# （1）evaluation criteria

| Standard 1: Curriculum Framework Based on Educational Philosophy and Objectives | |
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| The university has established its own unique curriculum framework for the bachelor's program in nursing, based on the educational philosophy and objectives, diploma policy, and curriculum policy of the nursing program, which are consistent with the university's overall educational philosophy, objectives, and diploma policy. | |
| **Evaluation Items** | **Evaluation Perspectives** |
| 1-1<br>Educational Philosophy and Objectives of the bachelor's Program in Nursing | 1. Educational philosophy, in the case of the faculty, is consistent with the founding principles and the purpose of the university's establishment; in the case of a department or major, it is further aligned with the purpose of the faculty's establishment.<br>2. The educational objectives concretize educational philosophy.<br>3. 3.The educational objectives consider the healthcare needs of the founding body and the local community. |
| 1-2<br>Diploma Policy and Related Policies of the bachelor's Program in Nursing | 4. The diploma policy is consistent with the educational objectives.<br>5. The diploma policy specifies the competencies to be acquired upon graduation.<br>6. The diploma policy clearly states the indicators for assessing the acquisition of competencies.<br>7. 7.The qualifications and other credentials that can be granted upon completion of the curriculum are indicated. |
| 1-3<br>Curriculum Policy and Curriculum Framework of the bachelor's Program in Nursing | 8. The curriculum policy reflects the diploma policy.<br>9. The curriculum is systematically organized based on the curriculum policy.<br>10. Coordination between related specialized subjects and core specialized subjects is ensured.<br>11. The curriculum is structured to effectively teach the fundamentals of nursing.<br>12. The grade-level arrangement of subjects, as well as prerequisite courses, is appropriate.<br>13. Efforts are made to foster readiness for university learning, such as through |

| | high school–university collaboration and first–year education. |
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| 1-4<br>Participation in Decision–Making Bodies | 14. The person responsible for nursing education can submit agenda items to higher–level decision-making meetings that have authority over the nursing education program. *<br>15. The selection criteria for the person responsible for nursing education are clearly defined. *<br>* "Person responsible for nursing education" refers to individuals holding positions such as dean of the faculty, chair of the department, head of the department, or head of the major. |

Note: Regarding Evaluation Item 1-1

The educational philosophy describes the mission of each university, stating what kind of human resources it seeks to cultivate and how it intends to contribute to society through that cultivation.

The educational objectives indicate, for each faculty, department, or program, the abilities graduates of the bachelor's program are expected to acquire to fulfill the university's purposes and philosophy. They are presented as more concrete policies than as educational philosophies. Furthermore, a diploma policy is formulated to embody the educational objectives.

Even if the mission or human resource development policy of the institution under review is not explicitly labeled with the terms "educational philosophy" or "educational objectives," please examine and evaluate the relevant content as corresponding to "educational philosophy" and "educational objectives" respectively.

| Standard 2: Teaching and Learning Activities within the Curriculum | |
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| Courses are arranged in accordance with the curriculum framework, incorporating appropriate content, faculty assignments, and teaching methods, and providing an environment in which students can engage in self-directed learning. | |
| Evaluation Items | Evaluation Perspectives |
| 2-1<br>Educational Content, Objectives, and Evaluation Methods | 1. Each course instructor designs the educational content based on the diploma policy and curriculum policy.<br>2. Educational content reflects contemporary demands and incorporates the latest knowledge.<br>3. Grading criteria are clearly defined and communicated.<br>4. The learning objectives of each course are explicitly stated.<br>5. The evaluation methods (evaluation perspectives) for measuring achievement of course objectives are clearly indicated.<br>6. The evaluators are clearly identified.<br>7. Evaluation results are provided as feedback to students.<br>8. A system is established to address students' questions or objections regarding their evaluations. |
| 2-2<br>Faculty Organization and Assurance of Faculty Competence | 9. The faculty organization is appropriately structured according to specialized fields and academic positions to implement the curriculum.<br>10. Enough faculty members necessary for education, research, and social contribution are secured. (As a guideline for compliance, efforts are made to ensure that the student-to-nursing-faculty ratio exceeds the reference standard based on the latest JANPU survey data.)<br>11. The basic policies and criteria for faculty recruitment and promotion are clearly defined.<br>12. Programs such as training for newly appointed faculty and peer support among faculty members are implemented.<br>13. There is a system in place to support faculty members' nursing practice activities at the organizational level. |

