

## Doctoral Program in Counseling Science

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### ■ Doctor of Philosophy in Counseling Psychology

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#### Program Educational Objectives

The program provides comprehensive fundamental education in counseling for researchers and professionals in the counseling field, and fosters highly-skilled professionals and university faculty (researchers) who can contribute to society by acquiring the results and methodologies of international and interdisciplinary research, and solving various problems in the workplace and society scientifically, practically, and developmentally in cooperation with other professions.

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<b>Graduate Profile</b>	To develop human resources who can set up original and excellent themes in the field of counseling science, write papers with a systematic logical structure using appropriate methods, obtain high academic reputation in the relevant academic field, apply the results to society, and conduct research that contributes to society.
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### Diploma Policy

The degree of Doctor of Philosophy in Counseling Psychology is commenced to those who have fulfilled the requirements for the completion of the Doctoral 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.

<b>Knowledge and Skills</b>	Competences	Evaluation perspectives
	1. Knowledge creation competence: Ability to create new knowledge that can contribute to future society	① Are there any research findings that can be considered new knowledge? ② Can we expect you to create knowledge that will contribute to future society?
	2. Management competence: Ability to plan and implement measures to identify and solve challenges from a higher perspective	① Can you make and implement long-term plans for critical challenges? ② Can you identify challenges, even in other areas of expertise, and solve them from a higher perspective?
	3. Communication competence: Ability to express the true nature of academic findings positively and clearly	① Can you explain the true nature of research content and specialized knowledge clearly and logically to researchers from different areas and to people other than researchers? ② Do you proactively share your findings with researchers and experts from your field of expertise and accurately answer questions?
	4. Leadership competence: Ability to have objectives get accomplished under your leadership	① Can you set attractive and compelling goals? ② Are you capable of building systems to realize goals and accomplish objectives as the leader?
	5. Internationality competence: Possession of a high level of awareness and motivation to be internationally active and contribute to international society	① Do you have strong awareness and motivation to contribute to international society and international activities? ② Have you obtained adequate linguistic skills for international information collection and action?
	6. Research skills: Ability to set up advanced research topics based on the latest expertise in the counseling science field, and to carry out research plans independently.	① Being able to formulate an advanced research agenda based on the latest expertise in the field of counseling science ② Independently carry out a research plan based on current expertise in the field of counseling science

	Competences	Evaluation perspectives
<b>Knowledge and Skills</b>	7. Expertise: Advanced and specialized knowledge and operational skills in the field of counseling science	① Acquired advanced and specialized knowledge in the field of counseling science ② Mastery of advanced operational skills in the field of counseling science
	8. Ethics: ethics and ethical knowledge appropriate for a researcher or a highly skilled professional in the counseling science field, and in-depth ethical knowledge of the specific field of study.	① Mastery of ethics and ethical knowledge appropriate for a researcher or advanced professional in the field of counseling science or highly skilled professional in the field of counseling science. ② In-depth ethical knowledge of the specific field of study in the counseling sciences.
<b>Guidelines for Assessing Learning Outcomes</b>	<ul style="list-style-type: none"> <li>- Achievement evaluation is assessed based on the “Achievement Evaluation Form”, confirming and evaluating the acquisition of competences according to the Diploma Policy at each stage.</li> <li>- Regarding the “Research Plan Presentation” held during the spring semester of the first year, the primary supervisor and other faculty members will conduct assessment, review, and guidance on the research preparation status based on the presentation materials and content.</li> <li>- Regarding the “Literature Review Presentation” conducted during the autumn semester of the first year, the primary supervisor, secondary supervisor, and other faculty members will conduct an assessment, review, and guidance of the theoretical examination section of the doctoral dissertation based on the presentation materials and content. Additionally, the supervisor will conduct a Stage 1 Achievement Assessment to review and assess the student's progress and provide guidance.</li> <li>- During the spring and autumn semesters of the second year, two 'research progress presentations' will be held. Based on the presentation materials and content for each session, the primary supervisor, secondary supervisor, and other faculty members will conduct assessment, review, and guidance regarding the empirical examination and conclusion sections of the doctoral dissertation. Additionally, at the end of the second year, the primary supervisor conducts a second-stage achievement review, which involves assessment of progress, evaluation, and guidance.</li> <li>- During the Spring Semester of the third year, the 'research progress presentation' will be conducted. Based on the presentation materials and content, the primary supervisor, secondary supervisor, and other faculty members will conduct assessment, review, and guidance regarding the theoretical examination section of the doctoral dissertation.</li> </ul>	

