The logo of Meio University in Nago, Okinawa, where the cherry blossom front starts in Japan, describes the cherry blossom in the diamond. The five petals of the cherry blossom symbolize the sovereign values of the human race: Truth, Good, Beauty, Sacredness and Health. The endless four sides of the diamond mean brotherhood in the four oceans beyond the horizons of which we extend our founding spirits of Peace, Liberty, and Progress.

1220-1 Biimata, Nago City, Okinawa, Japan 905-8585  E-mail : info@meio-u.ac.jp
Telephone: +81-980-51-1100  /  Fax: +81-980-52-4640
Meio University: Its Education and Mission

Meio University was established in 1994 with public funds from Nago City, and eleven other municipalities in northern Okinawa. It then became a public university on April 1, 2010. We celebrated the 20th anniversary of the foundation and the 5th anniversary of the university becoming a public university in the year 2014. Meio University remains dedicated to its founding principles of “Peace, Freedom, and Progress” and its mission of contributing to world peace, this university was established with public funds by Okinawa Prefecture as well as the northern 12 towns and villages which have the city of Nago as their center. In 2010, Meio was reborn as a public university. However, from its very inception Meio has always extended its founding spirit of “peace, freedom and progress.”

If we trace the history of mankind, it is no exaggeration to say it has been a history of warfare; and for that fact alone, the spirit which aspires to peace for mankind will not be at a loss. In particular, in our own Okinawa Prefecture, which was transformed into a battleground for the last fierce fighting of World War II where intense ground warfare unfolded, the cultural legacy built up by our forebears was utterly demolished with over 200,000 precious lives lost. Accordingly, the aspiration for peace as a matter of great consequence for the citizens of the prefecture. Born out of this kind of historical understanding and from a desire to contribute to the construction and maintenance of world peace, this university was established to accomplish the mission of proclaiming a message of peace.

Without peace, there can be no freedom. Yet the struggle for freedom has been at the heart of human history. Mankind has struggled to liberate itself from dictatorship, oppression, social injustice, discrimination, poverty and starvation. However, our own county has a history where we experienced a time when we were a militaristic nation and a feudalistic society which oppressed freedom; and in the case of this prefecture, we were placed under American occupation and administrative authority starting from the Battle of Okinawa and extending over the succeeding 27 years. About what this university has been emphasizing—-it goes without saying—freedom of speech, of faith and of inquiry; we expect no argument. Without freedom, there can be no progress in university research and education.

Without peace and freedom, there can be no progress for human society. Without peace and freedom, culture cannot prosper. The remarkable progress of modern-day science has been making great contributions to the happiness of humankind. In addition, the makeup of society too has succeeded in accommodating rapid change. And the results—internationalization and globalizaton—are making swift progress, with each country mutually dependent and no longer able to remain isolated. This university, exerting itself for progress and improvement in the realm of science and learning through education and research imbued with the spirit of internationalism, has taken on as one of its missions contributing to the happiness of both regional society and human society at large.

On the basis of these three main pillars, peace, freedom and progress, this university proclaims its educational goals that it will cultivate capable individuals who can be active in the community of nations. For this purpose, we have taken as a founding ideal of education the cultivation of capable individuals who expressing themselves with an open mind and an understanding of problems from an international perspective, know how to solve just such problems. It is precisely on account of our objective to nurture internationally-minded, well-cultivated individuals that this university has strengthened the liberal arts. Standing on that foundation, and by virtue of maintaining high-level expertise in education and research, we expect to train capable individuals who can contribute to the region as well as the community of nations.

Meio University educates students so that they become internationally oriented and grow to deeply understand the needs of local communities. The university achieves these goals by training students in local internships and international exchange programs in many extracurricular activities in assist fellow students. Students participate in student clubs and organizations. The extracurricular activities are guided by faculty members to enhance students’ experience for leadership, communication skills, community service, collaborative and intellectual independence. Also, these activities strengthen students’ self-confidence and ability to take on leadership among students and faculty members. In addition, the new Student Union, “Sakuraum,” completed in November 2014, is the center for such activities for both students and Meio faculty and symbolizes the university’s liberal arts education and its hope to educate students who will participate in various activities and exercise leadership in society after graduation.