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| | 14. Faculty members engage in nursing practice activities in appropriate fields (e.g., working as CNSs in clinical settings, conducting specialized nursing clinics or consultations) to enhance their educational and practical competencies. (Recommended) |
| | 15. The organization systematically promotes the enhancement of faculty members' research capabilities and provides support for research. |
| | 16. The organization systematically works to secure faculty members' research time. (Recommended) |
| | 17. Faculty members apply research findings to their teaching. |
| | 18. Social contribution is carried out systematically, and faculty members engage in appropriate activities. |
| 2-3<br>Teaching Methods: Various Approaches to Foster Student-Centered Learning | 19. Teaching methods are employed to enable students to achieve the intended learning objectives. |
| | 20. A system is in place that allows students to continuously conduct self-assessment of their achievement of educational objectives. |
| | 21. Classrooms appropriate to the teaching methods (lecture rooms, seminar rooms, practice rooms, audiovisual rooms, etc.) are provided. |
| | 22. Facilities for self-study and group discussion, corresponding to the number of students, are available. |
| | 23. Practice models, e-learning materials, and IT equipment are sufficiently provided in accordance with the number of students and the teaching methods. |
| | 24. The maintenance and renewal of equipment and supplies are carried out appropriately. |
| | 25. Policies regarding the operation of the nursing practice room are established and communicated to faculty and students. |

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| | 26. Measures for medical safety management in the nursing practice room are implemented. |
| | 27. A system is in place to support students' self-directed learning in the nursing practice room. *(Recommended: staff members to support self-learning are assigned at least four days per week.)* |
| | 28. The library is equipped with medical, health, and nursing-related literature and materials necessary for learning. |
| | 29. Search systems are well developed. |
| | 30. Librarians fulfill the function of supporting students' self-directed learning. |
| 2-4<br>Clinical Practicum | 31. The content of lecture courses and clinical practicum courses are coordinated. |
| | 32. Facilities suitable for conducting clinical practicums are secured under the responsibility of the university. |
| | 33. An appropriate number of faculty members (full-time and part-time) are assigned to implement the clinical practicum. |
| | 34. A system is in place to enhance faculty members' practicum teaching abilities. |
| | 35. The appointment criteria for clinical faculty are clearly defined. * |
| | 36. The division of roles among those involved in practicum instruction (university faculty, clinical faculty, and practicum instructors) is clearly defined, and collaboration is ensured.* |
| | 37. Collaboration with clinical practicum facilities is carried out functionally and systematically. |
| | 38. Systematic measures are implemented for infection control, prevention of exposure to infectious diseases, and prevention of outbreaks during clinical practicum. |
| | 39. Preventive measures and responses to injuries or damage occurring during practicum are clearly indicated and communicated to students, faculty and |

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| | staff, and personnel at clinical practicum facilities. |
| | 40. Measures for the protection and safeguarding of personal information are communicated and reliably implemented. |
| | 41. Initiatives for harassment prevention during practicum and procedures for responding to incidents are established and communicated. |
| 2-5<br>Expenses Required for Curriculum Implementation | 42. The budgeting necessary for the teaching of the curriculum is appropriately positioned. |
| | 43. The person responsible for the curriculum is properly involved in the budget decisions of the establishing body. |
| | 44. The person responsible for the curriculum can execute the budget necessary for teaching. |
| | 45. Faculty members can execute the budget required for education and research. |
| | 46. Expenses for the development of faculty members' teaching competencies are budgeted. |

