Doctoral Program in Physical Education, Health and Sport Sciences

■ Doctor of Philosophy in Health and Sport Sciences

Program Educational Objectives

To foster individuals who can exercise leadership from a global perspective, with the aim of contributing to the resolution of contemporary social issues related to the fields of physical education, sports, and health sciences, and who possess the advanced abilities required to conduct outstanding research and educational activities, as well as the rich academic knowledge and practical skills to serve as the basis for such activities.

Graduate Profile	– Individuals who have a high level of expertise in the field of physical education, sports, health science, etc., who can demonstrate leadership in the field of physical education, sports, health science, etc. – In educational and research institutions in Japan and abroad, and who can formulate and implement future plans in administrative institutions and sports organizations. – Individuals with the ability to solve problems on a global level using cutting-edge research techniques. – Individuals with a bird's-eye view, flexible thinking, and the ability to work as a team with people from various fields to solve problems.

Diploma Policy

The degree of Doctor of Philosophy in Health and Sport Sciences 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.

	Competences	Evaluation perspectives
Knowledge and Skills	1. Knowledge creation competence: Ability to create new knowledge that can contribute to future society	①Are there any research findings that can be considered new knowledge? ②Can 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	①Can you make and implement long-term plans for critical challenges? ②Can 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	①Can 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? ②Do 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	①Can you set attractive and compelling goals? ②Are 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	①Do you have strong awareness and motivation to contribute to international society and international activities? ②Have you obtained adequate linguistic skills for international information collection and action?
	6. Research ability: Ability to set leading-edge research tasks based on up-to-date specialized knowledge and carry out a research plan independently in areas of physical education / sports / health science field.	①Can the student establish advanced research topics based on the latest expertise? ②Can the student independently carry out a research plan to solve the set research problem?

	Competences	Evaluation perspectives
Knowledge and Skills	7. Expertise: Advanced and specialized knowledge in the field of physical education, sports, and health sciences	Has the student acquired advanced and specialized knowledge in the field of physical education, sports, and health sciences?
	8. Practical ability: Ability to utilize the advanced expertise acquired as a researcher or a highly-skilled professional in the field of physical education, sports and health sciences in society	①Can the student transfer advanced and sophisticated expertise in the field of physical education, sports, and health sciences? ②Can the student apply advanced and specialized knowledge in the field of physical education, sports, and health sciences?
	9. Ethics: ethics and ethical knowledge appropriate for a researcher or highly qualified professional in the physical education / sports / health science field, as well as in-depth ethical knowledge of the specific field of study	①Does the student have deep ethical knowledge in the field of physical education, sports, and health sciences? ②Does the student have a sense of ethics appropriate for researchers and advanced professionals?
Guidelines for Assessing Learning Outcomes	– The assessment of learning outcomes is conducted by confirming and evaluating the acquisition of competences based on the degree conferral policy using an “Achievement Evaluation Form (Rubric)”. – First Stage: At the doctoral dissertation research presentation, all research supervisors conduct an evaluation based on the rubric. The primary supervisor evaluates by combining the dissertation review and oral examination, a quantitative assessment of research achievements, and evaluations of the research proposal and progress reports. – Final Stage: At the Doctoral Dissertation Review Meeting, faculty members of the Physical Education Degree Program on the Dissertation Review Committee conduct an evaluation based on the rubric. The final achievement review is conducted by all faculty members at the Education Council meeting. Specific indicators include: ① Advanced specialized knowledge and abilities acquired through coursework; ② Dissertation content (novelty, logical reasoning, contribution); ③ Publication record; and ④ Demonstration of research planning and problem-solving abilities.	

Evaluation Criteria for Degree Theses/ Dissertations	After satisfying the requirements stipulated in the University of Tsukuba's Graduate School Regulations, the dissertation must be judged by the dissertation review committee consisting of at least one primary examiner and three secondary examiners to be appropriate for the following evaluation items and to pass the final examination consisting of an oral presentation on the dissertation and questions. (Evaluation items) 1. Based on understanding of research trend in and outside Japan preceding research in relevant area, the significance and positioning of the said research in physical education science field is clearly described. 2. The doctoral dissertation should contain an appropriate amount of advanced and original research results that contribute to the development of the international field of physical education science. 3. Reliability of research outcomes have been multi sided verified based on sufficient knowledge regarding research integrity. 4. Consideration for the research outcomes is reasonable and their conclusions are based on objective grounds. 5. Background, purpose, method, results and conclusions etc. of the research shall be summarized in an appropriate form as doctoral dissertation in the field of physical education science.

