

(September 7, 2018)

## Standards for Professional Graduate School of Digital Contents



## Explanatory Notes

Related laws and regulations are abbreviated as follows.

- [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 Based on the Regulations of Standards for Establishment of Professional Graduate Schools Article 5, Paragraph 1, etc. (Ministry of Education, Culture, Sports, Science & Technology Notification No. 53 of 2003)

## Introduction

- I. The Standards for Professional Graduate School of Digital Contents are established by the Japan University Accreditation Association (hereinafter referred to as the “JUAA”) as a Certified Evaluation and Accreditation Organization for conduct certified evaluation and accreditation of professional graduate schools of digital contents.

Professional graduate schools of digital contents subject to these Standards are graduate schools that meet the following requirements.

- (i) The school has a basic mission of fostering human resources who engage in education and research involving theory and practice of innovation leveraging digital technologies, and who are equipped with the ability to create new industries and culture through content and business in an advanced information society.
  - (ii) The degree to be awarded shall be Master of Digital Content Management (professional) or an equivalent title.
- II. As a guideline for universities in maintaining and improving appropriate standards of education and research, the JUAA has set and revised various standards including the “University Standards,” which are the standards used in the university evaluations conducted by the JUAA.

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

- III. The Standards for Professional Graduate School of Digital Contents consist the following eight 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. Administration
8. 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” outlines the elements required to fulfill the basic mission imposed on all professional graduate schools of digital contents, and also to realize the inherent purpose of individual professional graduate school of digital contents (hereinafter referred to as “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, and A (Advanced) group.

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

- (i) To act as a specific perspective for the professional graduate school of digital contents when conducting self-study.
- (ii) To act as a specific perspective that the JUAA evaluators check when performing certified evaluation and accreditation of professional graduate schools of digital contents.

Based on the above, when applying for certified evaluation and accreditation for professional graduate school of digital contents, the school will have to conduct self-study in line with the “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 of professional graduate schools of digital content**

In this section, the JUAA evaluators will evaluate whether or not the basic matters required for a professional graduate school of digital contents are satisfied. In other words, the JUAA evaluators will carry out evaluations whether the school fulfills the basic mission of fostering human resources who engage in education and research involving theory and practice of innovation leveraging digital technologies, and are equipped with the ability to create new industries and culture through content and business in an advanced information society, and whether the school possesses the organizations necessary to fulfill the basic mission, whether they are appropriately administered, and whether valid education and research activities are carried out.

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 concerning professional graduate schools of digital contents**

In this section, the JUAA evaluators will evaluate whether individual professional graduate school of digital contents comply with laws and regulations concerning standards for the establishment of professional graduate schools, etc.

As a general rule, the names and relevant text of foundational laws and regulations concerning professional graduate schools of digital contents are indicated in parentheses ( ) after 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]**  
**Matters required for expanding distinctive features of the professional graduate schools of digital contents based on its inherent purpose**

Here, the JUAA evaluators will evaluate the distinctive features, strengths, etc. deployed by the individual professional graduate school of digital contents, to realize its 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) <Suggestion 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 of professional graduate schools of digital contents	Legal matters concerning professional graduate schools of digital contents	Matters required or expanding distinctive features based on the inherent purpose.
Comments	-Commendation - Suggestions for improvement (“Recommendations” if there are issues)	- Recommendations (could be “Suggestions for improvement” depending on the situation)	- Commendation - Distinctive feature - Suggestions for improvement

V. In the case of “Recommendation” or “Suggestion for improvement” attached to the certified evaluation and accreditation, the professional graduate school of digital contents will be required to create a plan for improvement and plan for resolution of issues, and to append these to items for which enactment of concrete measures for improvement is required. Six months after receiving the certified evaluation and accreditation results, the school will be required to comprehensively explain (through presentation) the plan for improvement and plan for resolution of issues at a meeting of the Professional Graduate School of Digital Contents 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.

