

(January 31, 2019)

Standards for Professional Graduate Public Policy School



 **Japan University Accreditation Association**

Explanatory Notes

Related laws and regulations are abbreviated as follows in these standards.

- [SEA] : School Education Act
- [MOESEA] : Ministerial Ordinance for Enforcement of the School Education Act (Ordinance of the Ministry of Education, Science and Culture No. 11 of 1947)
- [SEU] : Standards for Establishment of Universities (Ordinance of the Ministry of Education, Science and Culture No. 28 of 1956)
- [SEGS] : Standards for Establishment of Graduate Schools (Ordinance of the Ministry of Education, Science and Culture No. 28 of 1974)
- [SEPGS] : Standards for Establishment of Professional Graduate Schools (Ordinance of the Ministry of Education, Culture, Sports, Science and Technology No. 16 of 2003)
- [Notification No. 53] : Items Prescribing Necessary Matters Concerning Professional Graduate Schools (Ministry of Education, Culture, Sports, Science and Technology (MEXT) Notification No. 53 of 2003)

Introduction

- I. The Standards for Professional Graduate Public Policy School are established by the Japan University Accreditation Association (hereinafter referred to as the “JUAA”) as a Certified Evaluation and Accreditation Organization for professional graduate public policy school, to conduct certified evaluation and accreditation of professional graduate schools in the relevant field.

Professional graduate public policy schools subject to these Standards are graduate schools that meet the following requirements.

- (i) Based upon cultivating public policy professionals, the common mission shared among professional graduate public policy schools is to teach the necessary expertise and a wide range of views related to solving policy challenges faced by countries, municipalities, international organizations, NPOs, NGOs, think tanks and other organizations, and to cultivate human resources with high standards of professional ethics.
- (ii) The degrees to be awarded shall be Master of Public Policy (professional), Master of International and Administrative Policy (professional) or those equivalent to these titles.

- II. As a guideline for the university to maintain and improve an appropriate standard of education and research, the JUAA has set and revised various criteria including the “University Standards” which represent the criteria used in the university accreditation conducted by the JUAA.

The Standards for Professional Graduate Public Policy School are one of the JUAA’s various standards, which have their foundation in the “University Standards.”

- III. The Standards for Professional Graduate Public Policy School consist of the following seven major items.

1. Mission and Purpose
2. Educational Program, Methods, and Outcomes
 - (1) Curriculum and Educational Program
 - (2) Educational Methods
 - (3) Outcomes
3. Faculty and Faculty Organization
4. Student Enrollment
5. Student Support
6. Education and Research Environment
7. Self-study, Information Disclosure

IV. Each major item of these standards is composed of the “text” and “perspectives of evaluation” indicated for each item.

The “text” lists the general elements necessary to realize the shared basic mission of all professional graduate public policy schools, and also establishes the inherent purpose of individual professional graduate public policy school (hereby referred to as the “inherent purpose”).

The “perspectives of evaluation” are a more specific definition of the points required to satisfy the elements defined in the “text,” and are divided into groups as described below according to their characteristics: F (Fundamental) Group, L (Legal) group, or A (Advanced) group.

The “perspectives of evaluation” have the following two functions.

- (i) To act as a specific perspective for the professional graduate public policy school when conducting self-study
- (ii) To act as a specific perspective for the JUAA evaluators check when performing certified evaluation and accreditation for professional graduate public policy school

Based on the above, when applying for certified evaluation and accreditation for professional graduate public policy school, the schools will have to conduct self-study in line with “perspectives of evaluation,” and summarize the results in a self-study report in line with the objectives of the “text.” On the other hand, the JUAA evaluators will, in principle, check each of the “perspectives of evaluation” and then evaluate whether the objectives of the “text” are satisfied.

◆The “perspectives of evaluation” are divided into the following three groups.

[F (Fundamental) group]

Basic matters required for a professional graduate public policy school

In this section, the JUAA evaluators will evaluate whether or not the basic matters required for a professional graduate public policy school are satisfied. In other words, the JUAA evaluators will carry out evaluations whether or not the basics for cultivating public policy professionals as well as necessary expertise and a wide range of views related to solving policy challenges faced by countries, municipalities, international organizations, NPOs, NGOs, think tanks and other organizations is taught, whether or not the basic mission of cultivating human resources with high standards of professional ethics is fulfilled as well as whether or not the necessary

curriculum and other basic contents are present to carry out this basic mission and whether or not these are appropriately managed and effective as educational activities.

Evaluation concerning this item is described in “Overview.” In addition, proposals are made in the “Comments” section.

