

Professional Graduate Business School Standards



Japan University Accreditation Association

Legend

In this Standards, related regulations are abbreviated as follows:

“Ordinance No. 11”: Ordinance for Enforcement of the School Education Act (Ordinance of the Ministry of Education, Science and Culture No. 11 of 1947)

“Ordinance No. 28 of 1956”: Standards for Establishment of Universities (Ordinance of the Ministry of Education, Science and Culture No. 28 of October 22, 1956)

“Ordinance No. 28 of 1974”: Standards for Establishment of Graduate Schools (Ordinance of the Ministry of Education, Science and Culture No. 28 of June 20, 1974)

“Ordinance No. 16”: Standards for Establishment of Professional Graduate Schools (Ordinance of the Ministry of Education, Culture, Sports, Science and Technology No. 16 of March 31, 2003)

“Public Notice No. 53”: Public Notice of the Ministry of Education, Culture, Sports, Science and Technology No. 53 of 2003

Introduction

1. The Professional Graduate Business School Standards was set in order for the Japan University Accreditation Association (JUAA), as a certified evaluation and accreditation organization, to conduct certified evaluation and accreditation of professional graduate business schools.

The Standards targets professional graduate business schools that have met the following requirements:

- 1) The basic mission required for professional graduate business schools is to develop excellent managers and businesspersons who have expertise required for the management of corporations and other organizations, high professional ethics, and a global perspective.
- 2) The titles of degrees awarded by professional graduate business schools are to be Master of Business (professional), Master of Business Administration (professional), Master of International Business (professional), Master of Accounting (professional), Master of Finance (professional), Master of Management of Technology (professional), or other equivalent titles.

2. The JUAA has set and revised the University Standards and other relevant standards to serve both as guidelines for universities to maintain or improve the proper level of their education and research and as standards for the JUAA to evaluate universities.

The Professional Graduate Business School Standards is one of the JUAA's evaluation and accreditation standards, with the University Standards placed at the top.

3. The Professional Graduate Business School Standards is comprised of the following eight standards:

1. Mission, Purpose and Strategies
2. Educational Content, Methods, and Outcome
 - (1) Educational Curriculum, Etc.
 - (2) Educational Methods, Etc.
 - (3) Outcome, Etc.
3. Faculty and Faculty Organization
4. Enrollment
5. Student Support
6. Education and Research Environments
7. Administration
8. Self-study and Information disclosures

4. Each standard generally consists of a number of criteria, each of which has its “main text” and “perspectives of evaluation.”

Main texts outline the elements necessary for each professional graduate business school to fulfill the basic mission required for professional graduate business schools and to achieve the purpose of the school (hereinafter “the school’s own purpose”).

Perspectives of evaluation provide a more specific description of what is necessary for each professional graduate business school to have all the elements stated in the main texts, and, as mentioned below, are categorized into three groups – F (Fundamental) group, L (Legal) group and A (Advanced) group – according to their characteristics.

Perspectives of evaluation also function as specific viewpoints referred to by professional graduate business schools when conducting self-studies and as specific viewpoints referred to by JUAA’s evaluators when carrying out their certified evaluation and accreditation of professional graduate business schools.

Thus, professional graduate business schools applying for JUAA’s Certified Evaluation and Accreditation for Professional Graduate Business Schools are required to refer to each perspective of evaluation when conducting self-studies, and to compile their self-study reports in line with what is stated in the main texts. Meanwhile, as a general rule, JUAA’s evaluators refer to each perspective of evaluation before judging whether the elements stated in the main texts are satisfied or not.

- ◆ Perspectives of evaluation are categorized into the following three groups.

[F (Fundamental) group]

Basic requirements for professional graduate business schools

F-group perspectives of evaluation are aimed at evaluating whether each professional graduate business school satisfies the basic requirements for professional graduate business schools. More specifically, the evaluation is focused on whether the school fulfills the basic mission required for professional graduate business schools, which is to develop excellent managers and businesspersons who have expertise required for the management of corporations and other organizations, high professional ethics, and a global perspective, and also whether the school has in place and appropriately operates the organizations necessary to fulfill this basic mission and conducts effective educational and research activities.

- Evaluations concerning these requirements are stated in “general remarks.” The following remarks might be made in “comments.”
 - 1) If the school’s efforts to fulfill the basic mission required for professional graduate business schools are successful or effective, this would be mentioned in “commendations.”
 - 2) If the school is required to take further steps, this would be mentioned in “issues to be addressed.” If the school has any problem(s) to be dealt with, this would be mentioned in “recommendations.”

[L (Legal) group]

Legal requirements for professional graduate business schools

L-group perspectives of evaluation are aimed at evaluating whether each professional graduate business school complies with the Standards for Establishment of Professional Graduate Schools and other relevant laws and regulations.

