

Doctoral Program in Sport and Wellness Promotion

■ Doctor of Sport and Wellness Promotion

Program Educational Objectives

For those who have already obtained a master's degree and are active in the field of sports or wellness, the program fosters further research and analytical skills, as well as the ability to solve problems in this field by cultivating negotiation skills and advanced practical management skills in Japan and abroad. In other words, the program fosters advanced professionals who possess doctoral-level advanced research skills, as well as the policy, project execution, and management skills to solve difficult problems that require innovation.

Graduate Profile	Individuals who can successfully manage projects to solve difficult issues in the field of sports wellness in Japan and overseas, and produce a certain level of results.
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Diploma Policy

The degree of Doctor of Sport and Wellness Promotion 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 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 sports wellness.	① Can the student develop and prepare an advanced research plan in the field of sports wellness? ② Can the student complete and present a doctoral dissertation with advanced research results in the field of sports wellness?

	Competences	Evaluation perspectives
Knowledge and Skills	7. Specialized knowledge: Leading-edge and advanced specialized knowledge and command areas of sports wellness	Can the student acquire and apply advanced and specialized knowledge in the field of sports wellness?
	8. Ethics: ethics and ethical knowledge appropriate for a researcher or highly qualified professional in the sports wellness field, as well as in-depth ethical knowledge of the specific field of study	Has the student acquired advanced research skills, ethics, and in-depth ethical knowledge in the field of sports wellness?
Guidelines for Assessing Learning Outcomes	<p>The evaluation of learning outcomes is conducted objectively based on the “Achievement Evaluation Sheet (Rubric)”, which assesses the extent to which students have acquired the competences specified in the diploma policy at each stage. The stages and methods of achievement evaluation are as follows.</p> <p>First Stage (End of the Fall Semester in the First Year): Following the first-year mid-term presentation, the academic advisor conducts the first-stage achievement assessment using the rubric.</p> <p>Second Stage (End of the Fall Semester in the Second Year): After the second-year mid-term presentation, the academic supervisor conducts the second-stage achievement assessment based on the rubric.</p> <p>Final Stage (End of the Fall Semester in the Third Year): The Doctoral Dissertation Examination Committee, composed of the chief examiner and at least two sub-examiners, evaluates the dissertation using the rubric.</p> <p>Subsequently, the final achievement assessment is conducted by all faculty members at the Faculty Meeting.</p> <p>In this doctoral program, the degree of Doctor of Sport and Wellness Studies is conferred upon students who fulfill the prescribed completion requirements and successfully meet the multi-stage achievement evaluations described above, in accordance with the program's mission to “cultivate highly specialized professionals capable of advancing sport and wellness through advanced and independent research”.</p>	

Doctoral candidates are required to satisfy the following conditions:

1. Completion of Course Requirements

Candidates must complete the required credits and demonstrate sufficient mastery of specialized knowledge and advanced interdisciplinary knowledge necessary for conducting independent academic research.

2. Progress and Quality of Research

Candidates must demonstrate the appropriateness of their research purpose, methods, and progress at the mid-term presentations held annually, and must clearly articulate the academic, practical, and social significance of their research at the final presentation.

3. Doctoral Dissertation and Examination

Candidates must submit a doctoral dissertation that contributes to the advancement of knowledge in the field, and must pass the dissertation examination and oral defense conducted by the Doctoral Dissertation Examination Committee.

4. Completion of Research Ethics Training

Candidates must complete ethics training (e-learning such as APRIN or ethics workshops) and demonstrate the ability to conduct research and professional activities in accordance with the highest ethical standards.

Based on the above requirements and the results of the achievement evaluations, the doctoral degree is awarded only to those who possess the advanced knowledge, research competence, and professional abilities appropriate for completion of the doctoral program.

