

## Doctoral Program in International and Advanced Japanese Studies

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### ■ Doctor of Philosophy in International and Advanced Japanese Studies

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#### Program Educational Objectives

This program aims to cultivate researchers and educators who, in a globalized society, can investigate Japanese culture and society from international and comparative perspectives, bridging the fields of the humanities, social sciences, and Japanese language education. Furthermore, it seeks to foster advanced, specialized, and international scholarly expertise in these three domains, nurturing human resources of world-class caliber capable of disseminating their research outcomes both domestically and internationally.

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<b>Graduate Profile</b>	We aim to nurture graduates who possess broad specialized knowledge and comprehensive perspectives necessary for elucidating the characteristics of contemporary Japan from a global viewpoint. Through acquisition of fundamental academic skills and engagement with related fields, they will develop the ability to assume positions in advanced professional and research roles. In addition, in the field of Japanese language education, the program cultivates highly specialized professionals who possess the research and teaching capacity to deepen international research and education domain, and to disseminate specialized knowledge to the world.
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### Diploma Policy

The degree of Doctor of Philosophy in International and Advanced Japanese Studies will be conferred upon those who have fulfilled the requirements for completion of the doctoral program as stipulated in the University of Tsukuba Graduate School Regulations and other relevant provisions, and who are recognized as having acquired the following knowledge and abilities.

	Competences	Evaluation perspectives
<b>Knowledge and Skills</b>	1. Knowledge Generation: Ability to create new knowledge that can contribute to future society.	① Does the research outcome constitute the creation of new knowledge? ② Is there potential to create knowledge that contributes to the future of human society?
	2. Management Skills: The ability to identify issues from a comprehensive perspective, and to plan and implement strategies for resolution.	① Can the doctoral student formulate long-term plans and execute them appropriately in relation to issues within International and Advanced Japanese Studies? ② Does the candidate possess the ability to identify issues outside their specialization and resolve them from a comprehensive perspective?
	3. Communication Skills: The ability to convey the essence of academic outcomes actively and comprehensibly.	① Can the student explain the essence of their research and expertise clearly and logically to researchers from other fields as well as to non-specialists? ② Can the student actively present their research outcomes to specialists in their field and respond appropriately to questions?
	4. Leadership Skills: The ability to exercise leadership and achieve objectives.	① Can the student set goals that are both socially meaningful and persuasive? ② Can the student establish the necessary framework to achieve those goals, take initiative as a leader, and accomplish results?
	5. International Perspective: High awareness of and motivation to act internationally and contribute to the global community.	① Does the student demonstrates high awareness and motivation for contributing to international society and engaging in international activities. ② Does the student possess sufficient language skills for international activities
	6. Research Skills: The ability to independently set advanced research agendas in the field of International and Advanced Japanese Studies, and to carry out research plans based on the latest specialized knowledge.	① Has the student acquired the ability to set advanced research agendas in the field of International and Advanced Japanese Studies? ② Has the student acquired the ability to independently implement research plans in this field?
	7. Specialized Knowledge: Advanced and cutting-edge expertise in the field of International and Advanced Japanese Studies, together with the ability to apply such knowledge effectively.	① Has the student acquired cutting-edge and advanced specialized knowledge in the field of International and Advanced Japanese Studies ② Has the student acquired comprehensive application ability of specialized knowledge in this field?
	8. Ethics: Ethical awareness and knowledge appropriate for researchers in International and Advanced Japanese Studies, as well as deep ethical knowledge specific to one's field of specialization.	① Has the student acquired ethical awareness and knowledge appropriate for researchers or highly specialized professionals in International and Advanced Japanese Studies? ② Has the student acquired deep ethical knowledge regarding their specific field of specialization?

