Standards for Professional Graduate School of Digital Contents

Japan University Accreditation Association

Introduction

I.   The Standards for Professional Graduate School of Digital Contents (hereinafter the Standards) are established by the Japan University Accreditation Association (hereinafter the JUAA), a Certified Evaluation and Accreditation Agency, for conducting certified evaluations and accreditations 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 basic mission is to foster human resources who will engage in education and research involving the theory and practice of innovation leveraging cutting-edge digital technologies, and who are equipped with the ability to produce new industries and cultures through the creation and management of contents in an era in which the future is unpredictable.

(ii)   The degree to be awarded match the school's principal purpose and educational content, and is appropriately titled master of digital content management (professional) or its 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.   These Standards consist of 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 school need to address when conducting self-studies, and that JUAA

must consider when conducting its certified evaluation and accreditation. The "basic requirements" refer to legal and other fundamental matters that must be confirmed as essential preconditions for evaluation. (the specific range of requirements is defined separately.) To interpret and apply each basic requirement and perspective of evaluation, the schools are required to understand the objectives stated in the text and pay sufficient attention to interconnections and other aspects.

V.   Evaluation remarks 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 digital contents.

> The school receiving the "area of serious concern" comment must take specific measures to ensure that improvements are made.

< Suggestions for improvement >
(i)   Issues that do not apply to "area 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 digital contents.
(ii)   Requirements for professional graduate schools of digital contents 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 "suggestion for improvement" comment must make efforts for improvement through specific plans and measures.

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

< Distinctive features >

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

Type of item	Basic requirements for professional graduate schools of digital contents	Legal matters related to professional graduate schools	Items responding to each professional graduate school's purpose
Evaluation remarks	• Commendations • Areas of serious concern • Suggestions for improvement	• Areas of serious concern • Suggestions for improvement	• 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 School of Digital Contents

1. Mission and Purpose

The mission and purpose of a professional graduate school of digital contents is to foster professionals who will engage in education and research involving the theory and practice of innovation leveraging cutting-edge digital technologies, and who are equipped with the ability to produce new industries and cultures through the creation and management of contents in an era in which the future is unpredictable.

Under this basic mission and in light of the mission and purpose of the university in which it is housed, the school must set forth a principal purpose consistent with the objectives of its professional degree course (hereinafter the principal purpose) in its school regulations. The principal purpose must reflect the school's distinctive features. Toward realizing its principal purpose, the school is recommended to draw up a medium- to long-term vision, create specific plans indicating an original direction for resource allocation, organizational capabilities, and value creation, and put those plans into action.

○ Basic Requirements

The basic requirements of this major item are correctly indicated in the "basic requirement data" and are appropriate and conform with legal and other standards.

○ Perspectives of evaluation

Item		Perspectives of Evaluation
Setting a purpose	1-1	The school has set its own purpose in line with the basic mission of professional graduate schools of digital contents and with the mission and purpose of the university in which the school is housed. The purpose indicates a clear direction for the school's value and the ideal graduate that it aims to foster.
Medium- to long-term vision, and	1-2	Toward realizing its purpose, the school has drawn up a medium- to long-term vision and created specific measures indicating a direction for resource allocation, organizational capabilities, and value creation,

measures		and puts those plans into action.

2. Educational Programs and Learning Outcomes/Students

A professional graduate school of digital contents must appropriately design and manage their educational programs in order to maintain the level of the professional degree. To this end, the school must establish and communicate to the students a degree award policy (diploma policy) articulating the learning outcomes consistent with its principal purpose, and in line with this, a curriculum design and implementation policy (curriculum policy).

The school is required to systematically design a curriculum based on the curriculum policy, taking into consideration education that bridges theory and practice. In order to foster the ability to produce new industries and cultures, it is important to equip the students with the knowledge and skills for the creation and management of contents, taking into consideration the demands of society, trends in academic development, and the diverse needs of the students. The school should keep this in mind and ensure that the curriculum is designed to realize its principal purpose.

In order to bridge theory and practice as well as enhance practical education, the school must incorporate educational methods suitable for achieving the educational goals set for each course, including discussion, seminars, group learning, case studies, field studies, internships, and other interactive and multidirectional class formats in addition to lectures. To this end, it should conduct classes with an appropriate number of students, taking into consideration the method of teaching, facilities and equipment, and other educational conditions to fully achieve the educational outcomes. The school is also required to realize smooth learning for the students through the preparation and use of syllabus, course guidance, and consultation and support for preparation and review.

Understanding the abilities and qualities acquired by the students upon completion of the program is crucial for the school to assess the effectiveness of its educational outcomes, inspect its appropriateness, and aim for improvement and enhancement. In doing so, the school should use methods and criteria suitable for measuring the achievement of goals for each course to evaluate student learning, and track the career paths of graduates to continue verifying the educational outcomes.

To provide an appropriate and effective education, it is important that professional graduate schools of digital contents 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 of this major item are correctly indicated in the basic requirement data and are appropriate and conform with legal and other standards.

