Master's Program in Design

■ Master of Design

Program Educational Objectives

The goal of this program is to train advanced professionals with the qualities of an international top leader who can master the practical skills to create products and environments that improve the state of people's minds and hearts, to create social systems that create connections between people and make them brighter and more fulfilling, and who can utilize their creativity to nurture and sustain an affluent and constructive community and society.

Graduate Profile	Students who have the will to propose solutions to problems that transcend regional and cultural barriers through cross-sectional, practical, and international studies, who have the tenacity to produce results, and who have the ability to judge (task extraction capability), the ability to break through (planning ability and logical persuasiveness), and the ability to complete duties based on their expertise.

Diploma Policy

The degree of Master of Design 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	①Can you apply knowledge gained through research and other activities in society? ②Can 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	①Can you take on major tasks with systematic planning? ②Can you understand and solve problems from multiple perspectives?
	3. Communication competence: Ability to accurately and clearly communicate expert knowledge	①Are you capable of efficient communication for research purposes? ②Can 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	①Do you have experience cooperatively and actively working on challenges as part of a team? ②Have you helped promote projects and activities other than your own research?
	5. Internationality competence: Willingness to contribute to international society	①Are you aware of making contributions to international society and getting involved in international activities? ②Have you obtained the linguistic skills necessary for international information collection and action?
	6. Conceptual and expressive skills: problem identification (discernment) and planning skills	Have you mastered the ability to plan and express research and production using problem identification skills, while also being familiar with specialized issues?
	7. Analysis: Expert problem analysis to solve problems from a broad perspective	Have you acquired the ability to analyze specialized problems in order to carry out excellent research in their field of specialization? Has the student acquired the ability to analyze comprehensive design issues from a wide range of fields?
	8. Solvency: Ability to create new solutions and propose outcomes to society and academia, backed by expertise	Have you acquired problem-solving (task completion) and breakthrough (planning) abilities through internships and practical exercises.

Guidelines for Assessing Learning Outcomes	– At the end of the fall semester of the first year, all research advisors will conduct the first-stage achievement review to evaluate the students' academic progress. – In the second year, from the end of the spring semester to before the fall semester, the second-stage achievement review and the mid-term evaluation of the completion research will be conducted. – At the end of the second year, a public presentation of the completion research (thesis or creative work, including projects) will be held, followed by a review of the research by a dissertation committee consisting of a primary examiner and at least two secondary examiners, along with the final achievement review.
Evaluation Criteria for Degree Theses/ Dissertations	The purpose of this course is to evaluate students' ability to analyze and apply design issues and their ability to solve complex problems from an interdisciplinary perspective The evaluation is based on either a. or b. below. Applicants will be evaluated based on one of the following a. b. criteria, and the final examination by the dissertation review committee based on each of the following criteria. The Doctoral Dissertation review committee will consist of one primary examiner and two or more secondary examiners, and reviews are conducted through oral examination. a. Standards for Theses Paper 1. The ability to think and analyze based on interdisciplinary knowledge of design and the ability to apply it to society. 2. Expertise in design and analytical techniques with a recognized ability to promote interdisciplinary applied research. 3. Recognized ability to apply design and manufacturing in domestic and international social settings, based on an academic background in design studies. b. Standards for Works and Research Reports (Works) 1. The problem-setting, production methods, and means of realization are clear and original. 2. It has a high degree of completeness and can contribute to the development of the field. (Research reports) 1. The content of the research must be found to be relevant to the work. 2. The student must have specialized knowledge and analytical skills in design and the ability to promote interdisciplinary work. 3. Academic knowledge of design and the ability to apply it to design and manufacturing in domestic and international settings.

Curriculum Policy

The Master's Program in Design provides students with the ability to tackle problems from a broader perspective by combining specialized problem identification skills (discernment), specialized fields and integrated methodologies in order to research and design for a variety of industrial and social issues such as products, planning, entertainment, composition, architecture, and spatial planning as a system. The course fosters mission completion, logical persuasion, and international communication and proposal skills. Specifically, in addition to the various fields of design, including composition, Kansei science, and visual psychology, faculty members from related fields such as systems information technology, environmental engineering, physiology, ergonomics, and disability science will provide cross-disciplinary and practical training courses.

