





Message from the President



The mission statement of Tokyo Gakugei University captures the core aim of the university as follows: "to develop talented educators who possess rich creativity and practical classroom skills backed by both advanced specialized knowledge and well-rounded general knowledge." To respond to the needs and demands of Japanese society as one of the nation's core universities specialized in teacher training, Tokyo Gakugei University seeks to contribute to the resolution of modern-day education issues affecting our increasingly complex and diverse society, as well as pupils and students themselves.

Today, Japan faces a variety of issues that no other country has ever tackled. In schools, educators and educational specialists are earnestly addressing the succession of new issues that are arising. Education itself is a wellspring of potential for the resolution of all kinds of problems. Even if we face hardship, I think we seek to find hope in education. Education is an endeavor that needs to be considered from a long-term perspective, but it has the power to steadily spread new things to people and the entire international community. By training talented educators, Tokyo Gakugei University aims to make a major contribution to the formation of new societies and cultures.

KOKUBUN Mitsuru

History

Tokyo Gakugei University (TGU) was established in May 1949, integrating four normal schools operating in Tokyo at that time. The predecessors to these normal schools were the Tokyo School of Training Elementary School Teachers, established in 1873, the Tokyo Women's Normal School, established in 1900, and others. Since its founding, TGU has sent many graduates out into the field of education nationwide, and has a long history of achievement in training educators.



-As one of the nation's core universities specialized in teacher training.

Number of Students

Number of Degree Seeking Students ··· 5,	246
Undergraduate 4	
Graduate School	788
Master Course	277
Graduate School of Teacher Education	358
Doctoral Course	153
Postgraduate Course in Special Needs Education	21
Number of Non-Degree Students	68

Research and Educational Institutes

Affiliated Schools

Koganei Area

Setagaya Area

Oizumi

Takehaya Area

Higashikurume

teaching.

University institutes including the University Library and other centers such as International Students Exchange Center and Center for Research in International Education support campus members in their research and educational activities. These are also available to the public.

Kindergarten Koganei, Koganei Elementary School,

Setagaya Elementary School, Setagaya Junior High School,

Kindergarten Takehaya, Takehaya Elementary School,

Koganei Junior High School

Oizumi Elementary School,

Takehaya Junior High School

We have 12 affiliated schools and kindergartens in which about

6,000 students are learning, in order to conduct educational re-

search and to help TGU students practice teaching. Besides giving general education to students, each affiliated school/kindergarten establishes an original research subject and earnestly devotes its effort to perform empirical and practical research in collaboration

Annually, about 1,300 TGU students are accepted to practice

with the theoretical advice given by TGU faculty.

International Secondary School

School for Children with Disabilities

Senior High School

International Students

Number of International Students	143
Degree Seeking Students	92
Undergraduate Level	18
Graduate School Level	74
Non-Degree Students	51
(Grads / Undergrads Level)	
Exchange Students	12
Teacher Training Students	
Japanese Studies Students	7
Research Students	
Others	1

Number of International Students

by Countries (Regions)

> China	······ 101
South Korea	······ 11
► Taiwan ······	
Egypt, Thailand, Vietnam	······2
► Other 21 countries	







Undergraduate Education

Faculty of Education

The Faculty of Education consists of two courses:

School Education Course

The School Education Course is divided into four classifications:

Elementary School Education, Secondary School Education, Special Needs Education, School Health Care and Education These programs train students to become professional teachers in one of four specialisms of their choice. Upon completion of the course, students receive a teaching qualification for a specific department and subject. This course is suitable for those who plan to work as schoolteachers in the future.

Educational Specialist Course

Educational Specialist

The Educational Specialist Course provides a training program for those who intend to become school support staff members. School supporters work in cooperation with schoolteachers and the local government. This course also provides training for those who wish to become curators or educational staff members at museums, theaters or libraries, and for those who wish to help solve educational problems worldwide.

	School Education Course
Elementary School Education	Japanese, Social Studies, Mathematics, Science, Music, Fine Arts, Health and Physical Education, Home Economics, English, School Education, School Psychology, International Education, Infomatics Education, Environmental Education, Technology Education of Monodzukuri, Early Childhood Education
Secondary School Education	Japanese, Social Studies, Mathematics, Science, Music, Fine Arts, Health and Physical Education, Home Economics, Technology, English, Calligraphy
Special Needs Education	Education of Individuals with Hearling Disabilities Education of Individuals with Speech Disabilities Education of Individuals with Developmental Disabilities Education for Individuals with Learning Disabilities
School Health Care and Education	School Health Care and Education
	Educational Specialist Course
Educational Specialist	Lifelong Education, Counseling and Clinical Psychology, Social Work,Multi-Cultural Education,Infomatics Education,

Academic Calendar(Undergraduate Course) The academic year starts on April 1 and ends the following March 31.