○ Perspectives of Evaluation

Item		Perspectives of Evaluation
Diploma and curriculum policies	2-1	The school establishes a diploma policy articulating the expected learning outcomes, in conformity with the basic mission of professional graduate schools of digital contents. Based on the diploma policy, it establishes a curriculum policy clearly explaining the validity of the educational content and methods.
Curriculum design and class subjects	2-2	The curriculum offers the necessary classes for realizing the basic mission and the school's principal purpose and for the students to achieve the expected learning outcomes, taking into consideration the coherent, sequential placement of courses. The curriculum is suitable for fostering advanced professionals who can put theory to practice, in line with the following requirements of the relevant field. (1) The curriculum is designed from the perspective of the basic mission of all professional graduate schools of digital contents, which is to foster human resources who will engage in education and research involving the theory and practice of innovation leveraging cutting-edge digital technologies, and who are equipped with the ability to produce new industries and cultures through the creation and management of contents in an era in which the future is unpredictable. (2) The curriculum appropriately arranges subjects that deal with basic content, advanced content, practical content, and case studies for the development of human resources in the field of digital contents. It also incorporates learning about intellectual property, which is necessary for the creation and management of contents. (3) The curriculum takes into consideration the demands of society, trends in academic development, and the diverse needs of the students.

	2-3	Classes using various instruction models in terms of time and space (e.g., remote and e-learning formats) feature appropriate teaching content and methods to achieve educational effectiveness.
	2-4	Class hours and schedules are arranged so as not to hinder students' overall coursework.
Teaching	2-5	Courses incorporate class formats (e.g., lectures, seminars, and practical training), methods (e.g., case studies and fieldwork), and educational material effective for achieving the expected student learning outcomes. It also cooperates with related institutions of the relevant professional field to provide internships, invite guest speakers, and offer other creative forms of instruction as needed.
	2-6	Mutually effective services are offered for smooth learning for the students, such as the following. • Preparation and utilization of syllabus • Course guidance, consultation, and support for class preparation and review
	2-7	The school has classrooms and other facilities necessary to provide the curriculum, and uses them to conduct classes with an appropriate number of students.
	2-8	The school maintains self-study rooms and a lounge for mutual interaction between the students, which helps to enhance the students' learning.
	2-9	The school maintains a sufficient collection of books required for learning and education and research activities, and an environment prepared especially for their use.
	2-10	The school maintains sufficient equipment, including information infrastructure, required for learning and education and research activities, and ensures they are used.
Learning outcomes	2-11	The school establishes methods and criteria suitable for measuring the achievement of goals in accordance with the contents of each course and the form of study. It communicates information about the methods and criteria to the students and conducts a fair and rigorous

		assessment of student learning.
	2-12	To ensure fair and rigorous grading, a process is in place for handling the students' inquiries concerning their grades. The process is appropriately implemented, and information about it is communicated to the students.
	2-13	The school processes course completion using the methods and criteria communicated to the students, and appropriately awards degrees to students who have achieved the learning outcomes described in the diploma policy.
	2-14	The school inspects its educational outcomes in line with the students' learning outcomes and the graduates' career paths, and based on the results, strives for improvement and enhancement as needed.
	2-15	The school takes into consideration the opinions of its graduates and current students, and otherwise takes a creative and multifaceted approach to inspecting its educational outcomes and striving for the improvement and enhancement of curriculums and their content and delivery.
Student enrollment	2-16	The school establishes an admissions policy in line with the diploma and curriculum policies, describing the personal qualities and attributes of the students that it seeks and its criteria for determining the level of enrolling students.
	2-17	The school admits students in an appropriate and fair manner based on selection criteria and procedures communicated to the public.
	2-18	The school appropriately manages the ratio of enrolling students to the student quota, and the ratio of student body size to the admission capacity.
Student support	2-19	The school has an appropriate consultation and support system with respect to career paths and career designs.
	2-20	The school has an appropriate learning support system for diverse students, including working adults, international students, and students with disabilities.

	2-21	The school has an appropriate support system to help with the extracurricular activities of current students and the activities of graduates.

3. Faculty and Faculty Organizations

In order to fulfill its mission as a professional graduate school of digital contents and realize its school-specific goals and objectives, a professional graduate school of digital contents must maintain a sufficient number of full-time faculty members to meet its education and research needs. The school seeks to develop advanced professionals equipped with highly specialized skills and qualities including a sense of professional ethics, and paying special attention to ensure they can put theory to practice. To this end, the faculty organization should consist of teachers with superior research achievements and high levels of practical experience in their major fields of study as well as strong teaching skills, with a balanced mix of teachers boasting track records in academic research (academic faculty members) and expert-teachers with a practical background (practitioner faculty members). The faculty organization should be capable of sustaining and improving the school's education and research activities. Diversity must be given consideration in line with the characteristics of the field.

