

(January 31, 2018)

Standards for Professional Graduate School of
Global Legal Studies



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 School of Global Legal Studies are established by the Japan University Accreditation Association (hereinafter referred to as the “JUAA”) as a Certified Evaluation and Accreditation Organization for professional graduate school of global legal studies, to conduct certified evaluation and accreditation of professional graduate schools in the relevant field.

Professional graduate schools of global legal studies subject to these Standards are graduate schools that meet the following requirements.

- (i) The school has a basic mission of fostering human resources who can engage in practical work with high-level legal expertise, broad insight, and practical ability in the field of international law.
 - (ii) The degree to be awarded shall be is Master of Law in Global Legal Practice (professional), or an equivalent title.
- 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 evaluation conducted by the JUAA.

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

- III. The Standards for Professional Graduate School of Global Legal Studies consist of the following seven major items.

1. Mission and Purpose
2. Curriculum and Learning Outcomes
3. Student Enrollment
4. Faculty and Faculty Organization
5. Student Support
6. Education and Research Environment
7. Self-study

- 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 global legal studies, and also to realize the inherent purpose of individual professional graduate

school of global legal studies.

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 school of public health 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 public health

Based on the above, when applying for certified evaluation and accreditation for professional graduate school of global legal studies, 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 for the professional graduate school of global legal studies

The perspectives in this group address whether the basic matters required of professional graduate school of global legal studies are satisfied. In other words, they address whether the school fulfills the basic mission of fostering human resources who can engage in practical work with high-level legal expertise, broad insight, and practical ability in the field of international law, whether it possesses and appropriately uses its curriculum and other educational basic content to fulfill this basic mission, and whether these are 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 school of global legal studies

The perspectives in this group address whether schools comply with laws and regulations concerning standards for the establishment of professional graduate schools, etc. 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 school of global legal studies based on the inherent purpose

The perspectives in this group concern the distinctive features, strengths, etc. deployed by the professional graduate school of global legal studies 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) <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 of professional graduate school of global legal studies	Legal matters related to Professional Graduate Schools	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

(*) About suggestions

- Among suggestions appended to certified evaluation and accreditation results, “Recommendation” and “Suggestion for improvement” will be appended to items for which response is required as follows.
 - ▶ “Recommendation”: Creation of a “plan for improvement,” enactment of specific improvement measures, and required implementation of improvements.
 - ▶ “Suggestion for improvement”: Creation of a “plan to resolve issue”, investigation of specific measures, and efforts to effect improvement.
- Any professional graduate school of global legal studies issued a suggestion of “Recommendation” or “Suggestion for improvement” is required to take action as follows, based on the suggestion.

(*) About rulings

- The status of “Recommendation” will be judged comprehensively, and a ruling will be made regarding conformance with these Standards. At this time, a ruling of “Nonconforming” will be issued when serious problems as a professional graduate school of global legal studies is recognized.
- A professional graduate school of global legal studies issued a ruling of “Conforming” under these Standards will be required to take action as

follows after the certified evaluation and accreditation.

- ▶ Six months after receiving the certified evaluation and accreditation results, the school will comprehensively explain the “plan for improvement” and “plan for resolution of issues” at a meeting of the Professional Graduate Law School Certified Evaluation and Accreditation Committee.
- ▶ For items for which “Recommendation” was suggested, in the academic year two years after that in which the “plan for improvement” was explained, the school will submit a “progress 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. This is premised upon the appropriate completion of the improvements.

Standards for Professional Graduate School of Global Legal Studies

Enacted January 31, 2018

1. Mission and Purpose

Criterion 1: Setting and appropriateness of objectives

The basic mission imposed on all professional graduate school of global legal studies is the fostering of human resources who can engage in practical work with high-level legal expertise, broad insight, and practical ability in the field of international law.

Each professional graduate school of global legal studies, under this basic mission and in light of the principles and objectives of the university in which the professional graduate school of global legal studies is located, must set forth an inherent purpose matched to the objectives of the professional degree program system. It is recommended that the distinctive features of the professional graduate school of global legal studies be reflected in this.