<p><b>Guidelines for Assessing Learning Outcomes</b></p>	<ul style="list-style-type: none"> <li>- In the third year, a preliminary review committee consisting of the primary supervisor and two secondary supervisors will review the doctoral dissertation and judge it through an oral examination. Upon passing the preliminary review committee, the thesis is then reviewed by the primary supervisor and three secondary supervisors (one of whom must be affiliated outside the degree program and approved by the Academic Council as possessing sufficient expertise for doctoral thesis review). A final review committee is conducted, and the thesis is judged through an oral examination. Additionally, at the end of the third year, the supervisor conducts a Stage 3 Achievement Review, which involves assessment, review, and guidance of the student's progress.</li> </ul>
<p><b>Evaluation Criteria for Degree Theses/ Dissertations</b></p>	<ol style="list-style-type: none"> <li>1. The significance and position of the relevant research in the field of counseling science should be clearly stated based on an understanding of domestic and international research trends and previous research in related fields.</li> <li>2. The doctoral dissertation must consist of multiple studies conducted with a consistent research purpose.</li> <li>3. Original research results that contribute to the development of the counseling science field should be included in an amount suitable for publication as an academic paper.</li> <li>4. The reliability of the research results should be sufficiently verified based on sufficient knowledge of research fairness.</li> <li>5. The discussion of the research results is reasonable and the conclusions are based on objective evidence.</li> <li>6. The background, purpose, methods, results, discussion, and conclusions of the research must be summarized in a format appropriate for a doctoral dissertation in counseling science. Those who wish to apply for the examination of the dissertation must pass the preliminary department examination in advance.</li> </ol> <p>Standard to be met by the thesis: Both the Chair and Co-Chairs must judge that the thesis meets 1-6 above.</p> <p>Review committee members: 1 Chair, 3 Co-Chairs (including at least 1 member from outside the degree program)</p> <p>Examination method: Doctoral dissertation, thesis presentation, and oral examination are judged by the Chair and Co-Chairs based on the academic paper standards.</p> <p>Examination items: Doctoral dissertation, thesis presentation, and oral examination</p>

**Curriculum Policy**

Based on a combined coursework-research-work curriculum policy optimized for working adults, the program provides flexible and organically related guidance on dissertation preparation and dissertation examination, leading up to degree completion.

<p><b>Curriculum Design Framework</b></p>	<p>Education and research guidance will be provided to cultivate a broad basic background in the field of counseling science, a broad perspective, and general knowledge and abilities to support activities in various fields of society, as well as research skills, specialized knowledge, and ethical views in developmental psychology, social psychology, clinical psychology, industrial/organizational psychology, educational psychology, and criminal psychology.</p> <p>In principle, students must be enrolled for at least three years. Students are required to take 6 credits of required courses in each course to build a conceptual understanding and academic foundation of counseling science, and 4 credits of elective courses based on their research topics. Students must take at least 4 credits from elective courses designated by their academic advisor and secondary advisor, and receive the necessary research guidance and conduct research to prepare their doctoral dissertation. They are required to pass the preliminary examination and final examination of the doctoral dissertation. In the doctoral dissertation examination, the student will be actively evaluated not only on the basis of scientific logic, but also on the basis of practical issues, usefulness in the field, effectiveness, and novelty. It is recommended that students take one credit from the common specialized foundation courses of the Faculty of Engineering to contribute to the cultivation of fundamental knowledge, broad perspectives, and general knowledge and abilities in related fields, with the major field of study as the axis. Students who pass the final examination will be awarded the degree of “Doctor of Counseling Science” .</p>
<p><b>Teaching and Learning Methods</b></p>	<p>In the first year, students are required to give a presentation on their research plan, a presentation on literature research necessary for writing a doctoral thesis, and submit a list of references. Students are required to report on the progress of their doctoral thesis research at the Progress Report Meeting and Interim Presentation in the second year, and Progress Report Meeting in the third year. In addition, students are required to participate in seminars given by their supervisors in principle, and seek guidance from their secondary supervisors after each debriefing session.</p>