- (i) If results are being achieved or efforts are proving to be effective towards implementing the basic mission, the items will be appended as <Commendation>.
- (ii) <Suggestion for improvement> will be appended to items which require further efforts. However, depending on the detail and degree of the items, <Recommendation> will be appended to items for which there are issues.

[L (Legal) group]

Legal matters related to the professional graduate public policy school

In this section, the JUAA evaluators will evaluate whether or not all professional graduate public policy schools comply with relevant laws and regulations such as the SEPGS.

As a general rule, the name and clause of relevant laws and regulations are indicated in parentheses () following the “perspectives of evaluation.”

Evaluation concerning this item is described in “Overview.” In addition, proposals are made in the “Comments” section.

- (i) <Recommendation> will be appended to items for which there are issues. However, <Suggestion for improvement> will be appended to the item if the issues are only minor.

[A (Advanced) group]

Required matters for expanding the features of the applicable professional graduate public policy school based on the inherent purpose

Here, the JUAA evaluators will evaluate the features and strengths that all professional graduate public policy schools are working towards to achieve their inherent purpose.

Evaluation concerning this item is described in “Overview.” In addition, proposals are made in the “Comments” section.

- (i) If results are being achieved or efforts are proving to be effective towards

realizing the inherent purpose, <Commendation> will be appended to the item.

- (ii) If it is not possible to (i), but if it can be expected to have good results or can be evaluated as a distinctive approach in line with the inherent purpose, <Distinctive feature> will be appended to the item.
- (iii) <Suggestions for improvement> will be appended to items which are determined to be requiring further efforts.

◆ F group, L group and A group are summarized in the table below.

Category of perspectives of evaluation	[F (Fundamental) group]	[L (Legal) group]	[A (Advanced) group]
Definitions	Basic matters required for a professional graduate public policy school	Legal matters related to the professional graduate public policy school	Matters required for expanding distinctive features based on the inherent purpose.
Comments	- Commendation - Suggestion for improvement (“Recommendation” if there are issues)	- Recommendation (could be “Suggestion for improvement” depending on the situation)	- Commendation - Distinctive feature - Suggestion for improvement

(*) The results of the certified evaluation and accreditation of the professional graduate public policy school determine whether or not it meets the Standards for Professional Graduate Public Policy School, considering all of the areas which have been given an assessment of “Recommendation.” If a serious problem as a professional graduate public policy school is recognized, it will be judged to have not met the Standards for Professional Graduate Public Policy School.

The “Commendation” and “Distinctive feature” within the proposal attached to the certified evaluation and accreditation results are intended to increase the overall standards of Japanese professional graduate public policy schools while developing the features and strengths that each professional graduate public policy school deals with.

In the case of “Recommendation” or “Suggestion for improvement” in the

evaluation and accreditation result, an “Improvement plan” and “Problem resolution plan” will be made for items indicated as “Recommendation” and “Suggestion for improvement.” These will outline in specific terms the measures for improvement that the professional graduate public policy school in question must carry out. Six months after receiving the accreditation results, the school must present a comprehensive explanation (presentation) of the “Improvement plan” and the “Problem resolution plan” to the Professional Graduate Public Policy School Certified Evaluation and Accreditation Committee.

In the case of “Recommendation,” in the progress report which is required to be submitted two years after the plan for improvement was explained, the school is obligated to report on the background leading to the findings noted in the certified evaluation and accreditation results, the plan for improvement, and the completion status of subsequent improvements, premised upon the appropriate completion of the improvements.

Standards for Professional Graduate Public Policy School

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1. Mission and Purpose

Criterion 1: Setting and appropriateness of objectives

The common mission shared among professional graduate public policy schools is based upon cultivating public policy professionals as well as teaching the necessary expertise and a wide range of views related to solving policy challenges faced by countries, municipalities, international organizations, NPOs, NGOs, think tanks and other organizations, and to cultivate human resources with high professional ethics.

For all professional graduate public policy schools, the inherent purpose of the professional degree course, which is to be rooted in the basic mission of the school, and checked against the philosophy set forth by the said public policy school (hereby, the “inherent purpose”) must be defined in the school regulations. In addition, the inherent purpose should reflect the unique features to all professional graduate public policy schools.