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History of the University

- 1991: Formation of the Preparatory Committee for the establishment of an educational foundation, the Nago Institute of Education
- 1992: Application for the establishment of the Faculty of Human Health
- 1993: Extension of Academic and Humanities Facilities
- 1995: Second Screening
- 1998: On-site Inspection (Ministry of Education)
- 1999: Permission granted to found a university (Ministry of Education) (Commission for the Establishment of Universities and other Educational Foundations)
- 2001: Permission granted for the College of International Studies
- 2002: Approval for the College of International Studies
- 2003: Approval for the dissolution of Meio as a private educational institution
- 2004: Application by the Nago Institute of Education for university (to Okinawa Prefecture)
- 2005: Permission granted to add the Faculty of Human Health
- 2006: Permission granted to add the Department of Sports and Health
- 2007: Permission granted for the Department of Nursing
- 2008: Approval of the change of founders, and of the dissolution of Meio as a private educational institution
- 2009: Approval for the dissolution of Meio as a private educational institution
- 2010: Approval for the establishment of Meio University as a public university
- 2011: Establishment of Meio University as a public university
- 2012: Establishment of graduate school approved by Ministry of Education
- 2013: Application for the establishment of the Faculty of Human Health, Department of Sports and Health
- 2014: Ceremony to celebrate the 20th anniversary and five years as a public institution
- 2015: Study Union SAKURAUM completed
- 2016: Indoor heated swimming pool completed

International Exchange

It is Meio University’s policy to promote education and research through a series of academic exchange agreements with universities both at home and abroad. Academic relations are particularly sought with institutions that offer courses or curricula similar to that of Meio University. Students who plan to acquire a teacher’s certificate in English are encouraged to study abroad for eight months under the credit transfer system. For overseas exchange students who come to Meio to study, we offer various Japanese language courses at basic, intermediate and advanced levels.

International Academic Exchange Programs (16 countries, 34 universities) (as of 2016, 8)

<table>
<thead>
<tr>
<th>Country</th>
<th>University</th>
<th>Date of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brazil</td>
<td>State University of Londrina</td>
<td>May 25, 1999</td>
</tr>
<tr>
<td>Canada</td>
<td>University of Business and Social Sciences</td>
<td>September 23, 1994</td>
</tr>
<tr>
<td>Peru</td>
<td>University of the Pacific</td>
<td>October 7, 1994</td>
</tr>
<tr>
<td>Taiwan</td>
<td>National University of Tainan</td>
<td>December 12, 1995</td>
</tr>
<tr>
<td>USA</td>
<td>Fansui University</td>
<td>February 1, 1996</td>
</tr>
<tr>
<td>USA</td>
<td>University of Hawai‘i at Hilo</td>
<td>September 4, 1996</td>
</tr>
<tr>
<td>USA</td>
<td>Long Island University</td>
<td>July 1, 1997</td>
</tr>
<tr>
<td>USA</td>
<td>Mary Washington University</td>
<td>December 5, 1998</td>
</tr>
<tr>
<td>Peru</td>
<td>George Fox University</td>
<td>January 26, 2001</td>
</tr>
<tr>
<td>Taiwan</td>
<td>Buddhist University</td>
<td>November 1, 2002</td>
</tr>
<tr>
<td>USA</td>
<td>Fansui University</td>
<td>February 2, 2004</td>
</tr>
<tr>
<td>USA</td>
<td>University of Miami</td>
<td>March 29, 2004</td>
</tr>
<tr>
<td>USA</td>
<td>University of Hawai‘i at West O‘ahu</td>
<td>March 27, 2007</td>
</tr>
<tr>
<td>USA</td>
<td>University of Hawai‘i at Hilo</td>
<td>June 27, 2008</td>
</tr>
<tr>
<td>USA</td>
<td>University of Hawai‘i at Hilo</td>
<td>November 3, 2008</td>
</tr>
<tr>
<td>USA</td>
<td>Fansui University</td>
<td>November 6, 2008</td>
</tr>
<tr>
<td>USA</td>
<td>University of Hawai‘i at Hilo</td>
<td>December 30, 2008</td>
</tr>
<tr>
<td>USA</td>
<td>George Fox University</td>
<td>August 4, 2009</td>
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<tr>
<td>USA</td>
<td>Pepperdine University</td>
<td>April 27, 2011</td>
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<tr>
<td>USA</td>
<td>University of Central Lancashire</td>
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<tr>
<td>USA</td>
<td>Springfield College</td>
<td>November 27, 2012</td>
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<tr>
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<td>George Fox University</td>
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</tr>
<tr>
<td>USA</td>
<td>Fansui University</td>
<td>September 27, 2013</td>
</tr>
<tr>
<td>Mexico</td>
<td>National Autonomus University of Mexico</td>
<td>February 26, 2014</td>
</tr>
<tr>
<td>Taiwan</td>
<td>Chung Chou University of Science and Technology</td>
<td>June 12, 2014</td>
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<td>Taiwan</td>
<td>National University of Tainan</td>
<td>June 13, 2014</td>
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<tr>
<td>USA</td>
<td>Miyagi University</td>
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<td>Nagoya University</td>
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<td>USA</td>
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<td>University of Hawai‘i at Hilo</td>
<td>May 12, 2015</td>
</tr>
<tr>
<td>USA</td>
<td>University of San Martin de Porres</td>
<td>February 18, 2016</td>
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<tr>
<td>USA</td>
<td>University of San Martin de Porres</td>
<td>April 25, 2016</td>
</tr>
<tr>
<td>USA</td>
<td>University of Hawai‘i at Hilo</td>
<td>June 8, 2016</td>
</tr>
<tr>
<td>USA</td>
<td>University of Hawai‘i at Hilo</td>
<td>August 19, 2016</td>
</tr>
</tbody>
</table>