Expression Education, Lifelong Sports



Graduate Education

Graduate School of Education (Master's Course)

The objective of the Graduate School of Education Master's Course is to focus on cutting-edge themes that will be indispensable for society from now on, and to reappraise their content from an educational perspective. Such themes include globalism, educational AI (artificial intelligence), clinical psychology, and educational cooperation, all of which are needed to guide the education of the next generation. At the same time, the graduate school aims to cultivate educators and researchers who combine expertise in those themes with mastery of a comprehensive range of new skills.

The Graduate School of Education consists of two majors:

- Research and Development of Next Generation Japanese Educational System
- Research and Development of Collaborative Educational Practices
 - Education by Artificial Intelligence
 - Clinical and Counseling Psychology
 - Collaborative Education

Double Degree Programs

We offer double degree programs at the master level with Beijing Normal University in China and Seoul National University of Education in South Korea. In these programs, students study at TGU and at the partner universities, and can obtain two master's degrees.

Graduate School of Teacher Education (Professional Degree Program)

The objective of the Major in Advanced Studies on Transforming Educational Practice is to train teachers who can serve as "school leaders" for educational activities in schools and local communities. Such teachers should demonstrate advanced practical teaching skills and be able to cooperate with faculty members, parents or guardians, local residents, and experts to solve problems during the teaching of curricula and during initiatives to address present-day educational challenges.

The Graduate School of Teacher Education consists of the following program:

- Course for Development of Educational Peofessionals
 - Management for School Organization
 - Comprehensive Educational Practice
 - Teaching Subject Areas

Japanese Language Education/Social Studies Education/Mathematics Education/Science Education/Music Education/ Art&Craft Education/Calligraphy Education/Health and Physical Education/Technology and Technical Education/ Home Economics Education/Engilish Education/Informatics Education/Early Childhood Education/ School Health Care and Education

- Advancement of Special Support Education
- Education Project

Special Problem of School Education/International Understanding and Multi-Culutual Education/Environmental Education

The United Graduate School of Education (Doctoral Course)

The mission of the United Graduate School of Education is to make a contribution toward the systematic advancement of the interdisciplinary sciences in the field of education. The main focuses are on the curriculum and on the processes of teaching and learning at all age levels and in a variety of educational settings. The Graduate School provides students with the professional training programs useful in educational colleges or universities.

The doctoral course brings together four universities in Tokyo metropolitan area: Tokyo Gakugei University, Saitama University, Chiba University and Yokohama National University. TGU plays the administrative role in the program, which is composed of independent courses.



International Exchange

Our university has been participating in international exchange agreements with universities and research institutes worldwide.

International Agreements (As of May 1, 2020)