Perspective no.	Perspectives of evaluation	Categories		
		F	L	A
1-1	Objectives are established under the basic mission imposed on all professional graduate school of global legal studies.	o		
1-2	The inherent purpose of the professional graduate school of global legal studies is matched to the objectives of the professional degree program. (“SEPGS” Article 2, Paragraph 1)		o	
1-3	What sort of distinctive features are present in the objectives?			o

Criterion 2: Communication of objectives

Each professional graduate school of global legal studies must make its inherent purpose clear to the general public through its website, university guides, etc., and must strive to communicate the purpose to faculty and academic staff members, students, and other constituents of the school.

Perspective no.	perspectives of evaluation	Categories		
		F	L	A
1-4	The school makes its inherent purpose clear to the general public through websites, university guides, etc.		o	

	("MOESEA" Article 172-2, Paragraph 1)			
1-5	The school makes efforts to communicate its inherent purpose to faculty and academic staff members, students, and other constituents of the school.	o		

2. Curriculum and Learning Outcomes

Criterion 3: Curriculum design

Each professional graduate school of global legal studies must fulfill the basic mission imposed on all professional graduate school of global legal studies, and, to realize its inherent purpose, must design and implement an appropriate curriculum. It must also connect this to the granting of degrees at an appropriate level. In doing so, in line with its mission and objectives, the school must formulate a degree award policy (diploma policy) that makes learning outcomes clear, and, based on that policy, must formulate a curriculum design and implementation policy (curriculum policy). In addition, it is necessary to disseminate these policies to students.

Each professional graduate school of global legal studies is required to systematically design a curriculum that bridges theory and practice, based on the curriculum design and implementation policy. In the content, schools must give consideration to circumstances surrounding the field of global law, and must give consideration to adapting to academic development trends, the diverse needs of students, etc. Class times and timetables must take students' studies into consideration, and credits granted for students' study must be set in accordance with relevant laws and regulations, taking into consideration characteristics of the class subject, hours of study, etc. Moreover, with regard to the content of course subjects, etc., it is recommended that schools strive for extension of their distinctive features while conforming to their 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.	o		
2-2	Based on a curriculum design and implementation policy that is in turn based on the degree award policy, the school systematically designs a curriculum, taking care that it bridges theory and practice. In doing so, the curriculum should be based upon the following items. (“SEPGS” Article 6)	o	o	

	<p>(1) The curriculum is designed from the perspective of the basic mission imposed on all professional graduate school of global legal studies that is, fostering human resources who can engage in practical work with high-level legal expertise, broad insight, and practical ability in the field of international law.</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 international law.</p> <p>(3) Ensure that courses are being taken by students consistently and in a stratified fashion.</p>			
2-3	Class times and timetables take students' studies into consideration.	o		
2-4	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 to complete the course (including preparation and review time outside the classroom). ("SEU" Article 21, Article 22, Article 23)		o	
2-5	The school considers that the curriculum is suited to the demands of society, academic development trends, the diverse needs of students, etc.	o		
2-6	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. (1) Faculty and other staff members appointed by the president or head of the applicable professional graduate school of global legal studies		o	

	<p>(2) Persons who are engaged in a profession in the field of global law 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 global law or in related business, etc.), and who have a wealth of practical experience in the field of global law</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 global legal studies is located, who are recognized as necessary by the dean or the head of the professional graduate school of global legal studies</p> <p>(“SEPGS” Article 6-2)</p>			
2-7	<p>The school designs its curriculum taking into account the opinions of the Collaboration Council for Educational Program, and taking into consideration circumstances surrounding global law.</p> <p>(“SEPGS” Article 6, Paragraph 2)</p>		○	
2-8	<p>What sort of distinctive features, in line with the inherent purpose, are present in class subjects?</p>			○

Criterion 4: Class methods

Each professional graduate school of global legal studies must introduce educational methods that bridge theory and practice. In doing so, to fully realize the educational merit, schools must conduct classes with an appropriate number of students, taking into consideration the method of teaching, facilities, equipment, and other educational conditions. Furthermore, classes must adopt the most effective class form and methods for targeted learning outcomes, such as bi-directional and multi-directional classes conducted through case studies, field surveys, Q&A, debates, etc. When conducting remote classes using diverse media or conducting distance learning, these must address class subjects for which educational effects can be fully expected. Based on this, it is

recommended that distinctive class methods be adopted, while conforming to the inherent purpose.

