

Doctoral Program in Coaching Science

■ Doctor of Philosophy in Coaching Science

Program Educational Objectives

This program fosters researchers, university faculty members, and highly-skilled professionals who can lead research and education in coaching studies by cultivating advanced research skills and coaching practice in the coaching field with an international perspective and high ethical standards.

Graduate Profile	An individual who has the creative intellect and humanity to solve complex coaching problems in a globalized world in collaboration with practitioners.
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Diploma Policy

The degree of Doctor of Philosophy in Coaching Science 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	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 management skills: Ability to understand the body of expertise in the field of coaching studies and to plan and conduct research independently.	① Has the student gained an in-depth understanding of research in coaching studies? ② Does the student have a deep understanding of how to disseminate knowledge that contributes to coaching in the new era as an independent researcher?

	Competences	Evaluation perspectives
Knowledge and Skills	7. Ability to promote practice research: Ability to understand the structure of practice skills in coaching and to communicate them rationally	① Has the student developed the ability to report individual case studies on coaching practice in an easily understood manner? ② Has the student acquired the ability to interpret the essence of individual cases and promote case studies?
	8. Creativity: The ability to create new knowledge that can contribute to the development of the field of coaching.	① Can the student explain their research results in an easy-to-understand and logical manner to researchers in different fields? ② Can the student appropriately communicate their research findings to researchers in their field and accurately answer questions?
	9. Practical coaching skills: Ability to synthesize expertise in the field of coaching studies to carry out rational coaching.	① Has the student developed the ability to synthesize the knowledge created in coaching studies? ② Has the student acquired the ability to reflect on their coaching practice activities and disseminate practical knowledge that contributes to the construction of coaching studies?
	10. Integrity: Ability to discuss and teach in depth about the philosophy and ethics of coaching	① Has the student acquired the ethical knowledge appropriate for a researcher in the field of coaching studies? ② Can the student develop the ethics appropriate for a new era of coaching and pass them on to other coaches?

<p>Guidelines for Assessing Learning Outcomes</p>	<p>The assessment of learning outcomes is conducted through the implementation of an “Achievement Assessment Sheet”, a tool designed to confirm and evaluate the degree to which competences have been acquired. This evaluation process is guided by the policies established by the degree awarding institution.</p> <p>The evaluation of students' acquisition of knowledge regarding the fundamentals of research management skills, the structure of practical coaching skills, and the philosophy and ethics of coaching, as well as their improvement in practical coaching skills, will be conducted by their course instructors. This evaluation will be based on the content of study, discussions, and reports in classes offered in the Coaching Degree Program (four compulsory classes).</p> <p>Three research seminars will be held to confirm the progress of research toward the creation of new knowledge, and at coaching case presentation sessions, the instructors in charge of the seminars and presentation sessions will evaluate students' ability to execute rational coaching that integrates specialized knowledge.</p> <p>Furthermore, a presentation session by participants in overseas exchange programs will evaluate students' international ambitions.</p> <p>In addition, students will be expected to present their scholarly papers at conferences related to their academic disciplines. They will also be required to engage in self-evaluation of their daily coaching activities.</p>
<p>Evaluation Criteria for Degree Theses/ Dissertations</p>	<p>After satisfying the requirements stipulated in the University of Tsukuba's Graduate School Regulations, the dissertation must be judged as acceptable with the following two criteria confirmed by the final examination.</p> <ol style="list-style-type: none"> 1. The dissertation must contain sufficient new academic knowledge in the field of coaching studies. 2. The applicant must have the high level of research skills necessary to work as an independent researcher in the field of coaching studies. <p>(Evaluation items)</p> <ol style="list-style-type: none"> 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 coaching studies is clearly described. 2. Right amount of original research outcomes that contribute to development of coaching studies area is contained as master's thesis. 3. Reliability of research outcomes have been sufficiently 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 master's thesis of the coaching studies.

<p>Evaluation Criteria for Degree Theses/ Dissertations</p>	<p>(Review system)</p> <p>The Dissertation Examination Committee, which shall be established to review doctoral dissertations, etc., shall consist of one primary examiner and at least three secondary examiners.</p> <ol style="list-style-type: none"> 1. The primary examiner shall be the faculty member in charge of research guidance in the research group. 2. The primary examiner and the secondary examiner must have a doctoral degree. However, up to one secondary examiner who does not have a doctoral degree may be admitted as an exception. 3. At least one of the examiners shall be elected from outside the Doctoral Program in Coaching Science. A person may be a member of another research group at a graduate school of the University, a graduate teacher at another university, or a person who is recognized by the Doctoral Program in Coaching Science Education Council as having research achievements equal to or greater than those of another research group.
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Curriculum Policy

Coaching Studies are a theory that systematizes the goals, principles, methods, and plans of training, mainly in competitive sports, and has emerged mainly in Eastern Europe since the 1950s, and has been studied internationally since then.