As a general rule, the abbreviated name of the relevant law or regulation and the relevant article number are shown in parentheses after these perspectives of evaluation.

- Evaluations concerning these requirements are stated in “general remarks.” The following remarks might be made in “comments.”
 - 1) If the school has any problem(s) to be dealt with, this would be mentioned in “recommendations.” However, if the problem(s) is minor, it would be mentioned in “issues to be addressed.”

[A (Advanced) group]

Matters advisable for each professional graduate business school to strengthen its distinctive features based on its own purpose

A-group perspectives of evaluation are aimed at evaluating efforts concerning the distinctive features, strengths, etc., that each professional graduate business school makes to achieve its own purpose.

- Evaluations concerning these matters are stated in “general remarks.” The following remarks might be made in “comments.”
 - 1) If the school’s efforts to achieve its own purpose are successful or effective, this would be mentioned in “commendations.”
 - 2) If such efforts are characteristic in line with the school’s own purpose, even though they fall short of “commendations,” this would be mentioned in “distinctive features.”
 - 3) If the school is required to take further steps, this would be mentioned in “issues to be addressed.”

◆ The following table shows the main points of the F-, L- and A-group perspectives of evaluation.

Categories of evaluation perspectives	Matters concerning evaluation perspectives	Comments made in evaluations
F (Fundamental) group	Basic requirements for professional graduate business schools	– Commendations – Issues to be addressed (or recommendations if the school has any problem(s) to be dealt with)
L (Legal) group	Legal requirements for professional graduate business schools	– Recommendations (or issues to be addressed depending on the situation)
A (Advanced) group	Matters advisable for each professional graduate business school to strengthen its distinctive features based on its own purpose	– Commendations – Distinctive features – Issues to be addressed

(*) Decisions of certified evaluation and accreditation of professional graduate business schools are made based on whether schools meet the Professional Graduate Business School Standards or not, taking into account the overall situation of “recommendations.” Schools found to have any serious problem(s) will be judged as not meeting the Standards.

Among the comments made in the results of certified evaluation and accreditation, “commendations” and “distinctive features” are remarked with the aim of improving the level of all professional graduate business schools in Japan as well as encouraging each school to make further efforts to enhance its distinctive features and strengths. Schools given such comments are required to share their “commendations” and “distinctive features” at a JUAA Business School Workshop six months after receiving the results of certified evaluation and accreditation.

Meanwhile, “recommendations” and “issues to be addressed” are remarked to encourage professional graduate business schools to take specific measures for improvement through a “plan for improvement” and a “plan to solve issues.” Schools given such comments are required to give a comprehensive presentation on their “plan for improvement” and “plan to solve issues” at the Professional Graduate Business School Certified Evaluation and Accreditation Committee six months after receiving the results of certified evaluation and accreditation.

On the assumption that improvement has been appropriately achieved, schools given “recommendations” are obliged to provide explanations on why and how such comments were made in the results of certified evaluation and accreditation, and on how improvements were carried out according to their “plan for improvement” in a progress report to be submitted two years after the presentation on their “plan for improvement.”

Professional Graduate Business School Standards

Established on September 11, 2007

Revised on November 16, 2007

Revised on January 18, 2008

Revised on January 20, 2012

1. Mission, Purpose and Strategies

Criterion 1: Appropriateness of the purpose

The basic mission required for professional graduate business schools is to develop excellent managers and businesspersons who have expertise required for the management of corporations and other organizations, high professional ethics, and a global perspective.

Based on this basic mission and the principles of the university that established the school, each professional graduate business school must define its own purpose in line with the aims of professional degree courses (hereinafter “the school’s own purpose”). The school’s own purpose should reflect the distinctive features of the school.

Perspective no.	Perspectives of evaluation	Categories		
		F	L	A
1-1	The school’s own purpose is to be defined based on the basic mission required for professional graduate business schools.	○		
1-2	The school’s own purpose is to be in line with the aims of professional degree courses. (Article 2, paragraph 1 of Ordinance No. 16)		○	
1-3	What are the characteristics of the school’s own purpose?			○

Criterion 2: Familiarization of the purpose

Each professional graduate business school must make known to the general public its own purpose stipulated in the school rules and regulations through its website, brochures and other means, and also ensure that the purpose is well known to its faculty members, administrative staff, students and other members of the school.

