

(July 9, 2019)

# Standards for Professional Graduate Schools of

## Public Relations



## Explanatory Notes

Laws and regulations relevant to the Standards are abbreviated as follows:

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

## Introduction

- I. The Standards for Professional Graduate Schools of Public Relations (hereinafter the “Standards”) were established by the Japan University Accreditation Association (hereinafter “JUAA”) as a certified evaluation and accreditation agency for professional graduate schools of public relations to evaluate and accredit professional graduate schools in this field.

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

- (i) The basic mission is to cultivate human resources capable of designing, planning, and implementing public relations strategies based on an academic understanding of public relations studies, with high professional ethical standards and long-term management perspectives, in a global society with a rapidly changing media environment.
  - (ii) The degree to be awarded shall be Master of Information and Communication Studies (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 universities.

The Standards are positioned as one of the JUAA standards, with the “University Standards” placed at the top.

- III. The Standards comprise the following seven key 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 key item of the Standards is composed of the “text” and “perspectives of evaluation” stated in each criterion.

The “text” outlines the elements necessary for all professional graduate schools of public relations to fulfill the basic mission, and for each school to achieve its own purpose.

The “perspectives of evaluation” refer to more specific descriptions of the

requirements necessary to satisfy the elements stated in the “text,” and are categorized into the F (Fundamental), L (Legal), and A (Advanced) groups described below according to their characteristics.

The “perspectives of evaluation” serve the following two functions:

- (i) As specific perspectives for professional graduate schools of public relations to conduct self-study.
- (ii) As specific perspectives for JUAA evaluators to conduct certified evaluation and accreditation of professional graduate schools of public relations.

Professional graduate schools of public relations applying for JUAA’s Certified Evaluation and Accreditation are accordingly required to conduct self-study in line with the “perspectives of evaluation,” and to compile the results in a self-study report based on the objectives stated in the “text.” Meanwhile, JUAA evaluators refer to the “perspectives of evaluation” to evaluate whether the schools’ self-study meets the objectives of the “text.”

◆ The “perspectives of evaluation” are categorized into the following three groups:

**[F (Fundamental) group]**  
**Basic requirements for professional graduate schools of public relations.**

This group evaluates the basic requirements for professional graduate schools of public relations. In other words, the evaluation focuses on whether such schools fulfill the basic mission of cultivating human resources capable of designing, planning, and implementing public relations strategies based on an academic understanding of public relations studies, with high professional ethical standards and long-term management perspectives, in a global society with a rapidly changing media environment, and whether the schools provide and appropriately manage the curricula and other basic content necessary to fulfill this basic mission, thereby implementing effective education activities.

Evaluators may add the following “Comments” concerning the F group perspectives:

- (i) Items recognized as successful or effective efforts in fulfilling the basic mission will be featured as “Commendations.”
- (ii) Items identified as problems to be addressed will be presented as

“Recommendations,” but may be presented as “Suggestions for improvement” depending on the type and extent of the problems.

**[L (Legal) group]**

**Legal matters related to professional graduate schools**

This group evaluates the schools’ compliance with the Standards for Establishment of Professional Graduate Schools and the relevant laws and regulations. The names and article numbers of the laws and regulations are, in principle, indicated in parentheses following the descriptions of “perspectives of evaluation.”

Evaluators may add the following “Comments” concerning the L group perspectives:

- (i) Items identified as problems to be addressed will be presented as “Recommendations,” but may be presented as “Suggestions for improvement” if the problems are considered minor.

**[A (Advanced) group]**

**Requirements for professional graduate schools of public relations to enhance their distinctive features based on their purposes.**

This group evaluates the distinctive features, strengths, and other aspects promoted by professional graduate schools of public relations to achieve their own purposes.

Evaluators may add the following “Comments” concerning the A group perspectives:

- (i) Items evaluated as successful or effective efforts in achieving the purpose will be featured as “Commendations.”
- (ii) Items that do not apply to (i) but are evaluated as efforts highly expected to produce positive outcomes or as distinctive approaches in line with each school’s purpose will be featured as “Distinctive features.”
- (iii) Items identified as requiring further efforts will be presented as “Suggestions for improvement.”