Coaching studies also forms a unique area in international sporting societies as coaching study or coaching science, and the doctoral degree title (Coaching studies) (Ph.D. in Coaching Science) will be recognized as an internationally accepted title.

This degree program provides education and research guidance to cultivate research skills, expertise, and ethics in the six areas of General Coaching Studies, Theory and Methodology of Training for Sporting Excellence, Movement Theory of Sport, Individual Coaching Studies (Individuals), Individual Coaching Studies (Ball Sports), and Individual Coaching Studies (Martial Arts), as well as a broad basic background in integrated human sciences, a broad perspective, and general-purpose knowledge and abilities that support activities in a variety of social settings.

<p>Curriculum Design Framework</p>	<p>The degree program will be taught and researched by faculty members who have both advanced research skills and experience in coaching international athletes and teams.</p> <ul style="list-style-type: none"> - This course is designed for students who wish to acquire the Competence of knowledge creation, communication skills, and research management skills through “Coaching Science Research Method I” (Major Subjects). - This course is designed for students who wish to acquire management skills, leadership skills, the ability to promote practical research, and creativity through “Coaching Science Research Method II” (Major Subjects). - Students will acquire the ability to promote practical research, creativity, and coaching practice through the “Case Study Methods of Coaching Science” (Major Subjects).
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<p>Curriculum Design Framework</p>	<ul style="list-style-type: none"> - Students will acquire internationalism, creativity, and integrity through “Philosophy and Ethics of Coaching” (Major Subjects). - Students will acquire communication skills and the ability to promote practical research through the “Coaching Case Study Debriefing”. - Students will comprehensively acquire the Competence of knowledge creation, management skills, communication skills, and research management skills through research seminars 1-3, conference presentations 1-3, dissertation submission 1-2, research debriefing sessions, preliminary examination sessions, and dissertation examination sessions. - Students will acquire international and creative skills through the Doctoral Program in Coaching Science overseas exchange program. - Students will acquire leadership and coaching skills through practical coaching activities. - Students who have completed a master's program other than physical education will take about 10 credits from the courses offered by the Master's Program in Physical Education, Health and Sport Sciences to acquire specialized knowledge that will serve as the basis for their research, mainly in the first year. <p>In addition, it is recommended that students take 2 credits from the Degree Programs' Common Courses, Inter-disciplinary Foundation Courses, and Graduate General Education Courses in order to contribute to the cultivation of basic knowledge, broad perspectives, and general knowledge and abilities in related fields, with the major field of study as the axis.</p>
<p>Teaching and Learning Methods</p>	<ul style="list-style-type: none"> - The faculty members in charge of this degree program are those who are active as domestic and international leaders in the field of coaching and who are recognized as having extremely high educational and research leadership abilities. - Research guidance for the doctoral dissertation will be provided mainly by an advisory committee consisting of three or more faculty members in charge of this degree program. - The advisory committee encourages the advisory students to actively participate in projects, international competitions, international seminars, etc. organized by various sports organizations, etc., and supports them in improving their practical skills and communication skills related to coaching.

Admission Policy

<p>Desired Student Profile</p>	<p>We are seeking individuals who have a history of competing or coaching at a certain level or above, and who have high aspirations to earnestly seek solutions to various issues related to coaching through research. In addition, we are looking for individuals who are passionate about working with the world in mind.</p>
<p>Student Selection Process</p>	<p>Selection will be made based on the following total scores (500 points).</p> <ul style="list-style-type: none"> - Document Screening (200 points) - English (100 points) - Oral examination (200 points)

Learning Support Framework

Academic Support	To cultivate an international perspective among students in the Coaching Science degree program, we provide support for travel, accommodation, and other expenses associated with presenting research results at international conferences, conducting surveys and research at overseas universities and research institutions, and collecting materials related to research topics abroad.
Opportunities for Peer Interaction	To ensure smooth student community activities within the program, one student representative is elected. Additionally, students from different fields of study share a dedicated student room to provide a space for interaction.
Opportunities for Student-Faculty Interaction	Upon enrollment, an advisory committee consisting of a supervisor and two other faculty members is organized, and a system is in place to provide not only research support but also coaching practice and a variety of other support related to daily life. After research seminars and case presentations, informal discussions are held between faculty and students, providing an opportunity for a wide range of interaction between faculty and students within the program.

Approaches to Assuring and Enhancing Educational Quality

The Curriculum Committee is responsible for the evaluation of student learning outcomes and the verification of the validity of the curriculum and the appropriateness of instruction.

In addition, the faculties will convene to deliberate on educational structures and methodologies. These deliberations will be informed by the results of course evaluation surveys and discussions with students, which will provide feedback on the quality of education. In addition, measures will be implemented to enhance the qualifications and competences of faculty members. These measures will include the implementation of faculty development programs that offer content exclusive to coaching studies. These programs will provide opportunities for interaction with highly skilled instructors.