

Advising within the Graduate School

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Advising within the Graduate School

Teruyoshi Sasaki

Dean, Graduate School

Since its founding, International Christian University (ICU) has placed major emphasis on the advising of its students, and the same is true of its graduate students. This Special Issue seeks to provide clarification on advising-related issues within the Graduate School. Below, in regards to what issues we have generally within the Graduate School, after an itemized introduction of the results of the Nagoya University survey, I will discuss what I as the Dean of the Graduate School consider to be important advising issues.

Also, for this Special Edition we have had our top personnel responsible for our different Graduate School Programs write in concrete details about the issues faced within each of their Programs. Following the articles, administrative information is provided, which should be commonly shared by faculty involved in advising.

1. What are the general issues that exist for advising?

First, let me address some of the general issues faced by graduate schools via introduction of a survey performed of faculty at Nagoya University, as reported in Chikada (*refer to the footnote) (2009). Chikada (2009) reports deeply interesting results from an interview-based survey of 15 professors from all 13 research departments of Nagoya University (the Graduate Schools of Letters, Education and Human Development, Law, Economics, Science, Bioagricultural Sciences and Agricultural Sciences, International Development, Mathematics, Languages and Cultures, Environmental Studies, Information Science, Engineering, Medicine). From among the graduate-school related issues found by Chikada (2009) in his survey, advising-related items are summarized hereafter (pp. 97-100).

Inasmuch as such have only have a weak relation to advising, and due to the lack of space, I will unfortunately have to omit here the final two of the six issues taken up in the division of issues by Chikada (2009)—namely, first, the low level of the student-to-space ratio (replenishment rate of student quotas) and the difficulty of finding employment in research-related jobs, and second, the effects of the results-oriented (performance-based) academic environment.

(1) Decline of basic academic abilities of graduate students

Examples: Declining basic academic abilities of students, especially insufficient English-language skills, many students are poor at writing compositions, graduate school entrance examinations have become easier, there has been a diversification of basic academic abilities (especially among students entering graduate-school programs at Nagoya University from elsewhere), etc.

(2) Decline of enthusiasm of graduate students for their studies

Examples: Insufficient capabilities of students to set and solve problems by and for themselves, lack of ambition and passion, etc.

(3) Feebler mental aspects and temperaments among graduate students

Examples: Students find it hard to say what they want to say, students seem mentally weaker, such as they shed tears when scolded, etc.

(4) Problem points on the side of the University itself and faculty groups

Examples: As faculty have become busier, it is more difficult to secure times for research supervision and guidance, faculty do not agree among themselves about basic guidelines for

research supervision and guidance, faculty members did not receive sufficient supervision when they themselves were students, etc.

Although the above are examples from Nagoya University, it is thought that ICU shares these issues as well.

2. Advising-related issues at ICU

At a meeting of the GS Program Committee on February 18, 2014, a simple survey was performed regarding advising issues within the Graduate School. Responses were obtained from all 32 faculty members, and the results are described hereunder for comparison with the results of Chikada (2009).

(1) Decline of basic academic abilities of graduate students

Examples: Insufficient basic academic abilities at the Graduate School division level, insufficient writing skills, lack of English-language abilities, students take a long time to decide their dissertation theme, insufficient knowledge concerning how to compose and write the thesis, etc.

(2) Decline of enthusiasm of graduate students for their studies

Examples: Lack of autonomous enthusiasm and learning abilities, students are unable to dedicate enough time for their studies due to part-time jobs and other factors, etc.

(3) Feebler mental aspects and temperaments among graduate students

When students are asked to do many things, they misunderstand that their advisor is “bullying” (harassing) them.

(4) Problem points on the side of the University itself and faculty groups

Examples: Few courses available (sciences), tuition fees are high, faculty need to consult with students about their future employment, sufficient advising is impossible due to large number of undergraduate students writing theses, completion requirements must be stated in an easier way to understand, it is hard to grade students when considering the requirement that students must maintain a B average GPA, there is difficulty gathering the three persons required for the dissertation committee, etc.

(5) Issues regarding mutual interactions among students and faculty

Examples: Between Students and Faculty: Time

is required to develop mutual understanding, it is difficult to find matching times for regularly scheduled meetings, multiple faculty are required for advising each student, etc.

Among Students themselves: There are few ties among students, and the knowledge of senior students is not communicated to junior students.

Among Faculty themselves: Problems in personal relations with other faculty, exchanges with faculty from other programs are required, advising methods differ with those of faculty from other specialties programs, etc.

3. The above thus serves as a summary of issues concerning the advising of graduate students at ICU, using the survey results of Nagoya University as reference. You can see that there are many issues at ICU that overlap with those found in the survey results at Nagoya University. Also emerging from the results of this simple survey at ICU are the problems described above in “(5) Issues regarding mutual interactions among students and faculty.” Below, let me present one of the activities we are undertaking in the education field as a means of resolving these issues.

• Joint seminars

Every Tuesday evening, we hold a joint seminar in the field of education; here, students and faculty attend, and study groups are convened. Presentations are made sometimes by students, and sometimes by faculty. At these seminars, there is mutual sharing of what one is researching, and one has an opportunity to hear multifaceted ideas and opinions. Strict questions and comments are made regardless of the student/teacher relationship; all learn that, in this way, research can progress, and one senses that this also helps in resolving the above-described “issues (and problems) regarding mutual interactions among students and faculty.”

Finally, let me discuss the problem of plagiarism. Among the questionnaire responses from our faculty, the following comments were made: “Too much time is required to make checks of student writing,” and “We must always check for the possibility of plagiarism.” The maximum usage of the Grammarly (Grammarly, Inc., USA) software provided on the ICU Library’s Internet site will enable, at the very least, prevention of plagiarism of English-language academic papers; unfortunately, however, no superior Japanese-language software currently exists. With increased digitalization

of academic papers, open access has become possible from throughout the world—how to properly respond in this situation is a problem not only for the Graduate School, but for the entire University as well.