	Monash University
Australia	University of Canberra
	University of Western Sydney
	Victoria University
	Beijing Foreign Studies University
	Beijing Normal University
	East China Normal University
	Huazhong Normal University
	Hunan Normal University
China	Nanjing Normal University
	Northeast Normal University
	Shanghai Normal University
	Soochow University
	The Chinese Univresity of Hong Kong
	The Education University of Hong Kong
Egypt	Aswan University
France	Institut National des Langues et Civilisations Orientales
	Université d'Orléans
	Université Grenoble Alpes
	Université Paris Diderot
	Faculty II, University of Trier
	Friedrich-Alexander-University Erlangen-Nuremberg
Germany	Universitat Heidelberg
	Asien-Afrika-Institut of the Universitat Hamburg
	University of Music and Performing Arts Munich
India	Agharkar Research Institute
Indonesia	Universitas Pendidikan Indonesia
	Cheongju National University of Education
	Chonnam National University
	Chungnam National University
	College of Education, Seoul National University
	Gyeongin National University of Education
	Jeju National University
Korea	Kongju National University
	Korea National University of Cultural Heritage
	Korea National University of Education
	Kyonggi University
	Kyonggi University Seoul National University of Education
	Seoul National University of Education
Laos	Seoul National University of Education Silla University
Laos Mexico	Seoul National University of Education Silla University University of Seoul
Mexico	Seoul National University of Education Silla University University of Seoul National University of Laos
	Seoul National University of Education Silla University University of Seoul National University of Laos Universidad de Ciencias y Artes de Chiapas
Mexico	Seoul National University of Education Silla University University of Seoul National University of Laos Universidad de Ciencias y Artes de Chiapas Mongolian State University of Education
Mexico Mongolia New Zealand	Seoul National University of Education Silla University University of Seoul National University of Laos Universidad de Ciencias y Artes de Chiapas Mongolian State University of Education National University of Mongolia University of Canterbury
Mexico Mongolia	Seoul National University of Education Silla University University of Seoul National University of Laos Universidad de Ciencias y Artes de Chiapas Mongolian State University of Education National University of Mongolia
Mexico Mongolia New Zealand Philippines Poland	Seoul National University of Education Silla University University of Seoul National University of Laos Universidad de Ciencias y Artes de Chiapas Mongolian State University of Education National University of Mongolia University of Canterbury Philippine Normal University Jagiellonian University
Mexico Mongolia New Zealand Philippines	Seoul National University of Education Silla University University of Seoul National University of Laos Universidad de Ciencias y Artes de Chiapas Mongolian State University of Education National University of Mongolia University of Canterbury Philippine Normal University Jagiellonian University Göteborg University
Mexico Mongolia New Zealand Philippines Poland	Seoul National University of Education Silla University University of Seoul National University of Laos Universidad de Ciencias y Artes de Chiapas Mongolian State University of Education National University of Mongolia University of Canterbury Philippine Normal University Jagiellonian University Göteborg University Umeå University, Department of Creative Studies
Mexico Mongolia New Zealand Philippines Poland	Seoul National University of Education Silla University University of Seoul National University of Laos Universidad de Ciencias y Artes de Chiapas Mongolian State University of Education National University of Mongolia University of Canterbury Philippine Normal University Jagiellonian University Göteborg University
Mexico Mongolia New Zealand Philippines Poland Sweden	Seoul National University of Education Silla University University of Seoul National University of Laos Universidad de Ciencias y Artes de Chiapas Mongolian State University of Education National University of Mongolia University of Canterbury Philippine Normal University Jagiellonian University Göteborg University Umeå University, Department of Creative Studies National Taichung University National Taiwan Normal University
Mexico Mongolia New Zealand Philippines Poland Sweden	Seoul National University of Education Silla University University of Seoul National University of Laos Universidad de Ciencias y Artes de Chiapas Mongolian State University of Education National University of Mongolia University of Canterbury Philippine Normal University Jagiellonian University Göteborg University Umeå University, Department of Creative Studies National Taichung University National Taiwan Normal University National Taiwan University
Mexico Mongolia New Zealand Philippines Poland Sweden Taiwan	Seoul National University of Education Silla University University of Seoul National University of Laos Universidad de Ciencias y Artes de Chiapas Mongolian State University of Education National University of Mongolia University of Canterbury Philippine Normal University Jagiellonian University Göteborg University Umeå University, Department of Creative Studies National Taichung University National Taiwan Normal University National Taiwan University Faculty of Education, University of Dar es Salaam
Mexico Mongolia New Zealand Philippines Poland Sweden Taiwan Tanzania	Seoul National University of Education Silla University University of Seoul National University of Laos Universidad de Ciencias y Artes de Chiapas Mongolian State University of Education National University of Mongolia University of Canterbury Philippine Normal University Jagiellonian University Göteborg University Umeå University, Department of Creative Studies National Taichung University National Taiwan Normal University National Taiwan University Faculty of Education, University of Dar es Salaam Chang Mai Rajabhat University
Mexico Mongolia New Zealand Philippines Poland Sweden Taiwan	Seoul National University of Education Silla University University of Seoul National University of Laos Universidad de Ciencias y Artes de Chiapas Mongolian State University of Education National University of Mongolia University of Canterbury Philippine Normal University Jagiellonian University Göteborg University Umeå University, Department of Creative Studies National Taichung University National Taichung University National Taiwan Normal University National Taiwan University Faculty of Education, University of Dar es Salaam Chang Mai Rajabhat University
Mexico Mongolia New Zealand Philippines Poland Sweden Taiwan Tanzania	Seoul National University of Education Silla University University of Seoul National University of Laos Universidad de Ciencias y Artes de Chiapas Mongolian State University of Education National University of Mongolia University of Canterbury Philippine Normal University Jagiellonian University Göteborg University Umeå University, Department of Creative Studies National Taiwan Normal University National Taiwan Normal University National Taiwan University Faculty of Education, University of Dar es Salaam Chang Mai Rajabhat University Silpakorn University
Mexico Mongolia New Zealand Philippines Poland Sweden Taiwan Tanzania Thailand	Seoul National University of Education Silla University University of Seoul National University of Laos Universidad de Ciencias y Artes de Chiapas Mongolian State University of Education National University of Mongolia University of Canterbury Philippine Normal University Jagiellonian University Jagiellonian University Göteborg University Umeå University, Department of Creative Studies National Taivan Normal University National Taiwan Normal University National Taiwan University Faculty of Education, University of Dar es Salaam Chang Mai Rajabhat University Silpakorn University Thammasat University
