

Doctoral Program in International Public Policy

■ Doctor of Philosophy in International Public Policy

Program Educational Objectives

The Doctoral Program in International Public Policy guides students to base themselves on the advanced research ability founded in the international public policy disciplines in international relations, area studies, sociology, politics, economics, anthropology, public policy studies, etc. to become university faculty members, researchers or such who understand and analyze the nature of international problems, political, economic and social problems, etc. inside and outside Japan by way of a broader, interdisciplinary spectrum of points of view crossing over multiple fields and thereby can form global opinions with their ability of solving problems and proposing solutions on changing challenges.

Graduate Profile	He or she should possess the specialized knowledge concerning international public policy, and the international-level research ability based on the logical thinking and analytical ability for theory and demonstration. In addition, they should possess the advanced practical ability that contributes to the analysis, planning and execution of policy on the political, economic and social policy problems inside and outside Japan or the problems on individual communities and international relations.
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Diploma Policy

The degree of Doctor of Philosophy in International Public Policy is commenced to those who have fulfilled the requirements for the completion of the Doctoral programs, as set out in the Graduate School Regulations of the University of Tsukuba and related university regulations, and who are deemed to have the following competences.

	Competences	Evaluation perspectives
Knowledge and Skills	1. Knowledge creation competence: Ability to create new knowledge that can contribute to future society	① Are there any research findings that can be considered new knowledge? ② Can we expect you to create knowledge that will contribute to future society?
	2. Management competence: Ability to plan and implement measures to identify and solve challenges from a higher perspective	① Can you make and implement long-term plans for critical challenges? ② Can you identify challenges, even in other areas of expertise, and solve them from a higher perspective?
	3. Communication competence: Ability to express the true nature of academic findings positively and clearly	① Can you explain the true nature of research content and specialized knowledge clearly and logically to researchers from different areas and to people other than researchers? ② Do you proactively share your findings with researchers and experts from your field of expertise and accurately answer questions?
	4. Leadership competence: Ability to have objectives get accomplished under your leadership	① Can you set attractive and compelling goals? ② Are you capable of building systems to realize goals and accomplish objectives as the leader?
	5. Internationality competence: Possession of a high level of awareness and motivation to be internationally active and contribute to international society	① Do you have strong awareness and motivation to contribute to international society and international activities? ② Have you obtained adequate linguistic skills for international information collection and action?
	6. Ability to set leading-edge research tasks based on up-to-date specialized knowledge and carry out a research plan independently in the areas of international public policy	① If original research findings are created by approaching to tasks using advanced expertise concerning international public policy ② If capable of internally and externally transmitting research findings concerning international public policy, and based on it, capable of practicing education and supervision
	7. Specialized knowledge: Leading-edge and advanced specialized knowledge and command of the areas of international public policy	① If analytical ability supported by the advanced expertise and logical thought in the areas of international public policy was gained ② If capable of looking to policy proposals and solutions concerning international public policy problems
	8. Ethical view: Ethical view and ethical knowledge appropriate for researchers in the areas of international public policy and deep ethical knowledge about the specific area of expertise	If capable of managing one's own research process based on high ethics

<p>Guidelines for Assessing Learning Outcomes</p>	<ul style="list-style-type: none"> - Through courses, especially "Project seminar", the instructor conducts a rigorous educational evaluation based on the student's research progress. - At the end of each semester, competence achievement evaluations are done, and through Project Seminar in the third year as well as preliminary and final examinations of doctoral dissertations, students can acquire research skills and presentation skills of their research results, based on the evaluations of main- and sub-supervisors, as well as the supervision over the evaluations conducted by the curriculum committee and the degree program office.
<p>Evaluation Criteria for Degree Theses/ Dissertations</p>	<ol style="list-style-type: none"> 1. Specific research tasks must be set with a clear description of the significance and need of the research. 2. The research methods and analyses used must be appropriate to the research tasks. 3. The preceding researches in the same area must be sufficiently considered. 4. The entire dissertation must be logically developed with consistency. 5. The dissertation must be systematically structured and unified as an academic paper and have contents and style of presentation that could appear in single-volume books or scholarly journals. Note that released contents may be included. 6. Bibliography and references must be clearly shown in accordance with appropriate expressions and notational conventions. 7. The dissertation must be evaluated to show ingenuity and the potentiality of carrying out research activities independently in the future and contributing to bring new findings to the academic community. 8. Appropriate consideration must be paid for the handling of personal information and ethics. A dissertation for degree grant, if approved to meet all of the above criteria, passes with an oral exam included in the judgment. <p>【Review board members】</p> <p>(1) A review board must be formed by a total of three or more reviewers who are faculty members of the Doctoral Program in International Public Policy, which are one chief reviewer (Must be a research supervisory faculty member) and two or more sub-reviewers (research supervisory faculty members or course teaching faculty members). If required, faculty members who do not belong to the Doctoral Program in International Public Policy (including faculty members, etc. of other universities' graduate schools or research institutes, etc.) can be added as sub-reviewers.</p> <p>(2) A review board must include two or more professors, in principle. One of the two professors can be one who does not belong to the Doctoral Program in International Public Policy, while half of the two or more professors in the board must be those who belong to the Doctoral Program in International Public Policy.</p>

