

(February 22, 2022)

## Professional Graduate Business School Standards



## Introduction

- I. The Professional Graduate Business School Standards (hereinafter “Standards”) are established by the Japan University Accreditation Association (hereinafter “JUAA”), a Certified Evaluation and Accreditation Agency, to evaluate and accredit professional graduate business schools.

Professional graduate business schools subject to the Standards refer to graduate schools that meet the following requirements:

- (i) The basic mission is to contribute to the sustainable development of society by cultivating human resources with the specialized knowledge and skills, leadership abilities, high professional standards, and global perspective necessary to manage companies and other organizations, with the aim of developing superior managers, entrepreneurs, highly specialized professionals, and other businesspersons.
  - (ii) The degrees to be awarded match the school’s principal purpose and educational content, and are appropriately titled master’s in business administration (professional), business management (professional), international business (professional), accounting (professional), finance (professional), technology management (professional), or their equivalent.
- II. As a guideline for universities to maintain and improve appropriate standards of education and research, JUAA has established and revised such standards as the “University Standards” to evaluate and accredit universities. The Standards are one of JUAA’s various standards, underpinned by the “University Standards” positioned at the top.

- III. The Standards comprise the following four major items:

1. Mission and Purpose	2. Educational Programs and Learning Outcomes / Students
3. Faculty and Faculty Organizations	4. Professional Graduate School Management and Improvement/ Enhancement

- IV. Each of the Standards’ major items includes the “text,” “basic requirements,”

and “perspectives of evaluation.”

The “text” defines the objectives of the major items and outlines the elements necessary for all professional graduate schools to fulfill their basic mission, and for each school to achieve its own purpose.

Specified based on the text’s objectives, the “basic requirements” and the “perspectives of evaluation” refer to the individual focal points that professional graduate schools need to address when conducting self-studies, and that JUAA must consider when conducting its certified evaluation and accreditation. The basic requirements refer to legal and other fundamental matters that must be confirmed as essential preconditions for evaluation (the specific range of requirements is defined separately). To interpret and apply each basic requirement and perspective of evaluation, the schools are required to understand the objectives stated in the text and pay sufficient attention to interconnections and other aspects.

- V. Comments will be included in the following categories and requirements, if such items as commendations, distinctive features, or issues to be addressed are identified through evaluations based on the text and the perspectives of evaluation.

<Areas of serious concern>

- (i) Serious problems that require correction with respect to legal matters related to professional graduate schools or the basic requirements for professional graduate business schools.

    [ The school receiving the “areas of serious concern” comment must  
    take specific measures to ensure that improvements are made. ]

<Suggestions for improvement>

- (i) Issues that do not apply to “areas of serious concern” but require correction with respect to legal matters related to professional graduate schools or the basic requirements for professional graduate business schools.
- (ii) Requirements for professional graduate business schools to make improvements and other additional efforts to enhance their distinctive features based on the purpose established by each professional graduate school.

The school receiving the “suggestions for improvement” comment must make efforts for improvement through specific plans and measures.

<Commendations>

- (i) Items recognized as successful or effective efforts in fulfilling the basic mission with respect to the basic requirements for professional graduate business schools.
- (ii) Items evaluated as successful or effective efforts in achieving the purpose established by each professional graduate school and enhancing the distinctive features.

<Distinctive features>

- (i) Items that do not apply to “commendations” with respect to the purpose established by each professional graduate school but are evaluated as efforts highly expected to produce positive outcomes or as distinctive approaches in line with the school’s own purpose.

Item	Basic requirements for professional graduate business schools	Legal matters related to professional graduate schools	Items responding to each professional graduate school’s purpose
Evaluation remarks	<ul style="list-style-type: none"> <li>• Commendations</li> <li>• Areas of serious concern</li> <li>• Suggestions for improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Areas of serious concern</li> <li>• Suggestions for improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Commendations</li> <li>• Distinctive features</li> <li>• Suggestions for improvement</li> </ul>

VI. Decisions on whether the schools meet the Standards are made based on a comprehensive evaluation of the progress achieved in addressing the “areas of serious concern.” The schools confirmed to have serious problems as a professional graduate school will be judged as having failed to meet the Standards.

# Professional Graduate Business School Standards

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## 1. Mission and Purpose

Management activities by companies, organizations, and other entities are indispensable for the development of society, and leaders who can shape society's future in response to such changes as diversification, globalization, and information technology are needed to support today's rapidly advancing world. To this end, professional graduate business schools must carry out their basic mission to contribute to the sustainable development of society by cultivating human resources with the specialized knowledge and skills, leadership abilities, high professional standards, and global perspective necessary to manage companies and other organizations, with the aim of developing superior managers, entrepreneurs, highly specialized professionals, and other businesspersons.

