Doctoral Program in Design

■ Doctor of Philosophy in Design

Program Educational Objectives

This program aims to acquire the practical ability to create products and environments that improve people's minds, to create social systems that create connections between people and make them bright and fulfilling, and to foster researchers who have the qualities of international top leaders, play a central role in diverse research and educational institutions, including industry and government, and utilize their creativity to nurture, maintain, and regenerate rich and constructive communities and societies.

Graduate Profile	Individuals who are willing to practice cross-disciplinary, practical, and international study, propose solutions to problems that transcend regional and cultural barriers, have the tenacity to produce results, and possess discernment (ability to identify issues), breakthrough ability (planning ability, logical persuasiveness), and the ability to complete tasks to carry out specialized research.

Diploma Policy

The degree of Doctor of Philosophy in Design 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 as a new knowledge? ②Can you 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, in your area of expertise and even in other areas, 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 possess a high level of awareness and motivation regarding contributions to the international community and international activities? ②Have you obtained adequate linguistic skills for international information collection and action?
	6. Conceptual and thinking skills: Ability to identify advanced issues (discernment) and develop professional research plans	Can you plan and carry out research and production using a high level of problem identification skills, as well as familiarity with the details of specialized problems?

	Competences	Evaluation perspectives
Knowledge and Skills	7. Analytical skills: Advanced problem analysis skills to solve problems from a broad perspective with a high level of vision	①Did you acquire a high level of professional problem analysis skills to conduct advanced and excellent research in their field? ②Did you acquire the ability to analyze comprehensive design issues from a wide range of disciplines and a high level of specialized knowledge?
	8. Solution skills: Ability to create new solutions and propose the results to society and academia, supported by high-level professional skills.	Did you acquire advanced problem-solving skills (ability to complete tasks) and strong breakthrough ability (planning ability) through research for their doctoral dissertations, internships, and other research practices?
Guidelines for Assessing Learning Outcomes	– At the end of the spring semester of the first year, all research advisors will hold a research plan presentation to confirm the research policy and provide guidance, followed by the first-stage achievement review at the end of the fall semester. – At the end of the spring semester of the second year, a public presentation will be held, and at the end of the fall semester, the second-stage achievement review will be conducted to check academic progress and provide guidance. – At the end of the spring semester of the third year, a preliminary examination of the doctoral dissertation (not open to the public) will be conducted to confirm academic progress and provide guidance for the final achievement review. – After passing the preliminary examination, a public presentation will be held for the submitted dissertation, and the dissertation review committee, consisting of the primary examiner and at least three secondary examiners, will review the doctoral dissertation. At the same time, the final achievement review will be conducted.	
Evaluation Criteria for Degree Theses/ Dissertations	Students independently formulate and analyze interdisciplinary research topics in design studies and related fields. Through logical reasoning based on the facts obtained, they synthesize objective conclusions into their doctoral dissertation. The dissertation is reviewed by the Degree Thesis Examination Committee, and a pass/fail decision is made following an oral examination. The dissertation review committee shall consist of the main examiner and at least three associate examiners, who shall examine the dissertation through an oral examination. 1. The student must have the ability to construct theories based on specialized and interdisciplinary knowledge of design studies and disseminate them to society. 2. The student must possess the highest level of specialized knowledge and skills in design, and have the ability to promote research on design in a logical and scientific manner. 3. The student must have the ability to lead human resource development and academic activities at educational and research institutions in Japan and abroad based on a deep knowledge of design studies.	

Curriculum Policy

The Doctoral Program in Design fosters the ability to identify high-level professional issues (discernment), the ability to plan research from a broad perspective by combining professional and comprehensive methodologies, the ability to conduct research, the ability to complete research, the ability to logically persuade others, and the ability to communicate and make proposals internationally, in order to carry out research on a variety of designs related to industry and society, including products, planning, entertainment, composition, architecture, and spatial planning. Specifically, in addition to the various fields of design, including composition, sensitivity science, and visual psychology, faculty members from related fields such as systems information technology, environmental engineering, physiology, ergonomics, and disability science will provide cross-disciplinary and practical training courses.