Reference Document

*Masahiro Chikada (2009) “Issues and Improvement Strategies in Research Supervision Methods within the Graduate School: From the Results of an Interview-based Survey of Nagoya University Faculty” Nagoya Journal of Higher Education, No. 9, 93-111.

(English translation provided by the FD office)

Mikitoshi Isozaki

Director, Education and Psychology Program

What are some advising-related issues within the Graduate School? What is the positive significance of newly taking up such issues at this time? What are the bases of advising? These questions are both old and new. In the personal contacts between a student and her or his professor, indispensable are, of course, deep mutual sympathy and trust between these two persons who share an ambition for academic pursuits. On the foundation of that sympathy and trust, ordinary daily activities are pursued, while from time to time, conflicts and critical discords arise between the graduate student and her or his professor.

In that sense, how are those items that seem, at a glance, to be self-evident—guidance on writing a master’s thesis or doctoral thesis, fostering the student to become an independent researcher, and to become a person who can contribute to the progress of scholarly learning—realized in the accumulation of day-to-day research and educational activities? Realization within these processes comes from the asking of a variety of questions, and from understanding the responses to these questions.

A special characteristic of the Graduate Schools at International Christian University (ICU), and within the Education and Psychology Program as well, is the fact that we enroll graduate students from various regions around the globe. In my own guidance in the past (as well as currently) for master’s and doctoral theses, I have taught graduate students from Japan, Italy, the Netherlands, Lithuania, the United States, and New Zealand, and research students from Sweden and Myanmar (Burma). All of my former students who have earned doctoral degrees are now working actively as junior professors or tenured instructors at universities in Japan or abroad. The Education and Psychology Program has graduate students from many other regions of the world diligently involved in their studies, with corresponding results.

It goes without saying that our students have a diversity of cultural backgrounds, and that with entrance into our Graduate Schools, these students require not only academic guidance, but also responses suited to their individual characteristics and needs. Yet it is precisely this diversity that, in many cases, brings great joy to the researchers, faculty, and staff who have dedicated themselves to our University. Within a small-scale university like ours, the significance to ICU of enjoying the richness of diverse graduate students enrolling in our University, and of their studying with passion, and holding dreams of the future, cannot be overemphasized, no matter how often stressed.

I would not like to discuss how we should best perform our guidance and instruction for the master’s (predoctoral) course and for the doctoral course, respectively, on the basis of a questionnaire survey we performed of our faculty.

The majority of our guidance within the master’s course consists of assisting with a student’s progress in the research for her or his master’s thesis, helping the student give form and shape to her/his ideas. Here, for graduate students who have not had sufficient training, we must ensure that the student becomes proficient in research methods while supplementing that instruction with (still untrained) fundamental aspects, and also provide guidance to guarantee that the student has the proper perspectives and attitude needed to become a true researcher. Further, many difficulties arise in the attempt to have the student learn research practices within her/his limited time period (two years; actually, five school terms). There are many differences in the basic capabilities required from a person who earns her/his degree at another Japanese university and one who graduates from an ICU program, including the writing in English of the thesis, etc., at ICU—this alone requires special efforts.

The view exists that it is difficult to gather

the three members required to form a dissertation committee. And when an advisor (committee member) is included whose field is outside the scope of the dissertation, the methods of providing guidance may differ, with the corresponding difficulties arising in adjustments for coordination. In recent times, advisors are also asked to constantly bear in mind the possibility of plagiarism occurring.

What about the doctoral course? In addition to the items discussed in the above master's course section, a major challenge for students is to submit their work to academic journals to increase the number of successful publications. It is also important to provide suggestions to help the student pursue practical research, at the same time as preserving research quality. Another situation is that as many of the doctoral students have a part-time or full-time position, it is often difficult to make a steady progress in such things as qualifications eligibility tests, research plans, interim reports, and final reports. In such cases, while every effort is made to attract students whose first priority is obtaining the doctor's degree, practical problems arise, such as financial and other obstacles, etc. Thus, advising is rife with such real-life dilemmas. Just as with the master's thesis, survey respondents expressed the difficulty of finding three dissertation committee members. Others stated their struggles of trying to provide guidance that would lead to a top-quality dissertation while not

crossing the line where a student misunderstands that the advisor is "power harassing" the student.

The social environment surrounding the University is changing, too. System creation and environmental arrangements are indispensable for enabling the graduate student to pursue her or his academic studies in an unstressed way towards the achievement of their future desires, as well as to polish their qualities, and to extend their possibilities to the maximum limits (and it is the role of the advising faculty member to expand each student's potentials). For example, daily obligations of the Education and Psychology Program are the provision of experimental tools, equipment, and supplies, and keeping up-to-date and maintaining the computer software used for statistical analyses. We firmly yearn to foster and generate unique research of the highest quality, actively utilizing the characteristics of research classrooms and labs and the special aspects of each academic field, all within an environment of close mutual interactions between graduate students and their faculty advisors, with there existing no contradictions between research-related ethics and scholarly freedom.

In a world where open academic results are obligated, numerous issues still remain, including how to handle problems related to patent rights and priority rights, etc., while still preserving academic freedom.

(English translation provided by the FD office)

Masaki Ina

Director, Public Policy and Social Research Program

In the case of the master's program within the Public Policy and Social Research Program, our primary problem is how to create a system that enables efficient and smooth responses to the diverse needs of the many different kinds of students within our Program. We have approximately 10 Rotary Peace Fellows, another 10 or so JDS (Japanese Grant Aid for Human Resources Development Scholarship Program) Fellows, embassy-endorsed, government-sponsored foreign exchange students, and Japanese students who are graduates from ICU and elsewhere.

