

International Christian University

Graduate School of Arts and Sciences

Graduate School code: 10B

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	10B	
2. Maximum number of participants	Participants per year: 2-3 participants	
3. Fields of Study	■Education	
Sub Fields	<p>【Education & Linguistics】</p> <p>International Educational Development / Distance Education and E-Learning / Education and Sustainable Development / Globalization and Educational Policy / Christianity and Education / Social Justice and Education / Cultural Diversity and Education / Program Development & Evaluation in Education / Organizational and Community Studies in Education</p> <p>Linguistics</p>	
4. Program and Degree	Program	Education and Psychology Program
	Degree	Master of Arts in Education
5. Standard time table (Years needed for graduation)	2 years (or minimum of 6 trimesters)	
6. Language of Program	<p>(1) Lectures: 24 out of 36 courses in Education area are offered in English.</p> <p>(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.</p> <p>(3) Seminars: All seminars will be conducted in English.</p> <p>(4) Thesis Supervision: MA theses are supervised in English.</p> <p>(5) Bilingual Communication: All faculty and staff concerned can speak and understand English and Japanese.</p>	
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)	<p>(1) At least 16 years of academic background or equivalent or</p> <p>(2) Three years or more of program at universities or equivalent education institutions in countries other than Japan and awarded an overseas degree</p>	

	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 Future Students
	Graduate School Group	If applicants would like to contact these professors below, please send an email to icu-jds@icu.ac.jp . Please see our website below for more faculty information. https://researchers.icu.ac.jp/icuhp/KgApp?Language=2
	Toshiaki Sasao Professor	A social and community psychologist and an APA Fellow, Professor Sasao specializes in social and community psychology, cross-cultural psychology, educational psychology, concepts and methods of prevention science, empowerment evaluation methods, peace education and studies, and innovative research methods in field settings. His current research includes the development of conceptual models for promoting well-being in minority and immigrant communities via intervention programs in homes, communities, organizations, and schools particularly at secondary schools (e.g., alcohol and drug abuse prevention, violence prevention, employee-employer conflicts). Special Message for the Future Students Those wishing to pursue quantitative research in any of the above fields with robust interest in educational issues are more than welcome here.
Insung Jung Professor	Prof. Jung is one of the world-renowned scholars in the field of educational technology and distance education/e-learning. Her recent research focuses on quality assurance of distance education, design and evaluation of Open Educational Resources (OER) and Massive Open Online Courses (MOOCs), cultural issues in online learning, and mobile learning. Her courses provide knowledge and skills for designing and utilizing various technologies and media (e.g., print, computers, Internet, mobile technologies, digital videos/TV, Social Media, etc.) in education and training in the contexts of both developing and developed countries. (For detailed research topics and publications, visit her website: http://epiaget.com) Special message for the Future students Prior to each class, lecture notes or presentation materials which outline key points of the class will be provided on the Moodle so that students who may lack academic or English skills can easily preview the class content in advance and review the content after each class is over. Learner collaboration will be encouraged via mixed group works or classroom/online discussions.	

	<p>Mikiko Nishimura</p> <p>Senior Associate Professor</p>	<p>As a specialist in sociology of education and international education development, Prof. Nishimura is able to advise students on education policy making and evaluation, education financial systems, and international cooperation in education. She also provides practical training for research methodology, qualitative and quantitative data acquisition and analysis. She comes to ICU with over ten years of experience working as an education expert with JICA, development consultancy firms, and NGOs in fourteen countries.</p> <p>Special message for the Future students All ICU classes are based on mutual active learning. Group discussion and individual presentation are key to improve understanding the various issues. I also give students practical exercises such as interviewing, observation, and writing a research proposal. I also put importance on feedback to every assignment in the class.</p>
	<p>Mark Langager</p> <p>Senior Associate Professor</p>	<p>Prof. Langager is a specialist in international and comparative education, and is able to advise students on education for sustainable development, supplementary schooling, multicultural education, field work methods, higher education and water literacy instruction in water-rich and water-scarce regions.</p>
	<p>Walter Dawson</p> <p>Associate Professor</p>	<p>Prof. Dawson specializes in education policy, education program evaluation for quality improvement, and issues of equity in education systems in Asian countries. He has extensive experience consulting with the United Nations as well as NGOs, especially in Southeast Asian nations. He has in-depth knowledge of the education system in those countries, contacts in international and bilateral agencies, and a strong commitment to building long-term partnerships with the government and other actors for the improvement of education and development.</p>
	<p>Tomoyuki Yoshida</p> <p>Senior Associate Professor</p>	<p>Professor Yoshida specializes in linguistics and he is able to advise students interested in languages and linguistics. He is particularly interested in similarities and diversities among languages in the world. Though his recent research has been focusing on theoretical issues of syntax, he has broad interests in other subfields of linguistics and languages in general.</p>
	<p>Seunghun Lee</p> <p>Associate Professor</p>	<p>Professor Lee is a linguist who specializes in the grammar of sounds. While his research focus is on the theory of mind related to sounds, he has had research projects in various areas of linguistics, including, but not limited to, second language phonology and language acquisition. He is able to supervise students who are interested in approaching education or social policy issues from the perspective of language and linguistics.</p>
<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. Thanks to these endowments, ICU was established in April 1953 as the first</p>	