**Admission Policy**

<b>Desired Student Profile</b>	<p>The purpose of this program is to develop individuals who can make full use of their positions and experiences as working adults and who can independently and enthusiastically conduct research and inquiry on practical issues related to counseling science using counseling science techniques. In particular, students who have work experience in companies, school education (including special needs education), psychology-related fields, medical and health institutions, welfare facilities and consultation facilities, training schools for psychology professionals, vocational support centers and companies employing people with disabilities, and government and administrative agencies, and who are highly interested in creating new research and practical clinical practice are desirable. The ideal candidate will have a strong interest in creating new research and clinical practice.</p>
<b>Student Selection Process</b>	<p>In principle, applicants must have at least two years of work experience before admission. Successful applicants will be announced in early December.</p>

**Learning Support Framework**

<b>Academic Support</b>	<ul style="list-style-type: none"> <li>- The program provides opportunities to participate in presentations other than the student's own academic year, helping them objectively reassess their research framework and supporting deeper understanding.</li> <li>- All faculty members, led by the supervisor, will establish a system enabling individual consultations regarding issues specific to working graduate students, such as balancing work and studies, and family circumstances including childcare and caregiving.</li> <li>- The program prepares data analysis rooms and graduate student research labs to enable working graduate students to balance their employment with their studies and research activities.</li> <li>- To prevent disruption to their work, intensive lectures for working graduate students are generally held on weekends under the program.</li> <li>- The program regularly holds faculty development sessions (twice a year) that provide a broad perspective, including presentations from other degree programs, on various topics such as how to synthesize research outcomes including paper submissions and examples of career development after graduation.</li> <li>- The program provides working graduate students with dedicated instructors separate from faculty members to support the acquisition of knowledge and skills in various research methods that are considered difficult to learn on their own. This support arrangement is provided to facilitate smooth mastery.</li> </ul>
<b>Opportunities for Peer Interaction</b>	<ul style="list-style-type: none"> <li>- The program provides opportunities for students to participate in presentations other than the student's own academic year, integrating into the curriculum chances for interaction among students across different grades.</li> <li>- The program provides a forum for mutual Q&amp;A during the aforementioned FD program, creating opportunities for interaction among students.</li> </ul>

<b>Opportunities for Student-Faculty Interaction</b>	<ul style="list-style-type: none"><li>- At each presentation session, all faculty members responsible for the degree program participate, ensuring opportunities for discussion and providing chances for interaction with faculty members other than the student's primary supervisor.</li><li>- Furthermore, after the presentations, all faculty members, led by the secondary supervisor, engage in follow-up guidance to ensure students have opportunities to smoothly continue their learning and research activities.</li><li>- The program holds an annual student-faculty roundtable discussion and actively incorporates feedback from students.</li></ul>
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### Approaches to Assuring and Enhancing Educational Quality

- Students' study progress is reviewed at the program management meeting, and improvement measures are considered as necessary.
- At the program management meeting, students' learning outcomes are assessed, and the validity of the curriculum and the appropriateness of instruction are verified.
- Program-wide educational issues are discussed in FD activities in which all degree-program faculty members participate.