Perspective no.	perspectives of evaluation	Categories		
		F	L	A
2-9	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)	o	o	
2-10	The school adopts class forms and methods such as lectures, debate, seminars, practical training, group learning, case studies, field studies, and internships, to enhance students' practical education. (“SEPGS” Article 8, Paragraph 1)	o	o	
2-11	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)	o	o	
2-12	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)		o	
2-13	What sort of distinctive features, in line with the inherent purpose, are present in the class methods?			o

Criterion 5: Syllabus

Each professional graduate school of global legal studies must clearly indicate to students its annual class plans, the specific content of each class session, methods, educational materials used, study requirements, etc. through the syllabus. Furthermore, schools must conduct classes appropriately according to the syllabus, and must make changes to the content of the syllabus clear to students in an appropriate manner. Furthermore, changes to the content of the syllabus must be clearly indicated to students in an appropriate manner.

Perspective no.	perspectives of evaluation	Categories		
		F	L	A

2-14	Annual class plans, specific content of each class session, methods, educational materials used, study requirements, etc. are clearly indicated to students through the syllabus. (“SEPGS” Article 10, Paragraph 1)	o	o	
2-15	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.	o		

Criterion 6: Study guidance and learning counseling

Each professional graduate school of global legal studies must take necessary measures to allow students to engage in balanced course studies. As a part of this, the school must set an upper limit on the number of credits that students can register in one academic year or one semester, and must appropriately provide study guidance. In addition, in the implementation of study guidance and learning counseling, the school must consider the diversity of students' experience and knowledge before enrollment, and with a view toward students' careers after program completion, must emphasize a perspective of further promoting students' willingness to learn. In addition, when implementing internships, practical training, etc., schools must clearly document mechanisms concerning confidentiality obligations, etc. and must provide appropriate guidance. 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
2-16	The school sets an upper limit on the number of credits that students can register for in one academic year or one semester, and strives to enable balanced course studies throughout all academic years. (“SEPGS” Article 12)		o	
2-17	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.).	o		

2-18	When implementing internships, practical training, etc., the school clearly documents mechanisms concerning confidentiality obligations, etc., and provides appropriate guidance.	o		
2-19	What sort of distinctive features, in line with the inherent purpose, are present in the study guidance and learning counseling?			o

Criterion 7: Assessment of academic achievement

In order to maintain the standards expected of a professional degree course, all professional graduate school of global legal studies 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, assessment of academic achievement must be carried out on the basis of the indicated standards 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
2-20	The criteria and methods for the assessment of academic achievement should be properly set and clearly indicated to students. (“SEPGS” Article 10, Paragraph 2)	o	o	
2-21	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)	o	o	
2-22	To ensure fairness and strictness in assessment of academic achievement, the school maintains mechanisms for responding to inquiries by students about assessment of academic achievement, etc., and clearly indicates these to students. In addition, that system must be properly operated.	o		

Criterion 8: Granting of credit, completion of program

In order to ensure fairness and strictness in granting credits, approving the completion of programs, and shortening periods of enrollment, each

professional graduate school of global legal studies must engage in these on the basis of standards and methods clearly indicated in advance to students. In addition, degrees to be granted are required to have names that match the characteristics and educational program of the field of global law.

Perspective no.	perspectives of evaluation	Categories		
		F	L	A
2-23	When 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, this is conducted in accordance with the provisions of laws and regulations, and with sufficient consideration to ensure the integrity of the professional graduate school's educational standards and curriculum. ("SEPGS" Article 13, Article 14)		o	
2-24	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)		o	
2-25	The criteria and methods for the completion of the course must be indicated to the student. ("SEPGS" Article 10, Paragraph 2)		o	
2-26	When shortening the enrollment period, the period to be shortened is not more than half of the standard study term, and students are enrolled for at least one year. Also, consideration is given to enable the achievement of sufficient results in light of the inherent purpose. ("SEPGS" Article 16)		o	
2-27	When shortening the enrollment period, the school clearly indicates standards and methods to students in advance through school regulations, etc. In addition, the school administers systems fairly and strictly, based on the indicated standards and methods.	o		
2-28	Granted degrees are given names that are appropriate to the characteristics of the global law field and the educational program of professional graduate school of global legal studies.	o	o	