In the processes leading up to acceptance into the Graduate School, there is a screening of the application, professional on-site interview, evaluation of the research plan, interview evaluation, etc. What the University side must constantly bear in mind

during this period, is the point of just that faculty member should be assigned to this person as an academic advisor if and when she or he has entered the Graduate School. The Public Policy and Social Research Program composes of five specialty areas: Politics and International Studies, Social and Cultural Analysis, Media and Language, Public Economics, Peace Studies, and graduate students enter our Program with their own unique research themes and agendas. The finding of a match between the theme the graduate student desires to study and the research themes of individual professors, and the drafting of proposals assigning specific teachers to be advisors to specific graduate students, are major chores for the Program Director and the Graduate School Group.

Another aspect that adds to the difficulty of their

work is the present structure of the School; namely, the Graduate School of Arts and Sciences is located just above the College of Liberal Arts. This structural destiny of the ICU Graduate School, which is not based on the specialized undergraduate School (plus the fact that insufficient human resources hamper the ICU Graduate School from becoming an institution with ample discretionary leeway), is a major constraint in the performance of the matching work.

The second problem we face is how to sufficiently secure appropriate advising methods for each graduate student, towards the composing, writing, and finishing of that student's thesis. Although the catch-all term is "special research," with its step-by-step approach to thesis guidance, major issues still exist for a different teacher involved in advising: at what pace, and to what degree (level), should such instruction be given to the individual graduate student or to a group of graduate students? When added to his or her duties within specialized courses within the College, the curriculum of the interdisciplinary (ID) majors, general education courses, and undergraduate senior theses, the faculty member feels the Graduate School be a huge burden, and it is, in fact, a huge burden. When a teacher has more than one student in the doctoral program, and that teacher involves in doctoral dissertation-related guidance, the burden grows even larger. Still, the fostering of a superior researcher is the professional "instinct" of a university professor and is inherently a source of joy. It is thus considered important that faculty members share the information they possess on advising, mutually deliberate about advising, and establish concrete policies for improving advising skills and practices.

The third program for bolstering advising methods among faculty and students includes—although perhaps an abstract condition—the necessity of actively utilizing research study groups where faculty and students alike can learn and share

academic research methods and inculcate the basic spirit thereof. Here let me point out that the research-related motivation can develop via a friendly rivalry among and between graduate students. My own personal experiences within the Graduate School were precious, those experiences where, via case-study research groups, and through my daily interactions and discussions with fellow graduate students, I too have learned more about and fostered a mental "toughness" towards research. I have heard that the ICU Graduate School has produced copious persons of advanced abilities and intelligence. While we certainly face many difficult points originating in our systemic frameworks, the holding and sharing of a common mind and attitude toward research will certainly allow us to overcome our difficulties.

Finally, as necessary conditions for realizing fruitful and appropriate advising, I believe we need four things:

- (1) The maintenance of small student numbers with an increase of regular (full-time) faculty/professors;
- (2) Apt revisions of the educational curriculum to flexibly respond to the educational needs of graduate students;
- (3) More active use of research groups that foster lively discussions among and with graduate students;
- (4) Less expensive tuition fees, and better graduate student rooms.

Nevertheless, we require the determination of the entire University community to enable the ICU Graduate School to have the same weight and importance as our undergraduate liberal arts programs. We need to move forward on our investigations into just what revisions and innovations are required to accomplish that goal.

(English translation provided by the FD office)

Kenya Kubo

Director, Natural Sciences Program

Advisors are primarily responsible for the research of a graduate student. In ICU sometimes a selected co-Advisor works together with the Advisor to lead a research theme covering a wider range of specialties. The Natural Sciences Program accepts several new students every year within the enrollment limit of nine. The small number of students enables almost all the instructors to know every graduate student and have daily communication.

The most important subject in advising is the choice of the student research topic. In graduate schools in science, an overarching theme is usually continuously being studied in the laboratory led by a professor. A large continuing theme contains abundant and valuable research topics to be pursued. In consultation with the Advisor, a graduate student usually chooses one of the topics in the grand theme. Seldom is a new theme with no relevance to existing themes assigned to a Master course student, especially in experimental work because the hardware sufficient to conduct the research usually requires more than a few years to purchase, set up and run consistently. In some cases a Masters research project turns out to be unsuccessful or more difficult than anticipated at the start; Advisors always keep an alternative in mind for such cases and the student easily switch to a new project.

The Advisor and student meet frequently to check progress and exchange opinions. Experimentalists may meet several times a day. Miscommunication or lack of information does not occur frequently in science.

Regarding the taking of lecture courses, advising in the Natural Sciences Program is in a sense obvious because there is only a limited number of courses offered in the small Natural Sciences Program and students need to take almost every course offered. Credit transfer agreements between other graduate schools are maintained but there are few students who take courses at partner institutions, either outgoing or incoming. It's one of the tasks to enriching student knowledge and expanding their view will be promoted by growing the flow of students.

A key concern today is the job search by students. Thesis research sometimes requires long hours and perhaps on successive days, as is often the case in chemical synthesis, but graduate students taking fewer lecture courses generally have more freedom for job

hunting than undergraduates. Balancing research, study and the job search is one of the biggest problems in Japanese universities. There is no easy solutions manual to guide Advisors in supporting a graduate student in a job research. A socially agreed system for recruiting needs to be invented in Japan.

One of the remarkable features of the Natural Sciences Program is that students take courses offered by other programs and gain credits towards their graduation. This is a result of the structure of the ICU graduate school being built directly on the College of Liberal Arts. Students take such courses for a number of reasons: ICU graduates are accustomed to studying a wide range of subjects, obtaining teachers certificates by taking education courses and a significant number of students want to become a science communicator by learning methods of communicative techniques. It is difficult, however, for the main Advisor to advise properly on taking such courses due to limited knowledge and so we cooperate with professors of other programs to guide students.

Different from science graduate schools of other universities is the number of students who go to work in research institutions or companies or who continue studying in Ph D. courses. At ICU, a Master's in Arts and Sciences is a continuation of the ICU Bachelor of Liberal Arts program, and thus aims to nurture people with deep knowledge and experience in a discipline with a wide view and perspective. Advisors are duly required to have broad scope not only in the Natural Sciences but also in other areas.