Curriculum Design Framework	– The curriculum is organized to ensure that students achieve learning outcomes through primary studies corresponding to the knowledge and abilities outlined in the Diploma Policy. – Students acquire knowledge and logical thinking skills ranging from basic design theory to application and practice through General Foundation Subjects. – Interdisciplinary knowledge and broad knowledge are acquired through the Graduate General Education Courses and the Inter-disciplinary Foundation Courses. – Students acquire a wide range of design theory and research and development methods that support its application through Major Subjects across disciplines. – Through project exercises, students will acquire problem identification, planning and presentation skills that correspond to the implementation of the design. – Through internships, etc. students acquire the ability to identify practical issues, as well as planning and persuasion skills. – Through overseas training, etc., students acquire international negotiation and networking skills to succeed in design, layout, and planning. – Students acquire comprehensive planning ability and task completion ability through special design study exercises.
Teaching and Learning Methods	– In the first year, students will submit a “research plan form”, and the primary and secondary academic advisors will be decided according to the content of the research. – In addition to General Foundation Subjects and Major Subjects offered every other year, students will take Graduate General Education Courses and Inter-disciplinary Foundation Courses. – Students will undertake systematic project seminars, internships, and overseas training to deepen research. – In the second year, students receive research guidance through biennial Major Subjects and special exercises in design. – In the fall semester (end of December), final research (articles or works (including projects) and reports) is submitted and reviewed, and the final achievement level is reviewed.

Admission Policy

Desired Student Profile	We seek individuals who have talents and are willing to propose solutions to problems that transcend regional and cultural barriers, and individuals who are willing to constantly challenge themselves to create new solutions and develop the tenacity to produce results.
Student Selection Process	Through general selection process, special selection process for self-recommended applicants, and special selection process for overseas residents, those who excel in expressive skills in design and in various research and educational fields related to design will be selected. – In general selection process, professional aptitude is evaluated through written and oral examinations, and fundamental research capabilities are evaluated based on application document screening. – In special selection process for self-recommended applicants and special selection process for overseas residents, professional aptitude and fundamental research capabilities are comprehensively evaluated by application document screening and oral examination.

Learning Support Framework

Academic Support	– At each stage—orientation upon enrollment, formulation of research plans, and achievement evaluations—we confirm the learning conditions necessary to produce academic outcomes. We establish a system to collaboratively explore course opportunities with students, such as graduate school common subjects and foundational courses, and to prepare the necessary environment. – Through the associate advisor system, we ensure objectivity in research guidance and establish a framework to address diverse consultation needs. – Opportunities to participate in seminars and research presentation sessions outside one's own academic year are provided. This serves as an opportunity to objectively review one's research framework and supports the deepening of research. – Faculty Development (FD) programs, such as copyright workshops, are conducted to provide opportunities to enhance the knowledge and ethical awareness necessary for advancing research.
Opportunities for Peer Interaction	– The curriculum incorporates mechanisms that provide opportunities for students to participate in seminars and presentation sessions outside their own academic year, promoting cross-year/cross-organizational student interaction through Q&A sessions and similar forums. – Through the TA/tutor system and the promotion of student projects, mechanisms are created to continuously generate opportunities for students to learn from each other. – Student gatherings held by the academic division provide opportunities for students to interact across disciplines.

Opportunities for Student–Faculty Interaction	– We encourage student participation in faculty development (FD) initiatives organized by the Academic Division/degree programs, supporting enhanced interaction by fostering shared awareness of common challenges. – Through student gatherings held by the Academic Division, we provide opportunities for interaction with faculty members across disciplines. – All faculty members responsible for degree programs participate in presentations of outcomes from project seminars, special seminars in design studies, and similar events. This facilitates exchange of opinions and provides opportunities for interaction between students and their advisors as well as other faculty members.

Approaches to Assuring and Enhancing Educational Quality

- The philosophy of the degree program, its activities, and student engagement in classes and projects are summarized annually and published as Design Discourse DPD. This serves both as a public relations tool and as a means to seek guidance from internal and external sources.
- Within the Degree Program Management Committee, the following subcommittees are established: the Academic Affairs Committee (handling matters related to DP), the Curriculum Committee (handling matters related to CP), the Admissions Committee (handling matters related to AP), the Faculty Development Committee (handling matters related to improving teaching quality), and the Student Committee (handling matters related to the learning support system). Each subcommittee reviews the previous year's performance during the first half of the academic year and discusses improvement measures for the following year.
- For improvement items related to enhancing teaching quality or learning support systems, the FD Committee organizes them and plans FD activities in collaboration with the university-wide/academic divisions, striving to improve teaching quality.
- The Management Meeting comprehensively reviews the results of these discussions, establishes necessary improvement goals, compiles them into an inspection and evaluation report, and, as needed, formulates a plan to update standards reflecting these goals. This becomes the plan for the next academic year.
- Discussed items and countermeasures are compiled and published via the degree program's website and other channels, establishing a system to seek guidance from both internal and external sources.