Perspective no.	perspectives of evaluation	Categories		
		F	L	A
1-1	The inherent purpose of all schools should be rooted in the basic mission imposed on all professional graduate public policy schools.	o		
1-2	The inherent purpose must be appropriate to the objectives of the professional degree program. (“SEPGS” Article 2, Paragraph 1)		o	
1-3	The inherent purpose must be defined in the school regulations etc. (“SEGS” Article 1-2)		o	
1-4	What kind of features does the school have which support the inherent purpose?			o

Criterion 2: Communication of objectives

It is necessary for all professional graduate public policy schools to clarify their inherent purpose widely to the general public through its website, university guides, etc. and to make it known to faculty members, students and other members within

the university.

Perspective no.	perspectives of evaluation	Categories		
		F	L	A
1-5	The inherent purpose should be clarified to the general public through websites and university guides, etc. (“MOESEA” Article 172-2, Paragraph 1)		○	
1-6	The school makes efforts to communicate the inherent purpose to faculty and academic staff members, students, and other constituents of the school.	○		

2. Educational Program, Methods, and Outcomes

(1) Curriculum and Educational Program

Criterion 3: Design of curricula

All professional graduate public policy schools need to properly organize and manage the curriculum in order to maintain the standards expected of professional degrees. As for the organization of the curriculum, a degree award policy (diploma policy) must be decided in a way that carries out the basic mission of the professional graduate public policy school in question to make the learning outcome(s) based on the inherent purpose clear; a curriculum design and implementation policy (curriculum policy) must also be decided based on that policy. In addition, it is necessary to disseminate these policies to students.

It is required that all professional graduate public policy schools organize their curriculums systematically, based on the curriculum design and implementation policy, keeping in mind that it is the bridge between theory and practice. In addition, it is necessary to consider social demands, academic development trends, and diverse student needs in the design of a curriculum. Furthermore, it is expected that educational program which promotes human resource development with a global perspective are introduced and distinctive class subjects are arranged in line with the inherent purpose.

Perspective no.	perspectives of evaluation	Categories		
		F	L	A
2-1	Plans must be made to clearly state and disseminate the degree award policy and curriculum design and implementation policy to students.	○		
2-2	Based on the policies regarding the organization and implementation of the curriculum which are aligned with the degree award policy, the curriculum should be systematically organized based on the following matters, keeping in mind the fact that it is a bridge between theory and practice. ("SEPGS" Article 6) (1) The common mission shared among professional graduate public policy schools is formed from the perspective of teaching the necessary expertise (a wide range of subjects based in the fields of law, political science and economics) related to solving policy challenges faced by countries, municipalities, international organizations, NPOs, NGOs, think tanks and other organizations as well as thinking, analysis and	○	○	

	<p>communication abilities and cultivating human resources with high professional ethics.</p> <p>(2) Pertaining to human resource development in the field of public policy, subjects must be appropriately arranged to deal with basic content, advanced content, practical content, case studies, etc.</p> <p>(3) Ensure that courses are being taken by students consistently and in a stratified fashion.</p>			
2-3	The formation of the curriculum must correspond to social demands, academic development trends, and diverse student needs.	o		
2-4	<p>Based on cooperation with industry, a Collaboration Council for Educational Program consisting of the following applicable persons will be established to organize the curriculum and to ensure its smooth and efficient implementation. In doing so, persons other than (1) will make up the majority.</p> <p>(“SEPGS” Article 6-2)</p> <p>(1) Faculty and other staff members appointed by the president or head of the applicable professional graduate public policy school</p> <p>(2) Individuals with a wealth of experience in public policy who work in the field of public policy or are involved in activities over a vast area as part of a group related to the field of public policy (professional associations, trade associations, research organizations run by people working in the field of public policy or involved in related work, etc.)</p> <p>(3) A member of a local public body, a local business association, or other relevant person in the region (however, such a member is not required if they do not have suitable educational relevance).</p> <p>(4) Individuals other than the school faculty or staff members in the applicable professional graduate public policy school, who are deemed necessary by the president or head of the applicable professional graduate public policy school</p>		o	
2-5	The curriculum should be organized while taking into account the views of the Collaboration Council for		o	

	Educational Program, and the circumstances surrounding the public policy field. ("SEPGS" Article 6, Paragraph 2)			
2-6	What kind of educational program does the graduate school offer to promote the cultivation of human resources with global perspectives?			○
2-7	What kind of distinctive courses does the graduate school offer which conform to the inherent purpose?			○

Criterion 4: Granting of credit, completion of program, etc.

All professional graduate public policy schools must set appropriate credit levels taking into consideration the amount of study required, and take measures to enable students to study in a balanced manner in accordance with relevant laws and regulations.

As for earning credits, course completion, and shortening the period of attendance at the graduate school, the students must be notified in advance of the standards and methods for achieving these things in order to be fair and strict. In addition, the degree to be awarded is required to be given a name that matches the characteristics of the public policy field and the educational program.