Perspective no.	Perspectives of evaluation	Categories		
		F	L	A
1-4	The school's own purpose is to be made known to the general public through its website, brochures and other means. (Article 172-2 of Ordinance No. 11)	<input type="radio"/>	<input type="radio"/>	
1-5	The school's own purpose is to be well known to its faculty members, administrative staff, students and other members.	<input type="radio"/>		
1-6	The school's own purpose is to be stipulated in the school rules and regulations. (Article 1-2 of Ordinance No. 28 of 1974)		<input type="radio"/>	

Criterion 3: Strategies to achieve the purpose

To achieve its own purpose, each professional graduate business school must define its medium- and long-term visions, and based on these visions formulate its own strategies for making decisions on resource allocation, organizational capabilities, value creation, etc. The formulated strategies should be implemented as soon as possible to achieve the school's own purpose.

Perspective no.	Perspectives of evaluation	Categories		
		F	L	A
1-7	To achieve the school's own purpose, medium- and long-term visions are to be defined, and strategies for making decisions on resource allocation, organizational capabilities, value creation, etc., are to be formulated based on the visions.	<input type="radio"/>		
1-8	Are the formulated strategies carried out to achieve the school's own purpose?			<input type="radio"/>

2. Educational Content, Methods, Outcome, Etc.

(1) Curriculaum, Etc.

Criterion 4: Policy on degree award

To clarify the learning outcomes, each professional graduate business school must establish a Policy on degree award in line with the school's own purpose.

Perspective no.	Perspectives of evaluation	Categories		
		F	L	A
2-1	The school's Policy on degree award is to be stipulated, and be well known to students.	○		

Criterion 5: Design of curricula

Each professional graduate business school must design and manage its curricula appropriately to maintain the level of professional degrees.

In the design of its curricula, the school must establish a curriculum design policy based on its Policy on degree award in order to fulfill the basic mission required for professional graduate business schools. To respond to requests from society, the school is required to design its curricula aimed at developing human resources with high professional ethics and a global perspective based on the curriculum design policy, bearing in mind that the education of professional graduate business schools serves as a bridge between theories and practices. The curricula must be well balanced to allow students to systematically and progressively study the subjects necessary to achieve the school's own purpose in each field of study in business. Also, the curricula should be original in order to strengthen the distinctive features of the school.

Perspective no.	Perspectives of evaluation	Categories		
		F	L	A
2-2	A curriculum design policy is to be established bearing in mind that the education of professional graduate business schools serves as a bridge between theories and practices, and the school's curricula are to be systematically designed in accordance with the following requirements. (Article 6 of Ordinance No. 16) (1) The curricula are to be appropriately designed from the perspective of the basic mission required for professional graduate business schools, i.e., to develop human resources with high professional ethics and a global perspective by having students acquire expertise	○	○	

	<p>required for the management of corporations and other organizations (strategies, organizations, marketing, finance, accounting, etc.), the ability to think, the ability to analyze, the ability to communicate, among others.</p> <p>(2) The curricula are to appropriately contain subjects serving as a base for developing human resources in each field of study in business, subjects for enabling students to acquire knowledge in peripheral study fields and broader perspectives, subjects providing up-to-date knowledge, among others.</p> <p>(3) The curricula are to be designed appropriately to allow students to study systematically and progressively.</p>			
2-3	The school's curricula are to be designed taking into consideration requests from society, trends in academic developments, the various needs of students, etc.	○		
2-4	What kind of characteristic subjects do the school's curricula contain in line with the school's own purpose?			○

Criterion 6: Granting of credits, completion of courses, etc.

Each professional graduate business school must ensure that students study in a well-balanced way by assigning appropriate credits in accordance with relevant laws and regulations, taking into consideration the amount of study required to earn the credits.

Decisions on the granting of credits, the certification of course completion, and the shortening of the period of school attendance must be made fairly and strictly according to the criteria and methods made known in advance to students. Degrees awarded are required to be given titles suitable for the characteristics of the fields of study in business and for the educational programs in these study fields.

Perspective no.	Perspectives of evaluation	Categories		
		F	L	A
2-5	Appropriate credits are to be assigned taking into account the characteristics, content and class types of the courses, the amount of time required for students to earn the credits (including time for preparation and review outside of class), among other factors. (Article 21, 22 and 23 of Ordinance No. 28 of 1956)		○	

2-6	Upper limits are to be set on the number of credits that students can register for in each year or semester to ensure that they study in a well-balanced way. (Article 12 of Ordinance No. 16)		○	
2-7	In the case where credits earned by students at other graduate schools or before admission to the school are approved as credits earned at the school, the school is to ensure that approval is in accordance with relevant laws and regulations and consistent with the education level and curricula of the school. (Article 13 and 14 of Ordinance No. 16)		○	
2-8	The length of the period of school attendance and the number of earned credits required for certification of course completion are to be set appropriately in accordance with relevant laws and regulations. (Article 2, paragraph 2, Article 3 and Article 15 of Ordinance No. 16)		○	
2-9	The criteria and methods for certification of course completion are to be well known to students. (Article 10, paragraph 2 of Ordinance No. 16)		○	
2-10	In the case where the period of school attendance is shortened, the school is to ensure that it is done in accordance with relevant laws and regulations, and also that students achieve adequate learning outcomes in line with the school's own purpose. (Article 16 of Ordinance No. 16)		○	
2-11	The criteria and methods for shortening the period of school attendance are to be made known in advance to students through school rules and other means, and be applied fairly and strictly.	○		
2-12	Degrees awarded are to be given titles suitable for the characteristics of the fields of study in business and for the educational programs in these study fields. (Article 5-2 and 10 of the Degree Regulations)	○	○	

(2) Educational Methods, Etc.

