

Web site: <http://www.icu.ac.jp/en/gs/>

(Guidebook:

http://digitalmax.ecocat-cloud.com/lib/ecolab/export/31aa2969_fd5cd7ca/book_swf.php?bid=2162&startpage=1&url=http://digitalmax.ecocat-cloud.com/&key=7c797a3cd2a88033117b207ecff73f9a&callback=afterComp

1. Graduate School code	10A	
2. Maximum number of participants	Participants per year: 2-3 participants	
3. Fields of Study	<input type="checkbox"/> Environmental Science <input type="checkbox"/> Marine Science <input type="checkbox"/> Meteorology <input type="checkbox"/> Natural Disaster/ Disaster Prevention Science <input type="checkbox"/> Tourism <input type="checkbox"/> Politics <input checked="" type="checkbox"/> Economics <input type="checkbox"/> Sociology <input type="checkbox"/> Education <input type="checkbox"/> Engineering <input type="checkbox"/> Agriculture (incl. Fisheries) <input type="checkbox"/> Geology <input type="checkbox"/> ICT <input type="checkbox"/> Medical Science <input checked="" type="checkbox"/> Others(Business Administration)	
Sub Fields	【Economics/ Business Administration】 Financial Economics, Macroeconomics, Banks and other financial institutions, microfinance, Business Administration, Mathematical Finance	
4. Program and Degree	Program	Public Policy and Social Research Program
	Degree	Master of Arts in Public Economics
5. Standard time table (Years needed for graduation)	2 years (or minimum of 6 trimesters)	
6. Language of Program	(1) Lectures: All courses in Economics are offered in English. (2) Textbooks and Materials: All materials for the course offered in English are in English. Those materials in Japanese may be translated, or explanations in English will be provided. (3) Seminars: All seminars will be conducted in English. (4) Thesis Supervision: MA theses are supervised in English. (5) Bilingual Communication: All faculty and staff concerned can speak and understand English and Japanese.	
7. Desirable English level and Necessary Academic background	Linguistic Ability	An official score of English proficiency exam results (TOEFL, IELTS or TOEIC) is required. Desirable scores are 79 for TOEFL (iBT), 550 for TOEFL (PBT-ITP);,or 6.5 for IELTS.
	EJU, IELTS, GRE or else	6.5 for IELTS
8. Prior Inquiry From Applicants (Before Submission of Application Documents)	(1)At least 16 years of academic background or equivalent or (2)Three years or more of program at universities or equivalent education institutions in countries other than Japan and awarded an overseas degree equivalent to bachelor's degree	

