

Master's Program in Sport and Wellness Promotion

■ Master of Sport and Wellness Promotion

Program Educational Objectives

This Degree Program shall aim at training the practical highly specialized professionals who have an ability to understand the idea and method to generate synergistic effects to promote sport and wellness and plan, design and analyze basic policy and strategy for the above-mentioned based on the practical experience where the students have engaged in promotion of sport wellness, an ability to assess necessary resources and systemize them and an ability to appropriate manage advanced system and an ability to develop reasonable programs etc.

Graduate Profile	The desire students shall exhibit leadership in the group of experts including in sport associations, administrative agencies and corporations etc. and contribute to further development of sport and wellness.
-------------------------	--

Diploma Policy

The degree of Master of Sport and Wellness Promotion is commenced to those who have fulfilled the requirements for the completion of the Master's 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 application competence: Ability to contribute to society with advanced knowledge	① Can you apply knowledge gained through research and other activities in society? ② Can you identify new problems, even in other fields of expertise, based on broad knowledge?
	2. Management competence: Ability to appropriately address challenges from broad standpoints	① Can you take on major tasks with systematic planning? ② Can you understand and solve problems from multiple perspectives?
	3. Communication competence: Ability to accurately and clearly communicate expert knowledge	① Are you capable of efficient communication for research purposes? ② Can you discuss research or research-specific knowledge with experts from your own field and from other fields?
	4. Teamwork competence: Ability to work with a team and actively contribute to the achievement of goals	① Do you have experience cooperatively and actively working on challenges as part of a team? ② Have you helped promote projects and activities other than your own research?
	5. Internationality competence: Willingness to contribute to international society	① Are you aware of making contributions to international society and getting involved in international activities? ② Have you obtained the linguistic skills necessary for international information collection and action?
	6. Research ability: Basic knowledge and ability to set research tasks and carry out a research plan in the areas of sports wellness.	① If capable of researching societal challenges in the field of sports and wellness with a spirit of scientific inquiry. ② If capable of drafting and creating appropriate research plan relating to the area of sport and wellness. ③ If capable of completing and presenting appropriate master's thesis relating to the area of sport and wellness.
	7. Specialized knowledge: Advanced specialized knowledge and command of the areas of sports wellness.	If capable of acquiring and utilizing highly specialized knowledge of the area of sport and wellness.

	Competences	Evaluation perspectives
Knowledge and Skills	8. Ethical view: the persons with basic research ability in the area of sport and wellness or with ethical view and ethical knowledge appropriate for highly specialized professionals.	If having acquired basic research ability, ethical view and ethical knowledge of the area of sport and wellness.
Guidelines for Assessing Learning Outcomes	<p>The evaluation of learning outcomes is conducted objectively based on the “Achievement Evaluation Sheet (Rubric)”, which assesses the extent to which students have acquired the competences specified in the diploma policy at each stage. The stages and methods of achievement evaluation are as follows.</p> <p>First Stage (End of the Fall Semester in the First Year): Following the first-year mid-term presentation, the academic advisor conducts the first-stage achievement assessment using the rubric.</p> <p>Final Stage (End of the Fall Semester in the Second Year): After the second-year mid-term presentation, the academic supervisor conducts the second-stage achievement assessment using the rubric.</p>	
Evaluation Criteria for Degree Theses/ Dissertations	<p>This degree program designates both the master's thesis and the specific task research report as academic dissertations. Upon completion of the program, students are awarded the degree of Master of Sport and Wellness Promotion.</p> <p>< Master's thesis ></p> <p>The research or experimental findings must undergo rigorous statistical and scientific analysis within the context of sports or health-related themes. Alternatively, the study should demonstrate logical coherence and substantive validity through a comprehensive literature review while also exhibiting theoretical originality.</p> <ol style="list-style-type: none"> 1. Formulation of Research Objectives 2. Review of Previous Studies, Identification of Research Issues, and Methodological Framework 3. Presentation of Results and Discussion, or Analysis of Research Content 4. Conclusion and Future Research Directions <p>< Specific task research report ></p> <p>Engagement in problem-solving and goal attainment concerning specific issues related to sports or health through the application of practical methodologies, accompanied by a well-founded analysis of the process and outcomes, demonstrating empirical creativity.</p> <ol style="list-style-type: none"> 1. Formulation of the Research Issues and Objectives 2. Project Planning for Resolution 3. Implementation and Evaluation of the Project 4. Analysis and Assessment of Project Outcomes 	