Curriculum Policy

The Doctoral Program in Physical Education, Health and Sport Sciences is a degree program that provides a higher level of education and research guidance in sports culture and management policy, health and sports education, health fitness, and coaching science. In order to cultivate individuals with outstanding teaching and practical skills in the field of physical education, sports, and health science, who can exercise leadership from a global perspective, the following two course models are provided for education and research guidance.

- Standard course model: Education and research guidance will be provided to enable students to acquire a broad range of basic knowledge (Foundation Subjects for Major) and advanced specialized knowledge (Major Subjects: applied research subjects) in the fields of physical education, sports, and health science, as well as the ability to work as a team with people from various fields to solve problems (Major Subjects: practical research subjects) and the ability to solve problems from a global perspective (Major Subjects: international research subjects).
- Next Generation Health and Sports Science Course Model: Students will acquire a wide range of basic knowledge (Foundation Subjects for Major) and advanced specialized knowledge (Major Subjects: research application subjects) in the fields of physical education, sports, and health science, as well as the ability to solve problems by teaming up with people in "practical fields" such as industries, regions, and athletic organizations (Major Subjects: research practice subjects). In addition, education and research guidance will be provided so that students can acquire the ability to solve problems by teaming up with people in "practical fields" such as industries, regions, and athletic organizations (Major Subjects: Practical Research subjects) and the ability to solve problems from a global perspective (Major Subjects: International Research subjects).

Curriculum Design Framework	It is recommended that students take at least 3 credits from Degree Programs' Common Courses, Inter-disciplinary Foundation Courses, and Graduate General Education Courses to contribute to their cultivation of basic knowledge, broad perspectives, and general knowledge and abilities in related fields, based on the subjects in the Doctoral Program in Physical Education, Health and Sport Sciences listed below. – To acquire the ability to create new knowledge through "Research Methodology I" and "Seminar in Human Performance and Sport Sciences I". – To acquire the ability to discover issues from a bird's eye view and to plan and implement measures to solve them through "Research Methodology II" and "Project Forum I and II". – To acquire the ability to communicate the essence of academic results in a positive and easy-to-understand manner through "Research Sessions" and "Global Intensive Debate I". – Students will acquire the ability to demonstrate leadership and achieve their goals through "Research Methodology II", "Project Forum", and "Experience in Assisting the Management of Domestic and International Conferences".

Curriculum Design Framework	– Students will acquire a high level of awareness and motivation to work internationally and contribute to the international community through “Global Intensive Debate I and II”, “International Forum I and II”, “Presentations at International Conferences”, and “Discussions at International Seminars”. – Students will acquire the ability to carry out their research plans independently through “Research Methodology I”, “Research Sessions”, and “Guidance for Dissertation Preparation”. – Students will acquire the ability to use their advanced specialized knowledge in society through “Seminar in Human Performance and Sport Sciences II” and other courses. – To acquire in-depth ethical knowledge through “Research Methodology I” and “Research Session”.
Teaching and Learning Methods	– In the first year, “Research Methodology I” and “Research Session” are compulsory to acquire a wide range of basic research and practical skills. – In the first year, “Seminar in Human Performance and Sport Sciences I” (throughout the year) is compulsory for students to learn the applied aspects of research. – In the first year, the students are required to present their research plans at the Research Debriefing Session I and reexamine the issues to be addressed before obtaining their degrees. In addition, the guidance system will be finalized. – In the first year, in the next-generation health and sports science course model, practical fields (schools, competitions, regions, companies) and social issues are the setting. – In the second year, “Seminar in Human Performance and Sport Sciences II” is compulsory, and “Problem-Based Research I and II” will help students acquire more advanced research and practical skills. – In the second year, students are required to present their research at domestic and international conferences to receive external evaluations and guidance on their research activities toward their degree dissertation. – In the second year, students in the next-generation health and sports science course model are required to write a practical report. – In the third year, students are required to present the progress of their research at the research debriefing session II and reconsider the issues to be addressed in preparation of the dissertation. – In the third year, a preliminary examination will be held under the guidance of three academic advisors within the department and one academic advisor outside the department. – In the third year, a dissertation review committee will review the dissertation.