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

Category of the perspectives of evaluation	[F (Fundamental) group]	[L (Legal) group]	[A (Advanced) group]
Definitions	Basic requirements for professional graduate schools of public relations	Legal matters related to professional graduate schools	Requirements to enhance distinctive features based on each school's purpose
Comments	- Commendations - Recommendations - Suggestions for improvement	- Recommendations - Suggestions for improvement	- Commendations - Distinctive features - Suggestions for improvement

(\*) Regarding comments

- The comments of “Recommendations” and “Suggestions for improvement” included in the certified evaluation and accreditation results require the following responses:
  - ▶ “Recommendations”: “Improvement plans” must be formulated to take specific measures and ensure improvements are made.
  - ▶ “Suggestions for improvement”: “Problem-solving plans” must be formulated to make improvements through specific measures.
- Professional graduate schools of public relations presented with “Recommendations” or “suggestions for improvement” are required to respond appropriately based on the comments.

(\*) Regarding decisions

- Decisions on whether the schools meet the Standards are made based on a comprehensive evaluation of the progress achieved in addressing the “Recommendations.” The schools confirmed to have serious problems as a professional graduate school of public relations will be judged to have failed to meet the Standards.
- Professional graduate schools of public relations recognized as meeting the Standards are required to take the following steps after receiving the Certified Evaluation and Accreditation:
  - ▶ Six months after receiving the certified evaluation and accreditation results, the schools must comprehensively explain their “improvement plans” and “problem-solving plans” at a

meeting of the Professional Graduate Public Relations School Certified Evaluation and Accreditation Committee.

- ▶ For the items pointed out as Recommendations,” two academic years after explaining the “improvement plans” the schools must submit a progress report describing both the background of the comments made in the results and the process from designing the improvement plans to completing the improvements. Submission of the progress report must be made after the improvements have been completed appropriately.

# Standards for Professional Graduate Schools of Public Relations

Enacted July 9, 2019

## 1. Mission and Purpose

### Criterion 1: Setting and appropriateness of the objectives

The basic mission shared by professional graduate schools of public relations is to cultivate human resources capable of designing, planning, and implementing public relations strategies based on an academic understanding of public relations studies, with high professional ethical standards and long-term management perspectives, in a global society with a rapidly changing media environment.

Under this basic mission, each professional graduate school of public relations must define its own purpose that meets the objectives of its professional graduate school degree program system, in light of the mission and purpose of the university that established the school. It is recommended that the purpose reflect the school’s distinctive features.

Perspective No.	Perspectives of evaluation	Categories		
		F	L	A
1-1	Objectives are defined under the basic mission imposed on all professional graduate schools of public relations.	○		
1-2	The inherent purpose of the professional graduate school of public relations is matched to the objectives of the professional degree program. (“SEPGS” Article 2, Paragraph 1)		○	
1-3	What are the distinctive features of the purpose?			○

### Criterion 2: Dissemination of the purpose

Professional graduate schools of public relations must widely disseminate their own purposes to the general public through its websites, brochures, and other means while raising awareness among their academic and administrative staff, students, and other school members.

Perspective No.	Perspectives of evaluation	Categories		
		F	L	A
1-4	The purpose defined by each school is widely known to the general public through websites, brochures, and		○	



	other means. ("MOESEA" Article 172-2, Paragraph 1)			
1-5	Efforts are made to raise the awareness of each school's purpose among academic and administrative staff, students, and other school members.	○		

## 2. Curriculum and Learning Outcomes

### Criterion 3: Curriculum design

Professional graduate schools of public relations must appropriately design and implement curricula to fulfill their shared basic mission and achieve their own purposes, thereby connecting their curricula to awarding degrees at an appropriate level. To this end, the schools must formulate a diploma policy that specifies the learning outcomes in line with the mission and purpose, and establish a curriculum policy based on the diploma policy. The schools also need to disseminate these policies to students.

Professional graduate schools of public relations are required to systematically design the curricula aimed at bridging theory and practice based on the curriculum policies. The schools must create curriculum content in light of the tendencies surrounding the public relations field, academic trends, diverse student needs, and other issues. Class hours and schedules must be arranged in line with students' courses, and credits are to be granted in accordance with the relevant laws and regulations; the characteristics of class subjects, study hours, and other factors must also be considered. The schools are therefore recommended to design the class subject content to enhance their distinctive features based on their own purposes.