Evaluation Criteria for Degree Theses/ Dissertations	<p>Level standards required for the degree thesis</p> <p>After satisfying the requirements stipulated in the University of Tsukuba's Graduate School Regulations, the dissertation must be judged as passing if the following five evaluation items are found to be valid and the following two criteria are satisfied by the examination.</p> <ol style="list-style-type: none"> 1. A basic understanding of principles and methods 2. Ability to plan, develop, and analyze basic policies and strategies 3. Ability to assess and systematize necessary resources 4. Ability to manage systems effectively and efficiently 5. Ability to develop new comprehensive programs that anticipate social changes <ol style="list-style-type: none"> 1. The dissertation must contain sufficient new academic knowledge in the field of sports wellness. 2. The applicant must have the high level of research skills necessary to work as an independent researcher in the field of sports wellness. <p>Review board members : 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> <p>Review method and review items, etc: Doctoral dissertation, preliminary examination, and final examination (presentation and oral examination) will be used to make a comprehensive judgment.</p>
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Curriculum Policy

The curriculum is designed to foster the ability to solve problems with a bird's-eye view, flexible thinking, and teamwork with people from various fields, as well as the ability to solve problems on a global level using cutting-edge research methods.

Curriculum Design Framework	<ul style="list-style-type: none"> - Competence of knowledge creation: To be acquired in the following courses: Problem Solving Type Data Analysis Special Lecture 1, Problem Solving Type Data Analysis Special Lecture 2, Sport and Wellness Seminar I, Sport and Wellness Seminar II, Sport and Wellness Seminar III. - Management skills: Acquired in Sport and Wellness Seminar I, Sport and Wellness Seminar II, Sport and Wellness Seminar III, Problem Solving Project Work I, Problem Solving Project Work II, etc. - Communication skills: Acquired through Sport and Wellness Seminar I, Sport and Wellness Seminar II, Sport and Wellness Seminar III, Problem Solving Project Work I, Problem Solving Project Work II, conference presentations, etc. - Leadership skills: To be acquired through Sport and Wellness Seminar I, Sport and Wellness Seminar II, Sport and Wellness Seminar III, Problem Solving Project Work I, Problem Solving Project Work II, etc. - Internationalization: Acquired through Sport and Wellness Seminar II, Sport and Wellness Seminar III, and presentations at international conferences.
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<p>Curriculum Design Framework</p>	<ul style="list-style-type: none"> - Research skills: acquired through Problem Solving Type Data Analysis Special Lecture 1 and 2, Sport and Wellness Seminar I, II, and III, presentations at domestic and international conferences, dissertation presentations, and doctoral dissertations. - Students are expected to acquire specialized knowledge through the following: Problem Solving Type Data Analysis Special Lecture 1 and 2, Sport and Wellness Seminar I, II, and III, and participation in academic conferences and workshops organized by academic societies. - Ethics: acquired through Sport and Wellness Seminar I, II, and III, and participation in ethics seminars. Furthermore, centering on students' majors, in order to contribute to cultivating basic knowledge and wide view, generic competences in relevant areas, it shall be recommended to take one credit from Inter-disciplinary Foundation Courses.
<p>Teaching and Learning Methods</p>	<ul style="list-style-type: none"> - A total of two credits will be taken in the first year as a Foundation Subjects for Major. In Problem Solving Type Data Analysis Special Lecture 1, students will acquire analytical methods and research design skills for data in the natural and social sciences, and in 2, students will enhance their ability to analyze big data. - Students are required to take three units of Major Subjects: “Sport and Wellness Seminar I”, “Sport and Wellness Seminar II”, and “Sport and Wellness Seminar III”. In Seminar I (first year), students will present their research at the Midterm Report Meeting I. In Seminar II (second year), students will present their research at the Midterm Report Meeting II. In Seminar III (third year), students will receive credit for their presentations at the Preliminary Examination and Doctoral Dissertation Examination, as well as for the guidance provided by the advisory group faculty from inside and outside of Japan in the process leading up to these presentations. Students are judged to have passed or failed the midterm debriefing I and II and the preliminary examination in order to proceed to the next stage. In addition, students are required to make at least one presentation at an international conference or conduct research overseas between the first and third year. The international conference must be approved by the Dissertation review committee. - Students are required to take a total of 3 credits of “Problem Solving Project Work I” and “Problem Solving Project Work II” as Major Subjects. In the field of sports, students will gain experience and training to apply the knowledge and abilities they have learned in practice at government agencies, local governments, sports governing bodies, athletic organizations, and other organizations involved in sports, and in the field of wellness, at government agencies, local governments, NPOs, private organizations, and other organizations involved in health promotion. The program consists of three stages: pre-planning, fieldwork, and post-event reporting (report writing and presentation). Students will earn 8 credits for the above required courses. - A multi-advising system (one research advisor and two mentors, one of whom is a visiting faculty member) will be established for each student. The research advisor and mentor teachers will be in charge of guiding the student from the time of admission and will be responsible for setting up an individual course plan and providing general educational guidance. The research advisor is in charge of the doctoral dissertation and Problem Solving Project Work.

