

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	AY2022 April Admission		AY2022 September Admission
	Autumn Selection	Spring Selection	
Application Period	Application Period: 2021/8/5 (Thu) 10:00 (JST) - 8/19 (Thu) 17:00 (JST) Application documents for submission by postal mail must reach ICU by 8/23 (Mon).	Application Period: 2021/11/17 (Wed) 10:00 (JST) - 12/1 (Wed) 17:00 (JST) Application documents for submission by postal mail must reach ICU by 12/3 (Fri).	Application Period: 2022/2/16 (Wed) 10:00 (JST) - 3/9 (Wed) 17:00 (JST) Application documents for submission by postal mail must reach ICU by 3/11 (Fri).
First Screening (Document screening) Result Notification	2021/9/24 (Fri) 11:00 (JST)	2022/1/28 (Fri) 11:00 (JST)	2022/4/15 (Fri) 11:00 (JST)
Second Screening (Interview) Schedule	2021/10/5 (Tue) *Alternate date: 10/9 (Sat)	2022/2/1 (Tue) *Alternate date: 2/3 (Thu)	2022/4/23 (Sat) (Tentative) *Alternate date: 4/26 (Tue)
Decision Notification	2021/10/19 (Tue) 11:00 (JST)	2022/2/15 (Tue) 11:00 (JST)	2022/5/17 (Tue) 11:00 (JST) (Tentative)

Event

Graduate School Information Sessions
Date: 2021.7.17 (Sat), 10.16 (Sat)

Open Campus
Date: 2021.7.17 (Sat), 8.21 (Sat), 2022.3.21 (Mon)

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.



FOR PROSPECTIVE STUDENTS 2022

Towards Professionalism Beyond Liberal Arts

INTERNATIONAL CHRISTIAN UNIVERSITY

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

INTERNATIONAL CHRISTIAN UNIVERSITY

GRADUATE SCHOOL

3-10-2, Osawa, Mitaka-shi, Tokyo 181-8585, JAPAN

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E-mail: gs-adm@icu.ac.jp

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



ICU has joined
the UN Global Compact
and UN Academic Impact



Distinguishing Features of an ICU Education

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.

Dean's Message

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 ICU Graduate School where you can freely select your academic field and pursue your research. However, 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. For example, let's think about 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 Spring Term AY2021, we have increased the number of face-to-face interaction courses and introduced "mixed mode" courses. Under these challenging circumstances where the emergency declaration was issued twice, all ICU faculty and staff have been discussing for more than one year how to ensure the health and safety of our students while proceeding with the educational activities of the University. In this spirit, Spring Term AY2021 has begun in cooperation with all students, faculty, and staff. We believe that dialogue beyond academic fields is also a 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/>



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. or 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 9 courses (18 credits) from the designated course list
2. GPA 3.50 or above in the designated 9 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: 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: 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.

OR

② 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/>



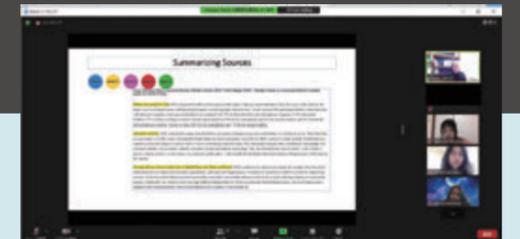
Class Introduction

QALL 403 Writing for Researchers (English)

At ICU Graduate School, "School-wide Interdisciplinary Courses" are offered. The aim of the courses are to nurture skills such as writing skill or field research skill, which are indispensable for all GS students. As one of them, we are happy to introduce "QALL403 Writing for Researchers (English)" this time.

Class Observation 1 ELA Instructor PETRIN, Vincent's class (January 20, 2021)

The class of 9 students began in the Zoom Main Room to field any questions or comments regarding the previous lesson's Annotated Bibliography writing assignment. The lesson then transitioned to a focus on synthesizing sources in writing an effective Literature Review by comparing and contrasting a summary of sources with a synthesis of the same sources in a sample Literature Review. A final side-by-side comparison of the two styles was followed by introducing a process approach (steps) that could be used in organizing sources into a Synthesis Matrix spreadsheet. The lesson then turned to provide the class with an opportunity to work together in three teams (separate Zoom breakout rooms) in a series of practice activities that included identifying themes across a practice set of sources in a Synthesis Matrix (e.g. Methodology, Findings, Limitations) and identifying the elements of a Literature Review paragraph that included a synthesis of sources. After each practice activity, the class returned to the Main Room where a team member would share their group's discussion-solution to the activity challenge. The class concluded with a brief review of the lesson and to answer any individual questions.