9. Website	<p>(1) ICU Graduate School of Arts and Sciences http://www.icu.ac.jp/en/gs/</p> <p>(2) International Christian University http://www.icu.ac.jp/en/</p> <p>(3) Syllabus http://www.icu.ac.jp/en/liberalarts/list_syllabi/index.html</p>	
10. Professors and Associated Professors	Name	Research Subject, Contact (e-mail), Special message for the Future students
	Graduate School Group	<p>If applicants would like to contact these professors below, please send an email to icu-jds@icu.ac.jp.</p> <p>Please see our website below for more faculty information. https://researchers.icu.ac.jp/icuhp/KgApp?Language=2</p>
	Heather Montgomery (Ph.D. in University of Michigan)	<p>Prof. Montgomery's professional experience includes posts at the Asian Development Bank Institute, where she conducted research and regional trainings for practitioners and policy makers in the financial sector, including microfinance, in developing Asia, and JP Morgan Securities, where she was responsible for macroeconomic forecasting and policy analysis. In addition, while completing her Ph.D. dissertation research on the role of regulatory capital and bank credit in the macro economy of Japan, she also held visiting positions at the Federal Reserve Board of Governors in Washington DC, as well as the Bank of Japan, Ministry of Finance, and Ministry for International Trade and Industry (MITI) in Tokyo. At ICU, Prof. Montgomery advises students in a variety of fields including microfinance, international trade and finance policy, and financial sector development.</p>
	Takuya Kaneko (Ph.D. in Tokyo Institute of Technology)	<p>Prof. Kaneko is a financial specialist who has working experiences for Bank of Japan, Deutsche Bank, and Standard and Poor's. At there, he proposed many effective credit risk management tools, planned business, managed business risk, analyzed risks from complicated financial products, and so on. At ICU, Prof. Kaneko has finance related courses such as financial engineering, corporate finance, risk management, statistics, and capital markets and is advising students who are researching/writing business related papers.</p>
	Taisei Kaizoji (Ph.D. in Tokyo Institute of Technology)	<p>Prof. Kaizoji is a specialist in the research of macroeconomics, and is able to offer specialized advising to students on the macro-level issues that are inseparably related to the rapid economic growth in African countries, including financial issues, inflation of the prices of goods, currency exchange, and employment cutbacks. Additionally, as a researcher on financial economics, he is also able to advise students in this field.</p>
Jun Saito (M. Phil. in Economics in University of Oxford)	<p>Prof. Saito is an international economist who has working experiences as a special advisor to the Cabinet, an IMF economist, a professor by special appointment at Keio University in Japan, and an advisor to Japan Center for Economic Research. He specializes mainly in macroeconomic policy and Japanese economy. He is also able to offer specialized advising on a variety of fields of economics and business administration; such as</p>	

	microeconomic policy, labor economics, social security issues, and population issues.
<p>11. Features of University</p>	<p>Right after World War II, a group of Christian educators in Japan and their supporters in the United States began fund-raising efforts with the hope of establishing a university based on Christian principles. Donations came from Japan, the U.S., and other parts of the world, Christians or non-Christians.</p> <p>Thanks to these endowments, ICU was established in April 1953 as the first four-year-liberal arts college in Japan. Based on the fundamental educational plan with emphasis on graduate education, Division of Education was established in 1957; Public Administration in 1963; Comparative Culture in 1976; and Natural Sciences in 1987.</p>
<p>12. Features of Graduate School</p>	<p>ICU's newly organized Graduate School of Arts and Sciences has begun offering a flexible array of rigorous programs in both English and Japanese since April 2010. The master's curricula have been renewed with new courses that (a) feature a distinctly unique liberal arts approach to graduate education by emphasizing practical and transferable skills, (b) offer university-wide interdisciplinary courses, and (c) promote academic and professional studies in interdisciplinary fields. Additionally, ICU's Graduate School faculty members are committed to and devoted to world-class professional and academic training while aiming for strong leadership with policy interests in every field. Our graduate program provides a highly rigorous and policy-oriented education according to global standards, whether research will be based domestically or globally.</p> <p>< Faculty Expertise ></p> <p>The diversity of interests, backgrounds, and work experiences among faculty members defines the unique and stimulating learning environment at ICU. All faculty members involved are English-speaking and hold their highest academic degree. Many of them also have work experience in international organizations such as the Asian Development Bank (ADB), the World Bank and various United Nations (UN) programs and can supplement their teaching with practical examples from their own experiences. They have a deep understanding of social and economic development issues around the world as well, and can offer individual guidance based on students' interests and needs.</p> <p>< Guidance and Advisors ></p> <p>Each admitted student will be assigned a fulltime faculty member as an academic advisor. The advisor works closely with the student as a mentor to develop a research plan. In the first year, students take university-wide interdisciplinary courses, foundation courses and specialization courses in their area of concentration and receive guidance for their research. In the second year, students will concentrate more on their thesis research. Students will gain more supervision in order to successfully complete a master's thesis. As part of their thesis project, students will select their two more readers for their thesis projects for obtain broader perspectives. Primary advisors and other faculty members eagerly share the common agenda of students and support and guide the students in order to aid in their education. All ICU faculty advisors hold office hours for mentoring and advising their students. These academic policies and practices are to enhance academic and personal guidance, depending on individual needs.</p>