VI. The results of certified evaluations and accreditation of professional graduate school of digital contents will comprehensively determine the status of “Recommendation,” and will determine whether school conform to the

Standards for Professional Graduate School of Digital Contents. In the event that serious problems as a professional graduate school of digital contents are recognized, the school will be determined to not conform to the Standards for Professional Graduate School of Digital Contents.

# Standards for Professional Graduate School of Digital Contents

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## 1. Mission and Purpose

### Criterion 1: Setting and appropriateness of objectives

The basic mission imposed on all professional graduate schools of digital contents is the fostering of human resources who engage in education and research involving theory and practice of innovation leveraging digital technologies, and who are equipped with the ability to create new industries and culture through content and business in an advanced information society.

Each professional graduate school of digital contents, under this basic mission and in light of the principles and objectives of the university in which the professional graduate school is located, must set forth an inherent purpose matched to the objectives of the professional degree course (hereinafter referred to as “inherent purpose”) within its school regulations, etc. In addition, it is recommended that the inherent purpose reflect the distinctive features to each professional graduate school of digital contents.

Perspective no.	Perspectives of evaluation	Categories		
		F	L	A
1-1	An inherent purpose is established under the basic mission imposed on all professional graduate schools of digital content.	○		
1-2	The inherent purpose must be appropriate to the objectives of the professional degree program. (“SEPGS” Article 2, Paragraph 1)		○	
1-3	The inherent purpose must be defined in the school regulations etc. (“SEGS” Article 1-2)		○	
1-4	What kind of features does the school have which support the inherent purpose?			○

### Criterion 2: Communication of objectives

Each professional graduate school of digital content must strive to communicate its inherent purpose to faculty and academic staff members, students, and other constituents of the school.



Perspective no.	perspectives of evaluation	Categories		
		F	L	A
1-5	The school makes efforts to communicate the inherent purpose to faculty and academic staff members, students, and other constituents of the school.	o		

## 2. Educational Program, Methods, and Outcomes

### (1) Curriculum and Educational Program

#### Criterion 3: Curriculum design

Each professional graduate school of digital content must appropriately design and manage a curriculum in order to maintain the level 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 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. The school must also communicate these policies to students.

Each professional graduate school of digital contents is required to systematically design a curriculum that takes into account education as bridging theory and practice, based on the curriculum design and implementation policy. In addition, it is necessary to consider social demands, academic development trends, and diverse student needs in the design of a curriculum. Moreover, it is recommended that schools introduce educational program in line with their inherent purpose, and offer distinctive class subjects.

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 policy for awarding a degree, 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 school designs its curriculum from the perspective of the basic mission imposed on all professional graduate schools of digital content, that is, the fostering of human resources who engage in education and research involving theory and practice of innovation leveraging digital technologies, and who are equipped with the ability to create new industries and culture through content and business in an	○	○	

	<p>advanced information society.</p> <p>(2) The curriculum appropriately arranges subjects that deal with basic content, advanced content, practical content, case studies, etc. for the fostering of human resources in the field of digital content.</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 members or other academic staff members appointed by the dean or the head of the professional graduate schools of digital content</p> <p>(2) Persons who are engaged in a profession in the field of digital content or are involved in wide-ranging regions in an organization related to that occupational field (professional organization, trade organization, research organization of persons engaged in professions in the field of digital content or in related business, etc.), and who have a wealth of practical experience in the field of digital content</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) Persons other than faculty members or other staff members of the university in which the professional graduate school of digital content is located, who are recognized as necessary by the dean or the head of the professional graduate school of digital content</p>		o	
2-5	The school designs its curriculum taking into account the		o	

	opinions of the Collaboration Council for Educational Program, and taking into consideration circumstances surrounding the field of digital content. (“SEPGS” Article 6, Paragraph 2)			
2-6	What kind of distinctive courses does the graduate school offer which conform to the inherent purpose?			o

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

Each professional graduate school of digital content must set appropriate credits in line with related laws and regulations and with volume of studies taken into account, and must enact necessary measures to enable students to engage in balanced course studies.