Perspective no.	perspectives of evaluation	Categories		
		F	L	A
2-8	Credits must be set in accordance with legal regulations, taking into consideration the characteristics of the courses, the contents of the course, the form of study, and the study time required (including preparation and review time outside the classroom). ("SEU" Article 21, Article 22, Article 23)		○	
2-9	In order to allow students to take courses in a balanced manner over the course of each year, an upper limit must be set on the number of credits that students can register for in a given year or semester. ("SEPGS" Article 12)		○	
2-10	If the credits earned by a student for a course taken at another graduate school or credits earned before entering the professional graduate public policy school are to be recognized as credits earned at the applicable professional graduate public policy school, there must be systems in place which ensure the integrity of that university's		○	

	educational standards and curriculum in accordance with applicable legal regulations. (“SEPGS” Article 13, Article 14)			
2-11	The enrollment period and number of credits earned for approval of program completion are appropriately set in accordance with the provisions of laws and regulations. (“SEPGS” Article 2, Paragraph 2; Article 3; Article 15)		○	
2-12	The criteria and methods for the completion of the course must be indicated to the student. (“SEPGS” Article 10, Paragraph 2)		○	
2-13	If the term of study is shortened, it must be set in accordance with legal regulations. Also, in such a case, consideration must be given to the achievement of sufficient results in regard to the inherent purpose. (“SEPGS” Article 16)		○	
2-14	When shortening the enrollment period, the school clearly indicates standards and methods to students in advance through school regulations, etc. In addition, specified standards and processes must be applied fairly and strictly.	○		
2-15	Degrees to be awarded shall be given an appropriate name that matches the characteristics of the public policy field and the educational program of the applicable professional graduate public policy school. (“Degree regulations” Article 5-2, Article 10)	○	○	

(2) Educational Methods

Criterion 5: Study guidance and learning counseling

All professional graduate public policy schools must develop a system of guidance for taking courses based on the diversity of students' experiences and acquired knowledge before admission. Furthermore, the schools must provide course guidance and consultation on an appropriate course of study with the aim of further promoting the student's desired educational goals with a focus on the students' career after graduation. In addition, when implementing internships etc., it is necessary to clarify the rules regarding confidentiality and to provide appropriate guidance. Furthermore, it is expected that professional graduate public policy schools take distinctive measures in line with its inherent purpose for the purposes of providing course guidance and learning consultations.

Perspective no.	perspectives of evaluation	Categories		
		F	L	A
2-16	The school must provide appropriate course guidance and counseling for students based on the diversity of students (academic background, practical experience or lack thereof, etc.).	○		
2-17	When conducting internships etc., it is necessary to clarify the rules regarding confidentiality and to provide appropriate guidance.	○		
2-18	What kind of features are there in line with the inherent purpose regarding guidance for taking courses and study consultations?			○

Criterion 6: Class methods, etc.

All professional graduate public policy schools must introduce educational methods which bridge the gap between theory and practice. In addition, in order to maximize the educational effects, classes should be conducted with an appropriate number of students taking into consideration the method of teaching, facilities, equipment, and other educational conditions. Furthermore, it is necessary to adopt the most effective teaching methods depending on the form of each individual lesson, such as utilizing case studies, conducting field surveys, and having question-and-answer sessions and discussions which are interactive and dynamic. In addition, in the case of performing remote classes using various media or conducting correspondence classes, it is necessary to target courses that can be expected to have sufficient educational effects. On top of that, it is expected for graduate schools to make distinctive efforts to develop appropriate educational methods in line with the school's inherent purpose.

Perspective no.	perspectives of evaluation	Categories		
		F	L	A
2-19	The number of students who take a single class simultaneously should be limited to an appropriate number that will maximize the educational effect, taking into consideration the method of the class, facilities, and other educational conditions. (“SEPGS” Article 7)		○	
2-20	In addition to lectures, appropriate educational methods and class methodologies such as discussion, seminars, group learning, case studies, field studies, and internships should be employed in order to enhance students' practical education. (“SEPGS” Article 8, Paragraph 1)	○	○	
2-21	In the case of performing remote classes using various media, it is necessary that the courses can be expected to have sufficient educational effects by this methodology. (“SEPGS” Article 8, Paragraph 2)		○	
2-22	If the school will be conducting distance learning, it is necessary that the courses can be expected to have sufficient educational effects by this methodology. (“SEPGS” Article 9)		○	
2-23	What kind of characteristics are there in the lesson methodology and other educational methods to achieve the inherent purpose?			○

Criterion 7: Lesson plans and syllabus

All professional graduate public policy schools must set class hours, a timetable, etc. in consideration of students' studies. In addition, the syllabus is required to specify the specific content and method of each class, teaching materials, study requirements, annual lesson plan, etc., and classes must be conducted appropriately according to the syllabus. Furthermore, when changing the content of the syllabus, it is necessary to inform the students in an appropriate manner.