<p>Evaluation Criteria for Degree Theses/ Dissertations</p>	<p>(Evaluation Criteria for the Thesis)</p> <ol style="list-style-type: none"> 1. Ability to research and manage to support enhancement of advanced ability to solve problems 2. Higher perspective and flexible thinking ability 3. Ability to solve problems by organizing a team with the human resources of various areas 4. Ability to promote advanced projects and problem-solving ability 5. Ability to solve problem on a global level by making full use of cutting-edge research skills <p>The master's thesis shall be judged as having a great social or academic significance in the area of Sport Health Promotion and Sport Wellness Management and a pass or a failure shall be judged by the final examination.</p> <p>Review board members: The examination committee for master's thesis established in order to implement examination of master's thesis etc. shall be composed of one chief examiner and two or more sub examiners.</p> <p>Review method and review items, etc: Comprehensive evaluation shall be performed by master's thesis and final examination (presentation and oral examination).</p>
--	--

Curriculum Policy

This Degree Program shall consist of two areas of Sport Health Promotion and Sport Wellness Management. The curriculum of this Degree Program shall be organized in order to acquire basic and practical knowledge and skills in the area of sport and health, an ability to understand the idea and method to generate synergistic effects to promote sport and health and plan, design and analyze basic policy and strategy for the above-mentioned, an ability to assess necessary resources and systemize them and an ability to appropriate manage advanced system and an ability to develop reasonable programs etc.

<p>Curriculum Design Framework</p>	<ul style="list-style-type: none"> - Competence of knowledge application: to be acquired by Introduction to Sport and Health Promotion, Methodology of Sport and Health Promotion, Sport methods in Sport and Health I, Topics of Sport Promotion, Topics of Sport Event. - Management competence: to be acquired by Topics of Sport Event, Seminar in Sport Promotion I and Seminar in Sport Promotion II. - Communication skills: to be acquired by Research Method in Sport and Health II, Research Method in Sport and Health III, Seminar in Sport Promotion I, Seminar in Sport Promotion II, Practice of Sport Promotion and Conference Presentation etc. - Teamwork competences: to be acquired by Methodology of Sport and Health Promotion, Seminar in Sport Promotion I, Seminar in Sport Promotion II and Practice of Sport Promotion. - Competence in Internationality: to be acquired by Topics of Sport Promotion, Topics of Sport Event, Topics of Health Promotion, Topics of Community Sport Promotion and Introduction to Human Care Science. - Research ability: Research Methods in Sport and Health I, II, III, Topics of Sport Promotion and Seminar in Sport Promotion I, II.
---	---

Master's Program in Sport and Wellness Promotion / Master of Sport and Wellness Promotion