Curriculum Policy

The Program is designed to provide students with education and research supervision to develop a breadth of basic skills in humanities and social sciences, and to have the big picture in mind in humanities, society and business as well as the generic knowledge and ability that support the students to be active in diverse social scenes, along with the advanced research ability, leading-edge specialized knowledge and deep ethical view for the research on international public policy that is cross-disciplinary across the areas of international relations, area studies, sociology, politics, economics, anthropology, public policy studies, etc.

Curriculum Design Framework	<p>In order to cultivate the basic skills and wide perspectives as well as generic knowledge and ability in associated areas with the student's major at the core, students are encouraged to take one credit from Graduate General Education Courses and Degree Programs' Common Courses.</p> <ul style="list-style-type: none">- The ability to create new knowledge to be able to contribute to future society is acquired with Graduate General Education Courses, Major Subjects (seminar subjects), etc.- The ability to plan and implement measures to identify and solve challenges from a higher perspective is acquired with Graduate General Education Courses, Major Subjects (seminar subjects), etc.- The ability to express the nature of academic findings positively and clearly is acquired with Graduate General Education Courses, Major Subjects (seminar subjects), etc.- The ability to accomplish objectives under one's leadership is acquired with Graduate General Education Courses, Major Subjects (seminar subjects), etc.- A high level of awareness and motivation to be internationally active and contribute to international society is acquired with Graduate General Education Courses, Major Subjects (seminar subjects), etc.- The ability to set leading-edge research tasks based on up-to-date specialized knowledge and carry out a research plan independently in the areas of humanities and social sciences and the areas of international public policy is acquired with Major Subjects (seminar subjects), Seminar on International Public Policy Project, research supervision, doctoral dissertation creation, academic conference presentations, etc.- The leading-edge and advanced specialized knowledge and command of the areas of humanities and social sciences and the areas of international public policy are acquired with Major Subjects (seminar subjects), research supervision, doctoral dissertation creation, academic conference presentations, etc.- The ethical view and ethical knowledge appropriate for researchers in the areas of humanities and social sciences and the areas of international public policy and deep ethical knowledge about the specific area of expertise are acquired with Graduate General Education Courses (life, environment and research ethics subjects), Seminar on International Public Policy Project, research supervision, etc.
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<p>Teaching and Learning Methods</p>	<ul style="list-style-type: none"> - Students are required to take Major Subjects (seminar subjects) as the basal learning. Through the discussions in seminars, students acquire the advanced specialized knowledge, research ability and International character for the tasks that each one works on and at the same time develop Competence of knowledge creation, Communication competence, and Leadership competence. - Taking Graduate General Education Courses is encouraged to complement the development of generic competences and ethics. - Toward the writing of a doctoral dissertation, the research process of each student is supported through the dissertation supervision by supervisory faculty members by way of “Seminar on International Public Policy Project” , etc., including the development of the Management competence and ethics. In addition, the advanced research ability in the areas of humanities and social sciences and international public policy is enhanced by setting their sights at the transmission of research findings, such as presentations in the academic community inside and outside Japan and the contribution of articles in specialized scholarly journals.
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Admission Policy

