

**University Accreditation Results**  
**(Results for Certified Evaluation and Accreditation for university)**

International Christian University



<b>Basic Information of the Institution</b>	
Ownership: Private	Location: Tokyo, Japan
<b>Accreditation Status</b>	
Year of the Review: 2017	
Accreditation Status: accredited (Accreditation Period: April.01.2018 – March.31.2025)	

## **Certified Evaluation and Accreditation Results for International Christian University**

### **Overview**

International Christian University (hereafter, the University) was established in 1953 in Tokyo's Mitaka city as Japan's first College of Liberal Arts with the philosophy of serving God and humankind. Based on Christian philosophy and abiding by the Universal Declaration of Human Rights, the University strives to establish an academic tradition of freedom and reverence and develop human resources capable of contributing to peace and coexistence at the world level. Under its mission and purpose, the University pursues three commitments: International commitment (I), Christian commitment (C) and Academic commitment (U). With a basis in liberal arts education, it is organized into the College of Liberal Arts and the Graduate School of Arts and Sciences, providing holistic education through its educational and research activities.

After its accreditation review by Japan University Accreditation Association (JUAA) in 2010, the University has been taking appropriate actions on the suggestions made in the review.

With regard to the initiatives implemented by the University, the English for Liberal Arts Program (ELA) and Japanese Language Programs (JLP) that serve as the foundation for its bilingual education, the advising system to help students develop and implement their independent and autonomous learning plans, and the various initiatives led mainly by the Center for Teaching and Learning are all highly commendable. Moreover, the University introduced the original Aptitude Test for Liberal Arts (ATLAS) as a subject in its entrance exams to measure the students' aptitude for Liberal Arts. This unique entrance exam is aimed at selecting students who can deal with various issues with intellectual curiosity on a broad range of topics. There are many other unique characteristics as well, such as peer advising by students, writing support and advancing Liberal Arts education through extracurricular educational activities, including management of student dormitories.

However, several areas for improvement are found in the University's graduate programs, including the lack of coursework in the Doctoral Course and the unclear criteria for examination of dissertations or theses.

It is expected that the University will develop its educational and research activities further as a unique Liberal Arts University by strengthening the function of

its PDCA cycle using the mobility characteristic of small scale organizations, under the guidance of the “Senate” and “Faculty Council” responsible for internal quality assurance.

## **Notable Strengths**

### *Educational Content, Methods, and Outcome*

- The University conducts English for Liberal Arts Program (ELA) and Japanese Language Programs (JLP), which serve as the foundation for its bilingual education. In each program, students are meticulously divided into courses based on placement test results to ensure optimum educational effect. The ELA program is aimed not only at acquiring academic linguistic skills but also thorough critical thinking skills that form the bedrock of Liberal Arts education. JLP, too, helps students acquire academic and critical thinking skills in addition to the language. It is commendable that the University is striving to embody its philosophy by fostering basic language skills that enable students to participate in Japanese and international society after they graduate and to make a social contribution.
- In its effort to encourage independent learning among students, the University has introduced the advising system in which a full-time faculty member is assigned to each student as advisor. An advising syllabus is set up to promote active interaction between the students and faculty members and, each term, consultation/advice is provided for planning a course schedule and for checking the status of courses the student takes. It is also commendable that the University supports students to make long-term independent learning plans and execute them by sharing Academic Planning Essays, which help with periodic self-evaluation of the learning plan, GPA and other information using the icuMAP.

### *Enrollment*

- The University introduced the original Aptitude Test for Liberal ArtS (ATLAS) as a subject in its entrance exams to measure the students’ aptitude for Liberal Arts in the College of Liberal Arts. In this examination, test-takers listen to a short lecture and answer questions regarding the lecture from various contexts. It is aimed at

evaluating the candidate's ability to flexibly apply logical thinking and existing knowledge to solve problems. The entrance examination is intended to serve as an "invitation to Liberal Arts" and provide a "taste of learning experience at ICU." This test is commendable as a unique effort by the University to select students who can deal with various issues with intellectual curiosity on a broad range of topics and with a spirit of taking on challenges.

### *Student Support*

- Under the Center for Teaching and Learning that acts as a comprehensive system for learning support, units such as the Academic Planning Center, student peer advising group, and the Writing Support Desk offer support for students in academic planning or writing their theses or reports in English and Japanese. Apart from continuously strengthening its support system and content, the University also conducts training for faculty members and students who provide support. The high rate of use of the systems indicates their usefulness. Furthermore, a wide variety of interaction is fostered in the student dormitories, which are managed by a student body. This helps students learn about respect for human rights and diversity and sharing and delegation of responsibilities through dialog that takes place in communal life. These student support activities are commendable as efforts in line with the University's philosophies.

### **Suggestions for Improvement**

#### *Educational Content, Methods, and Outcome*

- The curriculum for the Doctoral Course in the Graduate School of Arts and Sciences lacks an appropriate combination of course work in research work. The University should provide an appropriate educational program for this course by reviewing it in light of the Program-Based Graduate School System.
- The criteria for examination of doctoral dissertations or master's theses in the Graduate School of Arts and Sciences have not been clarified. This should be addressed and the criteria for each course should be stated clearly in the Graduate School Bulletin or other media.