In order to ensure fairness and strictness in granting credits, approving the completion of programs, and shortening periods of enrollment, schools must engage in these on the basis of standards and methods clearly indicated to students in advance. In addition, degrees to be granted are required to have names that match the characteristics and educational program of the field of digital content.

Perspective no.	perspectives of evaluation	Categories		
		F	L	A
2-7	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)		o	
2-8	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)		o	
2-9	If the credits earned by a student for a course taken at another graduate school or credits earned before entering the professional graduate school are to be recognized as credits earned at the applicable professional graduate school, there must be systems in place which ensure the integrity of that university's educational standards and curriculum are in accordance with applicable legal		o	

	regulations. (“SEPGS” Article 13, Article 14)			
2-10	The period of study required and the number of credits earned for the completion of the course must be properly set in accordance with the applicable legal regulations. (“SEPGS” Article 2, Paragraph 2; Article 3, Article 15)		o	
2-11	The criteria and methods for the completion of the course must be indicated to the student. (“SEPGS” Article 10, Paragraph 2)		o	
2-12	If the term of study is shortened, the term 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)		o	
2-13	If you are shortening the term of study, the criteria and process must be specified in advance to students through school regulations. In addition, specified standards and processes must be applied fairly and strictly.	o		
2-14	Granted degrees are given names that are appropriate to the characteristics of the digital content field and the educational program of the applicable professional graduate school of digital content. (“Degree regulations” Article 5-2, Article 10)	o	o	

## (2) Educational Methods

### Criterion 5: Study guidance and learning counseling

Each professional graduate school of digital content must maintain a study guidance system based on the diversity of students' experience and knowledge before enrollment, and, with a view toward students' career after program completion, must carry out appropriate study guidance and learning counseling that further promotes students' willingness to learn. In addition, when implementing internships, training, etc., it is necessary to clarify the rules regarding confidentiality and to provide appropriate guidance, etc. Moreover, in study guidance and learning counseling, it is recommended that schools carry out distinctive initiatives in line with their inherent purpose.

Perspective no.	perspectives of evaluation	Categories		
		F	L	A
2-15	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.).	○		
2-16	When conducting internships, training, etc., it is necessary to clarify the rules regarding confidentiality and to provide appropriate guidance.	○		
2-17	What kind of features are there in line with the inherent purpose regarding course guidance and study consultations?			○

### Criterion 6: Class methods, etc.

Each professional graduate school of digital content must introduce educational methods that bridge theory and practice. In addition, in order to maximize the effectiveness of the instruction, 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. Moreover, in educational methods, it is recommended that schools carry out distinctive initiatives, in line with their inherent purpose.

Perspective no.	perspectives of evaluation	Categories		
		F	L	A
2-18	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)	○	○	
2-19	In addition to lectures, appropriate educational methods and class methodologies such as discussion, seminars, practical training, group learning, case studies, field studies, and internships should be employed in order to enhance students' practical education. (“SEPGS” Article 8, Paragraph 1)	○	○	
2-20	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)		○	
2-21	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)		○	
2-22	What kind of features are there in the lesson methodology to achieve the inherent purpose?			○

### Criterion 7: Lesson plans and syllabus

Each professional graduate school of digital content must set class times, timetables, etc. that take students' studies into consideration. 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
2-23	The class hours and schedule should be set in consideration of the students' course load.	○		

2-24	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)	○	○	
2-25	Classes must be conducted according to the syllabus. Furthermore, 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 level of professional degree programs, each professional graduate school of digital content must appropriately set standards and methods for the assessment of academic achievement, and must clearly indicate these to students in advance through syllabus, etc. In addition, actual performance evaluations are required to be carried out fairly and strictly based on the specified criteria and methods. Furthermore, it is necessary to formulate a mechanism to respond to inquiries concerning performance evaluations from students, properly inform the students about the process, and carry it out appropriately.