Admission Policy

Desired Student Profile	The applicant should have research achievements (master's degree) related to the field of physical education or health science, at least two years of working experience in the field of sports promotion or wellness promotion, and the language and communication skills to promote international management.
Student Selection Process	The first stage of the selection process is a document review, and the second stage is an oral examination to assess the applicant's expertise. The total score is 80 points for the document review, 40 points for the foreign language examination (TOEIC score), and 80 points for the oral examination.

Learning Support Framework

Academic Support	<ul style="list-style-type: none"> - Establishment of a multiple-supervisor system, comprising one primary supervisor and two sub-supervisors (including one external supervisor) for each student. - Support for the development of an individualized study plan from the time of admission, providing continuous guidance across all aspects of research and educational activities. - Support for understanding and practicing research ethics through ethics seminars and e-learning programs (e.g., APRIN). - Opportunities for international conference presentations and overseas research to foster language proficiency and a global perspective. - Enhancement of facilities and learning environment in the doctoral student research room (e.g., upgrading PCs and software, providing a comfortable study space). - Strengthening the acquisition and updating of books and academic journals in the resource room to improve access to essential information for study and research. - Expansion of study and research opportunities through collaboration with external research institutes and industry partners (e.g., joint research projects, research meetings).
Opportunities for Peer Interaction	Provision of opportunities for peer review and feedback among students at interim report sessions, project work presentations, and final presentations.
Opportunities for Student-Faculty Interaction	<ul style="list-style-type: none"> - Formalization of guidance in each stage of Research Seminar I-III, with credit-bearing supervision by advisory group faculty, fostering ongoing dialogue and advice. - Comprehensive feedback from all full-time faculty members at the interim presentation. - Facilitation of deeper insights and learning at project work presentations through discussions and Q&A sessions with the primary supervisor, sub-supervisors, and external supervisors. - Provision of expert and multifaceted feedback through a multiple-examiner system in the doctoral dissertation examination.

Approaches to Assuring and Enhancing Educational Quality

- Based on the Diploma Policy, Curriculum Policy, and Admission Policy, the program is designed to provide a coherent and systematic curriculum for the development of highly specialized professionals.
- By clarifying the evaluation criteria for project work and the doctoral thesis, the program ensures transparent and fair assessments, which help visualize students' learning outcomes and verify the validity of the curriculum and instructional approaches.
- Using the Achievement Evaluation Table (rubric), the program conducts a stepwise assessment of students' acquisition of research design skills, practical research abilities, and dissemination skills required at the doctoral level. The evaluation results are analyzed and continuously incorporated into improvements in instructional methods and educational content.
- By combining individualized supervision with peer evaluation, the program secures the quality of education through multifaceted and highly specialized perspectives.
- Through international conference presentations and collaborative research and partnerships with external organizations, the program regularly examines the social and international relevance of its educational content, thereby maintaining the research standards expected of a doctoral program.
- The Curriculum Committee regularly reviews the curriculum, incorporating feedback from students and faculty as well as results from achievement evaluations to establish a continuous improvement cycle for enhancing the overall quality of educational activities.
- By making research ethics education compulsory (such as APRIN e-learning and ethics training sessions), the program fosters ethical awareness required of advanced researchers and ensures the integrity of both research and educational activities.
- An annual student survey is conducted, and its results are used to organize student roundtable meetings to identify issues and develop improvement strategies, thereby enhancing the educational environment and strengthening student support.