

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

**Bukkyo University**

<b>Basic Information of the Institution</b>	
Ownership: Private	Location: Kyoto, Japan
<b>Accreditation Status</b>	
Year of the Review: 2012	
Accreditation Status: accredited (Accreditation Period: April 1, 2013 – March 31, 2020)	
<b>Related Links</b>	
Bukkyo University: <a href="http://www.bukkyo-u.ac.jp/english/">http://www.bukkyo-u.ac.jp/english/</a>	
Full Text of the Accreditation Results (in Japanese): <a href="http://www.juaa.or.jp/accreditation/university/result_2012.html">http://www.juaa.or.jp/accreditation/university/result_2012.html</a>	
Accreditation Standards, Process and other related information (in English): <a href="http://www.juaa.or.jp/en/accreditation/university.html">http://www.juaa.or.jp/en/accreditation/university.html</a>	

## Certified Evaluation and Accreditation Results for Bukkyo University

### Notable Strengths

#### *Student support*

- It is commendable that Bukkyo University provides support to challenged students based on the kinds and degrees of their disabilities. For example, the university stipulated as guidelines “Basic Policies for Supporting Enrollment and Education of Physically-challenged Students.” Faculty and staff talk with challenged students before and when they apply. Once they are enrolled, for visually impaired students, tools such as the Braille PC are made available, and exam questions are transcribed. For hearing-challenged students, the university provides note takers or sign-language interpreters. The Student Counseling Office has part-time staff specializing in students with developmental disorders.

#### *Social cooperation and contribution*

- It is commendable that, based on its principles for regional cooperation, the university actively works for the local community, by offering open lectures to the public and student volunteer opportunities. For example, approximately 38,000 citizens participated in open lecture programs such as the Holy Priest Honen Course offered at the Shijo Center. The Clinical Psychology Research Center offers more than 3000 consultations per year. Furthermore, the Volunteers Office has helped enhance student active participation in volunteer activities.

### Suggestions for Improvement

#### *Educational content, methods, and outcome*

- In all the Undergraduate Schools, the maximum number of credits that students can register for in a year is high at 50. This should be improved in accordance with the purpose of the credit system.
- All the Graduate Schools lack organizational efforts to improve educational content and methods. The university should address this issue.
- In the doctoral program, some students complete all the requirements except dissertation, and leave the university before completing their dissertation requirement within the time limit set by the university. Later, when these students submit their dissertations, even though they do not have the enrollment status, they are granted doctoral degrees in the same manner as those students continuously enrolled. This is not an appropriate use of the system that should be corrected. In accordance with the purpose of having doctoral programs, the university should also create measures to enhance the degree completion within the required time frame.

#### *Enrollment*

- In the School of Sociology, the ratio of enrolled students to the student enrollment cap is high at 1.26. This should be improved.
- The ratio of enrolled students to the student enrollment cap is low at 0.49 in the

master's course of the Graduate School of Literature, 0.35 in the master's course in the Graduate School of Sociology, and 0.25 in the master's course in the Graduate School of Social Welfare, respectively. These numbers should be improved.

- The ratio of transfer students to the transfer student admission cap is high at 1.40 in the Department of English in the School of Literature. The ratio is low at 0.20 in the Department of Clinical Psychology in the School of Education. It is also low at 0.60 in the Department of Social Welfare in the School of Social Welfare. These numbers should be improved.

### **Area of Serious Concern**

#### *Enrollment*

- The ratio of enrolled students to the student enrollment cap in the School of Literature is high at 1.30. In the last five years, the average of the ratios of enrolled freshmen to the freshman admission cap in the Department of English in the School of Literature is high at 1.25. These numbers are serious and must be rectified.