

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

Japan Lutheran College



Basic Information of the Institution	
Ownership: Private	Location: Tokyo, Japan
Accreditation Status	
Year of the Review: 2017	
Accreditation Status: accredited (Accreditation Period: April.01.2018 – March.31.2025)	

Certified Evaluation and Accreditation Results for Japan Lutheran College

Overview

Japan Lutheran College (hereafter, the College) was founded in 1964 as Japan Lutheran Theological College which was a single-department (Department of Theology) college for the purpose of training pastors. Through reorganizations of faculties and departments and the establishment of a graduate school, it is now a college comprised of the Faculty of Integrated Human Studies and the Graduate School of Integrated Human Studies. With its campus in Mitaka City, Tokyo, the College conducts education and research activities based on its founding philosophy of “making Christ’s heart our heart.”

Following the accreditation review by Japan University Accreditation Association (JUAA) in 2010, the College underwent a drastic revision at the Reform Examination and Promotion Headquarters, conducted an extensive reorganization from a three-department system to one-department and five-course system in 2014, and formulated a mid-term plan for a five-year period from 2016 and also developed a system to manage the progress of that plan. Through these initiatives, the College is making efforts such as improving student enrollment, but since students in the new department have not yet completed the full years of coursework, the College is expected to verify the situation and work on further improvements in the future.

In this accreditation review, JUAA found it significant that the College takes advantage of its unique features and systematically works on support for disabled students and develops support according to students’ needs such as one-on-one reading at the library, and that as part of its social contribution activities it provides training for graduates and training for professionals in the areas of psychology, social work and education and makes efforts towards fostering community social work leaders.

However, the Faculty of Integrated Human Studies has an issue with a high limit of the number of credits for which transfer students can register in the first year at the College, and the graduate school also has issues such as inadequate contents in the degree award policy, as well as inadequate development of thesis or specified assignments examination criteria in the Master’s program, and issues with the curriculum of the Doctoral program. It is expected the College will appropriately understand the current situation through self-study and evaluation, conduct verification and work toward improvements for further development.

Notable Strengths

Student Support

- The College established the Disabled Student Support Committee to enhance the support system for disabled students, and it assigns disabled student advisers (teachers) and disabled student coordinators (staff members), continuously conducts interviews before disabled students join the College and provides detailed support according to each student's situation such as sign language interpreting and note taking in cooperation with the Lutheran Support Service student volunteer circle. Further, disabled student coordinators (staff members) coordinate with the library in supporting vision-impaired students in classes by digitizing course materials and providing one-on-one reading. It is commendable that the College utilizes its expertise in providing college-wide systematic support to disabled students in this way.

Social Cooperation and Contribution

- The Comprehensive Clinical Consultation Center has three areas – clinical consultation, clinical thanatology research, and training – each of which provides consultations, research programs and training related to nurturing professionals and managers for interpersonal assistance in the fields of psychology, social work, and education. It provides opportunities to acquire a high degree of skills to not only graduates and degree holders of the College but also to professionals and organizations across Japan in the areas of psychology, social work and education, in which participants work on research in line with issues in the field and have produced results such as solving challenges. The Community Human Resource Development Center works with the cities of Mitaka, Musashino and Koganei to hold Community Welfare Facilitator Training Courses to foster the abilities of citizens to plan and carry out support activities on their own, and it has been nurturing human resources to promote community welfare through activities such as volunteer activities and community activities for many years. It is commendable that the College gives the outcomes of its education and research back to society through these initiatives to foster professionals and community welfare leaders.

Suggestions for Improvement

Educational Content, Methods, and Outcome

- At the Graduate School of Integrated Human Studies, the degree award policy of the Master's of Social Work and the Doctor of Philosophy (Social Work), which were newly established in 2017, does not show the learning outcomes such as knowledge and abilities that students need to acquire to complete the program, and the degree award policy of the Master of Arts in Clinical Psychology does not show the learning outcomes such as knowledge and abilities that students need to acquire to complete the program other than for the students who are to acquire the qualification of clinical psychotherapist or certified public psychologist; this needs to be rectified.
- The curriculum of the Doctor of Philosophy (Social Work) of the Graduate School of Integrated Human Studies is only composed of research supervision subjects with no specification of credits and has no course work, which cannot be said to appropriately combine research work and course work, so educational program appropriate to that program needs to be offered in light of the purpose of the program-based graduate school system.
- The maximum number of credits for which transfer students can register at the Faculty of Integrated Human Studies in the first year at the College is high at 54 credits. This issue should be addressed in light of the purpose of the credit system.
- The Graduate School of Integrated Human Studies has procedures to recognize acquired credits in the graduate school rules, but there is no prescribed limit on the number of credits that can be recognized. This issue should be addressed.
- The Master's of Social Work at the Graduate School of Integrated Human Studies has no clearly separate examination criteria for Master's theses and specified assignments. This issue should be addressed so that separate examination criteria are formulated.

Administration and Finance

- Since 2015, the ratio of the Excess Expenditure Carried forward to the next year to Operational Revenue (imputed income) has increased due to a reduction in income from tuition and other student fees, and the ratio of the financial assets to the required reserve fund has been reduced., it cannot be said that the financial base required to realize the education and research purposes and goals is adequate, so the College is expected to formulate a mid-to-long-term financial plan clarifying specific numerical targets and strive to stabilize its financial basis.