<p><b>Guidelines for Assessing Learning Outcomes</b></p>	<p>The evaluation of learning outcomes is objectively confirmed and assessed based on the degree of achievement as outlined in the "Achievement Evaluation Table", reflecting the acquisition status of competences according to the policy for the conferment of degrees at each stage. The stages and methods of achievement evaluation are indicated below.</p> <p>This degree program has established a systematic and rational framework for assessing and evaluating the knowledge and competences outlined in the "Degree Conferment Policy (Diploma Policy)". Specifically, students are required to regularly complete "Competence Sheets" each semester, which serve as a self-assessment mechanism for recording the status of credits earned in relation to each competence and monitoring learning progress. After formal verification and feedback from the administrative office, content reviews are conducted between supervising faculty and students, with a system in place for faculty observations to be recorded. The Curriculum Committee then confirms this, and finally, the status of competence scores is evaluated by each individual's thesis examination committee during the thesis assessment, which helps support learning and adjust study plans.</p> <p>Through this process, students' learning outcomes can be assessed not only in terms of the number of credits earned, but also through numerical evaluation of achievement status in each competence area. Furthermore, the competence scores acquired in different areas are visually presented through charts (such as radar charts) for clear visualization. This enables individual students to clearly understand which areas of competence have been acquired to what extent and which areas require focused attention in the future.</p>
<p><b>Evaluation Criteria for Degree Theses/ Dissertations</b></p>	<p>(Examination System)</p> <ol style="list-style-type: none"> <li>(1) Among the members of the examination committee (examining faculty), at least one chief examiner (research supervisor) and two co-examiners (research supervisors or course instructors), totaling three members, shall be appointed from the faculty members of the relevant degree program. The chief examiner and at least half of the co-examiners shall be appointed from among the members of the Doctoral Program in International and Advanced Japanese Studies.</li> <li>(2) At least one examination committee member belonging to the Degree Program in International and Advanced Japanese Studies, Doctoral Program, Graduate School of Humanities and Social Sciences, should hold a doctoral degree.</li> <li>(3) At least one examining faculty member belonging to the Degree Program in International and Advanced Japanese Studies, Doctoral Program, Graduate School of Humanities and Social Sciences, should, after the dissolution of the examination committee, continue for at least one year to serve as a supervising faculty member on the Education Council of the Degree Program in International and Advanced Japanese Studies, Doctoral Program.</li> <li>(4) A faculty member at the University of Tsukuba who is not course instructor of a graduate school or degree program may be appointed as a co-examiner to the examination committee if deemed necessary for the relevant thesis examination.</li> <li>(5) Faculty members from other graduate schools/degree programs within the University, as well as faculty from graduate schools or research institutes outside the University, may be appointed as co-examiners of the examination committee if deemed necessary.</li> </ol>

<p><b>Evaluation Criteria for Degree Theses/ Dissertations</b></p>	<p>(Evaluation Criteria)</p> <p>Degree dissertation examination is conducted based on the following criteria:</p> <ul style="list-style-type: none"> <li>① The research questions are appropriately set and demonstrate originality.</li> <li>② The argument is clear and consistent.</li> <li>③ The analysis is conducted accurately and employs accurate terminology.</li> <li>④ Prior research has been sufficiently understood and utilized in a constructive manner.</li> <li>⑤ Reference materials and other resources are appropriately used.</li> <li>⑥ The format and structure are appropriate.</li> <li>⑦ The dissertation attains a high academic standard within the relevant field and demonstrates new scholarly contributions.</li> </ul> <p>(Evaluation Standards)</p> <p>Dissertations that satisfy all the above evaluation criteria and have cleared the review process along with competence checks, criteria shall be deemed successful.</p>
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**Curriculum Policy**

In the Degree Program in International and Advanced Japanese Studies, education and research guidance are provided to cultivate advanced research ability, cutting-edge specialized knowledge, and a profound sense of ethics that cut across the three domains of the humanities, social sciences, and Japanese language education. At the same time, the program fosters a broad foundation in the humanities and social sciences, a wide perspective extending to the humanities-related business sector, and general knowledge and skills that enable graduates to play active roles in diverse areas of society.

