

## Master's Program in Heritage Studies

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### ■ Master of Heritage Studies

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#### Program Educational Objectives

The purpose of this course is to provide students with a comprehensive understanding of the problems facing the world's cultural and natural heritage from various aspects such as politics, economics, society, and the natural environment, and to acquire the theories and techniques for solving issues for their protection, and to train highly specialized professionals who can contribute to the protection of cultural and natural heritage at home and abroad, as well as world heritage sites based on the World Heritage Convention.

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| <p><b>Graduate Profile</b></p> | <p>To develop students capable of comprehensively understanding theories for the protection and evaluation of cultural and natural heritage, technologies for the management and restoration of cultural and natural heritage, and the locations of problems faced by cultural and natural heritage, and accurately defining and solving problems in relation to the goals of the international community, as well as to develop students with the communication skills to negotiate freely with stakeholders in a wide range of areas of general society for the protection of cultural and natural heritage.</p> |
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### Diploma Policy

The degree of Master of Heritage Studies 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  |
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| <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?<br>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?<br>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?<br>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?<br>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?<br>② Have you obtained the linguistic skills necessary for international information collection and action? |
|                             | 6. Ability to use shared knowledge: The ability to make use of common knowledge of cultural and natural heritage conservation for the benefit of society. | Does the student intend to use their broad knowledge of the conservation of cultural and natural heritage for the benefit of society?  |
|                             | 7. Ability to utilize specialized knowledge: The ability to make use of advanced knowledge of cultural and natural heritage for the benefit of society.   | Does the student intend to use their expertise in preserving cultural and natural heritage for the benefit of society?   |

|   | Competences  | Evaluation perspectives   |
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| <b>Knowledge and Skills</b>                       | 8. Ability to use common skills: The ability to address common cultural and natural heritage issues.   | Can the student tackle the problem from a broad perspective in order to preserve cultural and natural heritage?   |
|   | 9. Ability to utilize expertise: The ability to address specialized cultural and natural heritage protection issues.   | Can the student use their professional skills to solve problems for the preservation of cultural and natural heritage?                                    |
|   | 10. International practical ability: Awareness of protecting cultural and natural heritage from an international perspective   | Has the student acquired the will and language skills to contribute to the international community for the preservation of cultural and natural heritage? |
| <b>Guidelines for Assessing Learning Outcomes</b> | <p>The assessment of learning outcomes is conducted through multiple staged evaluations based on the “Master's Thesis Assessment Sheet”, whereby the program objectively verifies and evaluates the student's attainment of the competences stipulated in the diploma policy at each stage as follows:</p> <p>First Stage (Autumn Semester of Year 1):<br/>During the Master's Thesis Proposal Presentation, all faculty members evaluate the student's work using a rubric-based assessment.</p> <p>Second Stage (Autumn Semester of Year 2):<br/>During the Individual Thesis Review, the principal advisor and two co-advisors conduct a rubric-based assessment.</p> <p>Third Stage (End of Autumn Semester of Year 2):<br/>During the Master's Thesis Presentation, all faculty members evaluate the thesis using the rubric, followed by a final achievement review conducted by all faculty members in the Education Committee.</p> <p>In addition, each course offered in the program clearly identifies the knowledge and skills it aims to develop. The evaluation of students is grounded in the knowledge and abilities acquired through their coursework, while also considering various academic and professional activities outside the program requirements—such as conference presentations, field investigations, and internships. These activities are assessed comprehensively in light of the knowledge and competences enhanced through each experience.</p> |   |

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| <p><b>Evaluation Criteria<br/>for Degree Theses/<br/>Dissertations</b></p> | <p>(Master's Dissertation Review)</p> <ol style="list-style-type: none"> <li>1. The master's dissertation review expert committee shall be composed of one primary and two secondary examiners. Two of the three will be full-time faculty members of the World Heritage Degree Program.</li> <li>2. Individual reviews will be conducted privately with the attendance of all the examiners of the master's dissertation review committee. However, when it is necessary for other teachers, etc. to participate, the handling of such matters shall be determined through consultation between the primary and secondary examiners. Individual reviews shall normally be conducted once, but when necessary, multiple individual reviews may be conducted through discussions between primary and secondary examiners. In the individual examination, a pass or fail decision is made based on the agreement of all examiners.</li> <li>3. At the open review, all degree program faculty members will review the students based on the results of the individual reviews, and a decision on acceptance or rejection will be made at the full-time faculty meeting. The treatment of students who are absent from the open examination due to illness or other unavoidable circumstances will be discussed at the full-time faculty meeting.</li> </ol>  |
|  | <p>(Evaluation criteria)</p> <ol style="list-style-type: none"> <li>1. Appropriate theme for a master's dissertation in World Heritage Studies (problem and issue setting)</li> <li>2. Clear positioning of the paper based on prior research (research positioning)</li> <li>3. Research methods appropriate to the subject are selected and the grounds for the selection are credible (Reliability of research methods and arguments).</li> <li>4. The argument has been sufficiently developed and there is no major contradiction overall (Structure of the paper)</li> <li>5. No ethical issues in the conduct of the study and the publication of the results (ethics)</li> </ol> <p>(Evaluation items)</p> <ol style="list-style-type: none"> <li>1. Originality: Novelty of either the concepts and methods introduced or the facts and laws discovered. Includes improvement of a known method, application from a different field, etc.</li> <li>2. Budding potential: Research that is at the beginning of the research process, but is based on new ideas and concepts and has great potential for future development.</li> <li>3. Inventiveness: It can clarify new facts that may change conventional theories, or to develop new research areas, research and technology systems.</li> <li>4. Usefulness: Can provide useful information that is useful for improving technology or for practical or academic purposes.</li> </ol> |