Additional information:
- We offer various Japanese language courses at basic, intermediate and advanced levels.
- Students interested in acquiring a teacher’s certificate in English are encouraged to study abroad for eight months under the credit transfer system.
- Various overseas exchange students are invited to join Meio University to study.
Faculty of International Studies

COLLEGE OF INTERNATIONAL STUDIES

Six major subjects for developing talented individuals

The Faculty of International Studies cultivates, as global citizens of the 21st century, "talented individuals who can be active both locally as well as internationally." Based on an awareness of the importance of fostering a flexible and all-around decision-making capability, we at Meio take as our educational goal the development of talented individuals who can respond to a variety of needs. This competence serves us well in an age requiring a strong ability both to compete on an international scale and simultaneously to coexist in peace and harmony.

 Licenses and Qualifications available from the College of International Studies

- Junior High / High School First Class Teaching License in English
- High School First Class Teaching License in Commerce
- High School First Class Teaching License in International Studies

Whether putting to good use the geographical location Okinawa enjoys, and making the most of its historical and cultural circumstances, we educate talented, internationally-minded individuals who can contribute fully to the Japan-Pacific region.

Qualifications

- English Proficiency Test
- TOEFL
- Chinese Proficiency Test
- Japanese Proficiency Test
- Spanish Proficiency Test
- Korean Language Teacher
- CBLA
- Accounting Proficiency Test
- IT Passport
- Entry qualification for Health Info. Management Cert.
- Fundamental Information Technology Engineer
- Certified Business Administrator in Advanced Studies
- Tourism Business Agent
- CONE Nature Experience Leader
- English Major Tourism Proficiency Test
- National Tourist Agent Manager
- Combined National/International Tourist Agent Manager
- Environmental Counselor
- Personal Trainer
- Scuba Diving Certificate

Academic Fields

- International Culture Major
- Language Education Major
- Tourism Industry Major

Licenses

- Junior High / High School First Class Teaching License in English
- High School First Class Teaching License in Commerce
- High School First Class Teaching License in International Studies

Language Education Major

- Chinese Proficiency Test
- Japanese Proficiency Test
- Spanish Proficiency Test
- Korean Language Teacher
- CBLA
- Accounting Proficiency Test

International Culture Major

- English Proficiency Test
- English Language Communication Course
- English Language Teacher Training Course
- Japanese Language Teacher Training Course

Academic Fields

- General Studies
- Social Science
- Humanities
- Information Society Studies
- International Culture Studies

Management Major

- Business Administration
- Marketing
- Human Resource Management

Information Systems Major

- Information Technology
- Computer Science
- Information Management

Health Information Management Major

- Medical Records
- Medical Informatics
- Health Information Management

Bachelor of Arts (International Cultural Studies)

- International Culture Major
- Language Education Major
- Tourism Industry Major