Criterion 7: Learning guidance and learning counseling

Each professional graduate business school must have in place a learning guidance system that takes into account the diversity of its students' experiences and acquired knowledge prior to enrollment, and provide appropriate learning guidance and learning counseling that further motivate students to study. To strengthen its distinctive features, the school should take measures for learning guidance and learning counseling in line with the school's own purpose.

In the case where internship and other programs are carried out, the school must provide appropriate guidance with a mechanism in place to ensure the duty of confidentiality stipulated in the rules and regulations.

Perspective no.	Perspectives of evaluation	Categories		
		F	L	A
2-13	Learning guidance and learning counseling are to be appropriately provided for students taking into account their different backgrounds (academic background, work experience, etc.).	○		
2-14	In the case where internship and other programs are carried out, appropriate guidance is to be provided with a mechanism in place to ensure the duty of confidentiality stipulated in the rules and regulations.	○		
2-15	What kind of characteristic measures for learning guidance and learning counseling are taken in line with the school's own purpose?			○

Criterion 8: Teaching methods, etc.

To produce adequate educational effects, each professional graduate business school must adopt and effectively implement educational methods aimed at connecting theories and practices. To this end, classes must be delivered with the number of students appropriately set taking into account the teaching methods, facilities and equipment and other educational conditions. Also, the most effective teaching methods must be adopted according to class types, such as case studies, field study, and interactive (bilateral or multilateral) classes through questions and answers and discussions. In this regard, to strengthen its distinctive features, the school should adopt educational methods that promote the development of human resources with a global perspective and take measures that are in line with the school's own purpose.

In the case where distance education using various media or correspondence education is provided, the courses must cover subjects whose educational effects can be well expected.

Perspective no.	Perspectives of evaluation	Categories		
		F	L	A
2-16	Class size is to be appropriately set taking into account the teaching methods, facilities and equipment and other educational conditions in order to produce adequate educational effects. (Article 7 of Ordinance No. 16)		○	
2-17	In addition to lectures, appropriate educational methods and class types, such as discussions, practical lessons, group study, case studies, games, simulations, field study and internships, are to be adopted to provide effective practical education. (Article 8, paragraph 1 of Ordinance No. 16)	○	○	
2-18	What kind of educational methods are adopted to promote the development of human resources with a global perspective?			○
2-19	In the case where distance education using various media is provided, the courses are to cover subjects whose educational effects can be well expected. (Article 8, paragraph 2 of Ordinance No. 16)		○	
2-20	In the case where correspondence education is provided, the courses are to cover subjects whose educational effects can be well expected. (Article 9 of Ordinance No. 16)		○	
2-21	What kind of characteristic measures for teaching methods are taken in line with the school's own purpose?			○

Criterion 9: Lesson plans and syllabuses

Each professional graduate business school must arrange class hours, schedules, etc., suitable for students to study. Syllabuses are required to clearly specify what and how each lesson is to teach, learning materials to be used, requirements for courses, annual lesson plans, etc., and lessons are to be delivered appropriately according to the syllabuses. If the content of syllabuses is revised, students must be informed in

appropriate ways.

Perspective no.	Perspectives of evaluation	Categories		
		F	L	A
2-22	Class hours, schedules, etc., are to be arranged in a way that students can study effectively.	○		
2-23	Syllabuses that clearly specify what and how each lesson is to teach, learning materials to be used, requirements for courses, annual lesson plans, etc., are to be drawn up. (Article 10, paragraph 1 of Ordinance No. 16)	○	○	
2-24	Lessons are to be delivered appropriately according to the syllabuses. If the content of syllabuses is revised, students are to be informed in appropriate ways.	○		

Criterion 10: Student performance evaluation

To maintain the level of professional degree courses, each professional graduate business school must establish the criteria and methods for student performance evaluation, and make them known in advance to students through syllabuses and other means. Student performance evaluations are required to be carried out fairly and strictly according to the criteria and methods made known to students. The school must also adopt a system to respond to student inquiries and questions concerning student performance evaluations.

