

## **Decision of Institutional Certified Evaluation and Accreditation**

Osaka Kyoiku University complies with the Standards for the Establishment of Universities and other relevant laws and regulations, and meets the Standards for Evaluation and Accreditation of Universities set by NIAD-UE.

Good practices identified by the review committee include:

- The National Mental Support Center for School Crisis established to conduct research and studies on school crises, and the Japan International Safe Schools Certifying Centre, WHO-CCCSP (JISS, WHO-CCCSP), made available to researchers engaging in research and studies in this area of study,
- Offering “School Crisis and Response,” a series of relay-style lectures delivered by a multiple number of experts as a general education subject, and “School Safety” in the Courses for School Teachers as a compulsory subject to enhance the curriculum on School Safety,
- Practical School Education Major working to develop graduate school education as pre-job training, exemplified by the launch of Teaching Methodology courses such as “Lesson Design” and “Case Study Work” as new programs designed to enhance practical teaching skills required of new teachers. The programs were developed based on the “Pre-service Graduate Teacher Education Project,” selected in the FY2005 Program for Promoting the Development of Teachers by Universities and Graduate Schools offered by MEXT, in collaboration and cooperation with the Osaka Prefectural Board of Education, using the board’s new employment scheme that allows newly qualified teachers to enroll in graduate schools for two years, suspending their entry into full teacher employment status during this period,
- Starting questionnaire surveys in FY2006 targeting graduates of the undergraduate programs, graduate school and advanced course, and conducting surveys in FY2012 targeting former students who graduated 5, 10, 15 and 20 years earlier,
- Launching a scheme for student projects in FY2006 in which the university provides financial assistance for seven projects a year on the average that are voluntarily and creatively planned by students, after examination and selection by the student support committee,
- Strengthening support for disabled students, including the creation of a suitable

environment for these students, exemplified by the setting up of a committee in charge of assistance for disabled students, the establishment of the Office for Students with Disabilities, and the clear description of the office's services and other items in its charter, and

- Creating a system to commend supporting staff for obtaining qualifications in order to encourage their self-development and motivation, among other purposes.

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