Admission Policy

Desired Student Profile	We seek individuals who have a high interest in various phenomena related to physical education, health, and sports based on their experience in sports activities and exercise instruction, and who are passionate about promoting research and disclosing the results to solve various problems derived from the research, acquiring the knowledge and skills necessary as educators and researchers, and working together to tackle social issues.

Student Selection Process	– Students will take an oral examination based on their research outline and research plan to evaluate their basic abilities as a researcher and their ability to obtain a degree within the standard course period. – Students will be assessed on their ability to communicate information internationally based on external English tests (TOEFL, TOEIC). After admission, students who are allowed to take the Next Generation Health and Sports Science Course Model will be selected separately.

Learning Support Framework

Academic Support	To support effective learning in the doctoral program, our program implements the following initiatives. First, to cultivate the ability to logically and accurately express research findings, we provide step-by-step writing support to develop academic paper writing skills. We have also established a multi-faculty supervision system to conduct interdisciplinary research guidance incorporating perspectives from different specialized fields, thereby deepening research and broadening horizons. Furthermore, presentation training is provided to prepare students for conference presentations and oral examinations, strengthening their communication skills. Additionally, to support post-degree career paths, a Career Support Forum is held in collaboration with program alumni to encourage the development of diverse career paths. Through these initiatives, the program provides comprehensive support to doctoral students on their journey toward becoming independent researchers.
Opportunities for Peer Interaction	Our program implements initiatives to enhance peer effects among students, aiming to improve learning motivation and research quality. Specifically, through participation in monthly research progress sessions, students engage in active Q&A and exchange opinions on presented content, fostering mutual understanding and enhancing research attitudes. Furthermore, by promoting interaction among students, the program establishes a foundation for cross-year collaborative learning. Furthermore, residential workshops have been introduced. These sessions provide an environment where students can build relationships and gain academic stimulation through discussions of research content and collaborative work. These initiatives foster a culture where students learn by challenging each other, leading to the revitalization of research activities.

Opportunities for Student–Faculty Interaction	Our program implements the following initiatives to promote interaction between students and faculty, aiming to enhance graduate students' motivation for learning and the quality of their research. Following the Career Support Forum held each semester, a networking event is organized involving faculty, students, and alumni (OB/OG). This fosters an environment that encourages the free exchange of ideas across various research fields and disciplines. Particularly, by facilitating interaction with faculty and students from other disciplines, with whom regular research activities offer few points of contact, and even with faculty from other universities, the program broadens opportunities for gaining new perspectives and exploring potential collaborative research. Additionally, after research progress sessions, we offer post-presentation guidance sessions, during which students receive feedback from multiple faculty members. This helps deepen research content and clarify research questions. These initiatives invigorate student research activities while fostering trust-based relationships with faculty and promoting interdisciplinary collaboration.

Approaches to Assuring and Enhancing Educational Quality

To enhance the quality of education in doctoral programs, we conduct self-assessments and evaluations, as well as third-party evaluations involving faculty members from other universities or other majors/degree programs, to verify the appropriateness of the curriculum and guidance systems, as well as the adequacy of instruction. Furthermore, through student course evaluation surveys and research progress reports, we monitor the status of educational and research guidance and utilize this information to improve individualized instruction. Furthermore, opportunities such as interim thesis presentations and preliminary examinations are established to implement a system of multifaceted guidance and evaluation by multiple faculty members. Additionally, faculty participation in Faculty Development (FD) activities is encouraged to advance teaching methodologies and enhance research ethics education. Through these initiatives, we strive for continuous improvement and assurance of the quality of doctoral program education.