Perspective no.	perspectives of evaluation	Categories		
		F	L	A
2-26	The criteria and methods for the assessment of academic achievement should be properly set and clearly indicated to students. (“SEPGS” Article 10, Paragraph 2)	○	○	
2-27	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)	○	○	
2-28	In order to ensure the fairness and strictness of the assessment of academic achievement, a mechanism must be formulated to respond to inquiries about grades from students, and this mechanism must be clearly indicated to the students. In addition, that system must be properly operated.	○		

**Criterion 9: Systematic training for improvement**

Each professional graduate school of digital content must conduct organized training and research to improve the content and methods of classes. In addition, in



order to maintain and improve the level of education of the professional graduate school, it is important to strive to improve the practical knowledge of the faculty, as well as their teaching abilities. In order to improve the content and methods of classes, schools must conduct class evaluations by students in an organized manner, and must disclose the results. Furthermore, schools must use the results to maintain mechanisms that lead to improvements in education. Such mechanisms must be appropriately shared among parties concerned within the professional graduate school, and must function effectively in improving education. Also, in order to improve education, it is necessary to take external opinions into consideration. Moreover, in improving curricula and their content and methods, it is recommended that schools carry out distinctive initiatives, in line with their inherent purpose.

Perspective no.	perspectives of evaluation	Categories		
		F	L	A
2-29	The school must conduct systematic training and research to improve class content and methods. (“SEPGS” Article 11)	○	○	
2-30	The school strives to enhance the practical knowledge and improve the educational instruction ability of faculty members.	○		
2-31	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.	○		
2-32	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)		○	
2-33	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: Use of evaluations of educational outcomes

Each professional graduate school of digital content must evaluate educational outcomes, in line with its inherent purpose and based on the status of degree granting, the career path status of program graduates, etc., and must use the results to improve educational program and methods.

Perspective no.	perspectives of evaluation	Categories		
		F	L	A
2-34	The school must evaluate educational achievements in line with the inherent purpose, and use the results to improve educational program and methods.	o		

### 3. Faculty and Faculty Organization

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

To fulfill its basic mission and enable the realization of its inherent purpose, each professional graduate school of digital content must organize an appropriate faculty. Professional graduate schools must also comply with relevant laws and regulations while doing so. In addition, it is necessary to deploy faculty appropriately, noting that professional graduate schools are required to provide an education which bridges the gap 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. 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 digital content. (“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	The foundational courses that form the core of the curriculum should be taught mainly by full-time faculty. 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	The faculty is appropriately composed, taking into consideration diversity, gender balance, etc. in line with the characteristics of the digital content field.	○		
3-12	What sort of distinctive features are present in the organization of the faculty, in line with the inherent purpose?			○

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

Each professional graduate school of digital content must establish a faculty organization policy and transparent procedures for the employment of faculty

members who have sufficient education and research capabilities and high-level skills and abilities to sustain education and research activities into the future, and must strive for the fair administration of these.

Perspective no.	perspectives of evaluation	Categories		
		F	L	A
3-13	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, etc., and attributes such as visiting lecturer, fixed-term, etc., and based on those, determine the organization of the faculty.	○		
3-14	Regarding the recruitment, appointment, dismissal, and promotion of faculty, professional graduate schools must establish appropriate standards and procedures, and ensure their fair operation.	○		

**Criterion 13: Assessment of full-time faculty members' education and research activities**

All professional graduate schools of digital content need to verify the effectiveness of the education and research activities of the full-time faculty, and its contributions to internal management and society as a whole. Furthermore, it is necessary to continuously work towards the improvement and advancement of the activities of the full-time faculty.

Perspective no.	perspectives of evaluation	Categories		
		F	L	A
3-15	The school must put a system in place to appropriately evaluate the full-time faculty members' educational activities, research activities, contributions to internal management, and contributions to society.	○		
3-16	What are the characteristics of the assessments of full-time faculty members' educational activities, research activities, contributions to internal management, and contributions to society in regards to the inherent purpose?			○

#### 4. Student Enrollment

##### Criterion 14: Admission policy, selection of new students, and quota management

To fulfill its basic mission and achieve its inherent purpose, each professional graduate school of digital content must set a clear admission policy, based upon which it must set appropriate selection methods, and procedures, and must release these in advance. In addition, schools must conduct selection of new enrollees appropriately and fairly under a responsible implementation system. Furthermore, schools must maintain mechanisms and systems for the taking of entrance examinations by persons with disabilities.