| Standard 3: Evaluation and Improvement of the Curriculum | |
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| A system is established and implemented to systematically evaluate each course and the overall curriculum, and to continuously improve and reform them based on the evaluation results. | |
| **Evaluation Items** | **Evaluation Perspectives** |
| 3-1<br>Course Evaluation, Curriculum Evaluation, and Improvement | 1. The curriculum is verified and evaluated to ensure that it is implemented with the aim of achieving the educational objectives and diploma policy.<br>2. A system is in place for faculty members to confirm the interrelation among courses and to evaluate outcomes.<br>3. Student satisfaction evaluations regarding course content and teaching methods are conducted systematically.<br>4. Systematic evaluations of courses by students (such as course evaluations) are conducted.<br>5. Evaluation data concerning the curriculum are regularly collected from faculty members.<br>6. The results of course evaluations (class evaluations) are made public.<br>7. Measures for utilizing evaluation data to improve the curriculum are clearly indicated.<br>8. Continuous improvement of the curriculum is carried out using evaluation data.<br>9. The curriculum is structured in consideration of higher education policies and the trends of academic associations. ※<br>※Examples include the Core Competencies of the Japan Association of Nursing Programs in Universities (JANPU), the curriculum reference standards of the Science Council of Japan, and the Model Core Curriculum of the Ministry of Education, Culture, Sports, Science and Technology (MEXT). |
| 3-2<br>Evaluation and Improvement Based on Graduation Outcomes | 10. Analyses of graduation rates, repeaters, leaves of absence, and withdrawals by year of admission are conducted systematically.<br>11. Measures necessary for learning support are implemented based on the analyses. |

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| | 12. Systematic evaluation of achievement levels at the time of graduation is conducted. |
| | 13. The status of nursing license acquisition is appropriate considering the diploma policy. |
| | 14. Support is provided to students who may not have obtained a license, and educational improvements are considered. |
| | 15. Students' career paths are consistent with educational philosophy. |
| 3-3<br>Evaluation and Improvement Based on Employers and Alumni Feedback | 16. Surveys of alumni are conducted regarding satisfaction with the educational program and their post-graduation trajectories. |
| | 17. A system to link alumni evaluations to improvements in the curriculum is established. |
| | 18. Evaluations of graduates by their employers are surveyed. (Recommended) |
| | 19. A system is in place to receive evaluations of the educational program from employers of graduates. (Recommended) |
| | 20. A mechanism to utilize employers' evaluations for improvements in the curriculum is established. (Recommended) |

| Standard 4 : Student Admission and Selection Process | |
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| To recruit students who wish to study in alignment with the educational philosophy, educational objectives, and diploma policy of the Bachelor of Nursing program, the admission policy is clearly stated, and student selection is conducted accordingly. | |
| **Evaluation Items** | **Evaluation Perspectives** |
| 4-1 Admission Policy for the Bachelor of Nursing Program | 1. The admission policy is clearly stated in terms consistent with the diploma policy. 2. The admission policy is presented in language that is understandable to high school students, high school teachers, and parents. |
| 4-2 Entrance Examinations of the Bachelor of Nursing Program and their Improvement | 3. Entrance examinations are conducted in a manner that reflects the admission policy. 4. The relationship between the admission policy, the entrance examinations, and the suitability of admitted students is examined. 5. The results of these examinations are utilized to improve the entrance examination process. 6. Systematic efforts are made to ensure the fairness and impartiality of the entrance examinations. |

# （2）Glossary

**Educational Program:**
A comprehensive term referring to a systematically organized set of courses (subjects and their arrangement), teaching methods, methods of evaluating learning outcomes, allocation of faculty and staff, preparation of teaching materials, and planning of learning environments such as classrooms, all designed to achieve the educational objectives.

**Curriculum:**
An integrated plan for educational content and learning support through credit-bearing courses designed to achieve educational objectives.
Note: While "curriculum" may sometimes be used to include learning activities not based on courses to achieve educational objectives, in this evaluation standard it is defined as above.

**Educational Philosophy (Mission):**
The mission of the university, faculty, or educational program describes what kinds of human resources are to be developed and how they are intended to contribute to society.

**Educational Objectives:**
A concrete expression of educational philosophy specifying the abilities and qualities of the human resources to be developed.

**Diploma Policy (Policy on Graduation Certification and Degree Conferment)※１:**
A fundamental policy established by each university, faculty, or department, based on its educational philosophy, that specifies the competencies students must acquire to be certified for graduation and awarded a degree. It also serves as a target for student learning outcomes.

**Curriculum Policy (Policy on the Organization and Implementation of the Curriculum)※１:**
A fundamental policy that defines how the curriculum is organized, what educational content and methods are implemented, and how learning outcomes are evaluated, to achieve the diploma policy.