Mexico Mongolia New Zealand Philippines Poland Sweden Taiwan Tanzania	Seoul National University of Education Silla University University of Seoul National University of Laos Universidad de Ciencias y Artes de Chiapas Mongolian State University of Education National University of Mongolia University of Canterbury Philippine Normal University Jagiellonian University Jagiellonian University Göteborg University Umeå University, Department of Creative Studies National Taikvan University National Taiwan University National Taiwan University Faculty of Education, University of Dar es Salaam Chang Mai Rajabhat University Khon Kaen University Silpakorn University Thammasat University The University of Nottingham
Mexico Mongolia New Zealand Philippines Poland Sweden Taiwan Tanzania Thailand	Seoul National University of Education Silla University University of Seoul National University of Laos Universidad de Ciencias y Artes de Chiapas Mongolian State University of Education National University of Mongolia University of Canterbury Philippine Normal University Jagiellonian University Göteborg University Umeå University, Department of Creative Studies National Taichung University National Taiwan University National Taiwan University Faculty of Education, University of Dar es Salaam Chang Mai Rajabhat University Khon Kaen University Silpakorn University Thammasat University The University of Nottingham Ball State University
Mexico Mongolia New Zealand Philippines Poland Sweden Taiwan Tanzania Thailand	Seoul National University of Education Silla University University of Seoul National University of Laos Universidad de Ciencias y Artes de Chiapas Mongolian State University of Education National University of Mongolia University of Canterbury Philippine Normal University Jagiellonian University Göteborg University Umeå University, Department of Creative Studies National Taichung University National Taichung University National Taiwan Normal University National Taiwan University Faculty of Education, University of Dar es Salaam Chang Mai Rajabhat University Khon Kaen University Silpakorn University Thammasat University Thammasat University Ball State University Bridgewater State University
Mexico Mongolia New Zealand Philippines Poland Sweden Taiwan Tanzania Thailand U.K.	Seoul National University of Education Silla University University of Seoul National University of Laos Universidad de Ciencias y Artes de Chiapas Mongolian State University of Education National University of Mongolia University of Canterbury Philippine Normal University Jagiellonian University Göteborg University Umeå University, Department of Creative Studies National Taichung University National Taiwan Normal University National Taiwan University of Dar es Salaam Chang Mai Rajabhat University Khon Kaen University Silpakorn University Thammasat University The University of Nottingham Ball State University Bridgewater State University
Mexico Mongolia New Zealand Philippines Poland Sweden Taiwan Tanzania Thailand	Seoul National University of Education Silla University University of Seoul National University of Laos Universidad de Ciencias y Artes de Chiapas Mongolian State University of Education National University of Mongolia University of Canterbury Philippine Normal University Jagiellonian University Göteborg University Göteborg University Umeå University, Department of Creative Studies National Taichung University National Taiwan Normal University National Taiwan University Faculty of Education, University of Dar es Salaam Chang Mai Rajabhat University Khon Kaen University Silpakorn University Thammasat University Thammasat University Ball State University Bridgewater State University Carthage College Central Washington University
Mexico Mongolia New Zealand Philippines Poland Sweden Taiwan Tanzania Thailand U.K.	Seoul National University of Education Silla University University of Seoul National University of Laos Universidad de Ciencias y Artes de Chiapas Mongolian State University of Education National University of Mongolia University of Canterbury Philippine Normal University Jagiellonian University Göteborg University Göteborg University Umeå University, Department of Creative Studies National Taichung University National Taiwan Normal University National Taiwan University Faculty of Education, University of Dar es Salaam Chang Mai Rajabhat University Silpakorn University Silpakorn University Thammasat University The University of Nottingham Ball State University Bridgewater State University Carthage College Central Washington University
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Mexico Mongolia New Zealand Philippines Poland Sweden Taiwan Tanzania Thailand U.K.	Seoul National University of Education Silla University University of Seoul National University of Laos Universidad de Ciencias y Artes de Chiapas Mongolian State University of Education National University of Mongolia University of Canterbury Philippine Normal University Jagiellonian University Göteborg University Göteborg University Umed University, Department of Creative Studies National Taichung University National Taiwan Normal University National Taiwan Normal University Faculty of Education, University of Dar es Salaam Chang Mai Rajabhat University Silpakorn University Silpakorn University Thammasat University The University of Nottingham Ball State University Bridgewater State University Carthage College Central Washington University The State University of New York College at Cortland University of Hawai'i at Hilo
Mexico Mongolia New Zealand Philippines Poland Sweden Taiwan Taiwan Tanzania U.K.	Seoul National University of Education Silla University University of Seoul National University of Laos Universidad de Ciencias y Artes de Chiapas Mongolian State University of Education National University of Mongolia University of Canterbury Philippine Normal University Jagiellonian University Göteborg University Umeå University, Department of Creative Studies National Taichung University National Taichung University National Taichung University Faculty of Education, University of Dar es Salaam Chang Mai Rajabhat University Silpakorn University Silpakorn University Silpakorn University The University Ottingham Ball State University Bridgewater State University Carthage College Central Washington University Chege of Education, Michigan State University The State University College of Education, Michigan State University The State University of New York College at Cortland University of Hawai'i at Hilo
Mexico Mongolia New Zealand Philippines Poland Sweden Taiwan Tanzania Thailand U.K.	Seoul National University of Education Silla University University of Seoul National University of Laos Universidad de Ciencias y Artes de Chiapas Mongolian State University of Education National University of Mongolia University of Canterbury Philippine Normal University Jagiellonian University Göteborg University Göteborg University Umed University, Department of Creative Studies National Taichung University National Taiwan Normal University National Taiwan Normal University Faculty of Education, University of Dar es Salaam Chang Mai Rajabhat University Silpakorn University Silpakorn University Thammasat University The University of Nottingham Ball State University Bridgewater State University Carthage College Central Washington University The State University of New York College at Cortland University of Hawai'i at Hilo



