

(September 2, 2020)

Standards for Professional Graduate Schools of Public Health



Introduction

- I. The Standards for Professional Graduate Schools of Public Health (hereinafter “Standards”) are established by the Japan University Accreditation Association (hereinafter “JUAA”), a Certified Evaluation and Accreditation agency, to evaluate and accredit professional graduate schools of public health.

Professional graduate schools of public health subject to the Standards refer to graduate schools that meet the following requirements:

- (i) The basic mission is to nurture public health professionals with specialized knowledge and skills that contribute to solving public health issues raised by domestic and overseas government agencies, healthcare, welfare, and environment institutions, education and research institutes, private and local community organizations, and other entities, as well as cultivate human resources with broad insights and high professional standards.
 - (ii) In light of public health covering an extensive range of multi-faceted areas, professional graduate schools of public health must commit to developing human resources in line with their principal purpose, and promote the social contributions of public health professionals through their educational programs and degrees consistent with their purpose.
 - (iii) The degrees to be awarded match the schools’ principal purpose and educational content, and are appropriately titled master’s in public health (professional), healthcare administration (professional), or their equivalent.
- II. As a guideline for universities to maintain and improve appropriate standards of education and research, JUAA has established and revised such standards as the “University Standards” to evaluate and accredit universities. The Standards are one of JUAA’s various standards, underpinned by the “University Standards” positioned at the top.

III. The Standards comprise the following four major items:

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

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

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

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

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

<Areas of serious concern>

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

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

<Suggestions for improvement>

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

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

<Commendations>

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

<Distinctive features>

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

Type of item	Basic requirements for professional graduate schools of public health	Legal matters related to professional graduate schools	Items responding to each professional graduate school’s purpose
Comments in the Certified Evaluation and Accreditation	<ul style="list-style-type: none"> • Commendations • Areas of serious concern • Suggestions for improvement 	<ul style="list-style-type: none"> • Areas of serious concern • Suggestions for improvement 	<ul style="list-style-type: none"> • Commendations • Distinctive features • Suggestions for improvement

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

Standards for Professional Graduate Schools of Public Health

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1. Mission and Purpose

Public health is an organizational activity involving both theory and practice aimed at maintaining and improving people’s health and quality of life. To achieve this aim, professional graduate schools of public health must carry out their basic mission to cultivate human resources with specialized knowledge and skills that contribute to solving public health issues raised by domestic and overseas government agencies, healthcare, welfare, and environment institutions, education and research institutes, private organizations, and other entities, as well as broad insights and high professional standards.

The acquisition of specialized knowledge and skills, problem-solving skills, and other abilities is essential to solving public health issues. Graduates of professional graduate schools of public health must therefore display competencies, based on humanity and logic, ranging from communication, management, and diversity skills to professional standards for serving the public interest and advocacy skills for resolving problems. In addition, professional graduate schools of public health must build a mechanism for experts and people with health issues to coordinate and cooperate in public health support activities, rather than relying solely on the mindsets, roles, and skills of experts. Such activities include empowerment in health promotion, an area communities have been actively participating in recent years. Furthermore, the schools must help students develop skills and abilities based on a global perspective in response to today’s more extensive and diverse public health challenges through activities aimed at building a sustainable world and coordinating with various fields.

Under this basic mission, each professional graduate school of public health must define the “principal purpose” in its school rules and regulations to meet the objectives of its professional graduate school degree programs, in light of the mission of the university that established the school. Each school is also required to reflect its distinctive features in the principal purpose. Furthermore, professional graduate

schools of public health are recommended to develop visions to achieve their principal purpose, and to formulate and implement specific measures that direct their resource allocations, organizational competencies, and value creation.

○ Basic requirements

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

○ Perspectives of evaluation

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

2. Educational Programs and Learning Outcomes/ Students

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

Based on their curriculum policy, professional graduate schools of public health are required to systematically design the curricula with consideration given to providing education that bridges theory and practice. The curricula must also include suitable educational opportunities and content to support the development of qualities and competencies for public health professions. The schools must systematically organize subjects, with the five courses of epidemiology, biostatistics, environmental health sciences, social behavioral sciences, and health services administration positioned as basic specialized fields. To award internationally recognized professional degrees (Master of Public Health, etc.), the schools must organize the curricula covering all these basic fields, as public health deals with an extensive range of multi-faceted areas. As for professional degrees in more specialized public health fields (Master of Healthcare Administration, Master of Occupational Health, etc.), the schools may design dedicated programs while covering the basic specialized fields, in line with the principal purpose of professional graduate schools of public health. Furthermore, the curricula must be designed from the perspectives of fostering broad insights and high professional standards, developing a global mindset in response to today's more extensive and diverse public health challenges, and developing the ability to solve problems independently. With these perspectives in mind, the schools need to develop curricula aimed at achieving their principal purpose by introducing class subjects with distinctive features and adopting other creative approaches.