Perspective No.	Perspectives of evaluation	Categories		
		F	L	A
2-1	Diploma and curriculum policies are articulated and disseminated to students.	<input type="radio"/>		
2-2	Curricula are systematically designed based on the curriculum policy established under the diploma policy, with an awareness of bridging theory and practice. The curriculum design is based on the following items: ("SEPGS" Article 6) (1) Curricula are designed from the perspective of the basic mission of professional graduate schools of public relations. This means cultivating human resources capable of designing, planning, and implementing public relations strategies based on an academic understanding of public relations studies, with high professional ethical standards and long-term management perspectives, in a global society with a rapidly changing media environment.	<input type="radio"/>	<input type="radio"/>	

	<p>(2) Various subjects are appropriately arranged to serve as the basis for fostering human resources in the public relations field, developing knowledge of its surrounding domains and broader perspectives, and teaching advanced knowledge and practical approaches while incorporating case studies and other methods.</p> <p>(3) Arrangements are made for students to study systematically in stages.</p>			
2-3	Class hours and schedules are arranged in line with students' courses.	○		
2-4	Credits are granted in accordance with laws and regulations and in light of the characteristics of class subjects, content, course types, study time required for course completion (including preparation and review outside the classroom), and other factors. ("SEU" Articles 21, 22 and 23)		○	
2-5	Curricula are carefully designed in response to social demands, academic trends, diverse student needs, and other issues.	○		
2-6	<p>A Collaboration Council for Educational Program consisting of the members listed below is established to design and implement curricula smoothly and efficiently in coordination with the industry and other sectors. The council is made up of a majority of members other than (1).</p> <p>(1) Faculty and other staff members appointed by the president or the head of the professional graduate school of public relations.</p> <p>(2) People working in the public relations field or involved in relevant organizations (professional organizations, trade associations, research groups formed by people working in the public relations field or managing related businesses, and other entities) in wide-ranging regions, with a wealth of practical experience in the public relations field.</p>		○	

	<p>(3) Local government officials, people involved in organizations established by local businesses, and relevant people from other regions (but can be excluded if they fail to meet certain education qualifications).</p> <p>(4) People other than faculty or other staff members of the university to which the professional graduate school of public relations belongs and are recognized as necessary by the university's president or the professional graduate school's head.</p> <p>("SEPGS" Article 6-2)</p>			
2-7	<p>Curricula are designed in view of the opinions of the Collaboration Council for Educational Program as well as trends surrounding the public relations field.</p> <p>("SEPGS" Article 6, Paragraph 2)</p>		○	
2-8	<p>What are the distinctive features of class subjects in line with each school's purpose?</p>			○

#### Criterion 4: Class methods

Professional graduate schools of public relations must introduce educational methods that bridge theory and practice. To produce the full effects of education, the schools must conduct classes with an appropriate number of students with consideration given to teaching methods, facilities, equipment, and other conditions of education. In addition, the schools must offer the most effective class styles and methods with the aim of achieving learning outcomes by adopting such lessons as case studies and field surveys, as well as by focusing on bi-directional and multi-directional approaches through question and answer sessions and debates. To conduct remote classes using various media or distance learning, the schools must provide class subjects that are expected to produce the full effects of education. The schools are therefore recommended to introduce teaching methods that foster human resources with high professional ethical standards and long-term management perspectives, and to adopt distinctive class methods based on their own purposes.

Perspective No.	Perspectives of evaluation	Categories		
		F	L	A

2-9	The appropriate number of students for a class subject is determined in light of class methods, facilities, equipment, and other conditions to produce the full effects of education. (“SEPGS” Article 7)	<input type="radio"/>	<input type="radio"/>	
2-10	In addition to lectures, various class styles and methods, including debates, seminars, practical training, group learning, case studies, field surveys, and internships, are adopted to enhance practical education. (“SEPGS” Article 8, Paragraph 1)	<input type="radio"/>	<input type="radio"/>	
2-11	Remote classes using various media cover subjects that are expected to produce the full effects of education. (“SEPGS” Article 8, Paragraph 2)	<input type="radio"/>	<input type="radio"/>	
2-12	Distance learning covers subjects that are expected to produce the full effects of education. (“SEPGS” Article 9)		<input type="radio"/>	
2-13	What are the teaching methods introduced to foster human resources with high professional ethical standards and long-term management perspectives?			<input type="radio"/>
2-14	What are the distinctive features of class methods in line with each school’s purpose?			<input type="radio"/>

### Criterion 5: Syllabus

Professional graduate schools of public relations must explicitly specify to students the annual class plans, specific content of each lesson, teaching methods, educational materials, course requirements, and other information through the syllabuses. The schools must also conduct classes appropriately according to the syllabuses, with changes in the syllabus content specified to students in an appropriate manner.