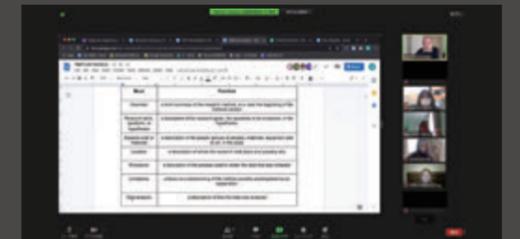


Comments by Instructor PETRIN

The students in the class are all very self-motivated and passionate about their Master's Thesis topics. Moreover, during the whole-class thesis proposal update presentations, they provide an interdisciplinary perspective regarding each other's research as well as helpful insight based on their own personal-academic experiences.

Class Observation 2 ELA Instructor KERSHAW, Matthew's class (January 27, 2021)

The topic of the lesson was writing a Methodology section, with the aim of considering the content commonly found in this section and the order it is presented. First, in small groups, the students discussed what factors should be included. Returning to the main room, the instructor introduced seven "moves" common to methods sections across various fields, including Overview, Research aims, Procedure, Data analysis and so on. Next, breaking into small groups again the students analysed a Methods section from a research paper to determine which of the seven moves were present. They also considered grammar points specific to a methods section such as verb tense and active / passive voice, and examined useful phrases to introduce their work in this section in conventional language.



Comments by Instructor KERSHAW

Writing for Researchers is such an interesting class for me. Listening to students from all over the world discussing their research and ideas is very inspiring. It was a pleasure to have the opportunity to help them think about how to communicate those ideas effectively in their writing.



From Course Coordinator KERSHAW, Matthew ELA Instructor

Writing for Researchers is open to both Japanese and international students, native and non-native English speakers. Many of the students taking Writing for Researchers may feel that writing a Master's thesis is a daunting prospect. The course, therefore, aims to help students understand both general features of academic papers, and more specific characteristics of published work in their fields. The main goal of the course is to write a research proposal. This allows students to analyse common aspects of academic writing and academic papers while preparing for their upcoming research projects by organising their own writing in a formal document. The students also learn from each other by explaining and discussing their research projects and with the realisation that they often share similar anxieties and challenges with their writing.



Student's Voice KAQINARI, Sabina Public Policy and Social Research Program, Master Course student

I am a graduate student majoring in Peace Studies at the ICU and my research is focused on Social Trust in conflict affected contexts. Taking the Writing for Researchers course has been a productive and enriching experience where I had the chance to reflect, revise and improve my writing skills while I worked on my final research proposal. Although the classes were all online, activities such as the breakout rooms, student discussions and the peer review feedback were one of the many highlights. This is a right choice for students who are looking to upgrade their academic writing.

School-wide Interdisciplinary Course ICU GS offered the following courses as School-wide Interdisciplinary Courses.

QALL401	Data Analysis for Researchers	QALL407	Academic English (S) (※)
QALL402	Field Research and Professional Learning	QALL408	Academic English for Research (A) (※)
QALL403	Writing for Researchers (English)	QALL409	Academic English for Research (W) (※)
QALL404	Writing for Researchers (Japanese)	QALL410	Academic English for Research(S) (※)
QALL405	Academic English (A) (※)	QALL411	Academic Writing (S) (※)
QALL406	Academic English (W) (※)	QALL412	Academic Writing (A) (※)

※Regarding the courses marked ※, only designated students can register for them.



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.

Area of Concentration

Program	Area of Concentration	Degree
Education and Psychology	Education	Master of Arts in Education
	Psychology	
	Language Education	
Public Policy and Social Research	Politics and International Studies	Master of Arts in Public Administration or Master of Arts in International Relations
	Social and Cultural Analysis	Master of Arts in Social and Cultural Analysis
	Media and Language	Master of Arts in Media and Language
	Public Economics	Master of Arts in Public Economics
	Peace Studies	Master of Arts in Peace Studies
Comparative Culture	Japanese Culture Studies	Master of Arts in Comparative Culture
	Transcultural Studies	
Natural Sciences	Mathematics and Information Science	Master of Arts in Natural Sciences
	Material Science	
	Life Science	

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.