At present no serious problems are noticed in the Natural Sciences Program and student advising seems to run smoothly. Recruiting students who graduated from other universities and who are attracted to the unique liberal arts concept is one of the current challenges.

Lastly, little has been said about the Ph D. program because the Ph D program in the Natural Sciences only started in 2010 and we celebrated the award of the first Ph D this spring. The next Ph D will not be awarded for another two years. We hope the number of Ph D. students will increase in the future, and as it does, there will likely emerge some Ph D-specific advising problems.

(English translation provided by the FD office)

Materials Relate to the Graduate School

It is important for advisors to know the procedures that are required in any given period in order to provide graduate students with the proper advice, from when they have been approved as candidates with qualifications for masters and doctorate, and up to submission of a thesis. This lists particularly important matter regarding procedures and research guidelines for the master's and doctoral programs.

Master's Course

Schedule for the Master's Course

Year, Term		Procedure	Deadline
1st Year	3rd Term	Submission of [Application for Candidacy for the Degree of Master of Arts] Others: •Application for Transfer of Credits •Application for Change of Area of Concentration [GSNS]: Conduct of the Progress Report on MA Course Research on a date arranged by the Program by the end of the next term of pliation.	February 28 (April entering students) June 15 (September entering students)
		Students will be notified regarding results of candidacy via the GS office information board. Students who acquired candidacy can start working on thesis.	Registration Day
2nd Year	1st Term		
	2nd Term	Submission of [Report on Outline of Master's Thesis] [GSPS]&[GSCC]: •Attach the Outline of Master's Thesis in Japanese or English (3 or more copies for evaluation) •Give an interim report on the content of the thesis to the committee members. (mid Oct. / early March) [GSNS]: •Conduct an interim presentation afterwards (mid Oct. / mid March)	October 1 (March graduating students) February 15 (June graduating students)
	3rd Term	Submission of [Application for submission of Master's Thesis] Other: •Application for Transfer of Credits	December 10 (March graduating students) April 15 (June graduating students)
		Submission of [Master's Thesis and summary] and [Record of Master's Thesis and Information on Graduating Student] •Number of copies for evaluation is usually 3 copies.	January 10, 4:00 p.m. (March graduating students) May 15, 4:00 p.m. (June graduating students)
		Master's Thesis evaluation and final examination [GSNS]: Conduct Final Presentation	
Submission of Hardbound Copy of Master's Thesis (Seihon) (1 copy) Please receive the signature of the thesis advisor before submitting the thesis.		February 28, 4:00 p.m. (March graduating students) June 15, 4:00 p.m. (June graduating students)	
Conferring of Master's degree: end of March or end of June			

[GSEP] = [Education and Psychology Program / 心理・教育学専攻]

[GSPS] = [Public Policy and Social Research Program / 公共政策・社会研究専攻]

[GSCC] = [Comparative Culture Program / 比較文化専攻]

[GSNS] = [Natural Sciences Program / 理学専攻]

Degree Candidacy

1. A student must be certified as a candidate for the degree of Master of Arts before work on the thesis may begin.
2. The student is to submit the application for the candidacy status to the GS Group by the date prescribed.
3. Approval will be decided by the GS Council. In order to receive candidacy status, the following qualifications should be met: residence of one year or more; completion of 18 credits or more from course requirements with a grade point average of 3.00 or above for all grades received.*

* Grade point average for candidacy is computed by dividing the sum of all the grade points earned (including "E") by the number of units taken (excluding subjects outside graduation requirements). In case a course has been repeated or retaken for and the grade improved, the better grade of the two is counted.

4. In case a student has failed to obtain the candidacy status by the end of the third term of the first year, candidacy status shall be granted after the requirements are fulfilled.

Research Guidance

1. After having acquired candidacy status, students must receive research guidance for at least two terms including the term in which they plan to graduate (i.e. they must register for "QAMT000 Master Thesis".)
2. Students must submit a report on outline of their master's thesis by the prescribed date and must give an interim report or interim presentation on the content of the thesis. (refer to the booklet of "Procedures for Submitting the Master's Thesis")

Presentation of the Master's Thesis

1. The candidate should expect to have all courses required for MA degree completed (with a grade point average of 3.00 or above for all grades given) by the end of the term in which the thesis receives evaluation (excluding subjects outside graduation requirements).
2. The thesis must be submitted within four years after the student's enrollment. Periods of leave of absence are not counted.
3. The thesis must be of a standard worthy of the Master of Arts, constituting a contribution to the

field of specialization. It must reflect both broad understanding and originality in the field.

4. Students are required to submit the Application for Submission of Masters Thesis, upon the approval of the thesis advisor, by the prescribed date of the term in which they plan to submit the thesis.
5. The candidate should submit the thesis to the dean by the prescribed date. The thesis must be written either in Japanese or in English. It is to be presented in number of copies necessary for evaluation, together with a form of completed "Record of Master's Thesis and Information on Graduating Student" number of copies of an English summary and Japanese summary necessary for evaluation (refer to the booklet of "Procedures for Submitting the Master's Thesis" with regard to the summary in Japanese). However, if it is considered appropriate by the thesis advisor, the thesis may be written in languages other than Japanese or English upon the approval of the GS Council.

Thesis Evaluation & Final Examination

1. Thesis evaluations and final examinations are conducted by an Evaluation Committee consisting of three or more faculty members of the Graduate School. The committee is appointed by the dean. On the basis of the committee's report, the GS Council will decide whether each particular thesis will pass or fail.
2. Final examination may be conducted either through oral or written procedures, and will mainly deal with the content of the thesis submitted by the student.

Advisor (Thesis Advisor)

1. Upon entering the Graduate School each student is assigned by the program concerned to an advisor (full-time faculty member) for the purpose of general guidance.
2. From the second year, a full-time professor or visiting professor, when the GS Council recognizes it as necessary, is appointed as thesis advisor to give the student guidance in working out the master's thesis as well as general guidance. The procedure of appointing a thesis advisor is as follows:
 - a. By a designated date in the third term of the first year, students submit to the dean a tentative title of the thesis with the permission and signature of their desired thesis advisor, using the prescribed form. Students in the area of "Politics and International Studies in Public Policy and Social

Research Program” also submit desired degree to be conferred. In addition to the above, students who wish to change their area of concentration (*Senshu*) also need to submit the prescribed form by a designated date.