### Curriculum Policy

Establish practical and interdisciplinary courses to acquire a wide range of knowledge and expertise in the preservation and restoration of not only world heritage but also cultural properties, the preservation of cultural and natural heritage, and the planning and management of heritage sites.

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| <p><b>Curriculum Design Framework</b></p>   | <ul style="list-style-type: none"> <li>- The curriculum will be organized so that all graduate students can take compulsory subjects and elective subjects to acquire specialized skills.</li> <li>- The elective subjects will be divided into three categories: International Heritage, Assessment and Preservation of Heritage, and Management and Planning of Heritage, and consideration will be given so that credits can be acquired in a balanced manner according to the expertise of graduate students.</li> </ul>   |
| <p><b>Teaching and Learning Methods</b></p> | <ul style="list-style-type: none"> <li>- In the first year, students present their research plan in the required subject “World Heritage Studies” and summarize their research plan at the end of the first year with guidance from their supervisor in the required subject “Special Seminar on World Heritage Studies”.</li> <li>- From the first year to the second year, graduate students will take courses and exercises tailored to their specialty from among the elective subjects in the fields of International Heritage, Heritage Evaluation and Preservation, and Heritage Management and Planning.</li> <li>- In the second year, master's research will be presented in the required subject “Special Research for World Heritage Studies “ under the guidance of an academic advisor, and the Master's dissertation will be finalized with the advice of faculty in other fields.</li> </ul> |

### Admission Policy

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| <p><b>Desired Student Profile</b></p>   | <p>We seek students who have a broad interest in the protection, management, and utilization of World Heritage sites, as well as international cooperation in the exchange and inheritance of diverse cultures, efforts to protect the global environment, including biodiversity, and regional development efforts, including tourism, and who have the academic skills and qualifications necessary for research activities.</p> |
| <p><b>Student Selection Process</b></p> | <p>The selection of entrants will be conducted based on a foreign language (English) score submitted and oral examination to comprehensively evaluate language skills, basic professional knowledge, and research ability which are necessary for Heritage Studies.</p>  |

**Learning Support Framework**

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| <p><b>Academic Support</b></p>                              | <p>In order to effectively implement learning that culminates in the preparation of a master's thesis—serving as the final task and contributing to the acquisition of specialized knowledge as well as practical problem-solving—the program provides support in collecting and organizing prior literature and research, understanding thesis structure and writing methods, employing research methodologies such as interviews and questionnaires, using software for preparing figures and tables, developing presentation skills, applying data analysis techniques (including statistics, GIS, and 3D measurement), and acquiring technical skills necessary for submitting papers to academic journals. Furthermore, a “Student Research Achievements” page is created on the program website to publicly showcase student research outcomes, thereby encouraging and motivating students to submit their work for publication.</p> |
| <p><b>Opportunities for Peer Interaction</b></p>            | <p>As opportunities for student interaction beyond academic year and laboratory boundaries, the program provides intensive learning sessions on each specialized field, incorporating group work and accompanying peer review. In addition, numerous opportunities such as joint research presentations—including those with laboratories at other universities—and off-campus training are offered to broaden perspectives and interests, while also helping students to clarify their own specialization and enhance their study habits and motivation. Furthermore, in order to promote interaction between Japanese and international students, group work and peer review activities are actively employed as opportunities to foster cross-cultural understanding and collaborative skills.</p>   |
| <p><b>Opportunities for Student–Faculty Interaction</b></p> | <p>In addition to coursework and research supervision on campus, the program provides numerous multi-day off-campus training opportunities that allow students to engage in dialogue and interaction, thereby contributing to their personal development. Furthermore, each student is assigned not only a primary supervisor but also a co-supervisor, and participation in other seminars is encouraged. By creating an environment in which students can easily consult with faculty members beyond their own supervisors, the program supports learning from interdisciplinary and multifaceted perspectives.</p>   |

**Approaches to Assuring and Enhancing Educational Quality**

In the Education Committee, the validity of the curriculum and the appropriateness of instructional practices are examined using the results of students' learning outcome assessments and their demonstrated competences. In the process of preparing the master's thesis, the program provides multiple staged presentation opportunities, as well as opportunities to receive guidance and advice from faculty members in related fields. Through these structured evaluations, the program is designed to enhance the quality of education and to foster a broad academic perspective. Furthermore, through faculty development (FD) activities, instructors conduct mutual reviews of course syllabi to ensure balance and comprehensiveness in the content of each course. Based on these reviews, revisions to the curriculum and updates to course content are made as necessary.