13 . Features and Curriculum of Program

ICU's Public Economics program is well known for its tradition of theoretical and quantitative education. Students begin their studies with the foundation of statistics, econometrics, and macroeconomics and microeconomics. As students' progress through the program, they choose their major by focusing on studies in fields such as dynamic macro-economics, international trade and finance, development economics, public economics, public finance, industrial organization, and economic growth. All students gain an understanding of econometric methods, which are an essential tool to performing empirical and quantitative analysis. Students who join the MA program without proper academic preparation in their field of study may be able to take courses in ICU's excellent undergraduate program of economics (some advanced courses are eligible and transferable to the Graduate School for credits). The following describes the structure and outline of the curriculum and the goals of faculty-student advising.

(1) Graduate School-Wide Courses

Through these courses students acquire very basic but necessary knowledge and skills for research in the Graduate School's master's program. For example, the course "Writing for Researchers" helps graduate students successfully engage in research publication requirements of their chosen discipline, including such topics as required content, information ordering and data analysis. In "Field Research and Professional Learning", students conduct field research to acquire understanding of research techniques, skills to conduct projects, and negotiation skills; through that experience students conduct self-evaluation and analysis and bring their work together into an academic report.

(2) Foundation Courses

These courses provide a foundation in "Microeconomics" "Macroeconomics" "Advanced Econometrics" and "Econometric Analysis," as well as survey and research methods and other areas necessary for addressing global and local economic issues.

(3) Specialization Courses

While furthering a study of various theories, these courses aim to improve students' problem solving abilities. They prepare students to be able to understand and analyze development issues from various perspectives.

(4) Research Guidance

In response to each student, individual guidance is offered through discussion based on the study of documents and research plans.

(5) Foundation Courses and Specialization Courses in Related Fields

Students can take courses not only in their research field but also in related fields to their research. It enables students to acquire various educational perspectives which can resolve global issues.

Please see the attached course list. 30 credits are required as follows.

2 credits (1 course) from Graduate School-Wide Courses

4 credits (2 courses) from Program Foundation Courses

	<p>8 credits (4 courses) from Specialization Courses in each area of concentration 6 credits of Research Guidance 6 credits (3 courses) from any Foundation or Specialization Courses in Related Field or Research Guidance 4 credits (2 courses) from any Graduate School courses</p> <p>Please see our website for course information. https://campus.icu.ac.jp/public/ehandbook/CourseList.aspx?lang=E</p>
14. Academic Schedule	<p>Please refer to the following website for the details: http://www.icu.ac.jp/en/about/calendar/index.html</p>
15. Supporting service to International Students	
International Students Support Center for Consulting or counseling about daily life, campus life, cross-cultural adjustment etc.	<p>(1) All administrative units at the university (e.g., Graduate School Group, Student Affairs Group, and Educational Affairs Group) work closely and provide relevant logistical support. Because of our university-wide bilingual policy on campus, all international students are entitled to receive necessary support from all personnel.</p> <p>(2) Bilingual staff at ICU's Counseling Center offer highly competent professional assistance in English for all students to facilitate smooth transition to ICU campus life as well as living in Japan.</p> <p>(3) Counseling At the ICU Counseling Center, English-speaking counselors are available to discuss psychological issues with students and help them deal with other personal concerns at the university.</p> <p>(4) Human Rights Consultation ICU maintains a system consisting of a Human Rights Committee and Human Rights Counselors in order to conduct counseling and educational activities with regard to human rights.</p> <p>(5) Health Services Consisting of the university physician and nurses who can speak English, the Health Care Office (HCO) is equipped for the health of students, faculty and staff, as well as for campus environmental health conditions and health education programs.</p>
Provision of Student Dormitory	<p>ICU has several dormitories for Graduate Students in the Student Life Zone on campus and plan to open new dormitories in April of 2017. For more details: http://sag.info.icu.ac.jp/englishhome/dorm-apartment-en/gsdorm</p>
Japanese Language Education Program for International Students	<p>ICU offers a Japanese Language Program (JLP) in which students can take intensive courses depending on each student's level of Japanese proficiency. And ICU started to offer a new Japanese course especially for graduate students who wish to achieve primary level Japanese. ICU's JLP has been recognized for its excellence and prepares students to use Japanese for academic purposes.</p>
Cultural Activities	<p>ICU provides numerous opportunities to get involved in the local community. Our homestay programs with Japanese households are very popular among</p>