Perspective no.	Perspectives of evaluation	Categories		
		F	L	A
2-25	Criteria and methods for student performance evaluation are to be established, and be well known to students. (Article 10, paragraph 2 of Ordinance No. 16)	○	○	
2-26	Student performance evaluations are to be carried out fairly and strictly according to the criteria and methods made known to students. (Article 10, paragraph 2 of Ordinance No. 16)	○	○	
2-27	An appropriate system for student performance evaluation, for example, responding to student inquiries and questions concerning student performance evaluations, is to be adopted to ensure that evaluations are carried out fairly and strictly.	○		

Criterion 11: Systematic training, etc., to make improvements

Each professional graduate business school must carry out systematic training and research in order to improve the content and methods of lessons and the professional qualities of its faculty members. Particularly, to maintain and improve the level of the school’s education and improve the teaching ability of its faculty members, it is important for the school to make efforts to help research faculty members broaden their practical knowledge and practical faculty members improve their teaching ability. To strengthen its distinctive features, the school should take measures to improve its educational methods in line with its own purpose.

Improving the content and methods of lessons and the professional qualities of faculty members requires systematically carrying out class evaluations by students and making public the results. The school must have in place a system to use the evaluation results to improve its education, and ensure that the system is appropriately shared among those concerned in the school and functions effectively to improve its education.

Perspective no.	Perspectives of evaluation	Categories		
		F	L	A
2-28	Systematic training and research are to be carried out to improve the content and methods of lessons and the professional qualities of faculty members. (Article 11 of Ordinance No. 16)	○	○	
2-29	Efforts are to be made to improve the teaching ability of faculty members, particularly to help research faculty members broaden their practical knowledge and practical faculty members improve their teaching ability.	○		
2-30	Class evaluations by students are to be systematically carried out and the results made public. A system to use the evaluation results to improve the school’s education is to be in place. The system is to be appropriately shared among those concerned in the school and function effectively to improve its education.	○		
2-31	What kind of characteristic measures to improve its educational methods are taken in line with the school’s own purpose?			○

(3) Outcome, Etc.

Criterion 12: Understanding and publishing the situation concerning student destinations after the completion of courses, and utilizing the evaluations of educational effects

Each professional graduate business school must grasp the destinations of students after the completion of courses and other situations, and make this information known internally and to society. The school must also evaluate the educational effects appropriately in line with its own purpose based on the situations concerning, for example, the awarding of degrees and student destinations after the completion of courses, and utilize the evaluation results to improve the school's educational programs and methods.

Perspective no.	Perspectives of evaluation	Categories		
		F	L	A
2-32	Student destinations after the completion of courses and other situations are to be understood, and this information is to be made known internally and to society. (Article 172-2 of Ordinance No. 11)	○	○	
2-33	Educational effects are to be appropriately evaluated in line with the school's own purpose based on the situations concerning, for example, the awarding of degrees and student destinations after the completion of courses, and the evaluation results are to be utilized to improve the school's educational programs and methods.	○		

3. Faculty and Faculty Organization

Criterion 13: Number, composition, etc., of full-time faculty members

Each professional graduate business school must organize an appropriate faculty in order to fulfill the basic mission required for professional graduate business schools and the school's own purpose. To this end, the school is required to comply with relevant laws and regulations concerning, for example, the number of full-time faculty members and their abilities. The school must also pay close attention to the composition and appropriate assignment of faculty members, bearing in mind that the education of professional graduate business schools serves as a bridge between theories and practices.

Perspective no.	Perspectives of evaluation	Categories		
		F	L	A
3-1	Criteria for the number of full-time faculty members stipulated in laws and regulations are to be met. (Article 1, paragraph 1 of Public Notice No. 53)	○	○	
3-2	Each full-time faculty member is to teach one major subject only. (Article 1, paragraph 5 of Public Notice No. 53. However, Supplementary Provision 2 of Ordinance No. 16 shall apply until fiscal 2013.)		○	
3-3	In principle, at least half of the legally required number of full-time faculty members are to be professors. (Article 1, paragraph 6 of Public Notice No. 53)		○	
3-4	Full-time faculty members are to fall into any one of the following categories and have high-level abilities to teach subjects in their fields of specialty. 1. Members who have educational or research achievements in their fields of specialty. 2. Members who have advanced techniques and skills in their fields of specialty. 3. Members who have outstanding knowledge and experience in their fields of specialty. (Article 5 of Ordinance No. 16)	○	○	
3-5	Among full-time faculty members, practical faculty members are to have at least five years of professional experience and high-level abilities as a professional. (Article 2, paragraph 1 of Public Notice No. 53)		○	