Management Major

- Management
- Economics
- Business Administration

Information Systems Major

- Information Technology
- Computer Science
- Information Management

Health Information Management Major

- Medical Records
- Medical Informatics
- Health Information Management

Career and qualification paths after graduation

- Public Service
- Education and Learning Support for Academic Research
- Professors • Technology Service
- Wholesale Trade and Retail
- Distribution Business
- Financial Companies (banks, life insurance, securities)
- Information and Communications Technology
- Medical Institutions
- Hotel Accommodation Staff

CAREER PATHS AFTER GRADUATION

- Public Service
- Education and Learning Support for Academic Research
- Professors • Technology Service
- Wholesale Trade and Retail
- Distribution Business
- Financial Companies (banks, life insurance, securities)
- Information and Communications Technology
- Medical Institutions
- Hotel Accommodation Staff

Bachelor of Arts (Management and Information Science)

- Management
- Economics
- Business Administration

Academic Fields

- Business Administration
- Marketing
- Human Resource Management

Information Systems Major

- Information Technology
- Computer Science
- Information Management

Academic Fields

- Medical Records
- Medical Informatics
- Health Information Management

Career and qualification paths after graduation

- Public Service
- Education and Learning Support for Academic Research
- Professors • Technology Service
- Wholesale Trade and Retail
- Distribution Business
- Financial Companies (banks, life insurance, securities)
- Information and Communications Technology
- Medical Institutions
- Hotel Accommodation Staff

Bachelor of Arts (Management and Information Science)

- Management
- Economics
- Business Administration

Academic Fields

- Business Administration
- Marketing
- Human Resource Management

Information Systems Major

- Information Technology
- Computer Science
- Information Management

Academic Fields

- Medical Records
- Medical Informatics
- Health Information Management

Career and qualification paths after graduation

- Public Service
- Education and Learning Support for Academic Research
- Professors • Technology Service
- Wholesale Trade and Retail
- Distribution Business
- Financial Companies (banks, life insurance, securities)
- Information and Communications Technology
- Medical Institutions
- Hotel Accommodation Staff
Faculty of Human Health Sciences
Developing health support specialists

Under the guiding principle of learning the ultimate “human way of life,” or how to enrich physical and mental human life to its fullest, we educate “health support specialists” through scientific study and investigation in the fields of sport, health and nursing.

Licenses and Qualifications available from the Department of Sports and Health Sciences

**Licenses**
- Junior High / High School First Class Teaching License in Health and Physical Education
- School Nurse First Class Teaching License
- Health Supervisor First Class

**Qualifications**
- Entrance qualification for Health Exercise Instructor examination
- Training Instructor (JAT)
- Japan Sports Association (JSA) Certified Sports Instructor (JSA)
- JSA Sports Programmer plus partial exemption for other qualifications
- Qualified Social Welfare Officer
- Qualified to take the exam to be a physical trainer

Licenses and Qualifications available from the Department of Nursing

**Licenses**
- School Nurse Teacher Second Class Teaching License
- Health Supervisor First Class Teaching License
- School Nurse Teacher Second Class License
- Health Supervisor First Class License

**Qualifications**
- Entrance qualification for Nurse Examination
- Entrance qualification for Public Health Nurse Examination

*Only those who apply in advance can obtain the national qualification of Public Health Nurse.

Department of Sports and Health Sciences

**Principal Subjects**
- Health and Physical Education
- Introduction to Sports and Health
- Physiology of Motion and Sports Physiology
- Exercise Stress Testing
- Sports and Physical Education
- Principles of Physical Education
- Sport Science
- Sports Coaching
- Sports Injury and Prevention
- Sports Programming
- Sports Training

**Department of Nursing**

**Number of Undergraduates**

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Department</th>
<th>Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Health</td>
<td>Sciences</td>
<td>101</td>
<td>317</td>
</tr>
<tr>
<td>Nursing</td>
<td></td>
<td>103</td>
<td>319</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>204</td>
<td>636</td>
</tr>
</tbody>
</table>

Department of Sports and Health Sciences

**Key Points of the Program**

We cultivate talented individuals who, having an understanding of human health, can take the role of health support specialists, and treat the body and mind as one.