	(“Degree regulations” Article 5-2, Article 10)			
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Criterion 9: Assessment of learning outcomes

Each professional graduate school of global legal studies must assess and evaluate the learning outcomes required of students, and must assess the career paths, etc. of program graduates. The school must release information on the career paths, etc. of program graduates, within the school and publicly. In addition, schools must maintain mechanisms to improve and enhance curricula and their content and methods, based on assessed and evaluated learning outcomes, the career path status of program graduates, etc.

Perspective no.	perspectives of evaluation	Categories		
		F	L	A
2-29	The school assesses and evaluates students' learning objectives, in line with the inherent purpose.	○		
2-30	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)	○	○	
2-31	The school maintains mechanisms to improve and enhance its curriculum and its content and methods, based on the results of measuring and evaluating students' learning outcomes, the status of degree granting, the career path status of program graduates, etc.	○		

Criterion 10: Improvement and enhancement of curricula and their content and methods

Each professional graduate school of global legal studies must regularly inspect the appropriateness of its curriculum and its content and methods, and must strive to improve and enhance these. In doing so, schools must take into account the opinions of students through means such as class evaluations by students, and must also take into account external opinions. Moreover, with regard to the improvement and enhancement of the curriculum and its content, it is recommended that the school implement distinctive initiatives in line with its inherent purpose and to extend its commendations.

Perspective no.	perspectives of evaluation	Categories		
		F	L	A

2-32	In the improvement and enhancement of the curriculum and its content and methods, the school takes into the account the opinions of students, such as by using the results of class evaluations by students.	o		
2-33	In the improvement of the curriculum and its content and methods, the school takes into account the opinions of the Collaboration Council for Educational Program. (“SEPGS” Article 6, Paragraph 3)		o	
2-34	What sort of distinctive features, in line with the inherent purpose, are present in the improvement and enhancement of the curriculum and its content and methods (such as listening to the opinions of program graduates)?			o

3. Student Enrollment

Criterion 11: Admission policy and quota management

To fulfill its basic mission and realize its inherent purpose, each professional graduate school of global legal studies must set a clear admission policy, based upon which it must set appropriate selection standards, methods, and procedures. Schools must release admission policy and selection methods and procedures in advance, and must conduct selection of new enrollees appropriately and fairly in line with these.

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

Having done so, it is recommended that each professional graduate school of global legal studies implement distinctive initiatives in accepting students, in order to realize its inherent purpose.

Perspective no.	perspectives of evaluation	Categories		
		F	L	A
3-1	The school has clearly documented its admission policy and has released it outside the school. (“MOESEA” Article 165-2 Paragraph 1 and Article 172-2 Paragraph 1)	○	○	
3-2	The school must set appropriate selection criteria, methods and procedures based on the student admission policy.	○		
3-3	The school must announce its selection methods and procedures in advance to prospective students and to the public in general.	○		
3-4	In the selection of new enrollees, the school must accept students in line with the admission policy, based on selection standards and procedures set forth in advance.	○		
3-5	It is necessary for all professional graduate schools 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)	○	○	

3-6	What sort of distinctive initiatives, in line with the inherent purpose, have been taken in enrollment (such as consideration of international diversity)?			o
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4. Faculty and Faculty Organization

Criterion 12: Organization of faculty

To fulfill its basic mission and enable the realization of its inherent purpose, each professional graduate school of global legal studies must establish an organizational policy on faculty, based upon which it must organize an appropriate faculty. Schools must assign faculty members appropriately, taking into account that professional graduate schools are required to provide an education that bridges theory and practice, and must also comply with relevant laws and regulations. In addition, it is recommended that schools take care to avoid excessive bias toward a specific age range in the composition of faculty members, and take other diversity into consideration in the composition.

