

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

**International Christian University**



Basic Information of the Institution	
Ownership: Private	Location: Tokyo, Japan
Accreditation Status	
Year of the Review: 2024	
Accreditation Status: accredited (Accreditation Period: April 1, 2025 – March 31, 2032)	

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

### **Overview**

International Christian University holds as its mission “the establishment of an academic tradition of freedom and reverence based on Christian ideals as well as the cultivation of internationally minded citizens who perform service to God and humankind and make contributions to lasting peace,” and sets forth the three “International (I)” “Christian (C)” and “Academic (U)” commitments under its mission. The undergraduate school defines its purpose as “creating an academic climate of freedom and reverence based on Christian ideals, and to nurturing conscientious and honorable individuals endowed with an international liberal education and the judgment to play a positive role as citizens of a democratic society..” The graduate school sets forth the purpose of “contributing to the advancement of culture, in accordance with the goals and mission of International Christian University, through theoretical and practical academic instruction and research that builds on the foundation of general and specialized education laid during the course of undergraduate studies, in order to probe more deeply into specific disciplines or develop the superior knowledge and skills needed to pursue meaningful careers in professions demanding a high degree of expertise..” To achieve its purpose and mission, the University has formulated the AY2021-2025 Medium-term Plan to present specific goals in each of the five major objectives and initiatives to achieve these goals, and strives to enhance its educational and research activities by materializing them.

Regarding internal quality assurance, the University formulated the Internal Quality Assurance Policy and Procedures in 2022, and the Senate, which deliberates and decides on a wide range of items from improvement plans proposed by divisions and committees on a daily basis to a university-wide medium-term plan, is positioned as an organization promoting university-wide internal quality assurance. The Self-Study and Evaluation Committee conducts self-studies on educational, research, and other activities, including the university-wide quality assurance system, based on the International Christian University Regulations Governing Self-Study and Evaluation (hereafter “Self-Study Regulations”), and the Senate verifies the self-study results, and issues instructions for improvement to divisions and other bodies to enhance the University’s educational, research, and other activities. Although many organizations and meeting bodies constantly engage in improvement efforts under the Senate, the improvement process is

unclear. University-wide self-study carried out only when applying for accreditation indicates that inspection and assessment activities are not necessarily conducted regularly or voluntarily. This situation must be corrected by reviewing the inspection and assessment process and conducting regular self-studies, thereby making improvements.

As for education, the undergraduate and graduate schools have appropriately designed their curricula based on the diploma and curriculum policies. The undergraduate school provides Japanese-English bilingual educational programs. The first- and second-year Languages courses teach students to acquire university-level basic academic skills of language proficiency, critical thinking, and dialogue. The basic courses of each major are arranged for the second year, and specialized courses are allocated to the third and higher years to realize “later specialization,” which places importance on the time for students to study a broad range of subjects before deciding on a suitable field of specialization under the arranged academic system. The University also provides a variety of learning across fields by offering three course patterns: single major, double major, and major/minor with two major courses taken in different ratios. To realize diverse learning, the University has introduced the Aptitude Test for Liberal Arts (ATLAS), a unique entrance exam subject for evaluating the applicants’ aptitude for liberal arts studies. After enrollment, the University actively helps students to study in line with their interests under the Faculty Advisor System, in which faculty advisors provide individual students with course guidance.

Moreover, the internationally-minded University is among the first to develop and issue digital academic certificates as part of its career support. This service allows students to immediately send digital transcripts and other certificates to companies and organizations around the world, thereby significantly improving the convenience of issuing and submitting certificates when studying abroad, attending graduate schools overseas, or working for global companies. This is a highly commendable student support initiative that meets the various needs of current students and graduates, as shown in the level of use and user questionnaires.

There are several areas of improvement the University should address, however, in addition to internal quality assurance as mentioned above. First, some master’s course programs in the graduate school have not established diploma and curriculum policies for each degree to be awarded, and these policies should be established for each degree. The undergraduate and graduate schools both conduct various questionnaires mainly to monitor and evaluate student learning outcomes, but the connection between these surveys and the learning outcomes stated in the diploma policy is unclear. This issue

should be addressed with a mechanism developed for student learning outcomes to be monitored and evaluated in an appropriate and multifaceted way.

As a leading liberal arts education school in Japan, the University is recognized for squarely meeting different challenges with strong solidarity among school members. To continue to enhance its education programs, the University is expected to regularly conduct self-studies under the internal quality assurance system, thereby making educational improvements.

## **Notable Strengths**

### *Student Support*

- As an internationally-minded school, the University is among the first to develop and introduce digital academic certificates to support current students and graduates exploring various career paths. Digitalization enables the immediate forwarding of transcripts and other certificates to companies and organizations around the world, thereby significantly improving the convenience of issuing and submitting certificates when studying abroad, attending graduate school overseas, or working for global companies. This is a commendable student support initiative that meets the various needs of current students and graduates, as shown in the level of use and user questionnaires.

## **Suggestions for Improvement**

### *Educational Program and Learning Outcomes*

- The Master's Course in the Graduate School of Arts and Sciences has established a diploma policy for each program, but the Public Policy and Social Research Program awards different degrees for each area of specialization. A diploma policy should be formulated for each degree. The curriculum policy is established for each program and area of specialization, but the Politics and International Studies Concentration in the Public Policy and Social Research Program awards different degrees. This issue should be addressed with the curriculum policy formulated for each degree.
- The undergraduate and graduate schools both conduct various questionnaires mainly to monitor and evaluate student learning outcomes, but the connection between these

surveys and the learning outcomes stated in the diploma policy is unclear. This issue should be addressed with a mechanism developed for the learning outcomes to be monitored and evaluated in an appropriate and multifaceted way.

## **Recommendation**

### *Internal Quality Assurance*

- The Senate, which deliberates on a wide range of teaching and learning items, is positioned as an organization promoting university-wide internal quality assurance, and many organizations and meeting bodies engage in improvement activities on a daily basis under the committee. However, the improvement process is unclear, and the university-wide self-study under the internal quality assurance system has so far been carried out only when applying for accreditation, indicating that inspection and assessment activities are not necessarily conducted regularly or voluntarily. This situation must be corrected by reviewing the inspection and assessment process, including clarifying the coordination and roles of the different organizations, and conducting regular self-studies, thereby making improvements and enhancements.