**Career and qualification paths after graduation**

- Welfare Officer at medical or welfare institutions
- Company Welfare Officer
- Graduate Student

Department of Nursing

**Key Elements of Nursing Education**

The department of nursing has developed a participatory nursing education curriculum that nurtures students’ growth as students with the goal of improving their abilities by practicing nursing and by letting students take on leading roles as independent learners. The most important competencies of these abilities to practice nursing are the ability to participate in collaboration with others, the ability to learn on one’s own, and the ability to evaluate oneself. These core abilities are conceptualized as abilities to commit oneself and are put into practice through many programs that incorporate these competencies into the educational philosophy through the following three dialogues.

1. Dialogueing with oneself

   By spontaneously engaging in a dialogue with staff, faculty and friends on campus, students become more deeply involved in educational activities occurring both inside and outside the classroom.

2. Dialogueing with the other

   Students interact with the local population through the nursing practice program and field activities, and through these dialogues inherit and develop the culture of caring.

3. Dialogueing with the region

   Students interact with the local community through activities such as community health education, etc.

**Bachelor of Arts (Sports and Health)**

- Welfare Officer at medical or welfare institutions
- Company Welfare Officer
- Graduate Student

**Career and qualification paths after graduation**

- Nurse/ Public Health Nurse
- Hospitals, Clinics, Public health facilities, Welfare facilities, Nursery schools, Drop-in nurse stations, Health centers, Company Health Officer, Administrative staff, Nurse education facilities
- School Nurse at elementary, junior high or high schools
- Graduate School
Graduate School of Nursing at Meio University focuses on Master’s Degree in Nursing.

**Research in nursing with roots in Yanbaru’s unique nursing care culture.**

- **Personnel to be cultivated:**
  - (1) Cultivation of advanced professionals
  - (2) Cultivation of educators and researchers

The course produces advanced professionals, educators, and researchers whose aims are to develop the nursing skills necessary to solve health problems in local communities, to develop the research abilities necessary to explicate a phenomenology of nursing, and to create a new value in nursing.

- In order to meet the demand of nursing professionals, the course cultivates leaders to solve problems in local communities.
- The course cultivates educators and researchers interested in a nursing education deeply rooted in the caring culture of Yanbaru.
- The course provides an educational environment in which nurses and public health nurses can learn at work.

**Number of Graduate School Students**

<table>
<thead>
<tr>
<th>Year</th>
<th>Nursing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>8</td>
</tr>
<tr>
<td>2017</td>
<td>8</td>
</tr>
</tbody>
</table>

**Principal Subjects**

<table>
<thead>
<tr>
<th>The field of base nursing science</th>
<th>The field of clinical nursing science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Care II, Nursing Education, Nursing Ethics</td>
<td>Psychiatric and Mental Health Nursing I</td>
</tr>
<tr>
<td>Nursing Administration, Consultation, Health Promotion, Comprehensive Health Assessment</td>
<td>Nursing Administration, Consultation, Health Promotion, Comprehensive Health Assessment</td>
</tr>
<tr>
<td>Health Nursing I, II, III</td>
<td>Community Care II, Nursing Education, Nursing Ethics</td>
</tr>
<tr>
<td>Nursing Administration</td>
<td>Nursing Administration, Consultation, Health Promotion</td>
</tr>
</tbody>
</table>

**Required Subject**

- Introduction to Nursing Research I
- Introduction to Nursing Research II

**Specialized Courses**

- Nursing Theory
- Community Care II
- Nursing Education, Nursing Administration
- Advanced Nursing Education I, II
- Seminar in Nursing, Master’s Thesis of Science in Nursing
- Seminar in Nursing, Master’s Thesis of Science in Nursing
- Seminar in Nursing, Master’s Thesis of Science in Nursing

**Areas of Study and Research**

- Language and Culture
- Social Systems and Policies
- Management and Information Science
- Tourism and Environmental Science
- Human Health Science

**Specialized Courses**

- Seminar in Language and Culture I
- Seminar in Language and Culture II
- Seminar in Social Systems and Policies I
- Seminar in Social Systems and Policies II
- Seminar in Management and Information Science I
- Seminar in Management and Information Science II
- Seminar in Tourism and Environmental Science I
- Seminar in Tourism and Environmental Science II

**Common required subject**

- Community Care II, Nursing Education, Nursing Ethics

**Common elective subject**

- Psychiatric and Mental Health Nursing I

**Basic subject**

- The field of base nursing science
- The field of clinical nursing science