3-6	Full-time faculty members are to be appropriately assigned to fulfil the basic mission required for professional graduate business schools, bearing in mind that the education of professional graduate business schools serves as a bridge between theories and practices.	○		
3-7	Practical faculty members are to account for approximately 30 percent or more of the full-time faculty members required in the fields of study in business. (Article 2, paragraph 1 and 2 of Public Notice No. 53)		○	
3-8	Faculty members, mainly full-time faculty members, are to be appropriately assigned to teach basic subjects suitable for the characteristics of the fields of study in business, subjects to learn the basics and skills of professional practices, and subjects to develop and extend basic knowledge.	○		
3-9	Suitable faculty members are to be assigned to teach subjects placing importance on theories and subjects placing importance on practicalities in the fields of study in business.	○		
3-10	In principle, full-time professors or associate professors are to be assigned to teach subjects deemed to be educationally important.	○		
3-11	In the case where faculty members belonging to another department or part-time faculty members are assigned to teach subjects deemed to be educationally important, the assignment is to be in accordance with appropriate criteria and procedures.	○		
3-12	Full-time faculty members are to be appropriately composed taking into account the balance of their age. (Article 8, paragraph 5 of Ordinance No. 28 of 1974)		○	
3-13	Faculty members are to be appropriately composed taking into account the balance of their professional background, international experience, gender, etc.	○		
3-14	In what characteristic way is the faculty organized in			○

	line with the school's own purpose?			
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Criterion 14: Recruitment, appointment and dismissal, and promotion of faculty members

To appoint faculty members with adequate educational and research abilities and extensive expertise and experience in order to continue the school's educational and research activities for many years to come, each professional graduate business school must establish a basic policy and transparent procedures to organize its faculty, and ensure that the policy and procedures are implemented in a fair manner.

Perspective no.	Perspectives of evaluation	Categories		
		F	L	A
3-15	A basic policy to organize the faculty comprised of professors, associate professors, lecturers, assistant professors, visiting faculty members, fixed-term faculty members, etc., is to be in place, and the faculty is to be organized based on the policy.	○		
3-16	Appropriate criteria and procedures for the recruitment, appointment and dismissal, and promotion of faculty members are to be stipulated in the rules and be implemented. In particular, the teaching abilities of faculty members are to be evaluated.	○		

Criterion 15: Creation of an adequate educational and research environment for full-time faculty members, and evaluation of their educational, research and other activities

To improve and enhance various activities of full-time faculty members, each professional graduate business school must create an environment in which they can further develop their academic creativity and conduct adequate educational and research activities. The school must also verify the effectiveness of the faculty members' educational and research activities and their contributions to society, organizational management, etc.

Perspective no.	Perspectives of evaluation	Categories		
		F	L	A
3-17	Class hours assigned to full-time faculty members are to be determined taking into consideration the time for teaching preparation and their research activities.	○		

3-18	Individual research funds are to be appropriately allocated to full-time faculty members, and an adequate educational and research environment, including individual offices, is to be created.	<input type="radio"/>		
3-19	Opportunities necessary for full-time faculty members to conduct their educational and research activities are to be guaranteed, for example, a system allowing for periods of time during which they can concentrate on their research, or sabbatical terms.	<input type="radio"/>		
3-20	A system for appropriately evaluating the educational activities of full-time faculty members is to be in place.	<input type="radio"/>		
3-21	A system for appropriately evaluating the research activities of full-time faculty members is to be in place.	<input type="radio"/>		
3-22	A system for appropriately evaluating the contributions of full-time faculty members to society, organizational management, etc., is to be in place.	<input type="radio"/>		
3-23	What kind of characteristic measures are taken to encourage full-time faculty members to conduct their educational and research activities more effectively and to contribute to society, organizational management, etc.?			<input type="radio"/>

4. Enrollment

Criterion 16: Admission policy and student quota management

To fulfill the basic mission required for professional graduate business schools and the school's own purpose, each professional graduate business school must establish a clear admission policy, create appropriate methods, procedures, etc., for student selection based on the policy, and make them public in advance. Also, to ensure that an environment suitable for its education continues to be provided, the school must accurately grasp and appropriately manage the ratio of the enrollment number to the enrollment quota and the ratio of the student body size to the student body capacity. To achieve its own purpose, the school should define the target students for admission, and take characteristic measures to admit such students.

Perspective no.	Perspectives of evaluation	Categories		
		F	L	A
4-1	A clear admission policy is to be established and made public. (Article 172-2 of Ordinance No. 11)	○	○	
4-2	Appropriate criteria, methods and procedures for student selection are to be created based on the admission policy.	○		
4-3	Methods and procedures for student selection are to be made known in advance to applicants for admission and to the general public.	○		
4-4	Students meeting the admission policy and the selection criteria and methods are to be admitted through appropriate and objective evaluations.	○		
4-5	The ratio of the enrollment number to the enrollment quota and the ratio of the student body size to the student body capacity are to be accurately grasped and appropriately managed. (Article 10, paragraph 3 of Ordinance No. 28 of 1974)	○	○	
4-6	How are the target students for admission defined in line with the school's own purpose, and what kind of characteristic measures are taken to admit such students?			○

Criterion 17: Implementation system and verification methods for student selection for admission

Each professional graduate business school must conduct student selection for admission appropriately and fairly under a responsible implementation system. The school should create an organizational structure and system to verify the situation of its student admissions, and conduct verification continuously. To strengthen its distinctive features, the school also should take characteristic measures for the implementation system, etc., for student selection for admission in line with the school's own purpose.

