

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

Tohoku Fukushi University



<b>Basic Information of the Institution</b>	
Ownership: Private	Location: Miyagi, Japan
<b>Accreditation Status</b>	
Year of the Review: 2016	
Accreditation Status: accredited (Accreditation Period: April.01.2017 – March.31.2024)	

## Certified Evaluation and Accreditation Results for Tohoku Fukushi University

### Overview

Tohoku Fukushi University (hereafter, the University) originated with the Branch Training Center of Soto Zen Buddhism, which was founded in 1875. The University formally opened in 1962 in Sendai City, Miyagi Prefecture, after annexing Tohoku Fukushi Junior College, which was founded in 1958. It currently has four faculties: the Faculty of Comprehensive Welfare, the Faculty of Comprehensive Management, the Faculty of Education, and the Faculty of Health Sciences. The University also contains two graduate schools, the Graduate School of Comprehensive Welfare and the Graduate School of Education; and two distance learning courses, one in the Faculty of Comprehensive Welfare and one in the Graduate School of Comprehensive Welfare.

With “integration of learning and practice” as its founding spirit and “altruism as my interest” as its basic philosophy, the University principally aims to equip talented persons with virtuous personalities and good education so that they might positively contribute to the welfare of society. As an institution devoted to welfare, the University has engaged in the development of new welfare initiatives closer to the local community while also training students in the relevant qualifications to pass national exams.

The previous accreditation review was done by Japan University Accreditation Association (JUAA) in 2009. After consideration of the recommendations provided by JUAA in the 2009 accreditation, the University has introduced a system for improvement that has been led by the Faculty and Department Managers Council. In addition, it established the Internal Quality Assurance Committee in 2015 to develop a system that fosters further improvements, evaluation, and verification.

This accreditation review notes several distinctive efforts made by the University. First, in regards to its education, practical training and education have been implemented, making full use of the hospital, laboratories and social welfare facilities affiliated with the University for the practical education of graduate students. Second, in regards to its social collaboration and contribution, efforts have been made to meet the needs of the local community via project activities closely related to the community and student group activities. Efforts have also sought to develop a system that invites participation by a broad range of individuals with exceptional achievements in society, overseas, and in various other segments to meet social needs. However, issues remain in several areas, including the student enrollment management, credit registration in some faculties and departments, the curriculum in graduate schools, and the process of granting doctoral degrees in a course-based graduate program.

JUAA expects that the Internal Quality Assurance Committee and its subordinate organization, the Internal Quality Assurance Subcommittees of faculties, graduate schools, and administration, by ensuring the function of the evaluation and review system will improve the various issues and evaluate and review the University’s overall education and research in order to further develop the institution as a university of welfare.

### Notable Strengths

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

- It is commendable that the University is offering education to train individuals that are capable of handling advanced professional work. For example, the master’s program in Psychology for Human Well-Being in the Graduate School of Comprehensive Welfare utilizes Tohoku Fukushi University Sendan Hospital for students’ year-round as well as short-term practical training due to its affiliation with the University. The program trains students to experience and learn team medical care, the professional code of conduct, and professional ethics. In addition, the clinical psychology counseling room provides

students with opportunities for practicing the managerial functions that accompany clinical psychology as well as psychological therapy.

#### *Social Cooperation and Contribution*

- It is commendable that the University, the student organizations, and the community association actively work together to support local residents' activities, such as a neighborhood watch program and natural-disaster relief efforts. In particular, the University has established the Community Co-Creation Promotion Office to share information and solve various problems in cooperation with community associations around the University, and has enabled a student group, "Magono-te Club" to be the initiator of these activities.

#### **Suggestions for Improvement**

##### *Faculty and Faculty Organization*

- The qualification criteria of faculty members who can supervise graduate students are not stipulated. This should be improved.

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

- The policy on degree award in the Department of Industrial Welfare Management of the Faculty of Comprehensive Management does not stipulate required learning outcomes for the completion of the program. This should be improved.
- In the Faculty of Comprehensive Welfare, the Faculty of Comprehensive Management, the Department of Healthcare Management in the Faculty of Health Sciences, and the Faculty of Education, students are allowed to register for as many as 60 credits in cases where a student is taking courses for certification examination, despite the maximum number of credits allowed being officially set at 46. This should be improved considering the purpose of a credit system.
- In the doctoral program in the Graduate School of Comprehensive Welfare, some students complete all the requirements except the dissertation but leave the University before completing their dissertation requirement within the time limit. It is stipulated that when these students submit their dissertations later, even though they do not have enrollment status, they are granted doctoral degrees in the same manner as those students who have been continuously enrolled. This is not an appropriate use of the system. The criteria for granting doctoral degrees should be reconsidered, and in accordance with the purpose of a course-based doctoral program, measures to facilitate degree completion within the required time frame should be taken.

##### *Enrollment*

- In 2016, the average of the ratios of the last five years of enrolled freshmen to the freshman admission cap and the ratio of enrolled students to the student enrollment cap are both high at 1.20 in the Faculty of Comprehensive Welfare (except its distance learning course), and 1.22 and 1.20 respectively in the Department of Psychology for Human Well-Being in the Faculty of Comprehensive Welfare. These numbers should be improved.

##### *Administration and Finance*

- While the sufficiency rate of financial assets against required reserve fund has remained at a low level, and the rate of consumption expenditures carried over from

the previous year per imputed income is on the increase, the University is expected to develop a mid- and long-term financial plan with specific numerical targets in an effort to stabilize its financial basis for the stable implementation of education and research in the future.