Perspective No.	Perspectives of evaluation	Categories		
		F	L	A
2-15	Annual class plans, specific content of each lesson, teaching methods, educational materials, course requirements, and other information are explicitly specified to students through the syllabuses. (“SEPGS” Article 10, Paragraph 1)	<input type="radio"/>	<input type="radio"/>	

2-16	Classes are conducted according to the syllabuses, with changes in the syllabus content specified to students in an appropriate manner.	○		
------	---	---	--	--

### Criterion 6: Course guidance and study consultation

Professional graduate schools of public relations must take the necessary measures to provide students with well-balanced curricula. As part of these measures, the schools must offer appropriate course guidance that includes capping the number of credits students can register for in a year or semester. Course guidance and study consultation must be provided to students in light of their diverse experience and knowledge before enrollment, while focusing on further promoting students' learning motivation with a view to career opportunities after course completion. In addition, internships, practical training, and relevant programs must be implemented under appropriate guidance, with guidelines on confidentiality stipulated in the rules and regulations. The schools are therefore recommended to adopt distinctive approaches to course guidance and study consultation in line with their own purposes.

Perspective No.	Perspectives of evaluation	Categories		
		F	L	A
2-17	The number of credits students can register for in a year or semester is capped to provide students with a well-balanced curriculum in each academic year. ("SEPGS" Article 12)		○	
2-18	Appropriate course guidance and study consultation are provided to students in light of their diversity (academic background, work experience, and other aspects).	○		
2-19	Internships, practical training, and relevant programs are implemented under appropriate guidance with guidelines on confidentiality stipulated in the rules and regulations.	○		
2-20	What are the distinctive features of course guidance and study consultation in line with each school's purpose?			○

### Criterion 7: Assessment of academic achievement

Professional graduate schools of public relations must establish appropriate grading criteria and methods to assess academic achievement fairly and strictly, and explicitly specify the criteria and methods to students in advance through

syllabuses and other means. Academic achievement must be assessed based on these specified criteria and methods. In addition, a system to deal with inquiries from students about grading and other matters must be developed, notified to students, and operated properly.

Perspective No.	Perspectives of evaluation	Categories		
		F	L	A
2-21	Appropriate criteria and methods for assessing academic achievement are established and explicitly specified to students. (“SEPGS” Article 10, Paragraph 2)	○	○	
2-22	Academic achievement is assessed fairly and strictly based on the criteria and methods specified in advance to students. (“SEPGS” Article 10, Paragraph 2)	○	○	
2-23	A system to deal with inquiries from students about grading and other matters is developed, notified to students, and operated properly to ensure fairness and strictness of the academic achievement assessment.	○		

#### Criterion 8: Granting of credits, course completion

Professional graduate schools of public relations must grant credits, approve course completion, and shorten enrollment periods based on the criteria and methods specified in advance to students to ensure these procedures are conducted fairly and strictly. In addition, degrees to be awarded must be named in consideration of the characteristics and educational programs in the public relations field.

Perspective No.	Perspectives of evaluation	Categories		
		F	L	A
2-24	Credits earned by students for courses taken at another graduate school or before admission to a professional graduate school of public relations are recognized by professional graduate schools in accordance with laws and regulations, with full consideration given to consistency with the school’s educational level and curriculum. (“SEPGS” Articles 13 and 14)	○		
2-25	The enrollment period and the number of credits		○	

	required for course completion approval are appropriately defined in accordance with laws and regulations. (“SEPGS” Article 2, Paragraph 2; Articles 3 and 15)			
2-26	The criteria and methods for course completion approval are explicitly specified to students. (“SEPGS” Article 10, Paragraph 2)		○	
2-27	Shortening of the enrollment period is implemented with the length shortened to less than half of the regular study period and students required to enroll for at least one year. Consideration is also given to producing sufficient outcomes in light of each school’s purpose. (“SEPGS” Article 16)		○	
2-28	The criteria and methods for shortening the enrollment period are explicitly specified to students in advance through school rules and other means, with a fair and strict system operated based on the specified criteria and methods.	○		
2-29	Degrees to be awarded are named in consideration of the characteristics of the public relations field and the educational programs of professional graduate schools of public relations. (“Degree regulations” Article 5-2, Article 10)	○	○	

**Criterion 9: Assessment of learning outcomes**

Professional graduate schools of public relations must monitor and evaluate the required student learning outcomes and grasp their career opportunities and plans after course completion. The schools must release information on their graduates’ future career paths internally and publicly. The schools must also develop mechanisms for improving their curricula, content, and methods based on monitored learning outcomes, graduates’ future plans, and other information.