Curriculum Design Framework	– The curriculum is organized to ensure that students achieve learning outcomes through primary studies corresponding to the knowledge and abilities outlined in the Diploma Policy. – Students will acquire comprehensive research planning, implementation, and completion skills through special research in design studies. – Students are encouraged to acquire interdisciplinary knowledge and a broad range of design knowledge through the Graduate General Education Courses and Inter-disciplinary Foundation Courses. – Students will acquire practical problem identification, planning, and persuasion skills through special research in design studies and internships. – Students will acquire international negotiation and network building skills for successful design, design, and planning through special research in design studies and overseas training.
Teaching and Learning Methods	– In the first year, students submit a “Research Plan Form” and are assigned a primary and secondary advisor according to the content of their research. – In the first and second years, students take special research courses set for each semester, and their progress is checked through presentations at the end of each semester. – Students take internships and overseas training courses systematically to deepen their ability to apply research and international expansion. – Students receive midterm guidance for their doctoral dissertations during their second year, and submit their doctoral dissertations in October of their third year.

Admission Policy

Desired Student Profile	We seek individuals with research achievements in design or fields related to design, and those who have talents and motivated to theoretically solve design problems that transcend regional and cultural barriers, and individuals who are willing to constantly challenge themselves to create new research problems and develop the tenacity to produce results.

Student Selection Process	In the selection process, academic CVs, academic standards and abilities are evaluated based on the submitted documents, and professional aptitude will be assessed through oral examinations in specialized fields so that applicants from various research and educational fields as well as those with excellent expressive skills in design can apply.

Learning Support Framework

Academic Support	– At each stage—orientation upon enrollment, formulation of research plans, and achievement evaluations—we confirm the learning conditions necessary to produce academic outcomes. We establish a system to collaboratively explore course opportunities with students, such as graduate school common subjects and foundational courses, and to prepare the necessary environment. – Through the associate advisor system, we ensure objectivity in research guidance and establish a framework to address diverse consultation needs. – Opportunities to participate in seminars and research presentation sessions outside one's own academic year are provided. This serves as an opportunity to objectively review one's research framework and supports the deepening of research. – Faculty Development (FD) programs, such as copyright workshops, are conducted to provide opportunities to enhance the knowledge and ethical awareness necessary for advancing research.
Opportunities for Peer Interaction	– The curriculum incorporates mechanisms that provide opportunities for students to participate in seminars and presentation sessions outside their own academic year, promoting cross-year/cross-organizational student interaction through Q&A sessions and similar forums. – Through the TA/tutor system and the promotion of student projects, mechanisms are created to continuously generate opportunities for students to learn from each other. – Student gatherings held by the academic division provide opportunities for students to interact across disciplines.
Opportunities for Student–Faculty Interaction	– We encourage student participation in faculty development (FD) initiatives organized by the Academic Division/degree programs, supporting enhanced interaction by fostering shared awareness of common challenges. – Through student gatherings held by the Academic Division, we provide opportunities for interaction with faculty members across disciplines. – All faculty members responsible for degree programs participate in presentations of research outcomes, such as those in the Special Research in Design program, providing opportunities for interaction between students and their advisors as well as other faculty members through exchanges of opinions.

Approaches to Assuring and Enhancing Educational Quality

- The philosophy of the degree program, its activities, and student engagement in classes and projects are summarized annually and published as Design Discourse DPD. This serves both as a public relations tool and as a means to seek guidance from internal and external sources.
- Within the Degree Program Management Committee, the following subcommittees are established: the Academic Affairs Committee (handling matters related to DP), the Curriculum Committee (handling matters related to CP), the Admissions Committee (handling matters related to AP), the Faculty Development Committee (handling matters related to improving teaching quality), and the Student Committee (handling matters related to the learning support system). Each subcommittee reviews the previous year's performance during the first half of the academic year and discusses improvement measures for the following year.
- For improvement items related to enhancing teaching quality or learning support systems, the FD Committee organizes them and plans FD activities in collaboration with the university-wide/academic divisions, striving to improve teaching quality.
- The Management Meeting comprehensively reviews the results of these discussions, establishes necessary improvement goals, compiles them into an inspection and evaluation report, and, as needed, formulates a plan to update standards reflecting these goals. This becomes the plan for the next academic year.
- Discussed items and countermeasures are compiled and published via the degree program's website and other channels, establishing a system to seek guidance from both internal and external sources.