Perspective no.	Perspectives of evaluation	Categories		
		F	L	A
4-7	Student selection for admission is to be conducted appropriately and fairly under a responsible implementation system.	○		
4-8	What kind of organizational structure and system to verify the situation of the school's student admissions, including its admission policy, target students, and criteria and methods for admission, are created to conduct verification continuously?			○
4-9	What kind of characteristic measures for the implementation system, etc., for student selection for admission are taken in line with the school's own purpose?			○

5. Student Support

Criterion 18: Student support

Each professional graduate business school must appropriately have in place counseling and support systems for assisting students in, for example, school life, future career development, and destinations after the completion of courses, and make these systems well known to students and provide support effectively. To help students concentrate on their studies, rules and counseling systems for dealing with various kinds of harassment, and counseling and support systems for student scholarships and other forms of financial assistance, must be appropriately in place, and be well known to students. Also, support systems necessary to accept disabled, international, adult and other students, and support systems for students' self-organized activities and alumni's organizations, should be created and implemented. In addition, to strengthen its distinctive features, the school should take measures for student support in line with its own purpose.

Perspective no.	Perspectives of evaluation	Categories		
		F	L	A
5-1	Counseling and support systems for assisting students in school life are to be appropriately in place, and support is to be effectively provided.	<input type="radio"/>		
5-2	Rules and counseling systems for various kinds of harassment are to be appropriately in place, and be well known to students.	<input type="radio"/>		
5-3	Counseling and support systems for student scholarships and other forms of financial assistance are to be appropriately in place.	<input type="radio"/>		
5-4	Are counseling and support systems for assisting students in future career development, destinations after the completion of courses, etc., appropriately in place, and is support effectively provided?			<input type="radio"/>
5-5	Are support systems necessary to accept disabled, international, adult and other students appropriately created and implemented?			<input type="radio"/>
5-6	What kind of support systems for students' self-organized activities and alumni's organizations are created and implemented?			<input type="radio"/>
5-7	What kind of characteristic measures for student			<input type="radio"/>

	services are taken in line with the school's own purpose?			
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6. Education and Research Environments

Criterion 19: Establishment of facilities and equipment and human support systems

It is important for each professional graduate business school to appropriately have in place facilities and equipment according to its scale, etc., and also to give due consideration to disabled students and persons. The school must create an environment that encourages students to both study effectively on their own and interact with one another, and also a human support system that contributes to educational and research activities. To strengthen its distinctive features, the school should ensure that its facilities and equipment and human support systems are in line with the school's own purpose.

Perspective no.	Perspectives of evaluation	Categories		
		F	L	A
6-1	Lecture rooms, practical lesson rooms and other facilities and equipment are to be appropriately in place according to the scale and education type of the school. (Article 17 of Ordinance No. 16)	○	○	
6-2	School environments, including rooms for individual study and lounges for student interaction, are to be sufficiently created and effectively used.	○		
6-3	Facilities and equipment suitable for disabled students and persons are to be in place.	○		
6-4	Information infrastructure necessary for students to study and for faculty members to conduct their educational and research activities is to be appropriately in place.	○		
6-5	A human support system that contributes to educational and research activities is to be appropriately in place.	○		
6-6	What kind of characteristic facilities and equipment and human support systems are in place in line with the school's own purpose?			○

Criterion 20: Collection and possession of books and other materials

Each professional graduate business school must systematically collect and possess in its library (and/or library room) sufficient amounts of books and various kinds of other materials, including electronic media, necessary for students to study and for faculty

members to conduct their educational and research activities. Also, rules for the use of the library (and/or library room) and its opening hours must be suitable for students' study and faculty members' educational and research activities. To strengthen its distinctive features, the school should take measures to collect and possess books and other materials in line with its own purpose.

Perspective no.	Perspectives of evaluation	Categories		
		F	L	A
6-7	Sufficient amounts of books and various kinds of other materials, including electronic media, necessary for students to study and for faculty members to conduct their educational and research activities are to be systematically collected and possessed in the school's library (and/or library room).	○		
6-8	Rules for the use of the school's library (and/or library room) and its opening hours are to be suitable for students' study and faculty members' educational and research activities.	○		
6-9	What kind of characteristic measures to collect and possess books and other materials are taken in line with the school's own purpose?			○

7. Administration

Criterion 21: Creation of an administrative structure and cooperation with related organizations, etc.