Perspective No.	Perspectives of evaluation	Categories		
		F	L	A
2-30	Student learning outcomes are monitored and evaluated in line with each school’s purpose.	○		



2-31	Graduates' future careers and plans are monitored and released internally and publicly. (“MOESEA” Article 172-2, Paragraph 1)	<input type="radio"/>	<input type="radio"/>	
2-32	Mechanisms for improving the curricula, content, and methods are developed based on the results of measuring and evaluating student learning outcomes, degree awarding, graduates' future careers and plans, and other information.	<input type="radio"/>		

**Criterion 10: Improvement and enhancement of curricula, content, and methods**

Professional graduate schools of public relations must regularly verify the appropriateness of their curricula, content, and methods to make improvements. The schools must reflect student opinions through course evaluations and other means as well as reflect external views. The schools are therefore recommended to improve their curricula and content by implementing distinctive approaches in line with their own purposes to further enhance their strengths.

Perspective No.	Perspectives of evaluation	Categories		
		F	L	A
2-33	Student opinions are reflected through course evaluations and other means to improve curricula, content, and methods.	<input type="radio"/>		
2-34	Views of the Collaboration Council for Educational Program are considered when improving the curricula, content, and methods. (“SEPGS” Article 6, Paragraph 3)		<input type="radio"/>	
2-35	What are the distinctive features of improving the curricula, content, and methods, including seeking the opinions of graduates and others, in line with each school's purpose?			<input type="radio"/>

### 3. Student Enrollment

#### Criterion 11: Admissions policy and quota management

Professional graduate schools of public relations must establish a clear admissions policy and define appropriate selection criteria, methods, and procedures based on the policy to fulfill the basic mission and achieve their own purposes. The schools must release their admissions policies, selection methods, and procedures to the public in advance to ensure fair and appropriate selection of new students.

Professional graduate schools of public relations must effectively manage the number of freshman enrollments to the freshman enrollment cap and the number of student enrollments to the student enrollment cap in order to sustain a suitable educational environment.

The schools are therefore recommended to adopt distinctive approaches to student enrollment to achieve their own purposes.

Perspective No.	Perspectives of evaluation	Categories		
		F	L	A
3-1	An admissions policy is articulated and made public. (“MOESEA” Article 165-2, Paragraph 1 and Article 172-2, Paragraph 1)	○	○	
3-2	Appropriate selection criteria, methods, and procedures are defined based on the admissions policy.	○		
3-3	Selection methods and procedures are released in advance to applicants and the general public.	○		
3-4	Students who meet the specified selection criteria and procedures under the admissions policy are accepted in the selection process.	○		
3-5	The number of freshman enrollments to the freshman enrollment cap and the number of student enrollments to the student enrollment cap are effectively managed. (“SEGS” Article 10, Paragraph 3)	○	○	
3-6	What are the distinctive initiatives of student enrollment in line with each school’s purpose?			○

#### 4. Faculty and Faculty Organization

##### Criterion 12: Faculty organization

Professional graduate schools of public relations must establish a faculty organization policy to form an appropriate faculty organization, in order to fulfill the basic mission and achieve their own purposes. The schools must appropriately assign faculty members in compliance with relevant laws and regulations, with professional graduate schools expected to provide education that bridges theory and practice. It is also important that the schools arrange the faculty carefully to prevent an age distribution imbalance and take other types of diversity into consideration.