International Students

Degree-seeking / Regular Students

► Undergraduate Students

Students who enroll in the university for four or more years and earn the prescribed number of credits are awarded a degree. Students in the School Education and the Educational Specialist Course earn a Bachelor of Education. Students who earn the credits stipulated by the School Teacher's License Act, based on their curriculum, are also awarded the appropriate teaching license.

Graduate Students (Master's Program)

Students who enroll in TGU's Graduate School (master's program) for two or more years, earn the prescribed number of credits, pass a review of their Master's dissertation, depending on the program and seminars they participated in, will be awarded a master's degree.

Graduate Students (Doctoral Program)

Students who enroll in the Graduate School (doctoral program) for three or more years, earn the prescribed number of credits, pass a review of their doctoral dissertation, and pass their final exam will be awarded a doctoral degree.





Non-Degree / Non-Regular Students

Exchange Students (Undergraduate/Graduate level)

Exchange students are international students from TGU's partner universities with which TGU has student exchange agreements. They take classes for a short-term period (up to one year) at TGU and a transcript will be issued for the courses taken.

◆ ISEP (International Student Exchange Program in English)

In this program, TGU professors teach classes relating to Japanese culture and society in English in their respective fields of specialization. Exchange Students can take classes in English in a wide range of non-language subjects. Every ISEP academic year starts from Autumn semester and consists of two semesters. • Research Students

These are students who conduct research on a specific topic under the guidance of an academic advisor. Their term of enrollment is usually six months or one year. They are not awarded any special degrees or certifications.

Credit-Earning Students

Non-TGU students who take one or more classes at TGU are referred to as credit-earning students. Students who pass a test for a subject covered by the course they are taking, will earn the prescribed credits for that course.

International Student Exchange Center (GISEC)

The International Student Exchange Center serves a wide variety of purposes. It offers Japanese language preparatory education and Japanese Studies classes to international students, provides counseling and advice related to both academics and everyday living, and investigates best practices in education.