Perspective no.	perspectives of evaluation	Categories		
		F	L	A
4-1	The school must have a policy for organizing faculty.	○		
4-2	The school must comply with legal and regulatory standards regarding the number of full-time faculty. (“Notification 53,” Article 1, Paragraph 1)	○	○	
4-3	In principle, more than half of the number of full-time faculty members required by law consists of professors. (“Notification 53,” Article 1, Section 6)		○	
4-4	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 outstanding knowledge and experience in their major fields of study (“SEPGS” Article 5, Paragraph 1)	○	○	
4-5	About 30% or more of the number of full-time faculty members required by the professional graduate school are practitioner faculty members. (“Notification 53,” Article 2, Paragraph 1, Paragraph 2)		○	
4-6	Practitioner faculty members must have at least 5 years of practical experience and have a high level of practical ability.		○	

	(“Notification 53,” Article 2, Paragraph 1)			
4-7	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)		o	
4-8	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)		o	
4-9	The composition of full-time faculty members is based on the design policy and is appropriate in light of the basic mission of the professional graduate school. In addition, the school should assign appropriate faculty members to both subjects emphasizing theory and subjects that emphasize practice, and fully develops education that bridges theory and practice.	o		
4-10	For subjects at the core of the curriculum, the school in principle assigns full-time professors or associate professors. When assigning part-time faculty members or non-full time faculty members to those subjects, the school does so in accordance with predetermined standards and procedures.	o		
4-11	The school takes care to avoid excessive bias toward a specific age range in the composition of full-time faculty members. (“SEGS” Article 8, Paragraph 5)		o	
4-12	Faculty member composition takes into consideration gender and other diversity in line with the characteristics of the field of global law.	o		

Criterion 13: Recruitment, appointment, dismissal, and promotion of faculty members

Each professional graduate school of global legal studies must establish transparent standards and procedures for the employment of faculty members who have sufficient education and research capabilities, high-level skills and abilities, or expert knowledge and experience to sustain education and research activities into the future, and must fairly conduct recruitment, etc. of faculty members based on these.

Perspective no.	perspectives of evaluation	Categories		
		F	L	A
4-13	The school establishes regulations for standards and procedures with appropriate content concerning the recruitment, appointment, dismissal, and promotion of faculty members, and conducts these fairly based on the standards and procedures.	o		

Criterion 14: Training, etc. for the improvement of faculty member quality and the improvement and enhancement of faculty

Each professional graduate school of global legal studies must conduct organized training and research to improve the quality of faculty members. In addition, in order to maintain and improve the level of education in the professional graduate school, it is important that the school strives to enhance the practical knowledge and improve the educational instruction ability of faculty members, particularly practitioner faculty members.

Perspective no.	perspectives of evaluation	Categories		
		F	L	A
4-14	The school conducts organized training and research to improve the quality of faculty members. (“SEPGS” Article 11)	o	o	
4-15	The school strives to enhance the practical knowledge and improve the educational instruction ability of faculty members, particularly practitioner faculty members.	o		

Criterion 15: Assessment of full-time faculty members' education and research activities

All professional graduate school of global legal studies need to verify the effectiveness of the educational 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
4-16	The school must appropriately evaluate the education activities, research activities, contribution to organizational management, contribution to society, etc. of full-time faculty members.	○		
4-17	What sort of distinctive features, in line with the inherent purpose, are present in the evaluation of the education activities, research activities, contribution to organizational management, contribution to society, etc. of full-time faculty members?			○

5. Student Support

Criterion 16: Student Support

Each professional graduate school of global legal studies must work to maintain and manage systems for the appropriate support of students, particularly adult students and international students. Moreover, it must plan the maintenance and management of systems concerning support for career formation, career path choice, etc. in anticipation of students' program completion. In addition, it is recommended that schools maintain support systems as necessary for students' self-led activities, alumni associations for program graduates, etc. Moreover, it is recommended that students be supported, in line with the inherent purpose, and that distinctive features be extended.