Perspective No.	Perspectives of evaluation	Categories		
		F	L	A
4-1	A faculty organization policy is established.	<input type="radio"/>		
4-2	The number of full-time faculty members meets the legal standards. ("Public Notice 53," Article 1, Paragraph 1)	<input type="radio"/>	<input type="radio"/>	
4-3	More than half the legally required number of full-time faculty members, in principle, consists of professors. ("Public Notice No. 53," Article 1, Paragraph 7)		<input type="radio"/>	
4-4	Full-time faculty members meet one of the following criteria and acquire advanced teaching abilities in their specialized fields. 1. Faculty with education or research achievements in their specialized fields 2. Faculty with advanced techniques and skills in their specialized fields 3. Faculty with outstanding knowledge and experience in their specialized fields ("SEPGS" Article 5, Paragraph 1)	<input type="radio"/>	<input type="radio"/>	
4-5	Practitioner faculty members account for about 30 percent or more of the number of full-time faculty required for professional graduate schools of public relations. ("Public Notice No. 53," Article 2, Paragraphs 1 and 2)		<input type="radio"/>	
4-6	Practitioner faculty members have at least five years of professional experience with advanced practical skills. ("Public Notice No. 53," Article 2, Paragraph 1)		<input type="radio"/>	
4-7	"Deemed full-time faculty members" are assigned as		<input type="radio"/>	

	practitioner faculty in accordance with laws and regulations concerning the numbers of faculty and credits for class subjects they teach, and are also responsible for curriculum design and other organizational management. (“Public Notice No. 53,” Article 2, Paragraph 2)			
4-8	Full-time faculty members who also belong to other faculties or academic units (doctorate, master’s, or other professional degree courses) are assigned in accordance with laws and regulations concerning the number of faculty and the period of time. (“SEPGS” Article 5, Paragraph 2 and “Public Notice No. 53” Article 1, Paragraph 2)		○	
4-9	Full-time faculty members are organized appropriately based on the faculty organization policy and in light of the basic mission of professional graduate schools. Faculty members are also appropriately assigned subjects focusing on theory or practice to fully develop education that bridges the two.	○		
4-10	Subjects serving as the core of the curricula are, in principle, assigned to professors or associate professors, and the assignment of these subjects to non-full-time faculty members is made in accordance with specified standards and procedures.	○		
4-11	Full-time faculty members are organized carefully to prevent an age distribution imbalance. (“SEGS” Article 8, Paragraph 5)		○	
4-12	Faculty members are organized in light of gender and other types of diversity that reflect the characteristics of the public relations field.	○		

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

Professional graduate schools of public relations must establish transparent criteria and procedures to employ faculty members with education and research abilities, advanced techniques and skills, and expertise and experience in order to maintain their education and research activities in the future and conduct fair recruitment practices.

Perspective No.	Perspectives of evaluation	Categories		
		F	L	A
4-13	Recruitment, appointment, dismissal, and promotion of faculty members are fairly conducted based on the criteria and procedures under the appropriately defined regulations.	○		

**Criterion 14: Faculty development**

Professional graduate schools of public relations must conduct systematic training and research to enhance their faculty members' skills and abilities. It is also important for the schools to help practitioner faculty members in particular improve their practical knowledge and teaching skills in order to maintain and raise the educational standards of professional graduate schools.

Perspective No.	Perspectives of evaluation	Categories		
		F	L	A
4-14	Systematic training and research are conducted to enhance the faculty's skills and abilities. (“SEPGS” Article 11)	○	○	
4-15	Efforts are made to help practitioner faculty members in particular improve their practical knowledge and teaching skills.	○		

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

Professional graduate schools of public relations must evaluate the effectiveness of their full-time faculty members' education and research activities as well as their contribution to organizational management and society, and make efforts to help them improve and advance their various activities.

Perspective No.	Perspectives of evaluation	Categories		
		F	L	A
4-16	Full-time faculty members' education and research activities and their contribution to organizational management and society are appropriately evaluated.	○		
4-17	What are the distinctive features of evaluating the full-time faculty members' education and research activities and their contribution to organizational management and society in line with each school's purpose?			○

## 5. Student Support

### Criterion 16: Student Support

Professional graduate schools of public relations must develop and manage systems that provide appropriate support for students, particularly working students and international students, thereby assisting students in designing their careers and choosing future career paths after course completion. The schools should also create support systems to meet student needs, including independent activities and alumni associations. The schools are therefore recommended to offer student support in line with their own purposes to enhance their distinctive features.