To maintain the level of its education and research into the future, the school must ensure that faculty members with superior research achievements and practical experience are properly assigned. To this end, it is essential that the recruitment, appointment, dismissal, and promotion of teachers are conducted fairly in accordance with prescribed procedures and methods. The school should also promote school-wide efforts to encourage the professional development of its teaching staff, work for mutual understanding and cooperation between research-oriented teachers and practice-oriented teachers, and facilitate the research activities of each faculty member (academic and practical studies). Because the responsibilities of full-time faculty members include not only the instruction of courses but also management and other administrative duties, the school should clearly define their roles and responsibilities, and evaluate the activities of full-time teachers in an appropriate manner.

The school should create and maintain optimal education and research conditions and environments for its full-time faculty to ensure quality teaching and research, and promote academic creativity.

○ Basic Requirements

The basic requirements of this major item are correctly indicated in the basic requirement data and are appropriate and conform with legal and other standards.

○ Perspectives of Evaluation

Item		Perspectives of Evaluation
Policy on faculty organization structure	3-1	The school establishes a policy on faculty organization structure that provides an overall blueprint of the faculty organization required to implement the school's education and research activities.
Assignment of suitably qualified faculty members	3-2	The school maintains a sufficient number of full-time faculty members for realizing the basic mission and its principal purpose, and delivering education that bridges theory and practice. The faculty organization consists of teachers with strong teaching skills, with a balanced mix of teachers boasting track records in academic research (academic faculty members) and expert-teachers with a professional background (practitioner faculty members).
	3-3	As a rule, the school assigns full-time professors or associate professors to foundational subjects that form the core of the curriculum. It observes prescribed standards and procedures when assigning a part-time or non-full-time faculty member to a core subject.
	3-4	The full-time faculty is composed of a balanced age range and takes into account diversity considerations in line with the characteristics of the relevant professional graduate school.
Recruitment, appointment, dismissal, and promotion of faculty	3-5	The school establishes and observes appropriate criteria and procedures for the recruitment, appointment, dismissal, and promotion of full-time faculty members.
Faculty development	3-6	The school promotes school-wide training and other efforts to encourage the professional development of its full-time faculty members, working to enrich the practical knowledge not only of practitioner faculty members but also academic faculty members, and to enhance the teaching skills of all teachers and foster a better understanding of the professional competencies required of university faculty members.
	3-7	The school presents a clear vision of research that contributes to professional graduate school education and provides school-wide support to encourage academic faculty members to engage in

		academic research in their specialized fields, and practitioner faculty members to enrich and innovate on their knowledge about the creation and management of contents, and engage in continuous practice-based research.
	3-8	Procedures are in place to properly evaluate the full-time faculty's education and research activities, organization management, and social engagement and contribution.
Teaching and research conditions, work environment, and personnel support	3-9	The school provides full-time faculty with appropriate teaching and research conditions (e.g., reasonable class schedules, guaranteed research time, and research funding), work environment (e.g., provision of laboratories), and personal support (e.g., teaching assistants).

4. Professional Graduate School Management and Improvement/Enhancement

Professional graduate schools of digital contents should ensure proper management, pursue continuous improvement and enhancement, and promote education and research activities in a steady and progressive manner. As part of this process, it is important that the school clearly defines the roles and responsibilities associated with the planning and design of education in order to facilitate and implement independent decision-making. The school should also regularly and systematically perform self-studies to promote constant improvement and enhancement of its education and research activities.

The school has the mission of conducting education and research activities in order to identify the challenges and needs of society and help build a better world by delivering value. To this end, it needs to engage with the community, and appropriately promote collaboration and cooperation especially with external institutions including private companies for the betterment of the school and to contribute broadly to the development of society. It is also crucial that the school observes appropriate information disclosure practices and ensures accountability to promote a greater understanding of its education and research activities in society.

〇 Basic Requirements

The basic requirements of this major item are correctly indicated in the basic requirement data and are appropriate and conform with legal and other standards.

〇 Perspectives of Evaluation

Item		Perspectives of Evaluation
Professional graduate school management	4-1	The school establishes and operates an organizational structure for appropriate school management.
	4-2	The school clearly defines the roles and responsibilities associated with the planning and design of education.
	4-3	The school promotes appropriate coordination with related departments and graduate schools with respect to educational content and faculty placement.
Self-study and improvement	4-4	The school regularly and systematically performs self-study in accordance with a prescribed procedure and under a system where

activities		responsibility is clearly assigned. It uses the results of its self-study for the improvement and enhancement of education and research.
	4-5	The school appropriately addresses issues that require improvement that have been identified by an external agency.
Community engagement and information disclosure	4-6	The school reflects input from the Collaboration Council for Educational Program into its educational programs and is otherwise open to using opinions from the community to inform and improve school management.
	4-7	The school fulfills its accountability to society by disclosing information on the status of its management and various activities. It works to promote a correct understanding of its mission and purpose, and the progress of its activities.
	4-8	Agreements and contracts to promote collaboration and cooperation with private companies and other external institutions are concluded following proper decision-making and approval procedures and ensuring appropriate receipt and management of funds.