

**Results for Certified Evaluation and Accreditation  
for Professional Graduate School of Public Health**

**St. Luke's International University Graduate School of Public Health**



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| Basic Information of the Institution  |                        |
| Ownership: Private  | Location: Tokyo, Japan |
| Accreditation Status  |                        |
| Year of the Review: 2022  |                        |
| Accreditation Status: accredited (Accreditation Period: April 1, 2023 – March 31, 2028) |                        |

## **Certified Evaluation and Accreditation for St. Luke's International University Graduate School of Public Health**

The common purpose of the Professional Degree and Doctoral Degree Programs of St. Luke's International University Graduate School of Public Health (SLGSPH) is "to contribute to the maintenance and promotion of human health both in Japan as well as globally," which will be "achieved by providing the highest quality of graduate level public health education and training, in line with global standards, to highly motivated individuals and cultivating their critical thinking and problem-solving skills to address a variety of domestic and foreign problems." Based on the common purpose, the Professional Degree Program has established its own goals to "train professionals to have detailed and deep knowledge from a wide perspective and advanced practical skills in solving public health issues based on scientific evidence, and to train advanced skills and abilities required by a person administering public health education and other practices." To achieve these goals and provide an international standard of higher education, SLGSPH has set priority objectives based on the university-wide medium-term vision to AY2025. These priority objectives are (a) "enhancement" by strengthening education and research partnerships with cooperative graduate schools; (b) "education reform" involving the adoption and promotion of a competency-based curriculum, applied practice experience(APE), and online education; (c) "quality assurance" by completing the initial application for accreditation by the Council on Education for Public Health (CEPH), and meeting the standards of certified evaluation and accreditation for professional graduate schools; and (d) "diversity" realized through enrolling government-sponsored overseas students and collaborating with international organizations. Furthermore, specific strategies to attain these objectives have been developed as part of the Graduate School's efforts to train professionals described in its goals.

In line with its curriculum design and implementation policy (curriculum policy), SLGSPH provides education that meets the learning needs of students with diverse educational backgrounds, offering on-demand and online classes via Zoom® to suit the schedules of working students. With an emphasis on active learning, the curriculum is structured to ensure sequential learning through a combination of lectures, case studies, fieldwork, and internships. It is notable that the Graduate School has designed and delivers an internationally competitive education program,

conducting all lectures, assignments, and examinations in English since its launch, under a curriculum meeting the CEPH certification standards, with the aim of training highly skilled professionals with global standard competencies. It is also commendable that the Graduate School promotes effective education through a personal learning support program that assigns to each student a faculty mentor who offers guidance throughout the student's graduate studies.

The Professional Degree Program has a culturally diverse faculty, with seven faculty (roughly half of full-time faculty) from outside of Japan. The international makeup of the faculty supports SLGSPH's goal of training professionals with the appropriate skills to address domestic and global problems in accordance with international standards. The features and characteristics described above have helped the Graduate School attract a broad spectrum of students, including, for instance, people working for multinational companies and international organizations.

There are areas for improvement identified by the certified evaluation and accreditation, however.

Regarding the curriculum, the Graduate School needs to establish a foundation to deliver the competency-based education it aims to pursue. Currently only faculty have access to the course matrix listing the target competencies assigned to each course. It is desirable to have a mechanism in place that allows both students and faculty to track competency mastery for assessing competency development at an early stage.

The class formats should also be reviewed. The Graduate School since opening has offered face-to-face and on-demand classes, with online live classes added during the Covid-19 pandemic. At present, these three modes of teaching are available depending on the course. While the on-demand learning materials and delivery method are highly rated and well-suited for working students, courses offering three different modes of delivery can pose a challenge in ensuring the validity of performance evaluations. The online and on-demand approaches should be used only for courses with proven pedagogical effectiveness, yet the Graduate School has not established criteria in terms of learning outcomes for choosing the modes of delivery. The Graduate School is advised to develop and document the criteria and requirements for selecting course delivery methods, taking into account the nature of the subjects being taught as well as pedagogical and learning effectiveness from the standpoint of the students. It is also imperative that the Graduate School develops a process to systematically monitor the types and number of class formats each student selects for the required and elective courses in which

they enroll. As a special note on international students, while it is appreciated that all lectures, assignments, and examinations are conducted in English, and that all-around student support is available, for non-Japanese students who may be affected by language and cultural barriers, attention should be paid to the potential challenges of online and on-demand learning, with careful consideration given to the need for additional support when using online teaching in conjunction with face-to-face sessions. Furthermore, there should be a documented grading policy that considers the multiple modes of class participation. The policy should clearly articulate how fairness is ensured when evaluating performance among students using different participation modes, especially for seminar and practicum courses involving group-based practical exercises and practical training. Moreover, it is strongly advised that the syllabus be revised to include teaching methods to ensure students are properly informed at the time of course selection.

As for student admissions in AY2022, the ratio of freshman enrollment to the freshman enrollment cap and the ratio of student enrollment to the student enrollment cap were particularly high. The Graduate School has stated it may expand its student capacity in response to the growing number of applicants. To manage student enrollment effectively as it strives to maintain the quality of its education, faculty mentor program, and other student support services, the Graduate School should consider increasing the number of faculty as well.

To deal with the issues raised above, SLGSPH is advised to adopt the results of the certified evaluation and accreditation of public health for graduate schools, continue its self-study efforts, and work to further assure and improve the quality of its education. Following the example of the university-wide medium-term vision to AY2030, drawn up in September AY2022, the Graduate School should formulate and work toward its own medium-term vision to further develop its strengths.