Perspective no.	perspectives of evaluation	Categories		
		F	L	A
2-24	The class hours and schedule should be set in consideration of the students' course load.	○		

2-25	The syllabus must clearly indicate the specific content and method of each class, teaching materials, study requirements, and annual lesson plan. (“SEPGS” Article 10, Paragraph 1)	○	○	
2-26	Classes must be conducted according to the syllabus. When changing the content of the syllabus, it is necessary to inform the students in an appropriate manner.	○		

Criterion 8: Assessment of academic achievement

In order to maintain the standards expected of a professional degree course, all professional graduate public policy schools must set the criteria and methods for the assessment of academic achievement appropriately, and convey that information to students through the syllabus ahead of time. In addition, actual performance evaluations are required to be carried out fairly and strictly based on the specified criteria and methods. Furthermore, a structure must be introduced to respond to inquiries from students related to the assessment of academic achievement.

Perspective no.	perspectives of evaluation	Categories		
		F	L	A
2-27	The criteria and methods for the assessment of academic achievement should be properly set and clearly indicated to students. (“SEPGS” Article 10, Paragraph 2)	○	○	
2-28	The assessment of academic achievement must be carried out fairly and strictly based on the criteria and methods specified to students. (“SEPGS” Article 10, Paragraph 2)	○	○	
2-29	In order to ensure the fairness and strictness of the assessment of academic achievement, a mechanism must be introduced which is formulated to respond to inquiries about grades from students.	○		

Criterion 9: Systematic training for improvement

All professional graduate public policy schools must conduct organizational training and research in order to improve the content and methods of classes. In addition, in order to maintain and improve the level of education of the professional graduate public policy school, it is important to strive to improve the classroom instruction abilities of the faculty, especially practical knowledge of the academic faculty and the teaching abilities of the practitioner faculty. Furthermore, in order to improve the

content and methods of classes, it is necessary to systematically conduct and utilize student evaluations of classes. In so doing, it is necessary to develop a system that will lead to improvements in education, and that such systems will be properly shared among the relevant personnel within the professional graduate public policy school, and that they will function effectively in improving education. Also, it is necessary to announce the lesson assessment results. In addition, in order to improve education, it is necessary to take external opinions into consideration. Moreover, it is expected that distinctive efforts be made in line with the inherent purpose for the improvement of the curriculum and its contents and methods.

Perspective no.	perspectives of evaluation	Categories		
		F	L	A
2-30	The school must conduct systematic training and research to improve class content and methods. ("SEPGS" Article 11)	○	○	
2-31	The school must endeavor to improve their faculty's instruction abilities in class, especially to enhance their academic faculty members' practical knowledge and to improve their practitioner faculty's instruction abilities.	○		
2-32	The school must conduct organized class evaluations by students and publish the results. In addition, the school must maintain a mechanism for using the results of those evaluations for the improvement of education. Furthermore, that system must be properly shared among the relevant personnel within the graduate school and it must be effective in improving education.	○		
2-33	The opinions of the Collaboration Council for Educational Program should be taken into consideration in order to improve the curriculum and its contents and methods. ("SEPGS" Article 6, Paragraph 3)		○	
2-34	What are the features of the course curriculum, contents, and process for the improvement of methods to achieve the inherent purpose?			○

(3) Outcomes

Criterion 10: Keep track of and disclose the progress of alumni, and take advantage of those results gained through the education

It is necessary for all professional graduate public policy schools to follow the progress of their graduates and to publish this information to the university and society at large. In addition, it is necessary to evaluate the educational effects according to the inherent purpose based on the degree awarding status, the career status of the graduates, etc., and to use the results for improvement of the educational contents and methods.

Perspective no.	perspectives of evaluation	Categories		
		F	L	A
2-35	The school must follow the progress of the graduates and publish this information to the professional graduate school and society at large. (“MOESEA” Article 172-2, Paragraph 1)	○	○	
2-36	The school must evaluate educational achievements in line with the inherent purpose, and use the results to improve educational program and methods.	○		

3. Faculty and Faculty Organization

Criterion 11: Number, composition, etc. of full-time faculty

All professional graduate public policy schools must maintain a faculty composition appropriate to achieving their basic mission and inherent purpose. For that reason, they must adhere to laws and ordinances related to the number of full-time teaching staff and the ability of full-time teaching staff. In addition, it is necessary to deploy faculty appropriately, noting that professional graduate schools are required to provide an education which builds a bridge between theory and practice. In that capacity, it is important to consider the diversity of the faculty.

