written in foreign languages, including English.

■ Material Science

While scientific studies relating to physical matter are mainly classified into experimental and theoretical study, calculation from first principles using computers is becoming another important area. Experimental work requires fundamental experimental skills and logical thinking to arrive at an understanding of physical substances based on experimental result; while theoretical work involves explanation of facts and making prediction based on basic laws of material science and modelling of phenomena. In this way, we seek to interlink and integrate the experimental, theoretical and computational sciences.

■ Life Science

In this program, we engage in research in the three areas of botany, zoology and microbiology, ranging from the molecular level to the individual organism or ecological level. In terms of specific themes, some examples include biological rhythms, metabolism, DNA repair, generation, reproductive behavior and ecological conservation. In addition to specialized themes, we instruct students in scientific thinking and basic research methods. We also place importance on utilizing the unique features of ICU as a liberal arts university, thinking about connections between the life sciences and society, and developing scientific communication abilities.

Note to Prospective Applicants

We strongly recommend that all prospective applicants to the Natural Sciences Program communicate with our faculty members and visit the campus to ensure that our facilities and laboratories meet their research needs. ICU facilities can be open to prospective applicants on open campus day or by appointment.



Faculty Messages

To the unknown world beyond what is written in textbooks and papers



MATSUMURA, Tomoo Associate Professor

My research field is geometry. Nevertheless, I also use algebraic and combinatorial methods very often. I think it is fair to say that two mathematical activities, investigating high-dimensional "shapes" that are difficult to visualize (geometry) and successfully counting something (combinatorics), are connected through algebra. Real mathematical activities start from the curiosity within us. The unknown world that lies beyond what is written in textbooks and papers is surprisingly within reach. I look forward to sharing that experience with graduate students through cutting-edge research in pure mathematics.

Student Voice

Immerse yourself in research in a small-group environment.



ORYU, Tatsuya Master's Course Student

My research is on security systems in Internet routing. I entered ICU as a college student and continued on to graduate school through the 5-year program. As a matter of fact, the population of science majors at ICU is particularly small, with only two students in the Mathematics and Information Science department including myself, and only one in my laboratory. On the contrary, this small-group environment turned out to be perfect for me. This environment allowed me to take adequate time to learn what I did not understand and even brought me an opportunity to become more proactive in my research. Despite my initial lack of specialized knowledge and research experience, I was able to take on new challenges and gained enlightenment regarding my study. And last but not least, the verdant environment at ICU campus is unmissable. If you ever feel stuck or tired, you will definitely feel like daydreaming at the three great mountains of ICU: Mt. Baka, Mt. Aho, and Mt. Manuke.



*Please see the ICU Graduate School faculty profile at <https://www.icu.ac.jp/en/academics/gsfaculty/>

Distinctive Study Program

The Graduate School offers the following study programs for its students including the 5-year Program students. Those who have completed all the requirements are eligible to receive a program certificate.

Diplomatic and International Public Service Program

This program is open to those who are considering careers in diplomacy or international organizations such as in the United Nations system. It offers academic learnings with relevant courses while also encouraging extracurricular activities such as internships and seminars to support the students pursuing their career.

Eligible Students ① Undergraduate students in the 5-year program at ICU ② Graduate students including the 5-year program, M.A. and Ph.D. Program at ICU
*Non-degree students are not eligible.

Requirements of the Program

I. Degree Requirement
Successful completion of the Master's degree program at ICU's Graduate School of Arts and Sciences *Exempt for the master's degree holders enrolled in ICU's Doctoral Course.

II. Course Requirements
1. Completion of 7 courses (14 credits) from the designated course list
2. GPA3.50 or above in the designated 7 courses

III. Other Requirements
1. English language competence for non-native speakers of English: TOEFL iBT 100 or above / IELTS 7.5 or above
2. UN Official language or quantitative analytical competence (Choose either ① or ② from below)

- ① UN Official language
 - For non-native speakers of English: Proof of successful completion of one of the UN official language courses (except English) at the foundation level taken from ICU's World Language courses (3 terms) or other institutions with equivalent terms
 - For native speakers of English: Proof of successful completion of two of the UN official language courses (except English) at the foundation level taken from ICU's World Language courses (3 terms) or other institutions with equivalent terms UN Official Languages...Arabic, Chinese, English, French, Russian, and Spanish
 - *French or Spanish is strongly recommended.
- ② Proof of successful completion of credit-level university courses on quantitative analytical and statistical skills
 - *If it is going to be one of the courses listed in "2. Course Requirement", it would be treated outside of the course requirement.(QALL401 can be counted for this requirement)
 - *Strongly recommended for finance and economics fields.

3.Participation of an internship hosted by institutions related to diplomatic and international public service, including governmental, intergovernmental, and international non-governmental organizations. (In any region/country. Both full time and part time are counted)(QALL402 and QPPI524 can be counted for this requirement.)

Responsible Global Corporate Executives and Financial Professionals Training Program

This program aims to nurture future business leaders (corporate executives) and financial professionals who are "responsible" to the environments and societies surrounding them. It provides lectures which are taught by highly acclaimed enterprises for ESG and leading credit rating agencies to foster business professionals who will be highly expected by society in the future.

Eligible Students ① Undergraduate students in the 5-year program at ICU
② Graduate students including the 5-year program(M.A. or Ph.D. Program) at ICU
*Non-degree students are not eligible.

Requirements of the Program

1. Completion of 5 courses (10 credits) designated in this program
2. GPA of 3.20 or above in the 5 courses (10 credits) designated in this program
3. GPA of 3.20 or above in the overall courses taken in the Graduate School
4. A Grade of A in Master's thesis
5. Completion of an external online course 'Bloomberg Market Concepts' with a course certificate, or the equivalent approved by the Graduate School

IB Teacher Certification Program

The International Baccalaureate (IB) is an international education program that focuses on teaching students to think critically and independently. This training program in ICU aims to nurture IB educators in MYP (11-16 years old) or DP (16-19 years old.) Students who have completed the program can request an IB Certificate in Teaching and Learning (CTL), or an IB Advanced Certificate in Teaching and Learning Research (ACTLR) to the International Baccalaureate Organization. *For details about ACTLR, please contact us at ibec@icu.ac.jp

Eligible Students for CTL

1. Undergraduate students including students in the 5-year program at ICU who fulfill both of the following conditions:
 - ① Students who have a GPA of 2.5 or above when register.
 - ② Students who are enrolled in the Teaching Certification Program.
 2. Graduate students at ICU including the 5-year program (M.A. or Ph.D. Program in any field) who fulfill the following conditions:
 - ① Students who have (or expect to have by graduation) teaching certification in Japan or the equivalent in another country.
 - ② Students who have a GPA of 3.0 or above when register.
- *Non-degree students are not eligible.

Requirements of the Program for CTL

In order to complete the ICU IB Certificate in Teaching and Learning, students must fulfill all of the following requirements:

- ① Complete the required courses: Total of 6 courses (12 credits)
 - ② Complete a Teaching Practicum at an IB World School (2 credits)
 - ③ Teaching certification in Japan (or equivalent certification in another country)
- *Students who complete the ICU IB Teacher Certification Program are eligible to apply for the IB Certificate in Teaching and Learning MYP or IB Certificate in Teaching and Learning DP issued by the International Baccalaureate Organization.



For details, please refer to our university website or a dedicated brochure. You can check the detailed features, the main teachers, and the steps to complete.

<https://www.icu.ac.jp/en/academics/gs/studyprogram/>