Required Course and Units

School-wide Interdisciplinary Course	Program Foundation Course	Specialization Course	Research Course	Total
Min. 2 units in 1 subject	Min. 4 units in 2 subjects	Min. 8 units in 4 subjects	Min. 6 units in 3 subjects	Min. 30 units
Min. 6 units in 3 subjects from Program Foundation, Specialization and Research Course				
Min. 4 units in 2 subjects from all Graduate School courses				

Certifications

- Students can obtain the senshu (specialist) teacher's certificates for junior high school and senior high school in Japan by completing the credits of coursework.
- Students who complete the necessary practicums and the credits of coursework will receive a certificate of completion of the curatorial training program.

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.

Master's course

Education and Psychology Program

The Education and Psychology Program pursues research in academic fields related to 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.

Director of Education and Psychology Program JUNG, Insung Professor

Our program is at the forefront of the conversation as it focuses on understanding, educating and preparing both children and adults for the future. It provides the knowledge, theoretical and methodological acumen, and hands-on experience necessary for successful researchers and practitioners in the fields of education, psychology and language education. Students examine their research problems in comparative perspective and develop skills of problem-solving, critical and creative analysis, professional communication and teamwork. Students have plenty of opportunities to interact and collaborate with nationally and internationally recognized faculty members and other students from different cultures.



No. of Faculty >> 18

No. of Courses >> 79

English Courses >> 36%

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

Exploring the sound systems in world languages

I work on the sound system and the grammar of world languages. The ICU Linguistics Lab is currently running multiple projects investigating (1) the prosody of Japanese dialects and Bantu languages, (2) the typology of phonetics in world's languages, (3) sentence processing in younger and older generations in Japan and Korea, as well as various projects on lesser-studied languages, such as Xitsonga (South Africa), Drenjongke and Dravidian languages (India), and Kiribati. All these projects have a common goal in investigating the possible ranges and limits of how sound systems in the human language work.



LEE, Seunghun Senior Associate Professor

Student Voice

Opportunity for Inquiry, Exploration, and Discovery Through ICU's Graduate School

After completing undergraduate in Japan Studies at ICU and spending one year working at an alternative school, I returned to graduate school to research the school refusal phenomenon and alternative schooling in Japan. I chose ICU once more because of the warm atmosphere, strong community, and supportive faculty. ICU's graduate school challenges students to think critically and pursue knowledge, an effort that is essential in the field of education. I am confident that my time here will be instrumental in my research and future work in alternative education in Japan.



MILLER, Leah Joie Master's Course student

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



Master's course

Public Policy and Social Research Program

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.

Director of Public Policy and Social Research Program **KANAZAWA, Yuichiro** Professor

This program offers five Areas of Concentration in the social sciences. We encourage students to learn one academic field in-depth while expanding their intellectual horizons in fields other than their specialty by taking advantage of the professors and their philosophical depths in various fields. Almost all classes and master thesis supervision are conducted in English as a large number of professors were educated outside of Japan. As a result, international students can complete this program only in English. We emphasize academic research as interactive student-faculty collaboration. We educate students to become proficient in their areas of expertise and be a "thought leader" equipped with insight gained through their intellectual endeavors.



No. of Faculty >> 41

No. of Courses >> 101

English Courses >> 83%

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.



Master's course

Comparative Culture Program

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.

Director of Comparative Culture Program **SANO, Yoshinori** Professor

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.



No. of Faculty >> 20

No. of Courses >> 44

English Courses >> 26%

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

Migration and Religion

As an anthropologist, I work at the intersection of religion and migration. I have researched mainly in Sri Lanka with Catholic communities who travel to Europe for employment, but I am also interested in the transnational migration of people from Latin American to the Global North. Religion is an important part of the lives of migrants because it allows them to connect to the values and traditions of their culture. But I am especially interested in transnational experiences where this is not the case: migration also acts as a door to explore new interests away from the opinions and judgements of one's community of origin. I am interested in working with students who see migration as a window to explore beliefs and values in new ways.



BROWN, Bernardo Enrique Associate Professor

Student Voice

Keep on knocking, and the door will be opened to you.

I am doing research on the sociolinguistic situation in the Alsace region, France. ICU is a liberal arts college with leading experts in various fields. At ICU, we have plenty of opportunities for discussions with supervisors and other professors and classmates. Through these worth discussions, we are doing "unique" research. Supervisors are very helpful, and we can cultivate a great relationship with them. I am going to continue my career as a researcher with the ICU spirit, "keep on asking, and you will receive what you ask for. Keep on seeking, and you will find. Keep on knocking, and the door will be opened to you."