GISEC: http://www.u-gakugei.ac.jp/~gisec/english/index.html

Student Life

Each student will receive positive advice and will be given careful counseling support from an academic advisor at Tokyo Gakugei University. We also have specific support systems for leading a fruitful student life and for making good progress in studies without anxiety.

Financial Support

Japanese Government (MEXT) Scholarships

There are some Japanese government-sponsored scholarships available under the Japanese Government (Monbukagakusho:MEXT) Scholarship program. Please visit the website below for further information on the application process:

STUDY IN JAPAN: https://www.studyinjapan.go.jp/en/index.html

Scholarships provided by JASSO(Japan Student Services Organization), other non-governmental organizations, and local governments for Privately-Financed International Students

The annual screening of the 'Monbukagakusho Honors Scholarship for Privately-Financed International Students' is scheduled to be held by JASSO in Spring each year. The application procedure for scholarships awarded by nongovernmental organizations and local governments differs for each body. Please also visit the website below for scholarship information.

JASSO: https://www.jasso.go.jp/en/index.html STUDY IN JAPAN: https://www.studyinjapan.go.jp/en/index.html

Housing

Tokyo Gakugei University offers the following housing facilities for international students and researchers who are granted Japanese Government Scholarships or dispatched based on the Academic Exchange Agreement: International House, Higashi-Kurume International Student Dormitory, and International Student Dormitory Association of Kodaira (Hitotsubashi University).

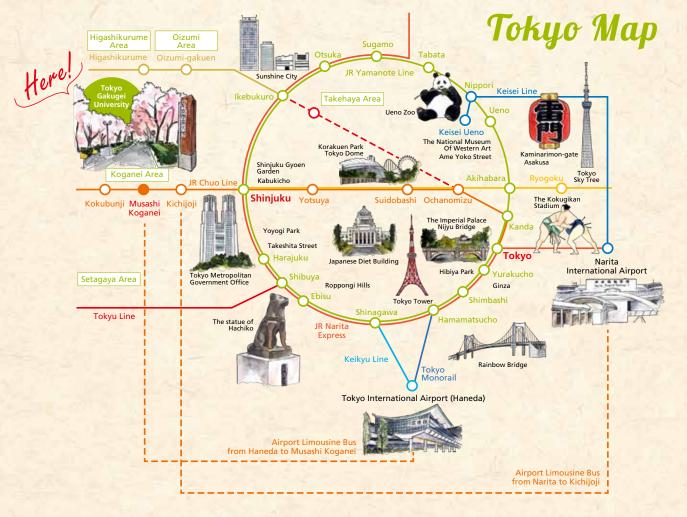
We open applications for university housing to the applicant before their travel to Japan. If you are one of those privatelyfinanced students and want to rent housing facilities, please enquire at the International Division, TGU. In addition, the University Co-op on campus offers housing support for students.

Supporting International Students [Tutors]

We offer language tutors and student support services to help international students with their Japanese as well as other aspects of student life at TGU.

[Japanese Language Courses]

GISEC offers five different levels of Japanese language courses. International students can join the courses after taking a placement test.



Access to Tokyo Gakugei University



From Narita International Airport

- Take JR (Japan Railways) Narita Express from "Narita International Airport" to "Tokyo" station. Change to JR Chuo Line and get off at "Musashikoganei" Station. Take the Keio bus bound for KODAIRA Danchi (No. 5) to "Gakugeidai Seimon" bus stop.
- Take the Airport Limousine Bus bound for "Kichijoji" station from Narita International Airport. At "Kichijoji," go onto JR Chuo line and get off at "Musashikoganei" Station. Take the Keio bus bound for KODAIRA Danchi (No. 5) to "Gakugeidai Seimon" bus stop.

From Tokyo International Airport(Haneda)

- Take Tokyo Monorail from "Tokyo International Airport" to JR "Hamamatsucho" station. Change to JR Yamanote Line and get off at "Tokyo" Station. Change to JR Chuo Line and get off at "Musashikoganei" Station. Take the Keio bus bound for KODAIRA Danchi (No. 5) to "Gakugeidai Seimon" bus stop.
- Take the Airport Limousine Bus bound for "Musashikoganei Station south exit" from Tokyo International Airport. Take the Keio bus bound for KODAIRA Danchi (No. 5) to "Gakugeidai Seimon" bus stop.



Tokyo Gakugei University

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