<p>Curriculum Design Framework</p>	<ul style="list-style-type: none"> - Specialized knowledge: to be acquired by Introduction to Sport and Health Promotion, Methodology of Sport and Health Promotion, Topics of Sport Promotion and Seminar in Sport Promotion I, II, Method in Use of Generative AI in Sport Wellness, Evidence-Based High Performance Support Strategies. - Ethical view: to be acquired by Introduction to Sport and Health Promotion, Methodology of Sport and Health Promotion and learning in eAPRIN. Furthermore, centering on students' majors, in order to contribute to cultivating basic knowledge and wide view, generic competences in relevant areas, it shall be recommended to take one credit from Inter-disciplinary Foundation Courses.
<p>Teaching and Learning Methods</p>	<ul style="list-style-type: none"> - In the first year, 3 credits (compulsory) of Introduction and Methodology shall be established in spring term in order to acquire specialized basic ability. - During the first and second year, in order to acquire basic ability of relevant areas, basic ability for promotion practice, presentation/communication skills, in the area of Sport Health Promotion, regarding sport promotion, either of sport promotion area or sport management area shall be selected and in the area of health promotion, either of health promotion or stress management shall be selected. 11 or more credits in total shall be taken mainly from Topics, Seminar, and Practice of Major Subjects of the area selected as mentioned above where students belong and Topics in the neighboring areas. Regarding Major Subjects relating research tasks, 4 or more credits shall be taken from the Major Subjects of other areas. - In the area of Sport Wellness Management, 17 or more credits shall be taken primarily from Major Subjects in the area of Sport Health Promotion and Sport Wellness Management.

Admission Policy

<p>Desired Student Profile</p>	<p>The desire students shall have performance in practice and basic knowledge relating to promotion of physical education/sport and mental and physical health promotion, have motivation and interest to enhance research ability through recurrent education base on such performance and knowledge and be able to play an active role in various relevant areas as highly specialized professionals.</p>
<p>Student Selection Process</p>	<p>Recommendation entrance examination and general examination shall be performed. Allocations of the examination score shall be as follows: regarding the recommendation entrance examination, 50 points for document screening, 50 points for oral examination and regarding general examination, 30 points for document screening, 30 points for examination of specialized subject and 40 points of oral examination. The applicants shall be judged by the total points as mentioned above.</p>

Learning Support Framework

Academic Support	<ul style="list-style-type: none"> - Enhancement of facilities and learning environment in the computer laboratory (e.g., upgrading PCs and software, providing a comfortable study space). - Strengthening the acquisition and updating of books and academic journals in the resource room to improve access to essential information for study and research. - Expansion of study and research opportunities through stronger collaboration with external research institutes and industry partners (e.g., joint research projects, research meetings).
Opportunities for Peer Interaction	<ul style="list-style-type: none"> - Implementation of group work projects in the “Introduction to Sport Wellness Studies” course. - Exchange of opinions through full participation in the interim presentation session. - Promotion of collaborative learning through exercises and practicum courses that emphasize teamwork.
Opportunities for Student–Faculty Interaction	<ul style="list-style-type: none"> - Direct instruction through small-group seminars in each practicum course. - Comprehensive feedback from all full-time faculty members during thesis supervision and interim presentations. - Bidirectional academic exchange through oral examinations conducted by the Master's Thesis Examination Committee.

Approaches to Assuring and Enhancing Educational Quality

- The curriculum is designed with coherence and systematic structure based on the three policies: Diploma Policy, Curriculum Policy, and Admission Policy.
- The criteria for evaluating doctoral dissertations are clearly defined to ensure transparency and fairness, thereby enhancing the visibility of educational outcomes and ensuring quality assurance.
- Regular assessments of learning outcomes are conducted, and the results are utilized to verify the appropriateness of the curriculum and the effectiveness of instructional methods.
- A combination of individualized faculty supervision and peer evaluation ensures the quality of education from multiple perspectives.
- Collaboration with external organizations is utilized to periodically verify the social relevance and validity of the educational content.
- A Curriculum Committee and related bodies are established to continuously review and improve educational activities, thereby ensuring educational quality and strengthening the system for achieving the objectives of the degree program.
- Regular curriculum reviews are conducted, incorporating feedback from both students and faculty to establish a continuous improvement cycle.
- Completion of ethics education (e-learning programs such as APRIN and ethics training workshops) is mandatory to ensure the integrity of research and educational activities.
- An annual student survey is conducted, and based on the results, student–faculty meetings are held and improvement proposals are formulated to enhance the educational environment.