

Doctoral Program in Art

■ Doctor of Philosophy in Art

Program Educational Objectives

This program fosters researchers with creative research skills in art and design who can contribute to various areas of society, such as public institutions and corporations, through their outstanding specialized knowledge and practical skills, and university teachers with solid educational and research skills.

Graduate Profile	Individuals who will play a leading role in research and education across various sectors of society, including educational institutions, governmental organizations, and companies, both domestically and internationally, by leveraging their broad knowledge of art and design, advanced research and development skills, and practical abilities.
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Diploma Policy

The degree of Doctor of Philosophy in Art is awarded 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 broad 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 broad 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 non-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 get objectives 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. Originality: Ability to conduct original research with a certain academic significance in the field of art and design	① Has the student discovered an original problem or solution in the field of art or design? ② Has the student conducted the research with a unique perspective not found in previous research?
	7. Application skills: Ability to use or propose reliable academic methodologies in the field of art and design	① Did the student use a recognized and reliable academic methodology in the field of art or design? ② Has the student proposed and evidenced a new and useful academic methodology?

	Competences	Evaluation perspectives
Knowledge and Skills	8. Development skills: Ability to draw new, useful, and reliable conclusions that contribute to academic progress in the field of art and design	① Has the student set an issue that expands the horizons of the field of art or design in order to contribute to academic progress? ② Has the student set a new task or goal and derived new and useful insights?
	9. Developmental skills: Capability to foresee the potential for research development that contributes to academic progress in the field of art and design	① Has the student set an issue that has potential for development in order to contribute to academic progress in the field of art or design? ② Has the student drawn conclusions that can be expected to lead to future research?
Guidelines for Assessing Learning Outcomes	<p>As for learning outcome evaluation, in accordance with achievement evaluation results based on the Competence Self-Evaluation Sheet, the status of attainment of competences on the basis of the Diploma Policy is confirmed and evaluated objectively for each of the following stages. The stages and methods of achievement evaluation are shown below.</p> <ul style="list-style-type: none"> - On the basis of the Research Plan (at the beginning of the academic year) and the Report on the Results of Research Guidance (at the end of the academic year), research planning and results for each academic year are checked, and primary and secondary academic advisors evaluate the degree of attainment of competencies on the basis of efforts and achievements related to learning and research and provide necessary instruction. - On the basis of achievements from activities listed in the “Corresponding main learning activities” section (presentation of research results in the Advanced Seminar: Theory of Art I and II, extracurricular activities, etc.), the degree of attainment of competences is checked in accordance with criteria listed in the “Evaluation perspectives” section. Then, on the basis of the results of achievement evaluation conducted in December (Competence Self-Evaluation Sheet), the status of attainment of competences based on the Diploma Policy is confirmed and evaluated. - Numerical criteria have been established for competence items in the Achievement Evaluation (number of competencies to be attained: 18 by the end of the first year, 36 by the end of the second year, and 40 by the time of dissertation submission). - The Doctoral Dissertation Review Committee examines doctoral dissertations, and on the basis of the Competence Self-Evaluation Sheet, which is submitted at the time of preliminary examination, it is judged whether competences necessary to acquire a degree have been attained. 	

<p>Evaluation Criteria for Degree Theses/ Dissertations</p>	<p>The dissertation must meet the requirements stipulated in the University of Tsukuba Graduate School Regulations as a standard to be met, the dissertation must be recognized as appropriate for the following evaluation items, and the final examination must be judged as passing.</p> <ol style="list-style-type: none"> 1. Based on understanding of research trends in and outside Japan preceding research in relevant area, the significance and positioning of the said research in the field of art and design is clearly described. 2. Right amount of original research outcomes that contribute to development of the field of art and design area is contained as doctor'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 department of arts. <p>The dissertation review committee shall consist of at least four members: one primary examiner and at least three secondary examiners. During the examination, at least two oral examinations and a public presentation are conducted, and a final examination is taken. Those who wish to apply for a dissertation review must pass a preliminary examination in the degree program in advance.</p>
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Curriculum Policy

The Doctoral Program in Art delivers specialized research in various fields of art and design, while also developing studies that enhance interdisciplinarity through collaboration with adjacent fields. Primary and secondary advisors provide individualized guidance and advice on writing doctoral dissertations, and all faculty members participate in instruction and evaluation through the courses “Advanced Seminar: Theory of Art I and II”. This process fosters the competence and practical skills necessary for presenting peer-reviewed research at domestic and international conferences and for submitting refereed papers to academic journals.