To bridge theory and practice and enhance practical education, professional graduate schools of public health must introduce educational methods, in addition to lectures, that help to effectively develop abilities and skills based on each course type. Such methods include interactive and multi-directional lessons through debates, seminars, group learning, case studies, field surveys, and internships. The schools' classes must be conducted with an appropriate number of students, with consideration given to teaching methods, facilities, equipment, and other educational conditions that

produce the full educational effects. They are also required to facilitate student learning by preparing and utilizing syllabuses, and by providing course guidance, consultation, and support for class preparation and review.

Understanding the abilities and qualities acquired by students upon course completion is extremely important for professional graduate schools of public health to clarify the outcomes of their education, assess the appropriateness, and make improvements and enhancements where necessary. The schools must evaluate student learning using appropriate methods and criteria to measure the achievements of each course objective, and assess the educational outcomes by tracking the career paths of graduates.

To provide an appropriate and effective education, it is important that professional graduate schools of public health select applicants properly and fairly based on their diploma policy that explicitly states the types of students desired and other requirements. In addition, they are required to carefully manage their student quotas to continuously ensure a suitable educational environment and produce the full educational effects.

Furthermore, the schools must develop systems to help students study effectively, and especially assist them in choosing and designing their future career paths.

○ Basic requirements

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

○ Perspectives of evaluation

Item	Perspectives of evaluation	
Diploma Policy and curriculum policy	2-1	A diploma policy explicitly stating the expected learning outcomes is formulated in line with the basic mission of professional graduate schools of public health. A curriculum policy is established under the diploma policy, and the appropriateness of the educational content and methods is clearly explained.

Curriculum design and class subjects	2-2	<p>Class subjects necessary to fulfill the basic mission and the principal purpose and to achieve the expected learning outcomes are offered, with each subject organized in a systematic and incremental manner. The offered subjects are suitable for training highly skilled professionals able to perform practices backed by theory, based on the following requirements for professional graduate schools of public health.</p>
		<ol style="list-style-type: none"> (1) The curricula are designed from the perspective of fulfilling the basic mission shared by professional graduate schools of public health, namely, cultivating human resources with specialized knowledge and skills that contribute to solving public health issues raised by domestic and overseas government agencies, healthcare, welfare, and environment institutions, education and research institutes, private and local community organizations, and other entities, as well as broad insights and high professional standards. (2) Subjects involving basic, advanced, and practical contents and case studies are appropriately organized to develop human resources in the public health field. (3) The curricula are designed from the perspective of developing a global perspective, in light of today's more extensive and diverse public health challenges. (4) The courses are organized for students to study in a systematic and incremental manner. (5) Opportunities are provided for students to develop such competencies as communication, management, and diversity skills, professional standards for serving the public interest, and advocacy skills for resolving problems.
	2-3	<p>Classes conducted in various temporal and spatial settings, such as distance education and e-learning, produce the full educational effects by providing appropriate content and methods.</p>

	2-4	Class hours and schedules are arranged so as not to hinder students' overall coursework.
Teaching	2-5	Appropriate class styles (lectures, seminars, practical training, etc.) and methods (case studies, field surveys, etc.) and educational materials are used to achieve the expected student learning outcomes. Creative educational approaches, such as internships and guest speakers, are adopted as necessary in coordination with organizations in the relevant public health fields.
	2-6	The following efforts are made to produce synergistic effects that facilitate student learning. <ul style="list-style-type: none"> • Preparation and utilization of syllabuses • Course guidance, consultation, and support for class preparation and review
	2-7	Classrooms and other necessary facilities suitable for implementing the curricula are provided and used by an appropriate number of students.
	2-8	Study rooms, lounges, and other spaces for student interaction are provided to enhance the learning effects for students.
	2-9	Libraries (reading rooms) house a sufficient collection of books and other materials necessary to study and conduct educational and research activities, with their operating hours and environments adequate to support learning and other educational activities.
	2-10	Sufficient facilities (including information infrastructure) for learning and other educational activities are provided and utilized.
Learning outcomes	2-11	Appropriate methods and criteria are established to measure the achievements of course objectives in terms of class content and styles, and student learning is assessed fairly and rigorously based