- b. At the beginning of the second year, the dean officially announces the appointments.
 - c. Students should consult with their thesis advisor soon after receiving the official appointment notice.
3. From the second year, a student wishing to receive master’s thesis guidance from a person outside of ICU as a co-advisor must obtain the approval of the GS Council in consultation with the student’s thesis advisor.
4. Changing Advisors
- a. A student wishing to change his/her advisor must submit a request for an approval of the program director concerned in consultation with his advisor, to the GS Group, using the prescribed form.

Deadlines for Submitting Requests for Advisor Change

 - By the end of January for change of advisor from Spring term
 - By the end of May for change of advisor from Autumn term
 - By the end of October for change of advisor from Winter term
 - b. Decisions on requests for change of advisor are announced on the bulletin board of the Graduate School on registration day.
5. In case that a professor serving as a student’s advisor takes a research leave
- If a professor serving as a student’s advisor takes a research leave, the professor is, in principle, to continue to serve as advisor. However, in such cases, students should consult with their advisor in advance in order to fully understand the form for their thesis guidance during this period. The program director carries out the advisor’s formal duties such as giving signature of approval for various procedures to be followed by the students during the period of the advisor’s research leave. If it is necessary to change an advisor, the procedure stated in item 4 above should be followed.

Note: A list of professors going on research leave and leave of absence (*kyushoku*) is provided in the on the ICU web-site.

(Professors on leave of absence do not take charge of thesis guidance.)

Extract from Guidelines for Thesis Guidance

[Master’s Course]

1. The purpose of these guidelines is to stipulate, on the basis of the Graduate School Regulations and the Provisions for Degrees of ICU, the principles under which students shall be given guidance in their research for Master’s degree.
2. In the first year, students in the Master’s Course shall mainly take courses required for the degree under the guidance of their advisor.
3. During the first year, under the guidance of their advisor, students shall determine their research subjects and make an application for MA candidacy status by submitting the Report on the Tentative Title of the Master’s Thesis with the name and signature of approval of the student’s desired thesis advisor.
 - 3-2 Thesis advisors shall, in principle, be full-time faculty members in the student’s program. However, if necessary, an adjunct professor (*kentan*) may be assigned as thesis advisor.
 - 3-3 When the GS Council recognizes it as necessary, a visiting professor may be assigned as a thesis advisor. However, eligibility for such appointment shall be limited to visiting professors who have been appointed for more than one year, and Regulations Governing Graduate School Faculty Member Authorization (Official Document No. 30 June 21, 1993) shall be applied as standard.
 - 3-4 In instances where the GS Council recognizes it as necessary, a faculty member in another Program of the Graduate School or a professor of another university or a specialist in a research institute may be assigned as a co-advisor. When a co-advisor is assigned, the Program Director concerned shall report this fact to the Dean of the Graduate School.
4. Candidacy status shall be given to those who have fulfilled the requirements stipulated by article 48, clause 2 of the Graduate School Regulations, by the GS Council. In order to acquire candidacy status, the following qualifications should be met as well.
 - a) Fulfillment of any conditions stipulated upon admission concerning courses that must be completed.
 - b) The consent of the desired thesis advisor concerning the tentative title of the Master’s thesis and the research guidance.

- 4-2 In computing the grade point average for MA Candidacy requirements stipulated in article 48, clause 2 of the Graduate School Regulations, all grades received (including “E”) for the required courses are counted. When the student has repeated a course, the better grade of the two is counted.
- 4-3 In case a student has failed to obtain the candidacy status by the end of the third term of the first year, candidacy status shall be given after the requirements are fulfilled.
- 4-4 Students with outstanding achievements may be recommended by their advisor to apply for MA candidacy status before fulfilling the requirement stipulated in article 48, clause 2 of the Graduate School Regulations. This matter must be presented to the GS Council by the program director concerned for approval. The Dean shall subsequently present the request to the GS Council and, after receiving the approval of the Council, shall grant the student permission.
5. After having acquired MA candidacy status, students shall carry out their research for the preparation of the master’s thesis under their advisor. In this case, students must register for “QAMT000 Master Thesis” for at least two terms including the term in which they plan to graduate, and receive the research guidance for the preparation of the thesis. However, for those with outstanding achievements, as specified by clause 4-4 of these provisions, the research guidance may be reduced to one term.
6. The interim reports on the content of the thesis are to be presented one term prior to the term in which a student plans to graduate.
7. The master’s thesis must be submitted and evaluated within the prescribed period of residence.
8. Students who can submit a master’s thesis are those who have acquired MA candidacy status, who are expected to have all courses completed (with a grade point average of 3.00 or above for all grades received) and who are expected to have completed the prescribed research guidance as specified by clause 5 of these provisions, by the end of the term in which the thesis is evaluated.
9. Students planning to submit their thesis shall submit the final title of the thesis, upon the approval of the thesis advisor, by the prescribed date of the term in which they plan to graduate.
10. When the final title of the master’s thesis has been reported, an evaluation committee for the master’s thesis shall be formed, in accordance with Article 10 of the Provisions for Degrees. The thesis advisor shall serve as chair of the evaluation committee.
- 10-2 In instances where the GS Council recognizes it as necessary, a faculty member of another Program of the Graduate School or a professor of another university or a specialist in a research institute, who is recognized as appropriate for evaluation of the thesis concerned, may be appointed as a member of the evaluation committee, as specified by article 10, clause 3 of the Provisions for Degrees. However, the number of members from outside shall be limited to one.
- 10-3 In instances where the GS Council recognizes it as necessary, the resigned former thesis advisor may be appointed as a member of the evaluation committee, as specified by article 10, clause 3 of the Provisions for Degrees. However, the limitation specified in the preceding clause shall not be applied to this case.
- 10-4 In cases where the GS Council recognizes it appropriate, a visiting professor may be appointed member of the evaluation committee in accordance with article 10, clause 2, of the provisions for Degrees. However, eligibility for such appointment shall be limited to visiting professors who have been appointed as such for at least one year, and Regulations Governing Graduate School Faculty Member Authorization (Official Document No.30 June 21, 1993), shall be applied as standard.
(The rest is omitted.)