SUGIURA, Rei Master's Course student

Faculty Messages

Thinking about philosophy and society through "humans" written in the literature

I am doing research focusing on the contemporary Japanese and English literature. Literature born in turbulent times from modern times to current days strongly reflects the history of war and colonial policy, and the philosophy unique to the times. Discrimination based on gender, race, eugenics, utilitarianism, neoliberalism, and their deconstructions by feminism and postcolonialism emerge out of the literature through the author's creativity. By reading the text closely and analysing it from social and historical standpoint, we are exploring ever-changing human perspectives and more inclusive future.



IKOMA, Natsumi Professor

Student Voice

Skills, Knowledge, and Support

My research field is film studies. I joined ICU as a graduate student after working full-time for a few years. Since I joined ICU, I have been able to learn the basics of academic writing both in English and Japanese through bilingual education, learn the interdisciplinary approach, and receive a lot of guidance from my professors as I work on my degree. I am especially grateful to my advisor for giving me practical guidance on how to proceed with my research from the very beginning. Also, the environment in which I can consult with other graduate students about my career path and how to proceed with my research is another attractive feature of ICU.



OKUYAMA, Chika Master's Course student

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Master's course

Natural Sciences Program

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.

Director of Natural Sciences Program **OKANO, Ken** Professor

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



No. of Faculty >> **21**

No. of Courses >> **35**

English Courses >> **97%**

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 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

Optimizing the network at an unpredictable time

My research topics are observation, control, and design of communication networks such as the internet. Unpredictable events such as a cyberattack or sudden increase



in internet use, which make the internet unreliable, have been occurring all too often. In such an uncertain environment, I research and develop the technology that enables us to estimate and forecast the structure behind those events and propose the measures using mathematical methods that included machine learning and optimization. Working with students, I would like to solve practical problems and understand universal phenomena via information science technology.

ISHIBASHI, Keisuke Associate Professor

Student Voice

Liberal Arts cultivate Professionalism

My research topic is photodetection using Amorphous Selenium Superlattice, which can detect low doses of x-ray and has the potential to use in medical imaging.



At ICU, students can freely discuss about research with a professor to gain a deeper understanding of their research. As students can also communicate with professors from different research fields, they can further their research scope beyond their given fields. It is possible to submit their essays to world-renowned academic journals in two years. I believe that ICU is the best choice for students who strive to further their research and grow as professionals.

NISHIMOTO, Satoru Master's Course student

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



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.

Procedure of Conferring Doctoral Degree

1st year	1st term	➡ Matriculation ceremony, Orientation (Academic guidance) Submission of [Initial Study Plan]
	2nd term	➡ Submission of [Pre-application for Doctoral Candidacy Examination]
	3rd term	➡ Submission of [Annual Study Report (Every academic year)]
After 2nd year, 1st term		➡ Application for [Doctoral Candidacy Examination] Exams of 4 areas up to 3 times → Approval of Doctoral Candidacy
		➡ Submission of [Study Plan for a Doctoral Dissertation] ➡ Submission of [Final Draft of a Doctoral Dissertation (complete in terms of content)]
		➡ Submission of a [Doctoral Dissertation & Abstract] within 5 years after approval of the doctoral candidacy
		➡ Final examination→ Approval of final examination results
After 3rd year, 3rd term		➡ Conferral of Ph.D. at the Commencement

Faculty Messages

Discussing communication rhetorically

My speciality is communication and rhetorical studies; my academic heroes are Isocrates, Stephen Toulmin, and Jurgen Habermas, among others. I am currently working on "dissident rhetoric in Japan's modern period." As communication, by nature, transcends various borders and goes across time, however, my scholarship is not limited to Japan's modern times. Deciding for graduation school is tough in choosing your career, but it can be valuable time as you can immerse yourself into the field you are interested in just for a few years out of your long life!



AONUMA, Satoru Professor

Student Voice

A Wonderful Study Experience

Since attending a PhD program at ICU, I have moved into the related academic area of communication with a focus on the relationship between social media and society in the post-pandemic world. ICU is recognized as one of the most international top universities in Japan. During the study period, I found that it could create a place for students to thrive given the university's emphasis on student academic capability, well-being, and mental health. Also, the strong faculty and kind staff of ICU have much support to offer during challenging times of remote learning.



MAI, Lisi Doctoral Course student

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