		on the methods and criteria explicitly stated in advance to students.
	2-12	A system to deal with student inquiries about grading and other matters is developed, notified to students, and operated properly to ensure the fairness and strictness of academic achievement assessment.
	2-13	The criteria and methods for course completion approval are specified in advance to students, and degrees are properly awarded to students who achieve the learning outcomes stated in the diploma policy.
	2-14	The educational outcomes of professional graduate schools of public health are assessed based on student learning outcomes and graduates' future careers and plans. Improvement and enhancement measures are also taken as necessary based on the assessment results.
	2-15	Multi-faceted approaches, such as seeking the opinions of graduates, students, and others, are adopted to evaluate educational outcomes and to improve and enhance the curricula, contents, and methods.
Student enrollment	2-16	An admission policy is established based on the diploma and curriculum policies, and the types of students desired, admission standards, screening methods, and other applicant requirements are clearly stated.
	2-17	The selection methods and procedures are made public in advance, and applicants are selected properly and fairly under the specified criteria and system.
	2-18	Both the number of freshman enrollment to the freshman enrollment cap and the number of student enrollment to the student enrollment cap are appropriately managed.

Student support	2-19	Consultation and support for students' future career paths and career designs are provided under an appropriate system.
	2-20	Learning Support is provided under an appropriate system to assist a wide variety of students with their studies, including working adults, international students, and people with disabilities.
	2-21	Necessary support is provided for students' extracurricular activities and graduates' activities under an appropriate system.

3. Faculty and Faculty Organizations

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

Professional graduate schools of public health must properly appoint faculty members with outstanding research achievements and advanced practical experiences to maintain a high level of educational and research activities in the future. To this end, the schools must fairly recruit, appoint, dismiss, and promote faculty members in accordance with specified procedures and methods. It is also important that they enhance their faculty members' skills and abilities and promote mutual understanding and collaboration between academic and practitioner faculty in order to develop student competencies. Furthermore, the schools must specify the roles of full-time faculty and properly evaluate their activities, as their required roles include not only teaching but also school management and other administrative duties.

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

○ Basic requirements

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

○ Perspectives of evaluation

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

		the professional competencies required of university instructors.
	3-7	Full-time faculty members' educational and research activities, organizational management, social engagement and contributions, and other responsibilities are properly evaluated.
Educational and research conditions, environments, and personnel support	3-8	Full-time faculty members are provided with appropriate educational and research conditions (class hours, dedicated research time, research grants, etc.), environments (laboratories, etc.), and personnel support (teaching assistants, etc.).

4. Professional Graduate School Management and Improvement/Enhancement

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

Professional graduate schools of public health must commit to conducting educational and research activities that address social challenges and needs, help build a better society, and increase their social value. To this end, the schools must develop an appropriate relationship with society as well as closely cooperate and collaborate with domestic and overseas government agencies, healthcare, welfare, and environment institutions, education and research institutes, private organizations, and other external bodies related to the public health field, with the aim of enhancing their education and contributing extensively to the development of public health activities. It is also extremely important that they properly disclose information, fulfill their social accountability, and gain the public's understanding of their educational and research activities.

○ Basic requirements

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

○ Perspectives of evaluation

Item	Perspectives of evaluation	
Professional graduate school management	4-1	A specific organizational system for professional graduate school management is established and properly operated.
	4-2	The responsibility systems for educational planning, design, and other activities are clearly defined.

	4-3	Educational content and faculty personnel are appropriately coordinated with the relevant faculties and units, if any.
Self-studies and improvement activities	4-4	Systematic self-studies are conducted regularly under clearly specified procedures and responsible systems, with the results connected to improving and enhancing the school's educational and research activities.
	4-5	Appropriate actions are taken to address any externally identified need for improvement.
Social engagement and information disclosure	4-6	Public opinions are taken into consideration in professional graduate school management and its improvement and enhancement by, for example, consulting with the Collaboration Council for Educational Program.
	4-7	Information on the professional graduate school's management and activities are disclosed to fulfill its social accountability. Efforts are also made to gain the public's understanding of the school's mission, purpose, and activities.
	4-8	All decisions and approvals pertaining to partnership agreements and contracts with companies and other external organizations are made in accordance with appropriate procedures, with the funds properly received and managed.