Doctoral Course

Schedule for Doctoral Course

Year, Term	Registration	Procedure	Deadline
1st Year, 1st Term	(QARG888:Research Guid.) QADR601,602,603 Adv.Res. I,II,III	Submission of [Initial Study Plan] *	by May 31 (April-entry Students) by Oct. 31 (September-entry Students)
1st Year, 2nd Term	(QARG888) QADR601 QADR602 QADR603	Submission of <Pre-application for Doctoral Candidacy Examination> ↓ Approval of areas of research and method of exam. (Doctoral Committee)	by Registration Day
1st Year, 3rd Term	(QARG888) QADR601, 602, 603	Submission of [Annual Study Report] (Every academic year) *	by Feb. 28 (April-entry Students) by May. 31 (September-entry Students)
After 2nd Year, 1st Term	(QARG888) Exam up to 3 times Area:Foreign Language, Area of Specialization, Re- lated Area A, B	Application for <Doctoral Candidacy Examination> ↓ Test or report, Interview (every term) ↓ Approval of Doctoral Candidacy (GS Council)	by Registration Day ★ A dissertation should be presented within 5 years after acquiring doctoral candidacy ↓ (year+5), (same term)
	(QADT999 Doctor Thesis)	Submission of [Study Plan for Dissertation] * ↓ Interview, Evaluation ↓ Approval of Study Plan (GS Council)	by Registration Day (Submit within 6 months after receiving of doctoral candidacy)
	(QADT999)	Submission of [Interim Report on a Doctoral Dissertation] * ↓ Interview, Evaluation ↓ Approval of Interim Report (GS Council)	by Registration Day (at least 3 months before submission of the dissertation)
	(QADT999)	Submission of [Doctoral Dissertation & Summary] & [Record of Doctoral Dissertation & Information on Graduating Student] ↓ ↓ Final Examination ↓ Approval of final examination results (GS Council) ↓ Presentation of a Hardbound Copy to the University Library and Submission of Electronic Copy ↓ Commencement	by Registration Day ← Present within 5 years after acquiring doctoral candidacy (The maximum number of term registration is 18 terms) Final examinations are to be given within a year after submission of the completed dissertation. (Submit within 30 days after approval of the final examination result.) end of March or end of June
after conferring Ph.D. • Publication of dissertation summary and evaluation summary: Will be done by ICU within 3 months after conferring Ph.D. • Electronic Publication of the doctoral dissertation via internet: by Student, within 1 year after conferring.			

* Please receive the signature of the research advisor on the cover and attach it on top of the report.

Course Requirements

Required credits for the degree are as follows:

	Specialized Course	Total
Credits Required	Advanced Research I, II, III 2 credits each Min. 6 credits in 3 subjects	Min. 6 credits

Note 1: In case any courses are designated as “required”, students must complete them.

Note 2: Students must have completed the required courses before taking the doctoral candidacy examinations.

Research and Research Guidance

1. A student who is granted admission to the Doctoral Course must, during the prescribed period, present to the dean a written statement of the student's study plans, using the prescribed form.
2. Students will engage in research for the dissertation under the guidance of their advisor. At the end of every academic year, they are to submit an annual study report to the dean.
3. Advisors are, in principle, full-time faculty members in respective doctoral programs. However, if necessary, a student wishing to receive research guidance from a person outside of ICU as a co-advisor must obtain the approval of the GS Council in consultation with the student's advisor.
4. If a professor serving as a student's advisor takes a research leave, the professor is, in principle, to continue to serve as advisor. However, in such cases, students should consult with their advisor in advance in order to fully understand the form for their thesis guidance during this period. The dean carries out the advisor's formal duties such as giving signature of approval for various procedures to be followed by the students during the period of the advisor's research leave. If it is necessary to change an advisor, the procedure for Changing Advisors should be followed.
5. Students in the Doctoral Course must devote themselves to research during the period of residence prescribed by the university. If a student finds it necessary to conduct research away from ICU for a certain period, the student must gain the consent of his or her advisor, and make a report of this in writing to the dean.

Candidacy for the Degree

1. Students must be certified as a candidate for the degree of Doctor of Philosophy before they begin work on their dissertation.
 2. In order to acquire the candidacy status, students must normally have one year in residence and must have completed "Advanced Research I, II, III" (6 credits), if any courses are designated as "required", with a grade point average of 3.00 or above for all grades received* and pass the Doctoral Candidacy Examinations.
- *Method of computing grade point average for Master's candidacy is applied.
3. Students should submit a pre-application to decide areas of research and method of examination

(written test or reports) for the doctoral candidacy examinations, on and after the second term of the first year.

4. Students may apply for the doctoral candidacy examinations, in principle, from the first term of the second year. They must apply for the exams by the prescribed date. Application is made to the dean, and must be approved by the Doctoral Committee.
5. The procedures for the examinations and their contents are prescribed in the *Regulations for the Doctoral Candidacy Examination*.

