

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

Miyagi University of Education

Basic Information of the Institution	
Ownership: National	Location: Miyagi, Japan
Accreditation Status	
Year of the Review: 2012	
Accreditation Status: accredited (Accreditation Period: April 1, 2013 – March 31, 2020)	
Related Links	
Miyagi University of Education: http://www.miyakyo-u.ac.jp/english/	
Full Text of the Accreditation Results (in Japanese): http://www.juaa.or.jp/accreditation/university/result_2012.html	
Accreditation Standards, Process and other related information (in English): http://www.juaa.or.jp/en/accreditation/university.html	

Certified Evaluation and Accreditation Results for the Miyagi University of Education

Notable Strengths

Student support

- It is commendable that the Miyagi University of Education made prompt and sizable efforts to support earthquake victims financially. For example, it raised funds and established the “Support Scholarship for the Great East Japan Earthquake Sufferers Enrolled in the Miyagi University of Education” in order to assist students suffering from the earthquake. In July 2011, 135 students (including 70 undergraduate students, 7 graduate students, and 58 students from the schools attached to the university) received the scholarship. Considering the university’s size, this is a huge project. Other measures of support have included an exemption of application and entrance fees as well as tuition waivers that continued through the academic year of 2012.
- It is commendable that the university supports physically challenged students effectively. For example, by establishing the Support Service Office for Students with Disabilities, the university supports an increasing number of students with hearing impairment. The Mobile Distance Information Access System, in which volunteers who live distantly transcribe lectures, provides online access to ongoing lectures to challenged students. There is also a system that provides subtitles for visual materials. These systems have effectively supported the academic development of these students. The Faculty Handbook for Deaf and Hard-of-Hearing Students has helped faculty to understand the challenges the students face and provided support to faculty and students. As a result, an increasing number of courses offer this service. A growing number of student volunteers also support their challenged peers. Such volunteer experiences help fulfill the university’s educational mission and cultivate students’ human agencies and abilities to fully participate in society.

Social cooperation and contribution

- In 2005, the United Nations University authorized the “Greater Sendai Education for Sustainable Development (ESD) in the Regional Center of Expertise (RCE),” organized by the Miyagi University of Education, as a hub for promoting education of sustainable development (ESD). In Miyagi Prefecture, the university assisted 53 elementary and junior high schools in applying for UNESCO School status and contributed to the promotion of ESD activities by organizing various seminars in collaboration with the local Boards of Education. As a result, 55 of the 306 UNESCO Schools in Japan are located in Miyagi Prefecture. It is commendable that seminar content has been utilized in various ways, including subject matter for open lectures and courses being offered to those renewing their teaching certificates. It has been used to formulate recommendations made at the 9th ESD Seminar for Creating Future held in 2011. The recommendations gave ideas of the mission of earthquake recovery efforts through development education in schools and communities.
- It is commendable that the university has continued to support earthquake recovery efforts in the region from the perspective of education. In the aftermath of the Great East Japan Earthquake, the university’s Center for Disaster Education & Recovery Assistance designed and implemented recovery programs by making use of the

networks with various Boards of Education within Miyagi Prefecture and schools. In particular, the university's Mental Care Project has offered support for teachers through lectures and for students through individual counseling. The Center has been a liaison with national teacher education universities to call for college students willing to help in the disaster area. A total of 340 volunteers have participated with backing from the Center arranging for stays at the university lodging.

- It is commendable that the university established the Miyagi University of Education Prize to recognize primary and secondary school teachers, being involved in the everyday practices of education, who have created excellent teaching programs. This has effectively activated unique and practical educational efforts, with applicants from not just Miyagi but also from other prefectures. Students, who are studying education at the university, have the opportunity to hear the winner present the latest practical initiatives in education.

Suggestions for Improvement

Educational content, methods, and outcome

- The master's program in the Graduate School of Education has not clarified the policies for the granting of degrees, or the policies in designing and implementing the curriculum. This should be improved by separating policies for the Graduate School of Education and those for the Research Division of Advanced Teacher Training, clarifying these policies, and making them public through appropriate means.
- In the Faculty of Education, the maximum number of credits that can be registered for in a year is 56 (28 for half a year). The number is high, even when considering that many students seek teacher qualifications to teach several subjects. This should be improved to assure the quality of education in accordance with the purpose of the credit system.
- The contents of syllabi vary in their specificities across the university. A system to check syllabi needs to be established in order to make their contents more helpful to students' learning.
- In the master's program of the Graduate School of Education, the criteria for examining degree seeking theses have not been clarified. This should be improved by indicating them in the Student Handbook (and other handbooks).