Perspective No.	Perspectives of evaluation	Categories		
		F	L	A
5-1	Support systems for working students and international students are developed and operated.	○		
5-2	Consultation and support systems are developed and operated to assist students in designing careers and choosing future career paths after course completion.	○		
5-3	What support systems are developed and provided to meet student needs, including independent activities and alumni associations, and how do the schools coordinate and cooperate with alumni associations and other groups?			○
5-4	What are the distinctive features of student support in line with each school's purpose?			○

## 6. Education and Research Environment

### Criterion 17: Facilities and Equipment

Professional graduate schools of public relations must provide facilities and equipment based on school size and education style. These facilities and equipment must be owned by the schools or shared with the universities to which they belong, with consideration given to promoting effective learning and student interaction. The schools are also recommended to design facilities and equipment that enhance their distinctive features.

Perspective No.	Perspectives of evaluation	Categories		
		F	L	A
6-1	Lecture halls, seminar rooms, and other facilities and equipment are provided based on the size and education styles of professional graduate schools of public relations. (“SEPGS” Article 17)	○	○	
6-2	An educational environment for students, including study rooms for self-directed learning and lounges for interaction, is provided and used effectively.	○		
6-3	Information infrastructure is provided for students to study and faculty to conduct education and research activities.	○		
6-4	What are the distinctive features of facilities and equipment in line with each school’s purpose?			○

### Criterion 18: Management of library and other materials

Professional graduate schools of public relations must systematically manage a sufficient collection of library and other materials, including electronic journals, for students to study and faculty to conduct education and research activities, with the library’s (library room) opening hours, policies, and environment adopted in light of the study needs of students and the education and research activities of faculty. The schools are also recommended to provide library and other materials in line with their own purposes to enhance their distinctive features.

Perspective No.	Perspectives of evaluation	Categories		
		F	L	A



6-5	A sufficient collection of library and other materials, including electronic journals, is systematically managed for students and faculty of professional graduate schools of public relations to study and conduct education and research activities, respectively.	○		
6-6	The library's (library room) opening hours, policies, and environment are adopted in light of students and faculty of professional graduate schools of public relations studying and conducting education and research activities, respectively.	○		
6-7	What are the distinctive features of managing the library and other materials in line with each school's purpose?			○

**Criterion 19: Improvement of the education and research environment for full-time faculty members**

Professional graduate schools of public relations must improve their education and research environment as well as other conditions and individual support systems to allow full-time faculty members to develop academic creativity and fully commit themselves to education and research activities. The schools are recommended to make efforts to enhance their distinctive features in line with their own purposes.

Perspective No.	Perspectives of evaluation	Categories		
		F	L	A
6-8	Hours of classes taught by full-time faculty members are decided in light of class preparation and education and research activities.	○		
6-9	The education and research environment provides full-time faculty members with sufficient support, including individual research grants and independent laboratories.	○		
6-10	Opportunities are provided for full-time faculty members to engage in education and research activities (e.g. sabbatical system).	○		
6-11	Individual support systems for education and research activities, including administrative support, are provided.	○		

6-12	What are the distinctive features of the efforts to improve the education and research environment for full-time faculty members in line with the purposes of professional graduate schools of public relations?			○
------	--	--	--	---

## 7. Self-study

### Criterion 20: Self-study

Professional graduate schools of public relations must introduce mechanisms such as the Plan-Do-Check-Act (PDCA) cycle and constantly conduct self-study of their education and research activities and other initiatives in order to fulfill the basic mission and achieve their own purposes, with the results reflected in making improvements. The schools must respond appropriately to suggestions for improvement presented by the certified evaluation and accreditation agency. The schools are also recommended to connect the results of self-study and certified evaluation and accreditation to improving their education, research, and other activities with the aim of enhancing their distinctive features.

Perspective No.	Perspectives of evaluation	Categories		
		F	L	A
7-1	Mechanisms including organizational self-study systems are introduced to conduct systematic and sustainable self-study based on evaluation items concerning the education and research activities of professional graduate schools of public relations. (“SEA” Article 109, Paragraph 1 and “MOESEA” Articles 158 and 166)	○	○	
7-2	Mechanisms are developed to connect the results of self-study and certified evaluation and accreditation to improving education, research, and other activities.	○		
7-3	Suggestions for improvement presented by the certified evaluation and accreditation agency and other entities are appropriately addressed.	○		
7-4	What are the distinctive initiatives of the efforts to improve education and research activities, including conducting external evaluations and gathering opinions from graduates, in line with each school’s purpose?			○