Extract from Regulations for the Doctoral Candidacy Examination

1. These regulations set forth the requirements regarding the examination for qualification for doctoral candidacy (referred to, hereafter, as the "candidacy examination") to be established as a qualifying examination for the writing of a doctoral dissertation in the doctoral course of the Graduate School of Arts and Sciences, in accordance with article 48, clause 3 of the Graduate School Regulations and paragraph 8 of the Guidelines for Research Guidance (hereafter referred to as Guidelines) of the doctoral course, Graduate School.
2. Applications for doctoral candidacy status will be accepted in the spring, autumn and winter terms of each year. The candidacy examination shall be carried out on a date determined by the Doctoral Committee.
3. Upon the completion of one year or more of residence in the doctoral course of the Graduate School and after receiving research guidance based on the article 37 of the Graduate School Regulations and the Guidelines, students wishing to take the candidacy examination shall present a written application by the set date to the Dean of the Graduate School for the approval of the Doctoral Committee. Such students must also have completed designated specialization courses and any required courses. The student must have a grade-point average of 3.00 or above (for those courses).
4. Upon approval of the application for the candidacy examination made by the Doctoral Committee, a committee for the candidacy examination shall be formed, the chair of which shall be the faculty member in charge of research guidance.
- 4-2 The Candidacy Exam Committee shall consist of the committee chair and two or more faculty members of the ICU Graduate School Doctoral

Course (total of three or more committee members).

- 4-3 The Candidacy Exam Committee shall be responsible for conducting the construction, administration and evaluation of the examination.
- 4-4 The chair of the committee shall report the result of the examination for approval at the Doctoral Committee and the GS council.
5. Students who take the candidacy examination must, based upon advice from their research advisors, be tested on one subject from the field of specialization, at least two subjects from related fields, and at least one foreign language.
- 5-2 In order to determine the subjects and format of the exam (written exam and/or essay), students are to submit a provisional application to their research advisors in the second term of their first year.
- 5-3 If the Candidacy Examination Committee deems it advisable, it is possible to add subjects and exam methods necessary for research and dissertation.
- 5-4 The field of examination and language to be tested will be approved on the Doctoral Committee based on the proposal of the research advisor.
6. The result of the candidacy examination shall be evaluated by the indication of ‘pass’ or ‘fail’ in each subject.
- 6-2 The candidacy examination may be taken no more than three times.

Study Plan for the Dissertation

After being accepted as a candidate, students are required to submit by the prescribed date the specific title of the dissertation and an outline of their study plan following the prescribed form. This is to be submitted to the dean with the approval of their advisor. Evaluation of a study plan for the dissertation will be conducted by an Evaluation Committee appointed by the dean. The results of the evaluation must receive approval by the GS Council. The approval will be made within a period of three months after it has been presented.

Interim Report for the Dissertation

After the study plan for the dissertation has been approved, a draft of the dissertation (complete, in terms of contents) with the approval of their advisor should be submitted. Evaluation of a interim report for the dissertation will be conducted by an Evaluation Committee appointed by the dean. The results of the evaluation must receive approval by the GS Council.

Presentation of the Dissertation

1. The dissertation should be presented within a period of five years after acquiring doctoral candidacy status. (The maximum total number of terms in residence in the Doctoral Course is 18, which includes terms for the presentation of the dissertation, final examination, and conferring of the degree. Students should consult with their advisor concerning their schedule.)
2. Students who have withdrawn from the university must apply for re-admission in order to submit their doctoral dissertation to the ICU Graduate School.
3. Candidates should submit the completed dissertation to the dean, according to the instructions provided in the “Procedures for Submitting the Doctoral Dissertation”. The dissertation must be written either in Japanese or in English. However, if it is considered appropriate by the advisor, the dissertation may be written in languages other than Japanese or English upon the approval of the GS Council.

Dissertation Evaluation & Final Examination

1. Final examinations are to be given within a year after submission of the completed dissertation.
2. Students who have presented their dissertation and wish to take the final examination of their dissertation must be enrolled as a student in the Graduate School. (Students who have withdrawn from the university must apply for re-admission.)
3. Dissertation evaluations and final examinations are carried out by an Evaluation Committee appointed by the dean. The committee consists of three or more faculty members in the Graduate School. Final examination may be conducted either through oral or written procedures, and will mainly deal with the content of the dissertation and related subjects. Dissertations’ grades and final examinations will be decided by the GS Council based upon a report by the Evaluation Committee.

Note: For details concerning those who (1) have not completed the Doctoral Course of this university or (2) have withdrawn from the university having completed at least three years residence and the prescribed research guidance after acquiring doctoral candidacy status and wish to submit a dissertation without having been readmitted, refer to the “Provisions for Degrees (*Gakui Kitei*)”, issued separately.