Perspective no.	perspectives of evaluation	Categories		
		F	L	A
5-1	The school maintains and implements support systems for adult students and international students.	○		
5-2	The school maintains and implements counseling and support systems concerning career formation, career path choice, etc. in anticipation of students' program completion.	○		
5-3	What sort of support systems does the school maintain as necessary for students' self-led activities, alumni associations after completion of a course of study, etc.? How does the school engage in collaboration, etc. with the alumni associations, etc.?			○
5-4	What sort of distinctive features, in line with the inherent purpose, are present in student support?			○

6. Education and Research Environment

Criterion 17: Facilities and Equipment

In each professional graduate school of global legal studies, facilities and equipment must be maintained, according to the scale and form of education of the professional graduate school. These facilities and equipment must be maintained as those specific to the professional graduate school and those shared with the university in which the professional graduate school is located. In preparing the facilities and equipment, consideration must be given to promoting effective learning by students and interactions among students. In addition, it is recommended that facilities and equipment that extend distinctive features be maintained.

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 global legal studies. (“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 maintains the information infrastructure necessary for student learning and for the education and research activities of faculty members.	○		
6-4	What sort of distinctive features, in line with the inherent purpose, are present in facilities and equipment?			○

Criterion 18: Maintenance of library resources

Each professional graduate school of global legal studies must maintain, in systematic and planned fashion, adequate books, electronic media, and other materials required for learning by students and education and research activities by faculty members. In addition, the hours of operation and other terms of use and usage environment of libraries must take into consideration learning by students and education and research activities by faculty members.

Further, it is recommended that books, materials, etc. be maintained in line with the inherent purpose, and that distinctive features be extended.

Perspective no.	perspectives of evaluation	Categories		
		F	L	A
6-5	The libraries must maintain, in systematic and planned fashion, adequate books, electronic media, and other materials required for learning by students and for education and research activities by faculty members of the professional graduate school of global legal studies.	o		
6-6	The hours of operation and other terms of use and usage environment of libraries are set with consideration of learning by students and education and research activities by faculty members of the professional graduate school of global legal studies.	o		
6-7	What sort of distinctive features, in line with the inherent purpose, are present in the maintenance of books, materials, etc.?			o

Criterion 19: Maintenance of an environment for education and research activities of full-time faculty members

Each professional graduate school of global legal studies must maintain an education and research environment and other conditions, and personal support systems, to enable full education and research activities and extend the academic creativity of full-time faculty members. In doing so, it is recommended that this be undertaken to extend distinctive features, in line with the inherent purpose of the professional graduate school of global legal studies.

Perspective no.	perspectives of evaluation	Categories		
		F	L	A
6-8	Full-time faculty member class teaching hours take into consideration class preparation, education activities, and research activities.	o		
6-9	The school has prepared an adequate education and research environment for full-time faculty, including allocation of personal research expenses, maintenance of individual laboratories, etc.	o		

6-10	School 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.	o		
6-11	The school maintains a personal support system for education and research activities, including support by its administrative bureau.	o		
6-12	What sort of distinctive features, in line with the inherent purpose of the professional graduate school of global legal studies, are present in initiatives to maintain an environment for education and research, etc. by full-time faculty members?			o

7. Self-study

Criterion 20: Self-study

To fulfill its basic mission and realize its inherent purpose, each professional graduate school of global legal studies must maintain mechanisms such as a Plan-Do-Check-Act (PDCA) cycle, and must constantly check and review education and research activities, etc. In addition, it must connect these results to improvement and enhancement. Schools must respond appropriately to any matters for improvement pointed out when undergoing evaluations, etc. by a Certified Evaluation and Accreditation Organization. Furthermore, it is recommended that schools extend their distinctive features when linking the results of self-study and certified evaluation and accreditation to the improvement and enhancement of education and research activities, etc.

Perspective no.	perspectives of evaluation	Categories		
		F	L	A
7-1	The school maintains mechanisms, including organizational systems for self-study, and, as organized and continuous initiatives, implements self-check and -review based on evaluation items concerning the education and research activities of the professional graduate school of global legal studies. (“SEA” Article 109 Paragraph 1, “MOESEA” Article 158, Article 166)	○	○	
7-2	The school maintains mechanisms to link the results of self-study and certified evaluation and accreditation to improvements and enhancement of education and research activities, and engages in this linking.	○		
7-3	The school responds appropriately to items for which improvement was indicated by the Certified Evaluation and Accreditation Organization, etc.	○		
7-4	What sort of distinctive initiatives, in line with the inherent purpose, are present for the improvement and enhancement of education and research activities, etc., such as implementing external evaluations and hearing the opinions of the graduates?			○