Under this basic mission, each professional graduate business school must define the "principal purpose" in its school rules and regulations to meet the objectives of its professional graduate school degree programs, in light of the mission and purpose of the university that established the school. Each school is also required to reflect its distinctive features in the principal purpose. Furthermore, professional graduate business schools must develop medium- and long-term visions to achieve their principal purpose, and to formulate effective strategies that direct their resource allocations, organizational competencies, and value creation. Based on the strategies adopted, they must also undertake educational activities, student support, faculty organizations, and other initiatives, while appropriately monitoring the achievement status of their principal purpose by assessing the effectiveness of these strategies.

### ○ Basic requirements

The basic requirements related to this key item are appropriate and correctly indicated in the “basic requirement data,” and conform with legal and other standards.

○ Perspectives of evaluation

Item	Perspectives of evaluation	
Definition of purpose	1-1	The professional graduate school’s principal purpose is established under the basic mission of professional graduate business schools, in light of the mission and purpose of the university that established the school. The principal purpose is clearly defined to present the value of professional graduate business schools, the aim of human resource development, and other directions.
Medium- and long-term visions and strategies	1-2	Medium- and long-term visions and effective strategies for resource allocations, organizational competencies, and value creation are formulated and implemented to achieve the professional graduate school’s purpose.

## **2. Educational Programs and Learning Outcomes / Students**

Professional graduate business schools must properly design and manage their educational programs and appropriately award diplomas to maintain the standards of professional degrees in business administration, technology management, accounting, and other business fields. To this end, the schools must formulate a degree award policy (diploma policy) that specifies the learning outcomes in line with their principal purpose, and establish a curriculum design and implementation policy (curriculum policy) based on the diploma policy. They should also disseminate these policies to their students.

Based on their curriculum policy, professional graduate business schools are required to systematically design the curricula with consideration given to providing education that bridges theory and practice. The schools must systematically organize subjects aimed at developing the specialized knowledge (strategy, organization, marketing, finance, accounting, etc.) necessary to manage companies and other organizations. The schools therefore need to design curricula aimed at achieving their principal purpose by introducing class subjects with distinctive features and adopting other creative approaches.

To bridge theory and practice and enhance practical education, professional graduate business schools must introduce educational methods, in addition to lectures, that help achieve the objectives set by each class subject. Such methods include interactive and multi-directional lessons through debates, seminars, group learning, case studies, field surveys, and internships. The schools' classes must be conducted with an appropriate number of students, with consideration given to teaching methods, facilities, equipment, and other educational conditions that produce the full educational effects. They are also required to facilitate student learning by preparing and utilizing syllabuses, and by providing course guidance, consultation, and support for class preparation and review.

Human resources enrolled at professional graduate business schools are expected to become professionals with highly specialized skills, high ethical standards, and other important qualities, who will play an active and leading role in building a prosperous society. Accordingly, the schools must cultivate professionals able to meet today's challenges with critical and objective perspectives as they acquire the necessary practical knowledge and skills backed by theory. The schools must also increase their

social value by offering a distinctive education based on their own strategies to achieve the principal purpose, and by producing leaders who will help shape a future society.

Understanding the abilities and qualities acquired by students upon course completion is extremely important for professional graduate business schools to clarify the outcomes of their education, assess the appropriateness, and make improvements and enhancements where necessary. The schools must evaluate student learning using appropriate methods and criteria to measure the achievements of each course objective, and assess the educational outcomes by tracking the career paths of graduates. To provide an appropriate and effective education, it is important that professional graduate business schools select applicants properly and fairly based on their diploma policy that specifies the types of students desired and other requirements. In addition, the schools are required to carefully manage their student quotas to continuously ensure a suitable educational environment and produce the full educational effects. Furthermore, the schools must develop systems to help students study effectively regardless of their individual circumstances, and especially assist them in choosing and designing their future career paths.

○ Basic requirements

The basic requirements related to this key item are appropriate and correctly indicated in the basic requirement data, and conform with legal and other standards.