<p>Curriculum Design Framework</p>	<p>- Through the “Advanced Seminar: Theory of Art I and II” (compulsory), students will acquire the following competences: 1. Knowledge creation competence, 2. Management competence, 3. Communication competence, 4. Leadership competence, and 5. Internationality competence.</p>
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Teaching and Learning Methods	<ul style="list-style-type: none"> - In each year, individual guidance will be provided by the primary and secondary advisor. - In each year, students will submit a “research plan” and a “report on the results of research guidance” . - In each year, those whose main research area is the production of artworks will exhibit their research results to the public. - In the first and second years, “Advanced Seminar: Theory of Art I and II” will be held each semester, and oral examinations will be given by several teachers. - In the third year, the preliminary examination is conducted by the Preliminary Examination Committee. - In the third year, the Dissertation Review Committee will conduct the final examination and the review of the doctoral dissertation.
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Admission Policy

Desired Student Profile	<p>In the case of theoretical research, we seek individuals with a deep understanding of and sensitivity to art, as well as knowledge of specialized fields and the ability to conduct intellectual research. In the case of theoretical research, we seek candidates with knowledge of specialized fields, the ability to conduct intellectual research, and a deep understanding of and sensitivity to art.</p>
Student Selection Process	<p>An oral examination will be conducted on the contents of the master's dissertation or equivalent research and the research plan after admission. Based on this, a question-and-answer session will be held regarding the area of specialization.</p>

Learning Support Framework

Academic Support	<ul style="list-style-type: none"> - By including secondary academic advisors, the system ensures the objectivity of research supervision and capability to respond to various inquiries. - Voluntary learning and research activities outside classroom hours (release of theses and artworks, participation in projects on and outside campus, etc.) are recommended, and to enhance their motivation, students are informed that extracurricular activities, such as independent art production and research will be considered as elements of learning outcome. - Students are thoroughly informed of opportunities to submit research papers both within and outside the educational organization to support their publication of papers.
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<p>Opportunities for Peer Interaction</p>	<ul style="list-style-type: none"> - At research presentation workshops of the Advanced Seminar: Theory of Art I and II, students themselves are involved in the proceedings of the workshops, and the questions and answers section provides an opportunity for students learn from other students in different grades and in different fields of study. - The DC Exhibition is held mainly for students whose main research activity is production of artworks to present research results; this serves as an opportunity for students to have their research-related production practices examined through the display and release of their artworks, which are their research outcomes. The exhibition displays various artworks of students, who use different ways of expressing artistic ideas, and panels that introduce research activities of students whose main activity is not production of artworks. Since students in various fields of study can proactively engage in planning and operation of the exhibition, the exhibition promotes exchanges among students in different fields of study.
<p>Opportunities for Student-Faculty Interaction</p>	<ul style="list-style-type: none"> - All faculty members in the Doctoral Program in Art participate in research presentation workshops of the Advanced Seminar: Theory of Art I and II, so it offers opportunities for students to exchange opinions and gain feedback from various perspectives, as not only academic advisors but also other faculty members provide advice and instruction. - In the Advanced Seminar: Theory of Art I and II, special lectures are given by people who have completed doctoral programs and researchers at other institutions; these lectures serve as an opportunity for students to think about their career development as researchers and improve their motivation for learning. - Exchanges between students and faculty members are promoted by encouraging them to participate in research and other projects hosted by faculty members mainly in charge of this degree program; at the same time, they are encouraged to take part in academic society meetings, art councils/organizations, and study group meetings where they can interact with outside researchers, art creators, and others. In this manner, individual students' motivation for learning is enhanced by providing communication with leaders and predecessors in the field of art, leading to improvement in the quality of research.

Approaches to Assuring and Enhancing Educational Quality

The Learning and Education Review Committee and other organizations evaluate students' learning outcome and verify the adequacy of the educational program and the appropriateness of educational guidance.

- The status of students' learning is confirmed on the basis of information on academic affairs and institutional research data.
- Problems in learning and research at art-related organizations are identified, and faculty development training sessions are hosted together with such organizations.