**Admission Policy (Policy on Student Admission)※１:**
A fundamental policy established by each university, faculty, or department, based on its educational philosophy, diploma policy, and curriculum policy, that defines how students are admitted. It specifies the expected learning outcomes of admitted students, particularly in terms of the "three elements of academic ability." *
Note: （１）Knowledge and Skills （２）Abilities in Thinking, Judgment, and Expression
    　（３）An Attitude of Independent Initiative to Learn Collaboratively with Diverse People

※１ Central Council for Education, Subcommittee on University Education, University Division. (2016). Guidelines for the Formulation and Implementation of the "Diploma Policy" (Policy on Graduation Certification and Degree Conferment), the "Curriculum Policy" (Policy on Curriculum Organization and Implementation), and the "Admission Policy" (Policy on Student Admission).

**Social Contribution※2:**

The university's contribution to the development of society as a whole, including local communities, the economic sector, and the international community. While education and research themselves constitute long-term contributions to society, in recent years, more direct contributions have been required, such as public lectures and collaboration among industry, government, and academia. This social contribution role has come to be recognized as the university's "third mission."

※2　Ministry of Education, Culture, Sports, Science and Technology (MEXT). (2004). The Future Vision of Higher Education in Japan (Summary of Deliberations).
http://www.mext.go.jp/b_menu/shingi/chukyo/chukyo0/toushin/04091601.htm

(Examples: Public lectures and outreach courses for the public; lectures and research support for nursing professionals; service as officers or committee members of academic societies; and participation in governmental committees.)

**High School–University Collaboration※3:**

Collaboration between high schools and universities aimed at fostering the abilities of each individual in the transition from secondary to higher education. Through such collaborations, initiatives include recognizing university-level learning by high school students as credits for high school graduation, accepting high school students as non-degree students in university courses, and providing opportunities for them to experience university-level education and research.

※3　Ministry of Education, Culture, Sports, Science and Technology (MEXT). (2005). Collaboration between High Schools and Universities to Foster the Abilities of Each Individual in the Transition to Higher Education (High School–University Collaboration).
https://www.mext.go.jp/b_menu/shingi/chousa/koutou/020-17/houkoku/06040408/001/004.htm

(It refers to organized initiatives established through councils or similar frameworks between high schools and universities to foster the abilities of individual students and does not include mere introductions of universities or academic disciplines.)

**Curriculum Map※4:**

A general term referring to diagrams that illustrate the correspondence between the learning objectives—such as the knowledge, skills, and attitudes students are expected to acquire—and the courses offered. Curriculum maps are intended to provide students and faculty with an overview of the curriculum's overall structure, thereby encouraging systematic course enrollment. In addition to demonstrating the relationship between learning objectives and individual courses, many curriculum maps are presented in a matrix format that combines course objectives, semester offerings, and other elements. Curriculum maps that emphasize sequential

order and the interrelationships among courses, which are presented in chart form, are referred to as Curriculum Trees.

**Curriculum Tree※4:**
A general term referring to diagrams that illustrate the systematic structure of course enrollment within a curriculum, showing the interrelationships among courses and the pathways of learning. Depending on the form and content of the expression, it may be referred to as a course sequence diagram, course tree, or curriculum chart. By enabling both students and faculty to gain an overview of the entire curriculum structure, curriculum trees are intended to promote the systematic organization, implementation, and enrollment of the educational program.

※4：Central Council for Education, University Subcommittee. (2021). Guidelines for Academic Management.
https://www.mext.go.jp/b_menu/shingi/chukyo/chukyo0/toushin/1411360_00001.html

**Learning and Study:**
In the Glossary of Quality Assurance Terminology in Higher Education (5th Edition)※5, the definitions of these two terms are expressed using the phrases "learning (study) support" and "learning (study) outcomes."

※5：National Institution for Academic Degrees and Quality Enhancement of Higher Education (NIAD-QE). Quality Assurance Portal for Universities: Glossary of Quality Assurance Terminology in Higher Education.
https://niadqe.jp/glossary/

　Through this notation, it can be understood that the two terms are not meant to be strictly distinguished but may be used interchangeably.

# （3）Accreditation Mark



Universities that undergo the nursing education evaluation conducted by the Japan Accreditation Board for Nursing Education (JABNE) and are deemed compliant will be issued an Accreditation Certificate and an Accreditation Mark.
By displaying the Accreditation Mark on university brochures, websites, and other materials, institutions can publicly demonstrate that the quality of their nursing education is assured.