In order to continuously ensure an environment appropriate to education, each professional graduate school of digital content must properly manage its enrollment number with respect to its enrollment quota and manage its student body size with respect to its admission capacity.

It is recommended that each professional graduate school of digital content implement distinctive initiatives in accepting students, in order to realize its inherent purpose.

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 conduct the selection of students appropriately and fairly as per the school's admission process.	○		
4-6	The school must have a system in place for persons with disabilities to take entrance examinations.	○		
4-7	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)			
4-8	What sort of distinctive features, in line with the inherent purpose, are present in student enrollment?			o

## 5. Student Support

### Criterion 15: Student Support

To enable students to concentrate on learning through university-wide support systems, each professional graduate school of digital content must provide support by maintaining counseling and support systems concerning student life, regulations and counseling systems concerning all kinds of harassment, and counseling and support systems concerning financial support such as scholarships. In addition, it is necessary to make students aware of these support systems. Furthermore, it is necessary to maintain a support system for accepting people with disabilities and to provide support for them.

It is recommended that all professional graduate schools of digital content maintain and support counseling and support systems for career formation, career path selection, etc. in anticipation of students' program completion, support systems for international students and adult students, support systems for students' self-led activities, alumni associations for program graduates, etc. In addition, it is recommended that schools implement initiatives for such student support, in line with their inherent purpose, and strive to extend their distinctive features.

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 such as scholarships.	○		
5-4	The school must maintain a support system for applicants with disabilities and provide support for them.	○		
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 to accept foreign exchange and adult students, and 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?			o
5-8	What features do the school's student support services offer to achieve its inherent purpose?			o

## 6. Education and Research Environment

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

It is important that each professional graduate school of digital content maintains facilities and equipment according to the scale of the professional graduate school, including facilities and equipment of the university overall, and that it do so with consideration of persons 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 school maintains lecture rooms, practical training rooms, and other facilities and equipment in accordance with the scope and form of education of the professional graduate school of digital content. (“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 schools of digital content 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. In addition, it is recommended that schools implement initiatives for the maintenance of books, materials, etc., in line with their inherent purpose, and strive to extend their distinctive features.

Perspective no.	perspectives of evaluation	Categories		
		F	L	A
6-7	The library maintains, in systematic and planned fashion, adequate books, electronic media, and other materials required for learning by students and for education research and research activities by faculty members of the professional graduate school of digital content.	○		
6-8	The rules for use and the hours of operation of libraries are set with consideration of learning by students and education and research activities by faculty members of the professional graduate school of digital content.	○		
6-9	What does the maintenance of library resources offer to achieve the inherent purpose?			○

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

Each professional graduate school of digital content must maintain an environment to enable adequate education and research activities and extend the academic creativity 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.	○		

## 7. Administration

### Criterion 19: Maintenance of administration systems and cooperation with related organizations

From the standpoint of autonomy of academic research, each professional graduate school of digital content must maintain unique organizational systems for conducting administration, and must establish and comply with school regulations based on related laws and regulations. Schools must also establish and appropriately administer appropriate standards concerning the appointment, dismissal, etc. of heads of full-time faculty organization. Furthermore, schools must appropriately engage in cooperation, collaboration, etc. with outside organizations related to the field of digital content.

It is recommended that, when faculties, graduate school academic units, etc. are located within the professional graduate school of digital content, the school engage in appropriate collaboration and division of roles with those organizations, in order to realize its inherent purpose.