Extract from Guidelines for Research Guidance, Doctoral Course

1. The purpose of these guidelines is to stipulate, on the basis of the Graduate School Regulations and the Provisions for Degrees of ICU, the principles under which students shall be given guidance in their research for doctoral degrees.
2. Students must, before making application for admission to the doctoral course, choose the area in which they intend to specialize from among the specific areas listed in the admissions brochure for that school year, and then confirm with the desired research advisor whether or not guidance for their particular field of study will be available.
- 2-2 A student who is granted admission must, by the prescribed date, present to the Dean of the Graduate School (herein referred to as the dean) a written statement of an initial study plan, which must follow the prescribed form.
3. Research advisors shall, in principle, be full-time faculty members in the respective doctoral courses.
- 3-2 In instances where the Doctoral Committee recognizes it as necessary, a professor of another university or a specialist in a research institute may be assigned as a co-advisor. In case a co-advisor is assigned, the research advisor shall report this fact to the dean.
- 3-3 In case a research advisor has resigned from ICU, another research advisor shall be assigned to the student.
4. Following the instruction of the advisor, the student shall carry out the research under the said advisor (or under another faculty member if the advisor so instructs the student).
5. Students must, at the end of each academic year, submit to the dean an annual study report, with their research advisor's signature.
6. Students must be full-time students during the period of residence specified in article 40 of the Graduate School Regulations. Moreover, if a student finds it necessary to do research away from ICU for a certain period, the student must, with the consent of the advisor, make a report of this in writing to the dean.
7. In order to acquire doctoral candidacy status, students must pass the doctoral candidacy examination as stipulated by article 48 of the Graduate School Regulations. Students are eligible to take the doctoral candidacy examination in the first term of the second year and after in the doctoral course. However, as specified by article 40, clauses 2, 3 and 4 of the Graduate School Regulations, students with outstanding research achievements may be recommended by their research advisor to apply for the doctoral candidacy examination before the term prescribed above. This matter must be presented to the Doctoral Committee by the research advisor. The dean shall subsequently present the request to the GS Council and, after receiving the approval of the GS Council, shall grant the student permission.
8. The contents of the tests and procedures for the doctoral candidacy examination shall be determined separately. The decision to grant a student doctoral candidacy shall be made by the GS Council based on the results of the examination by the Doctoral Committee.
9. In accordance with article 48, clauses 5, 6 and 7 of the Graduate School Regulations, students who have acquired doctoral candidacy status must submit to the dean a written study plan for their doctoral dissertation using the prescribed form. The study plan must be approved by the GS Council.
- 9-2 In the case of a change of research advisor after the approval of the study plan, re-submission of the study plan may be required. However, the doctoral candidacy status already acquired shall continue under the new advisor.
10. Students shall, after having acquired doctoral candidacy status, receive the prescribed research guidance for at least three terms. However, for students with outstanding research achievements, as specified by article 40, clauses 2, 3 and 4 of the Graduate School Regulations, the period of research guidance may be reduced to one term.
11. The procedures and form for the interim report of the doctoral dissertation shall be determined separately.
12. The procedures for submission and evaluation of the dissertation shall be carried out in accordance with articles 49, 50 and 51 of the Graduate School Regulations and articles 6, 7, 10, 14, 16 and 18 of the Provisions for Degrees.
13. The final examination shall be carried out in accordance with articles 40, 50 and 51 of the Graduate School Regulations and article 12, clauses 2 and 3, articles 14, 16 and 18 of the Provisions for Degrees.
14. The evaluation committee for the doctoral dissertation and the final examination shall be

formed in accordance with article 10 of the Provisions for Degrees. The research advisor shall serve as chair of the evaluation committee.

14-2 In accordance with article 10, clause 3 of the Provisions for Degrees, with the approval of the GS Council, a professor of another university or a specialist in a research institute, who is recognized as appropriate for evaluation of the dissertation concerned, may be appointed as a member of the evaluation committee. However, the number of members from outside shall be limited to one.

14-3 In instances where the GS Council recognizes it as necessary, the one former member of the ICU Doctoral Committee may be appointed as a member of the evaluation committee, as specified by article

10, clause 3 of the Provisions for Degrees. However, the limitation specified in the preceding clause shall not be applied to this case.

14-4 In cases where the GS Council recognizes it appropriate, a visiting professor may be appointed member of the evaluation committee in accordance with article 10, clause 2 of the Provisions for Degrees. However, eligibility for such appointment shall be limited to visiting professors who have been appointed as such for at least one year, and Regulations Governing Graduate School Faculty Member Authorization (Official Document No. 30 June 21, 1993), shall be applied as standard. (The rest is omitted.)

(English translation provided by the FD office)

Report on the FD Seminars

“50+ Hyper-Engaging Strategies for Any Class Size” (Low Risk, Low Cost, Low Time)

Speaker: Professor Curtis J. Bonk, Indiana University
Date/Time: Thursday, 19 September 2013, 12:50-13:40
Location: H-167, University Hall

Professor Curtis J. Bonk, who teaches instructional systems technology at Indiana University, visited Japan last September in the capacity of a JICUF visiting professor for the ICU.

His ambitious seminar, as its title shows, presented as many as 50 “engaging strategies” for attracting the attention of students. Handouts describing the 50 methods were distributed, and some of them were presented during the limited time frame of the seminar, with members of the audience invited to practice them on a trial basis among themselves.

The approaches presented at the seminar included how to organize an icebreaker to help the students get to know each other, how to use online book reviews and blogs to develop critical thinking capabilities, and methods of the so-called “flipped classroom,” whereby

students have to read assignments or listen to a lecture online before attending their classes.

Professor Bonk is well-versed in issues of massive open online courses (MOOCs) and open educational resources (OER). The reader is invited to visit the following websites, mentioned during his latest seminar, where he provides his own resources online to be shared by a broad audience:

<http://php.indiana.edu/~cjbbonk/>
<http://www.publicationshare.com/>
<http://www.trainingshare.com/>

Yuki Nishinoh

CLA Group, Academic Affairs Division
(English translation provided by the FD office)

“Reasonable Accommodation in Higher Education: Recent Trend”

Speaker: Professor Takeo Kondo, Research Center for Advanced Science and Technology,
University of Tokyo

Date/Time: Tuesday, February 4, 2014, 14:00-15:00

Location: International Conference Room, Dialogue House

Following international trends based on the ratification of the UN Convention on the Rights of Persons with Disabilities and subsequent action in Japan, universities will soon be required to provide “reasonable accommodation” for students with disabilities. The notions of “Reasonable Accommodation” and offering learning opportunities to students with a variety of needs were presented and discussed.

In the introduction, comparison of the ratios of students with disabilities studying in universities in Japan and in the USA, surprised the audience by the large difference between Japan (0.3%) and the US (10.8%). Since as a percentage of the general population the number of disabled people may not differ much different in these countries, the small

number in Japan suggests that either there are many disabled students without any support or that few disabled people enroll at universities. Although the time was limited, Prof. Kondo discussed in detail the historical development and implementation of the US university disabled student support system starting from a consensus formation within the university. He also described the disabled students’ support system at the University of Tokyo. The seminar attracted a large number of staff and faculty members having keen interest in the reasonable accommodation in ICU.

Kenya Kubo

Director, Faculty Development

(English translation provided by the FD office)

Editor’s Note

We have an advising system that’s been in place since the university was founded and it has been made possible a detailed level of student support. The FD Newsletter has covered this advising system several times but it is the first feature regarding “advising at the graduate school”. The advising at the graduate school will be covered in two issues.

Yuki Nishinoh

CLA Group, Academic Affairs Division
(English translation provided by the FD office)

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