	international students, which are arranged by ICU Religious Center. Many participants view the homestay experience as a good opportunity to deepen their understanding of Japanese culture and to interact with Japanese people.
Any special attention to Religious Practice	ICU Religious Center hosts weekly Chapel Hour every Tuesday during regular academic calendar and conducts bilingual Sunday worship service in both Japanese and English. Anyone who is interested can join worship services. Also, ICU is planning to make a prayer room for our Muslim students.
facilities (Library etc)	(1) Library: The ICU library is one of the few open stack libraries in Japan. The library currently maintains the collections such as Books in Japanese, 432,430; Foreign books, 367,799; (as of 2016). The library also offers a variety of up-to-date multimedia services, including a study area with Internet connected PC booths, group study rooms, and multimedia rooms. (2) Sports Facilities: The sports facilities include tennis courts, soccer field, baseball field, archery range, martial arts facilities, and weight training rooms. Please refer to the website for more details: http://www.icu.ac.jp/en/about/campus/index.html
Please state other particular supporting service you are endeavoring, if any.	We started to offer new courses: “Academic English” (For 1st years) and “Academic English for Research” (For 2nd years). Each course is enrolled throughout a year. Students can develop not only their writing skill but also reading as an independent reader, discussion and presentation in English for two years. In addition, we have instituted a “writing support tutor” system for JDS fellows: one-on-one tutoring in English for students who want feedback and suggestions.
16. Message to Prospective International Students	
Message from University	ICU has been consistently praised in media as one of the most competitive institutions of higher education in Japan, with three pillars of distinctly unique liberal arts education in both undergraduate and graduate programs, campus-wide bilingual policy, and globally-minded curricular and faculty. We offer the best curriculum for the learning of development studies, and we take great pride in consistently sending out excellent researchers and professionals to academic institutions, government organizations, and international organizations such as UN, UNESCO, etc. Both our curricula and dedicated faculty members are committed to prepare our graduates for the challenges they will face as future leaders of the world. ICU’s diverse yet close-knit community of students, staff, and faculty and the tradition of small-sized classes are all in place to actively promote open discussion and debate to challenge our students while helping them to feel comfortable so they can learn effectively. We are here to facilitate to achieve international students’ academic, professional and personal acumen and goals so they can return to their home countries with full preparation.. In order to maximize the benefits of the proposed program, we would like to advise the students who are applying to our program to choose a topic of research that is close to the specialization – or especially the current research interest closely related to the fields of Economics.

<p>Voice of International Students</p>	<p><Mr. SAN, Somephet from Lao P.D.R. (Education and Psychology Program / Education)></p> <p>My specialization at ICU is Education. My current research theme is "The Challenges for Ethnic Minority Students to Survive in Rural Primary Education: A case of Samphan District, Phongsali Province, Lao PDR". This research will focus on the diverse minority children who are struggling to get an education in remote areas of Laos. Education is realized as a key to graduate from poverty and prosperity. It is also the primary tool for the social and economic growth as well as sustainability. Besides, education is taken as a human right that all children regardless sex, gender, religion, and ethnicity shall have the opportunity to obtain the primary education. However, keeping children at schools to enjoy their studies is still concerned and challenging. ICU offers a variety of education disciplines that are related and suited to my specialization. ICU's diversity has given me a different perspective on recognition of education knowledge that will pave the way for my future's accountability towards education development in my home country.</p>
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