Perspective no.	perspectives of evaluation	Categories		
		F	L	A
7-1	Schools must maintain an administration system to carry out management and operations.	○		
7-2	In regard to administration, schools must establish appropriate regulations based on relevant laws and regulations and carry out management and operations accordingly.	○		
7-3	Schools must establish appropriate standards and regulations regarding the appointment and dismissal, etc. of the head of the full-time faculty organization responsible for the administration of the professional graduate school of digital content, and carry out said standards and regulations appropriately.	○		
7-4	The school must appropriately engage in cooperation, collaboration, etc. with outside organizations related to the field of digital content.	○		
7-5	If a faculty or academic unit of a graduate school related to the professional graduate school of digital content is established, how does the school coordinate/share roles with them?			○

**Criterion 20: Administrative bureau**

To fulfill its basic mission and support the realization of its inherent purpose, each professional graduate school of digital content must establish and appropriately manage an appropriate administrative bureau. To further support the realization of their inherent purposes, it is recommended that schools carry out distinctive initiatives in the management of administrative bureaus.

Perspective no.	perspectives of evaluation	Categories		
		F	L	A
7-6	Schools must establish an administrative bureau with an appropriate size and function. (“SEGS” Article 42)	○	○	
7-7	The administrative bureau must be operated appropriately while establishing organic collaboration between related organizations.	○		
7-8	What kind of features are there in the administrative bureau to achieve the inherent purpose?			○

## 8. Self-study, Information Disclosure

### Criterion 21: Self-study

In order to achieve the basic mission and inherent purpose, all professional graduate schools of digital contents 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 and advancement of the education and research activities, and to utilize them for the expansion of the school's features to achieve the inherent purpose.

Perspective no.	perspectives of evaluation	Categories		
		F	L	A
8-1	Schools must put a mechanism and 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, “MOESEA” Article 158, Article 166)	○		
8-2	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.	○		
8-3	Schools must respond appropriately to the issues pointed out by the Certified Evaluation and Accreditation Organization.	○		
8-4	How do schools link the results of self-study and certified evaluation and accreditation to the improvement and advancement of education and research activities?			○
8-5	What sort of distinctive features, in line with the inherent purpose, are present in mechanisms, organizational systems, implementation methods, etc. for the self-study?			○

### Criterion 22: Information Disclosure

Each professional graduate school of digital content must communicate the results of its self-study to society at large. In addition, in order to provide a high degree of transparency of its organizational 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, it is recommended that schools implement initiatives for information disclosure, in line with their inherent purpose, and strive to extend their distinctive features.

Perspective no.	perspectives of evaluation	Categories		
		F	L	A
8-6	Schools must widely disclose the results of self-study inside and outside the university. (“SEA” Article 109, Paragraph 1)	○	○	
8-7	Schools must widely publish the results of certified evaluation and accreditation inside and outside the university.	○		
8-8	In order to enable proper understanding by the public of the status of the organizational administration and activities of the professional graduate school of digital content, the school appropriately discloses information through its website, university guides, etc. (“MOESEA” Article 172-2 Paragraphs 1 and 2)  <ul style="list-style-type: none"> <li>(1) Information on education and research aims.</li> <li>(2) Information on basic organization of education and research.</li> <li>(3) Information on faculty organization, faculty member numbers and the degrees/achievements each faculty member has.</li> <li>(4) Information concerning the admission policy, enrollment number, admission capacity, student body size, and number of program graduates and their career path status.</li> <li>(5) Information on class subjects, teaching methods, class content and class schedules for the year.</li> <li>(6) Information on standards for the assessment of academic achievements and course completion approval.</li> <li>(7) Information on facilities and equipment such as the school site, school building and other provisions including students’ learning and research environments.</li> </ul>	○	○	

	<p>(8) Information on tuition fees, registration fees and other imposed fees.</p> <p>(9) Information on support of students' learning, career path selection and physical and mental health.</p> <p>(10) Information concerning the status of cooperation with persons engaged in occupations requiring expertise, etc.</p>			
8-9	What sort of distinctive features, in line with the inherent purpose, are present in information disclosure?			o