○ Perspectives of evaluation

Item	Perspectives of evaluation	
Diploma and curriculum policies	2-1	A diploma policy explicitly stating the expected learning outcomes is formulated in line with the basic mission of professional graduate business schools. A curriculum policy is established under the diploma policy, and the appropriateness of the educational content and methods is clearly explained.
Curriculum design and	2-2	Class subjects necessary to fulfill the principal purpose and to achieve the expected learning outcomes are offered, with each subject organized in a systematic and incremental manner. The



class subjects		<p>offered subjects are suitable for training highly skilled professionals able to perform practices backed by theory, based on the following requirements for professional graduate business schools.</p> <p>(1) Subjects to acquire the expertise (strategy, organization, marketing, finance, accounting, etc.) necessary to manage companies and other organizations are provided.</p> <p>(2) The curricula are appropriately designed from the perspective of cultivating human resources with leadership skills, high professional standards, and global perspective by acquiring the reasoning, analysis, and communication skills required to become superior businesspersons.</p>
	2-3	The curricula are designed to reflect the distinctive features of professional graduate business schools, and effective educational methods are adopted based on the strategy to fulfill the principal purpose.
	2-4	Classes conducted in various temporal and spatial settings, such as distance education and e-learning, produce the full educational effects by providing appropriate content and methods.
	2-5	Class hours and schedules are arranged so as not to hinder students' overall coursework.
Teaching	2-6	Appropriate class styles (lectures, seminars, practical training, etc.) and methods (case studies, field surveys, etc.) and educational materials are used based on the expected student learning outcomes. Creative educational approaches, such as internships and guest speakers, are adopted as necessary in coordination with organizations in the relevant business fields.
	2-7	The following efforts are made to produce synergistic effects that facilitate student learning.

		<ul style="list-style-type: none"> <li>• Preparation and utilization of syllabuses</li> <li>• Course guidance, consultation, and support for class preparation and review</li> </ul>
	2-8	Classrooms and other necessary facilities suitable for implementing the curricula are provided and used by an appropriate number of students.
	2-9	Study rooms, lounges, and other spaces for student interaction are provided to enhance the learning effects for students.
	2-10	Libraries (reading rooms) house a sufficient collection of books and other materials necessary to study and conduct educational and research activities, with their operating hours and environments adequate to support learning and other educational activities.
	2-11	Sufficient facilities (including information infrastructure) for learning and other educational activities are provided and utilized.
Learning outcomes	2-12	Appropriate methods and criteria are established to measure the achievements of course objectives in terms of class content and styles, and student learning is assessed fairly and rigorously based on the methods and criteria explicitly stated in advance to students.
	2-13	A system to deal with student inquiries about grading and other matters is developed, notified to students, and operated properly to ensure the fairness and strictness of academic achievement assessment.
	2-14	The criteria and methods for course completion approval are specified in advance to students, and degrees are properly awarded to students who achieve the learning outcomes stated in the diploma policy.

	2-15	The educational outcomes of professional graduate business schools are assessed based on student learning outcomes and graduates' future careers and plans. Improvement and enhancement measures are also taken as necessary based on the assessment results.
	2-16	Multi-faceted approaches, such as seeking the opinions of graduates, students, and others, are adopted to evaluate educational outcomes and to improve and enhance the curricula, contents, and methods.
Student enrollment	2-17	An admission policy is established based on the diploma and curriculum policies, and the types of students desired, admission standards, screening methods, and other applicant requirements are clearly stated.
	2-18	The selection methods and procedures are made public in advance, and applicants are selected properly and fairly under the specified criteria and system.
	2-19	Both the number of freshman enrollment to the freshman enrollment cap and the number of student enrollment to the student enrollment cap are appropriately managed.
Student support	2-20	Consultation and support for students' future career paths and career designs are provided under an appropriate system.
	2-21	Learning Support is provided under an appropriate system to assist a wide variety of students with their studies, including working adults, international students, and people with disabilities.
	2-22	Necessary support is provided for students' extracurricular activities and graduates' activities under an appropriate system.

### 3. Faculty and Faculty Organizations

Professional graduate business schools must assign a necessary and sufficient number of full-time faculty members for education and research in order to fulfill their mission and achieve their own purpose. Along with their faculty, the schools must make sufficient efforts with adequate care to turn students into professionals with highly specialized skills, high ethical standards, and other important qualities, who will be able to perform practices backed by theory. The schools are therefore required to assign faculty members with excellent teaching skills, as well as outstanding research achievements and advanced practical skills in their fields, while achieving a balance of academic and practitioner faculty members. They must also organize full-time faculty members to vitalize and sustain their educational and research activities, with consideration given to faculty diversity in light of their members' specialized fields.

Professional graduate business schools must properly appoint faculty members with outstanding research achievements and advanced practical skills to maintain a high level of educational and research activities in the future. To this end, the schools must fairly recruit, appoint, dismiss, and promote faculty members in accordance with specified procedures and methods. It is also important that systematic efforts are made to enhance their faculty members' skills and abilities, facilitate mutual understanding and collaboration between academic and practitioner faculty, and promote their faculty's research activities (academic and practical studies) and participation in the management activities of companies and other organizations. Furthermore, the schools must specify the roles of full-time faculty and properly evaluate their activities, as their required roles include not only teaching but also school management and other administrative duties.