<p><b>Curriculum Design Framework</b></p>	<p>Based on each student's primary research interests, the curriculum is designed to promote the acquisition of foundational learning in related fields, broader perspectives, and general competences. To this end, students are encouraged to take at least one credit from Graduate General Education Courses and Degree Programs' Common Courses.</p> <ul style="list-style-type: none"> <li>- Through Graduate General Education Courses, Project Seminar 3A, 3B, 4A, 4B and other Major subject, research program development, doctoral dissertation preparation, and presentation at academic conferences, students acquire the ability to generate new knowledge that contributes to the future of society (1. Knowledge Generation Skills).</li> <li>- Through Graduate General Education Courses, Project Seminar 3A, 3B, 4A, 4B and other Major subject, self-assessment of achievement, and participation in external contests, students acquire the ability to identify issues from a comprehensive perspective and to plan and implement strategies for their resolution (2. Management Skills).</li> <li>- Through Graduate General Education Courses, Project Seminar 3A, 3B, 4A, 4B and other Major subject, academic conference presentations, and poster presentations, students acquire the ability to convey the essence of academic outcomes actively and in an accessible manner (3. Communication Skills).</li> <li>- Through Graduate General Education Courses, Project Seminar 3A, 3B, 4A, 4B and other Major subject, TA (graduate seminar, etc.) experience, and project participation experience, students acquire the ability to exercise leadership and achieve objectives (4. Leadership).</li> </ul>
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<p><b>Curriculum Design Framework</b></p>	<ul style="list-style-type: none"> <li>- Through Graduate General Education Courses, Comparative Literature 2A and other Major subject, overseas activity experience, joint research with foreigners (including international students), TOEIC, international conference presentations, and English paper preparation, students acquire strong awareness of and motivation for international activities and contributions to global society (5. International Perspective).</li> <li>- Through Graduate General Education Courses, Project Seminar 3A, 3B, 4A, 4B and other Major subject, research program development, research guidance, doctoral dissertation preparation, and academic conference presentations, students acquire the ability to independently set advanced research agendas in the humanities, social sciences, and International and Advanced Japanese Studies, and to carry out research plans (6. Research Skills).</li> <li>- Through Graduate General Education Courses, Comparative Literature 2A and other Major subject, research program development, research guidance, doctoral dissertation preparation, and academic conference presentations, students acquire advanced and cutting-edge expertise in the humanities, social sciences, and International and Advanced Japanese Studies, together with the capacity to apply such knowledge effectively (7. Specialized Knowledge).</li> <li>- Through Graduate General Education Courses (Life, Environment, and Research Ethics Course Group), Project Seminar 3A, 3B, 4A, 4B and other Major subject, and research supervision, students acquire ethical awareness and knowledge appropriate for researchers in the humanities, social sciences, and International and Advanced Japanese Studies, as well as deep ethical knowledge specific to their chosen field of specialization (8. Ethics).</li> </ul>
<p><b>Teaching and Learning Methods</b></p>	<ul style="list-style-type: none"> <li>- Project Seminar aims to deepen research while enhancing presentation skills by having students present their doctoral dissertation proposals or interim results before multiple faculty members and doctoral students.</li> <li>- Other Major subject aim to refine the doctoral dissertation proposal, while acquiring a broad range of relevant knowledge, through advanced seminars in fields closely related to the student's research topic.</li> <li>- Achievement standards are set for each of the eight competences. The goal is to achieve at least 50% of the standard by the end of the first year, at least 70% by the end of the second year, and to fully meet the standard by the end of the third year. The specific achievement standards will be announced separately to students.</li> </ul> <ol style="list-style-type: none"> <li>1. Knowledge Generation</li> <li>2. Management Skills</li> <li>3. Communication Skills</li> <li>4. Leadership Skills</li> <li>5. International Perspective</li> <li>6. Research Skills</li> <li>7. Specialized Knowledge</li> <li>8. Ethics</li> </ol>

Admission Policy

<p><b>Desired Student Profile</b></p>	<p>We seek students and working professionals who have the motivation to research Japanese culture and society from international and comparative perspectives, and based on the research outcomes, proactively engage with the various issues faced by the world—particularly Japan and East Asia. In the doctoral program, we broadly seek students and working professionals who are motivated to confront these challenges directly, either as researchers or as highly skilled professionals with advanced research abilities.</p>
<p><b>Student Selection Process</b></p>	<p>In selecting applicants, we employ various admissions pathways—general entrance examination, recommendation-based entrance examination, and special admissions for working professionals—to accommodate diverse applicants. Admission quotas are divided, and multiple entrance examinations are conducted in the same academic year. Admission opportunities are provided in April as well as October.</p> <p><b>General Selection Process:</b> A written examination in the specialized subject and an oral examination are conducted, whereby applicants are comprehensively evaluated.</p> <p>For specialized subjects, applicants must select one field related to international Japanese studies at the time of application from the following fields: Politics, Economics; Literature, Culture, and Philosophy; Law, Society, Media, and Information; Linguistics; and Research in Japanese Language Education. Answers must be written in Japanese or English (only Japanese for “Research in Japanese Language Education” ). This assesses specialized knowledge and abilities necessary to pursue advanced International Japanese Studies in the doctoral program, as well as expertise in the applicant's chosen field. Since the written examination is taken in the same language as that in which the doctoral dissertation will be written, linguistic proficiency is evaluated through the examination answers and through documents such as the master's thesis or research plan. Therefore, a separate foreign-language written test is not administered.</p> <p>The oral examination, based on the research plan and other submitted documents, evaluates academic achievements, critical thinking, language skills, passion and motivation for research, specialized knowledge in the intended research field, as well as presentation and communication skills.</p> <p><b>Special Selection Process for Recommended Applicants:</b> A written examination (essay) and an oral examination are conducted, whereby applicants are comprehensively evaluated. This admissions pathway is intended for students who have obtained or are expected to obtain a master's degree and aim to secure research positions at universities or other research institutions, as well as for overseas university faculty and highly skilled professionals. Since applicants have obtained or are expected to obtain their master's degree, written examinations in specialized subjects are not conducted. Instead, specialized knowledge, comprehension, and logical reasoning ability—necessary to pursue advanced International Japanese Studies in the doctoral program—are evaluated through the essay. The oral examination, based on the research plan and other submitted documents, evaluates motivation to engage directly in International Japanese Studies, the quality of the research plan, reasons for applying to this degree program, specialized knowledge in the intended field, as well as presentation and communication skills.</p>