Perspective no.	perspectives of evaluation	Categories		
		F	L	A
3-1	The school must comply with legal and regulatory standards regarding the number of full-time faculty. (“Notification 53,” Article 1, Paragraph 1)	○	○	
3-2	In principle, more than half of the number of full-time faculty members required by law should consist of professors. (“Notification 53,” Article 1, Section 6)		○	
3-3	The full-time faculty members must meet any of the following criteria and have a high level of teaching ability in the field of their specialization. <ol style="list-style-type: none"> 1. Persons who have educational or research achievements in their major field of study 2. Persons with advanced training/technical skills in their major field of study 3. Persons who have particularly prominent expertise and experience in their major field of study (“SEPGS” Article 5)	○	○	
3-4	The percentage of practitioner faculty members among full-time faculty members is about 30% or more of the number of full-time faculty members required in the field of public policy. (“Notification 53,” Article 2, Paragraph 1, Paragraph 2)		○	
3-5	Among full-time faculty, faculty considered to be professionals in their major field of study should have at least five years of practical experience and be highly-skilled professionals. (“Notification 53,” Article 2, Paragraph 1)		○	

3-6	When utilizing “Deemed full-time faculty members” as practitioner faculty members, the number of staff and the number of sessions for the courses being taught must be in accordance with legal regulations. Moreover, deemed full-time faculty are responsible for organizing the curriculum and managing the administration. (“Notification 53,” Article 2, Paragraph 2)		○	
3-7	In the case of full-time teachers who teach part time in a different faculty or academic unit of graduate school (such as a doctoral course, master's degree or other professional degree course), the number of instructors and duration of the terms shall be set in accordance with legal regulations. (“SEPGS” Article 5 Paragraph 2, “Notification 53” Article 1 Paragraph 2)		○	
3-8	Full-time teachers should be mainly assigned focusing on basic subjects in accordance with the characteristics of the field of public policy, subjects which involve practical basics and techniques, and subjects which expand and development basic knowledge. In addition, appropriate faculty should be assigned to subjects that emphasize theory and subjects that emphasize practice in the relevant field.	○		
3-9	As a general rule, for foundational subjects at the core of the curriculum, full-time professors or associate professors should be assigned. Also, if a part-time/non-full-time faculty member is in charge of a core subject, the placement of said instructor will be processed in accordance with the relevant standards/procedures.	○		
3-10	The composition of the full-time faculty should take maintaining a balanced age range into consideration. (“SEGS” Article 8, Paragraph 5)		○	
3-11	How does the faculty composition take into consideration diversity such as work experience, international experience, and gender?			○

Criterion 12: Recruitment, appointment, dismissal, and promotion of faculty

It is necessary for all professional graduate public policy schools to have an organizational policy regarding the assignment of faculty and a transparent procedural

process to ensure its fair operation, with the goal of promoting the appointment of faculty with sufficient education and research ability, specialized knowledge, and experience to carry education and research activities into the future.

Perspective no.	perspectives of evaluation	Categories		
		F	L	A
3-12	Professional graduate schools should have an organization policy regarding teachers that takes into consideration the various positions of faculty such as professors, associate professors, assistant professors, instructors, guest lecturers, fixed-term lecturers, etc., and based on those, determine the organization of the faculty.	○		
3-13	Regarding the recruitment, appointment, dismissal, and promotion of faculty, professional graduate schools must establish appropriate standards and procedures, and effectively manage them.	○		

4. Student Enrollment

Criterion 11: Admission policy and quota management

All professional graduate public policy schools must set a clear student admission policy in accordance with their basic mission and inherent purpose. Based on that policy, it is necessary to set appropriate selection methods and procedures, and announce these in advance. Also, schools must maintain mechanisms and systems for the taking of entrance examinations by persons with disabilities. Furthermore, with regard new student selection methods, schools are expected to implement initiatives in line with the inherent purpose and strive to expand their features.

In order to continuously maintain an environment which fosters education, it is necessary for all professional graduate public policy schools to properly manage the enrollment number in accordance with the enrollment quota and the student body size in accordance with the admission capacity.