<p>Desired Student Profile</p>	<p>Through the writing of a master's thesis and social experience, he or she should gain the sophisticated logical thinking ability and specialized knowledge about the modern society and international problems lying in the globalized, complex world as well as the sensibility for grasping diverse social problems and political realities. We seek human resources who thereby can put actively their advanced expertise into practical use at work and verbalize concrete policy proposals and solutions for the problems of modern society and international relations, using the advanced, flexible thinking ability and motivation that they have.</p>
<p>Student Selection Process</p>	<p>Diverse candidates are sought through the general entrance exam, recommendation entrance exam, the special selection for those who wish to complete the Program by taking only English-taught courses, and other enrollment selection methods. The entrance examination is offered multiple times each academic year, and a certain number of candidates are offered places after each examination. There are two entrance examination systems, as outlined below.</p> <ul style="list-style-type: none"> - First, in the general entrance exam system, candidates are comprehensively evaluated through written exams in a specialized subject, a foreign language, as well as an oral exam. For example, for the specialized subject area, when filling up the enrollment application, candidates designate one subject area that is associated with international public policy such as international relations, social development, anthropology, sociology, politics, area studies, or economics, etc. Through answering a written exam question focusing on their designated area, the exam evaluates the candidate's logical thinking ability, specialized knowledge of the area to be researched, and sensitivity to social and political problems. <p>The oral exam focuses on the candidate's research plan for his/her master's thesis, including evaluating ability to make use of advanced expertise in actual work actively, advanced and flexible thinking ability and motivation to propose policy to social and political problems, and specialized knowledge of the area to be researched. Candidates are also evaluated on other factors such as their presentation and communication skills.</p>

<p>Student Selection Process</p>	<ul style="list-style-type: none"> - Second, in the recommendation entrance exam system, candidates are evaluated comprehensively by writing a paper as a written exam and undergoing an oral exam. Faculty members with experience in instructing candidates at the undergraduate level, including sufficient knowledge of candidates' abilities, personality, and individual qualities, prepare a written recommendation for the candidates. Faculty members will confirm that candidates have already acquired the specialized knowledge, continuous research ability, and foreign language command necessary for postgraduate research in areas related to international public policy. The paper submitted by candidates as the written examination for this system demonstrates that they possess specialized knowledge of the area to be researched and the flexibility to apply actual expertise in their chosen area. In the oral exam stage, which also includes the faculty-member recommendation and the candidate's research plan, candidates are evaluated on the possibility of their achieving their research plan, their enthusiasm and motivation for research, their specialized knowledge of their chosen research area, and their overall research skills, as well as their presentation and communication skills. - Special selection methods are applied to early-career civil servants and other currently employed young professionals in developing and emerging countries. These comprehensive methods include document screening and an oral exam. Document screening involves examining the candidate's research plan, including basic knowledge and the possibility of achieving the research plan, as well as transcripts. The oral exam, which is based on the candidate's submitted documents, evaluates research ability, specialized knowledge of the research field, research plan relevance and the candidate's possibility of achieving the research plan's objectives. The candidate's enthusiasm and motivation for research, as well as presentation and communication skills, are also evaluated.
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Learning Support Framework

<p>Academic Support</p>	<ul style="list-style-type: none"> - We provide information about university initiatives (such as writing support) and encourage students for active participation. - In addition to explaining how to proceed with learning during orientation at the time of enrollment, one main advisor and at least two co-advisors jointly provide study support to students. Supervisors, Curriculum Committee, Student Committee, and the administrative staff in charge of students provide support to students as needed. - By publicizing seminars led by external lecturers, we are creating a learning environment that can accommodate students' diverse research interests.
<p>Opportunities for Peer Interaction</p>	<p>In the Master's and Doctoral Programs in International Public Policy, meetings are held once or twice a year where master's and doctoral students, along with faculty members, discuss the environment and work to improve the learning environment.</p>

Opportunities for Student-Faculty Interaction	To promote interaction between students and faculty, and to provide opportunities to gather students' opinions regarding the research environment, informal discussion sessions (e.g., tea gatherings) are held at least twice a year.
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Approaches to Assuring and Enhancing Educational Quality

- The curriculum committee, through evaluating learning outcomes of students, verify the appropriateness of the curriculum and the suitability of instruction. Specifically, syllabus checks are performed at the initiative of the curriculum committee in order to confirm whether the course content is appropriate to the aims of the degree program, and whether the necessary information is provided to students.
- The curriculum committee plays a central role in reviewing and improving overall educational activities of the degree program in order to ensure the quality of education and the aims of the degree programs.