<p><b>Student Selection Process</b></p>	<p><b>Special Selection Process for Working Individuals:</b> Applicants are evaluated through a written examination in a specialized subject and an oral examination. This pathway is intended for applicants who have professional experience. Applicants must select one specialized subject related to International Japanese Studies at the time of application from the following fields: Politics, Economics; Literature, Culture, and Philosophy; Law, Society, Media, and Information; Linguistics; and Research in Japanese Language Education. Answers must be written in Japanese or English (only Japanese for “Research in Japanese Language Education”). The evaluation assesses specialized knowledge and abilities necessary to pursue advanced International Japanese Studies in the doctoral program.</p> <p>The oral examination evaluates the applicant's research plan, awareness of issues gained through professional experience, specialized knowledge in the intended research field, as well as presentation and communication skills.</p>
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**Learning Support Framework**

<p><b>Academic Support</b></p>	<p>To support advanced research activities in the doctoral program and promote the creation and dissemination of academic outcomes, the program offers a range of learning support initiatives. A travel grant system is in place to assist with expenses for conference presentations, encouraging students to actively participate in academic conferences both domestically and internationally. This fosters the ability to communicate research findings within the global academic community. In seminar courses, students report and discuss their research progress, engaging in dialogue with faculty and peers to refine their work and deepen academic thinking. Under the guidance of academic advisors, students also prepare presentation materials and practice delivery for conferences, cultivating the ability to effectively communicate their research to non-specialist audiences. These activities are incorporated into the curriculum as part of the Research Program Development course.</p> <p>Through this multi-layered support system, the program provides an environment in which doctoral students can grow into independent researchers.</p>
<p><b>Opportunities for Peer Interaction</b></p>	<p>This degree program promotes student-led interaction to enhance motivation and improve research quality. As part of this initiative, plenary meetings are held where doctoral students share their research, conference presentations, and fieldwork experiences. These sessions foster academic stimulation among students from diverse fields and interests.</p> <p>In seminar courses, students present their research under the guidance of multiple faculty members and engage in peer feedback with other graduate students. These interactions allow students to learn from each other's expertise and research approaches, contributing to deeper thinking and broader perspectives.</p>

<b>Opportunities for Student-Faculty Interaction</b>	<p>To support advanced research activities in the doctoral program, the program fosters close interaction between students and faculty, aiming to enhance research capabilities and the ability to disseminate academic outcomes.</p> <p>Plenary meetings provide opportunities for open discussion of research-related concerns and challenges. Based on pre-conducted student surveys, faculty share feedback during these sessions, enhancing transparency and two-way communication in educational management.</p> <p>In seminar courses, students engage in continuous dialogue with their academic advisors, allowing for in-depth exploration of research progress and issues. Through presentations and faculty feedback in these seminars, students refine their research and improve their ability to communicate scholarly work.</p>
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### Approaches to Assuring and Enhancing Educational Quality

This degree program has established a framework to ensure and continuously enhance the quality of advanced research supervision and specialized education in the doctoral program. By establishing an FD (Faculty Development) committee and continuously conducting inspections and improvements across all educational activities, we ensure the quality of education and strengthen the system aimed at achieving the objectives of the degree programs.

Faculty members regularly engage in FD activities to share information on curriculum design and research supervision methods, supporting ongoing evaluation and improvement of the educational and research environment.

Student feedback collected through course evaluation surveys is carefully reviewed, and necessary adjustments are made to seminar content and instructional approaches to effectively support student research activities.