

## Master's Program in Art

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### ■ Master of Science in Art

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#### Program Educational Objectives

Through theoretical studies and professional practice related to art and design from a wide range of perspectives, develop highly skilled professionals and researchers who play leading roles in a globalized society to meet today's diverse development of art and design by applying advanced skills, practical approach, and planning capabilities.

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<b>Graduate Profile</b>	Individuals with advanced knowledge, skills, and expressive abilities in art and design, as well as applied skills and planning capabilities, who contribute to society through creative activities in art or design and take on leadership roles in educational institutions, government agencies, and private enterprises.
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## Diploma Policy

The degree of Master of Science in Art is awarded 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
<b>Knowledge and Skills</b>	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. Creativity: Creative ability to promote novel and valuable research in the field of art and design	Whether to have expert knowledge and advanced skills in art or design as the basis for excellent research and creative expression
	7. Comprehension: Capability to understand the significance and role of art and design and to identify problems and evaluate their solutions.	Whether to demonstrate a deep understanding of the significance and role of art and design, as well as the ability to identify problems based on broader knowledge and experiences

	Competences	Evaluation perspectives
<b>Knowledge and Skills</b>	8. Problem-solving capability: Capable to identify and solve challenges in the field of art and design by means of appropriate methods	① Whether to have broader knowledge and experiences in art and design and problem-solving skills based on logical thinking ② Whether to have sound, high sense of research ethics, ethical awareness of the rights of artists, designers, and others in professional practice, and the ability to solve problems related to art or design?
	9. Insightfulness: Capability to foresee research developments that contribute to the advancement of arts and culture	① Capable to actively present research results? ② Capable to work with a diverse group of people and have broader perspectives and the energy to act as an international leader?
<b>Guidelines for Assessing Learning Outcomes</b>	<p>As for learning outcome evaluation, in accordance with achievement evaluation results based on Table of Competence and Assessment of Achievement Form, the status of attainment of competences on the basis of the Diploma Policy is confirmed and evaluated objectively for each of the following stages. The stages and methods of achievement evaluation are shown below.</p> <p>[1st Year]</p> <ul style="list-style-type: none"> <li>- Research planning and readiness are checked based on the Research Trend Survey Sheet (in April), and on an as-needed basis, primary and secondary academic advisors evaluate the degree of attainment of competences on the basis of efforts and achievements related to learning and research and provide necessary instruction.</li> <li>- On the basis of achievements from activities listed in the “Corresponding main learning activities” section (examinations, reports, and artworks in classes, extracurricular activities, etc.), the degree of attainment of competences is checked in accordance with criteria listed in the “Evaluation perspectives” section. Then, on the basis of the results of the interim evaluation “Achievement Evaluation” (Table of Competence, Assessment of Achievement Form), which is conducted in December, the status of attainment of competences based on the Diploma Policy is confirmed and evaluated.</li> </ul> <p>[2nd Year]</p> <ul style="list-style-type: none"> <li>- Ahead of the submission of a Master's dissertation (in December), the progress of research is checked based on the Master's Dissertation Proposal Form (in May) and the Master's Dissertation Title (Finalized) Form (in November), and on an as-needed basis, primary and secondary academic advisors evaluate the degree of attainment of competences on the basis of efforts and achievements related to learning and research and provide necessary instruction.</li> </ul>	

<p><b>Guidelines for Assessing Learning Outcomes</b></p>	<ul style="list-style-type: none"> <li>- On the basis of achievements from activities listed in the “Corresponding main learning activities” section (examinations, reports, and artworks in classes, extracurricular activities, etc.), the degree of attainment of competences is checked in accordance with criteria listed in the “Evaluation perspectives” section. Then, on the basis of the results of the final evaluation “Achievement Evaluation” (Table of Competence, Assessment of Achievement Form), which is conducted in December, the status of attainment of competences based on the Diploma Policy is confirmed and evaluated.</li> <li>- The Master's Dissertation Review Committee examines final research projects ( “Thesis”, “Work and Thesis”, “Work and research reports”), and on the basis of the final evaluation “Achievement Evaluation” (Table of Competence, Assessment of Achievement Form), it is judged whether competences necessary to acquire a degree have been attained.</li> </ul>
<p><b>Evaluation Criteria for Degree Theses/ Dissertations</b></p>	<p>Master's dissertations or research outcomes on a specific subject are subject to evaluation under the following criteria. Students are subject to submit either &lt; a &gt; &lt; b &gt;, or &lt; c &gt;.</p> <p>&lt; a &gt; Thesis</p> <ol style="list-style-type: none"> <li>1. The significance and purpose of the research are clearly indicated and the method taken is appropriate.</li> <li>2. The conclusions may contribute to the development of the field.</li> <li>3. Logically clear, based on preceding.</li> </ol> <p>&lt; b &gt; Work and thesis (Work)</p> <ol style="list-style-type: none"> <li>1. The theme, intent and method of production are clear and original.</li> <li>2. High level of perfection and may contribute to the development of the field.</li> </ol> <p>(Thesis)</p> <ol style="list-style-type: none"> <li>1. The significance and purpose of the research are clearly indicated and the method taken is appropriate.</li> <li>2. The conclusions may contribute to the development of the field.</li> <li>3. Logically clear, based on prior research.</li> </ol> <p>&lt; c &gt; Work and research report (Work)</p> <ol style="list-style-type: none"> <li>1. The theme, intent and method of production are clear and original.</li> <li>2. High level of perfection and may contribute to the development of the field.</li> </ol> <p>(Research report)</p> <ol style="list-style-type: none"> <li>1. The content of the research is highly relevant to the work.</li> <li>2. The significance and purpose of the research are clearly indicated and the method taken is appropriate.</li> <li>3. The points and conclusions are sufficiently valid.</li> </ol>