	<p>four-year-liberal arts college in Japan. Based on the fundamental educational plan with emphasis on graduate education, The 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 > 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 > 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>
<p>13 . Features and Curriculum of Program</p>	<p>In diverse areas of education within the Education and Psychology Program, students receive guidance on fundamental principles of educational policies and planning related to quality assurance, as well as a micro and macro analysis of education policies and issues. The Education program examines the characteristics of the educational system, school, family, community, social structure, media/technology application, and cultural context, in relation to educational structure, function, and policy in both formal and non-formal</p>

settings. It also provides instruction in qualitative and quantitative research techniques in educational research methodology.

Students who join the MA program without proper academic preparation background in their field of study may be able to take courses in ICU's excellent undergraduate program (some advanced courses are eligible and transferable to the Graduate School for credits). This system is to remediate and enhance their understanding of the field.

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

(Education) These courses provide a knowledge foundation based in the fields of education policy studies, development studies, instructional design and technology, comparative education, and sociology of education.

(Linguistics) These courses provide a basic knowledge for research in linguistics. Students facilitate a deep understanding on the universality and philosophy of language.

(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 educational 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

8 credits (4 courses) from Specialization Courses in each area of concentration

	<p>6 credits of Research Guidance</p> <p>6 credits (3 courses) from any Foundation or Specialization Courses in Related Field or Research Guidance</p> <p>4 credits (2 courses) from any Graduate School courses</p> <p>Please see our website for course information.</p> <p>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:</p> <p>http://www.icu.ac.jp/en/about/calendar/index.html</p>
15. Supporting service to International Students	
<p>International Students Support Center for Consulting or counseling about daily life, campus life, cross-cultural adjustment etc.</p>	<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 international students, which are arranged by ICU Religious Center. Many participants view the homestay experience as a good opportunity to deepen</p>

	<p>their understanding of Japanese culture and to interact with Japanese people.</p>
<p>Any special attention to Religious Practice</p>	<p>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.</p>
<p>facilities (Library etc)</p>	<p>(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.</p> <p>(2) Sports Facilities: The sports facilities include tennis courts, soccer field, baseball field, archery range, martial arts facilities, and weight training rooms.</p> <p>Please refer to the website for more details: http://www.icu.ac.jp/en/about/campus/index.html</p>
<p>Please state other particular supporting service you are endeavoring, if any.</p>	<p>We started to offer new courses: “Academic English” (For 1st years) and “Academic English for Research” (For 2nd years). Each course is offered 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.</p>
<p>16. Message to Prospective International Students</p>	
<p>Message from University</p>	<p>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 features: 1) liberal arts education in both undergraduate and graduate programs, 2) campus-wide bilingual policy, and 3) globally-minded faculty and inter-disciplinary curricula.</p> <p>We offer the best curricula for various sub-fields of education/linguistics listed above, and we take great pride in consistently sending out excellent researchers and professionals to academic institutions, government organizations, international organizations such as UN and UNESCO, and other private sectors. Our curricula aim to help our graduates prepare 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. Dedicated faculty and staff members are here to assist international students to achieve academic, professional and personal acumen and goals so they can return to their home countries with full preparation.</p> <p>In order to maximize the benefits of the proposed program, we would like</p>

	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 Education and Linguistics.
Voice of International Students	<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>