Perspective no.	perspectives of evaluation	Categories		
		F	L	A
4-1	The school must establish and disclose a clear student admission policy. (“MOESEA” Article 165-2 Paragraph 1 and Article 172-2 Paragraph 1)	○	○	
4-2	The school must set appropriate selection criteria, methods and procedures based on the student admission policy.	○		
4-3	The school must announce its selection methods and procedures in advance to prospective students and to the public in general.	○		
4-4	In selection of new enrollees, the school accepts students in line with its admission policy and selection standards and methods.	○		
4-5	The school must have a system in place for persons with disabilities to take entrance examinations.	○		
4-6	It is necessary for all professional graduate schools of global communications to properly manage the enrollment number in accordance with the enrollment quota and the student body size in accordance with the admission capacity. (“SEGS” Article 10, Paragraph 3)	○	○	
4-7	What features of the student admission process such as the new student selection methods achieve the inherent purpose?			○

Criterion 14: New Student Selection Implementation and Verification

It is necessary for each professional graduate public policy school to properly and fairly carry out the selection of students under the specified implementation system. Also, the student enrollment methods should be continuously inspected. Furthermore, for student selection implementation and inspection, schools should make special efforts for aspects of the system and method to align with the unique purpose.

Perspective no.	perspectives of evaluation	Categories		
		F	L	A
4-8	The school must conduct the selection of students appropriately and fairly as per the school's admission process.	○		
4-9	Are the admission policies, selection standards and methods continuously inspected?			○
4-10	What features of the student admission implementation and inspection system or inspection method achieve the inherent purpose?			○

5. Student Support

Criterion 15: Student Support

Professional graduate public policy schools must support their students via school-wide support systems while providing counselling and support systems relating to student life, regulations and counselling systems for all types of harassment, and counselling and support systems for students relating to economic support including scholarships, in order to help students concentrate on their learning. In addition, it is necessary to make students aware of these support systems. Furthermore, it is necessary to maintain a support system for people with disabilities and to provide support for them.

Ideally, all professional graduate public policy schools should provide support such as counselling/support systems to help students to build their anticipated career or select a path, etc. after completing a course of study, support systems for adult students/exchange students, and support systems for self-led activities of students and alumni associations for students who have completed their course of study. In addition, with regard to such student support, it is expected professional graduate schools implement efforts to expand these features in line with the inherent purpose.

Perspective no.	perspectives of evaluation	Categories		
		F	L	A
5-1	The school must maintain a consultation and support system with regard to student life and provide support effectively.	○		
5-2	The school must maintain regulations and a consultation system regarding various types of harassment, and make students aware of these things.	○		
5-3	The school must maintain a consultation and support system for financial support for students such as scholarships and effectively provide support.	○		
5-4	The university must maintain a support system for people with disabilities and provide the necessary support for enrolled students.	○		
5-5	Does the school provide effective support by establishing a support system for career development/path selection counselling in anticipation of the student's course completion?			○
5-6	Has the school established a support system for adult students and foreign exchange students, and does the school provide support for them?			○

5-7	What support systems has the school put in place for self-led activities of students, and alumni associations after completion of a course of study, and are these being supported?			○
5-8	What features do the school's student support services offer to achieve its inherent purpose?			○

6. Education and Research Environment

Criterion 16: Maintenance of facilities and equipment, and personal support systems

All professional graduate public policy schools are required to maintain their facilities and equipment according to the scale of the professional graduate public policy school, including cases where the facilities and equipment of the entire school are used. In doing so, consideration must be given to students with disabilities. In addition, it is necessary to establish an environment that promotes effective learning and interaction between students, and to establish a human support system that contributes to education and research. Furthermore, it is expected that schools establish facilities, equipment, and personal support systems that are in line with the inherent purpose, and that they work toward expanding these features.

Perspective no.	perspectives of evaluation	Categories		
		F	L	A
6-1	The lecture rooms, practice rooms, and other facilities and equipment must be made available in accordance with the scope and education system of the professional graduate public policy school. (“SEPGS” Article 17)	○	○	
6-2	The school must maintain an environment including self-study rooms where students can study independently and a lounge for mutual interaction between students, and ensure they are being utilized effectively.	○		
6-3	The school must maintain facilities and equipment for people with disabilities.	○		
6-4	The school must maintain the information infrastructure necessary for student learning and education and research activities run by the faculty.	○		
6-5	The school must maintain a human support system that contributes to education and research.	○		
6-6	What kind of features are there in regard to the facilities and equipment, and human support systems to achieve the inherent purpose?			○

Criterion 17: Maintenance of library resources

All libraries at professional graduate public policy schools must be outfitted with sufficient materials such as books and electronic media needed for student study and the education and research activities of instructors in a planned and systematic fashion. In addition, the terms of use and hours of operation of these libraries must be set with consideration for student study and the education and research activities of instructors. Furthermore, with regard to the maintenance of educational resources, it is expected schools implement efforts in line with the inherent purpose and work towards the expansion of those features.

