

# **JABEE Common Criteria for Accreditation of Professional Education Programs**

**Applicable in the years 2012 -**  
(Revised as at 10 July 2015)

Only the Japanese version of “JABEE Common Criteria for Accreditation of Professional Education Programs applicable in the years 2012 - ” is official.  
English translation is for informational purpose.

## **JABEE**

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Preamble

JABEE Common Criteria are provided to accredit education programs for fostering “professionals” in higher education institutions. A program seeking for accreditation shall satisfy all four Criteria described below, and shall be required to demonstrate its conformity with evidence. “Professionals” defined by JABEE are individuals who commit to specialized professions in engineering, computing and architecture.

Criterion 1 Learning Outcomes

- (1) The program shall define its profile of autonomous professionals to be fostered. The program shall take account of traditions, resources and fields of graduates to define the profile of professionals. The profile of professionals shall be defined by giving consideration to the requirements of the society and the demands of the students. The program shall broadly publicize the profile of professionals. The profile shall be made well-known to the students and faculty.
- (2) The program shall establish its learning outcomes that the graduates are supposed to surly acquire at the time of completion of the program by taking account of profile of autonomous professionals. The learning outcomes shall be knowledge and abilities distinctively defined with benchmarks covering the contents of (a) to (i) listed below. The program shall broadly publicize the learning outcomes. The learning outcomes shall be made well-known to the students and faculty. The learning outcomes shall be established by taking account of items which Category-dependent Criteria specifies in items (a) to (i):
  - (a) An ability of multidimensional thinking with knowledge from global perspective
  - (b) An ability of understanding of effects and impact of professional activities on society and nature, and of professionals’ social responsibility
  - (c) Knowledge of and ability to apply mathematics and natural sciences
  - (d) Knowledge of the related professional fields, and ability to apply
  - (e) Design ability to respond to requirements of the society by utilizing various sciences, technologies and information
  - (f) Communication skills including logical writing, presentation and debating
  - (g) An ability of independent and life-long learning
  - (h) An ability to manage and accomplish tasks systematically under given constraints

- (i) An ability to work in a team

## Criterion 2 Educational Methods

### 2.1 Curriculum Design

- (1) The program shall design the curriculum for students to achieve the learning outcomes. The curriculum shall be made well-known to the student and the faculty. The program shall clearly indicate relation of set of courses and the learning outcomes in the curriculum. Standardized course term and educational contents shall satisfy the items as defined in Category-dependent Criteria.
- (2) The program shall prepare the syllabus for each course in accordance with the curriculum. The syllabus shall be made well-known to the student and the faculty. For each course, the syllabus shall clearly describe its position in the curriculum, the educational components and methods, the learning outcomes and the evaluation methods and the evaluation criteria. The course hour shall be specified either in its syllabus or in related documents.

### 2.2 Implementation of Learning & Education

- (1) The program shall implement education as described in the syllabus.
- (2) The program shall encourage active learning of the students and shall commit to ensure sufficient self-learning hours for the students.
- (3) The program shall make students regularly review the degree of achievement for each learning outcome to reflect it to their learning.

### 2.3 Faculty

- (1) The education institution shall provide a sufficient number of faculty members to implement the curriculum with appropriate educational methods and to yield intended educational results, and shall provide the faculty with institutional support on education.
- (2) The education institution shall have communications network among faculty for close collaboration among courses set in the curriculum to obtain better educational results. The activities of the communications network shall be implemented.
- (3) The education institution shall promote Faculty Development (FD) to encourage the faculty's educational abilities. The system shall be made well-known to the faculty and FD activities shall take place in the program.
- (4) The education institution shall have a system to institutionally evaluate faculty's educational activities. The system shall be made well-known to the faculty. The system shall result in improving education.

## 2.4 Process of Admission

- (1) The program shall establish concrete admission policies and procedures in order to admit students with proper knowledge and abilities for the course curriculum designed to achieve the learning outcomes of the program. The program shall publicize the admission policies and procedures, and implement its admission in accordance with the policies and procedures.
- (2) In case the program consists of two tiers, the first of which is common to some number of programs, and the second of which is specific to the program, and the selective admission of students to the second tier takes place on their completion of the first tier, the education institution shall establish concrete admission policies and procedures for this selective admission. The policies and procedures shall be made well-known to the students and faculty. The students' selective admission shall be implemented in accordance with the policies and procedures.
- (3) In case the program admits students from other education institutions to transfer into the program, the program shall establish and publicize concrete policies and procedures for such transfer. The students' transfer shall be implemented in accordance with the policies and procedures.
- (4) In case the program allows students move between the courses within the education institution, the program shall establish concrete policies and procedures of moving in and out. The policies and procedures shall be made well-known to the students and faculty. The students' moving between the courses shall be implemented in accordance with the policies and procedures.

## 2.5 Educational Environment and Student Support

- (1) The education institution shall be equipped with classroom, laboratory, exercise room, library, information related equipment, self-learning and rest facilities, cafeteria, etc. necessary for the students to achieve the learning outcomes of the program. The program shall make efforts to ensure necessary financial resources to maintain, improve, and operate the educational environment.
- (2) The program shall have a system as for educational environment and for students' learning, such as to help students better understand lectures, and to enhance students' learning motivation, and to take account of the demands of the students on such support. The system shall be made well-known to the students, faculty and staff.

### Criterion 3 Achievement of Learning Outcomes

- (1) The program shall evaluate, on each course, the degree of achievement of the learning outcomes for each student in accordance with the evaluation criteria and methods defined in the syllabus.
- (2) The program shall have evaluation methods for credits, which the students have earned in other higher education institutions and the credit transfer shall be accepted in accordance with the defined evaluation methods. The program shall also have evaluation methods for credits earned by the transferred students in the previous education institutions and the credit transfer shall be accepted in accordance with defined evaluation methods.
- (3) The program shall provide evaluation criteria and methods to holistically evaluate the degree of achievement of each learning outcome of the program. The evaluation shall be made in accordance with the evaluation criteria and methods.
- (4) All the graduates of the program shall have achieved all the learning outcomes of the program.
- (5) By achieving all the learning outcomes of the program, all the graduates of the program shall have acquired the contents of (a) to (i) of Criteria 1(2).

### Criterion 4 Educational Improvement

#### 4.1 Self-review of Education

- (1) The program shall have a self-review system of educational activities in accordance with Criteria 1 to 3 on the basis of evaluation results of the degree of achievement of the learning outcomes. The self-review system shall be made well-known to the faculty. The self-review shall be implemented in accordance with the system.
- (2) The system shall include structure to take account of the requirements of the society and the demands of the students. The system itself shall have self-checking structure.
- (3) The minutes of meetings and committees relating to the system shall be accessible to the faculty. Records of any meetings relating to the system shall be accessible to the faculty.

#### 4.2 Continuous Improvement

The program shall have a system to continuously improve its educational activities based on the self-review results. The activities for continuous improvement shall be implemented in accordance with the system.

#### Items to be Considered by Field

To apply Common Criteria to the program, supplementary items required by field could be provided separately in Category-dependent Criteria.