To ensure the autonomy of its administrative organization and academic studies and research, each professional graduate business school must create its own organizational structure for administration, and also establish internal rules concerning the administration of the school based on relevant laws and regulations and observe them. As for important matters concerning education, research, etc., decisions made by the school's own organizations of full-time faculty members are to be respected, and appropriate criteria need to be applied for the appointment, dismissal, etc., of the heads of these organizations. The school also must ensure that decisions on and approval for agreements, contracts, etc., with companies and other external institutions are appropriately made, and that giving, receiving, managing, etc., of funds are appropriately handled.

In the case where there are faculties, academic units of graduate schools, etc., related to the school, the school should cooperate and share roles with these organizations in order to achieve its own purpose.

Perspective no.	Perspectives of evaluation	Categories		
		F	L	A
7-1	The school's own organizational structure for administration is to be in place.	○		
7-2	Appropriate rules concerning the administration of the school are to be established based on relevant laws and regulations, and be appropriately enforced.	○		
7-3	As for important matters concerning education, research and administration, decisions made by the school's own organizations of full-time faculty members, such as faculty councils, are to be respected regardless of the initial conditions of school establishment.	○		
7-4	Appropriate criteria for the appointment, dismissal, etc., of the heads of the school's own organizations of full-time faculty members responsible for the administration of the school are to be established and appropriately applied.	○		
7-5	Decisions on and approval for agreements, contracts, etc., aimed at cooperating and collaborating with	○		

	companies and other external institutions are to be appropriately made, and giving, receiving, managing, etc., of funds are to be appropriately handled.			
7-6	In the case where there are faculties, academic units of graduate schools, etc., related to the school, how does the school cooperate and share roles with these organizations?			○

Criterion 22: Clerical organization

To ensure that the basic mission required for professional graduate business schools and the school's own purpose are fulfilled, each professional graduate business school must establish and operate an appropriate clerical organization. To further ensure that its own purpose is achieved, the school should take characteristic measures concerning the clerical organization.

Perspective no.	Perspectives of evaluation	Categories		
		F	L	A
7-7	A clerical organization on an appropriate scale and with appropriate functions is to be established. (Article 35 of Ordinance No. 28 of 1974)	○	○	
7-8	The clerical organization is to be appropriately operated in close and effective cooperation with related organizations.	○		
7-9	What are the characteristics of the clerical organization and its operation in line with the school's own purpose?			○

8. Self-study and disclosing informations

Criterion 23: Self-study

To fulfill the basic mission required for professional graduate business schools and the school's own purpose, each professional graduate business school must have in place PDCA (Plan-Do-Check-Act) and other systems, and also systems to reform and improve its educational, research and other activities by conducting self-studies on these activities continuously. The school must also appropriately address matters pointed out in past evaluations by certified evaluation and accreditation organizations, etc. To strengthen its distinctive features, the school should use the results of self-study and certified evaluation and accreditation to improve and enhance its educational and research activities, and also take measures in line with the school's own purpose.

Perspective no.	Perspectives of evaluation	Categories		
		F	L	A
8-1	Systems and an organizational structure for self-study are to be in place, and continuous, systematic efforts to conduct self-studies based on appropriate evaluation criteria and methods are to be made. (Article 109, paragraph 1 of the School Education Act)	○	○	
8-2	A system to use the results of self-study and certified evaluation and accreditation to improve and enhance the school's educational and research activities is to be in place.	○		
8-3	Matters pointed out by certified evaluation and accreditation organizations, etc., are to be appropriately addressed.	○		
8-4	How are the results of self-study and certified evaluation and accreditation used to improve and enhance the school's educational and research activities?			○
8-5	What are the characteristics of the systems, organizational structure, implementation methods, etc., for self-study in line with the school's own purpose?			○

Criterion 24: Information disclosures

Each professional graduate business school must make the results of self-study known to the general public. To ensure that its administration is highly transparent, the school is required to fulfill its accountability by proactively disclosing to society

information concerning the situation of its various activities. To strengthen its distinctive features, the school should take measures for information disclosure in line with the school's own purpose.

Perspective no.	Perspectives of evaluation	Categories		
		F	L	A
8-6	The results of self-study are to be made known both inside and outside of the school. (Article 109, paragraph 1 of the School Education Act)	○	○	
8-7	Information concerning the situation of the administration and various activities of the school is to be appropriately disclosed through its website, brochures and other means in order for the general public to understand the situation correctly. (Article 172-2 of Ordinance No. 11)	○	○	
8-8	What kind of characteristic measures for information disclosure are taken in line with the school's own purpose?			○