Perspective no.	perspectives of evaluation	Categories		
		F	L	A
6-7	Schools must maintain a wide range of materials such as books and electronic media necessary to accommodate students' studies as students of professional graduate public policy school, and to accommodate the education and research activities of faculty. Furthermore, all resources should be outfitted in a planned/systematic fashion.	o		
6-8	The terms of use and hours of operation of libraries should take into consideration the needs of the students' studies as students of professional graduate public policy school and the needs of the education and research activities of the faculty.	o		
6-9	What does the maintenance of library resources offer to achieve the inherent purpose?			o

Criterion 18: Maintenance of the education and research environment for full-time faculty members and assessment of their education and research activities

To develop academic creativity in its full-time faculty members and make it possible to adequately carry out all education and research activities, professional graduate public policy schools must evaluate the environment arranged as well as the effectiveness of the education and research activities of full-time faculty members and their contributions to society and to internal management. Furthermore, it is necessary to work towards the improvement and advancement of the activities of full-time faculty members.

Perspective no.	perspectives of evaluation	Categories		
		F	L	A

6-10	Full-time faculty member class teaching hours take into consideration educational preparation and research.	○		
6-11	Schools must provide an adequate education and research environment for full-time faculty, including allocating a suitable amount of funds for personal research expenses and the maintenance of individual laboratories.	○		
6-12	Schools must ensure that there are sufficient opportunities (for example, setting aside a specified period of time exclusively for research) necessary for full-time faculty to carry out education and research activities.	○		
6-13	The school must put a system in place to appropriately evaluate the full-time faculty members' educational activities, research activities, contributions to society, and contributions to internal management, etc.	○		
6-14	What are the characteristics of the assessments of full-time faculty members' educational activities, research activities, contributions to society, and contributions to internal management in regards to the inherent purpose?			○

7. Self-study, Information Disclosure

Criterion 19: Self-study

In order to achieve the basic mission and inherent purpose, all professional graduate public policy schools must develop a system such as the Plan-Do-Check-Act (PDCA) cycle, which continuously checks, reviews, improves and reforms education and research activities. In addition, it is necessary to respond appropriately to the items pointed at the time of receiving reviews by a Certified Evaluation and Accreditation Organization. Furthermore, it is expected that schools link the results of self-study and certified evaluation and accreditation to the improvement/advancement of the education and research activities, and to utilize them for efforts in line with the unique purpose to expand the school's features.

Perspective no.	perspectives of evaluation	Categories		
		F	L	A
7-1	Schools must put a mechanism/organizational system in place for self-study, and continually engage in organized efforts to conduct self-study based on evaluation items related to education and research activities. (“SEA” Article 109, Paragraph 1)	○	○	
7-2	Schools must maintain a system to link the results of self-study and certified evaluation and accreditation to improvements and advancements of education and research activities.	○		
7-3	Schools must respond appropriately to the issues pointed out by the Certified Evaluation and Accreditation Organization.	○		
7-4	How do schools link the results of the self-study, and certified evaluation and accreditation to the improvement and advancement of education and research activities?			○
7-5	What features do the mechanisms, organizational systems and implementation methods of self-study such as external assessments have in relation to the inherent purpose?			○

Criterion 20: Information Disclosure

It is necessary for all professional graduate public policy schools to disclose the results of checks and reviews to society at large. In addition, in order to provide a high degree of transparency of its management, it is necessary for schools to actively disclose information on the status of various activities to the society and maintain accountability for their actions. Furthermore, with regard to information disclosure, schools are expected to implement initiatives in line with the inherent purpose and strive to expand their features.

Perspective no.	perspectives of evaluation	Categories		
		F	L	A
7-6	Schools must widely disclose the results of self-study inside and outside the university. (“SEA” Article 109, Paragraph 1)	○	○	
7-7	Is the school widely publicizing results of the certified evaluation and accreditation inside and outside the school?			○
7-8	Schools must adequately disclose information using websites, university guides, etc., so that the public can properly understand the status of the organizational management and various activities of the professional graduate public policy schools. (“MOESEA” Article 172-2 Paragraphs 1 and 2)	○	○	
7-9	What sort of distinctive features, in line with the inherent purpose, are present in information disclosure?			○