<b>Evaluation Criteria for Degree Theses/ Dissertations</b>	<p><b>【Examination System and Examination Method】</b></p> <p>The Master's Dissertation Review Committee, consisting of one primary examiner and two or more secondary examiners, shall be established, and an oral examination on the relevant research and related fields shall be conducted as a final examination to determine whether the standards of the above items are satisfied.</p>
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## Curriculum Policy

The Master's Program in Art comprises 12 fields, including Art History, Art Environment Support, Western-style Painting, Japanese-style Painting, Printmaking, Sculpture, Sho-Calligraphy, Art and Design Science, Plastic Art and Mixed Media, Craft, Visual Communication Design, and Environmental Design. Under an educational policy that leverages the unique characteristics of each field, the program encourages interdisciplinary and cross-sectoral study and research. It aims to cultivate broad-ranging capabilities while fostering high-level expertise, expressive skills, and rich academic knowledge, ultimately developing the professional and practical skills necessary for research activities in the Doctoral Program.

<b>Curriculum Design Framework</b>	<ul style="list-style-type: none"> <li>- “General Foundation Subjects” allow students to acquire basic knowledge and logical thinking skills in all aspects of art and design.</li> <li>- “Major Subjects” enable students to acquire research skills and creative expressive abilities corresponding to the expertise of each field.</li> <li>- “Special Seminars and Workshops: Presentation and Exhibition I and II” provides opportunities to present the results of classes and research to develop the ability to deliver presentations and to objectively analyze their own research.</li> <li>- “Core Seminar” allows students to acquire the ability to carry out research in each expert field that will lead to their master's thesis studies.</li> <li>- “Core Research” allows students to acquire the ability to carry out master's thesis studies in their expert fields.</li> </ul>
<b>Teaching and Learning Methods</b>	<ul style="list-style-type: none"> <li>- In the 1st year, the “research trend survey sheet” must be submitted. Accordingly, the primary and secondary academic advisors shall be decided according to the content of the research.</li> <li>- In the mid-term and end of each semester, an “art exhibition”, “work review”, and “paper presentation” will be held to confirm and evaluate research status. (Special Seminars and Workshops: Presentation and Exhibition I)</li> <li>- In the 2nd year, students are to submit a “Master's dissertation proposal form” and a “Master's dissertation title (finalized) form” for their final research, and their primary and secondary advisors shall give guidance accordingly.</li> <li>- In the middle of each semester and at the end of the semester, “art exhibition”, “work review”, “paper presentation” will be held to confirm and evaluate the status of research. (Special Seminars and Workshops: Presentation and Exhibition II)</li> </ul>

**Admission Policy**

<b>Desired Student Profile</b>	Highly motivated students who have basic knowledge, skills, and a high level of interest in art and design, and are willing to take the initiative in solving various problems in response to the diversified and sophisticated demands of art in modern society
<b>Student Selection Process</b>	<ul style="list-style-type: none"> <li>- Examinations are conducted in relation of expert areas and to evaluate the ability to think, express, and envision according to the characteristics of the field.</li> <li>- Applicants will be selected based on a comprehensive assessment of their abilities in expert fields, language proficiency and willingness to study.</li> </ul>

**Learning Support Framework**

<b>Academic Support</b>	<ul style="list-style-type: none"> <li>- By including secondary academic advisors, the system ensures the objectivity of research supervision and capability to respond to various inquiries.</li> <li>- Voluntary learning and research activities outside classroom hours (release of theses and artworks, participation in projects on and outside campus, etc.) are recommended, and to enhance their motivation, students are informed that extracurricular activities, such as independent art production and research will be considered as elements of learning outcome.</li> </ul>
<b>Opportunities for Peer Interaction</b>	<ul style="list-style-type: none"> <li>- To hold the Master's Program in Art Degree Exhibition (outside campus), where the results of final research projects (theses, artworks, etc.) are presented, a working group is organized, consisting of students who are to complete the Master's program and other students, and students are encouraged to cooperate with each other in planning and operating the exhibition proactively.</li> <li>- By organizing artwork exhibitions and research presentation workshops, where students can present their learning and research achievements in each field of study (each class), projects on and outside campus, and other events, opportunities are provided to enable students to exchange opinions.</li> </ul>
<b>Opportunities for Student-Faculty Interaction</b>	Exchanges between students and faculty members are promoted by encouraging them to participate in research and other projects hosted by faculty members mainly in charge of this degree program; at the same time, they are encouraged to take part in academic society meetings, art councils/organizations, and study group meetings where they can interact with outside researchers, art creators, and others. In this manner, individual students' motivation for learning is enhanced by providing communication with leaders and predecessors in the field of art, leading to improvement in the quality of research.

### Approaches to Assuring and Enhancing Educational Quality

The Learning and Education Review Committee and other organizations evaluate students' learning outcome and verify the adequacy of the educational program and the appropriateness of educational guidance.

- The status of students' learning is confirmed on the basis of information on academic affairs and institutional research data.
- Problems in learning and research at art-related organizations are identified, and faculty development training sessions are hosted together with such organizations.