Professional graduate business schools must create and appropriately manage educational and research conditions and environments to allow their full-time faculty members to fully pursue educational and research activities and develop academic creativity.

#### ○ Basic requirements

The basic requirements related to this key item are appropriate and correctly indicated in the basic requirement data, and conform with legal and other standards.

○ Perspectives of evaluation

Item	Perspectives of evaluation	
Policy on Faculty organization structure	3-1	A faculty organization policy is established to clearly provide an overall blueprint of the faculty organization necessary to promote the educational and research activities of professional graduate business schools.
Assignment of suitably qualified faculty members	3-2	Full-time faculty members are assigned to fulfill the school's principal purpose, and to fully provide education that bridges theory and practice. A balanced number of academic and practitioner faculty members is set, with the entire faculty acquiring teaching skills.
	3-3	Subjects serving as the core curricula are, in principle, assigned to professors or associate professors, and the assignment of these subjects to adjunct faculty members is made in accordance with specified standards and procedures.
	3-4	Full-time faculty members are organized in light of faculty diversity, without a marked bias toward any particular age group, and the characteristics of professional graduate business school programs.
Recruitment, appointment, dismissal, and promotion of faculty	3-5	Recruitment, appointment, dismissal, and promotion of full-time faculty members are fairly conducted based on the appropriate criteria and procedures established to screen their abilities and achievements suitable for providing education that bridges theory and practice.
Faculty development	3-6	Systematic training and other activities are conducted to enhance full-time faculty members' skills and abilities, with efforts made to improve the practical knowledge, teaching skills, and understanding of professional competencies required of university instructors.

	3-7	How research contributes to the education of professional graduate business schools is clarified, and systematic support is provided to encourage faculty members to conduct academic research in their specialized fields as well as practical research to improve and refresh their knowledge of corporate and organizational management.
	3-8	Full-time faculty members' educational and research activities, organizational management, social engagement and contributions, involvement with government and industry, and other responsibilities are properly evaluated.
Educational and research conditions, environments, and personnel support	3-9	Full-time faculty members are provided with appropriate educational and research conditions (class hours, dedicated research time, research grants, etc.), environments (laboratories, etc.), and personnel support (teaching assistants, etc.).

#### 4. Professional Graduate School Management and Improvement/Enhancement

Professional graduate business schools must ensure appropriate management, strive for constant improvement and enhancement, and conduct educational and research activities in a steady and progressive manner. As part of this process, the schools are required to clearly define the responsibility systems for planning, designing, and managing their education to ensure their decision-making and implementation capabilities as a professional graduate school. The schools must also conduct systematic self-studies on a regular basis to constantly improve and enhance their educational and research activities.

Professional graduate business schools must commit to conducting educational and research activities that address social challenges and needs, help build a better society, and increase their social value. To this end, the schools must develop an appropriate relationship with society as well as closely cooperate and collaborate with companies and other organizations, with the aim of enhancing their education and contributing extensively to the development of society. It is also extremely important that they properly disclose information, fulfill their social accountability, and gain the public's understanding of their educational and research activities.

##### ○ Basic requirements

The basic requirements related to this key item are appropriate and correctly indicated in the basic requirement data, and conform with legal and other standards.

##### ○ Perspectives of evaluation

Item	Perspectives of evaluation	
Professional graduate school management	4-1	A specific organizational system for professional graduate school management is established and properly operated.
	4-2	The responsibility systems for educational planning, design, management, and other activities are clearly defined.
	4-3	Educational content and faculty personnel are appropriately coordinated with the relevant faculties and units, if any.

Self-studies and improvement activities	4-4	Systematic self-studies are conducted regularly under clearly specified procedures and responsible systems, with the results connected to improving and enhancing the school's educational and research activities.
	4-5	Appropriate actions are taken to address any externally identified need for improvement.
Social engagement and information disclosure	4-6	Public opinions are taken into consideration in professional graduate school management and its improvement and enhancement by, for example, reflecting the opinions of the Collaboration Council for Educational Program in the curricula.
	4-7	Information on the professional graduate school's management, activities, and self-review results are disclosed to fulfill its social accountability. Efforts are also made to gain the public's understanding of the school's mission, purpose, and activities.
	4-8	All decisions and approvals pertaining to partnership agreements and contracts with companies and other organizations are made in accordance with appropriate procedures, with the funds properly received and managed.