

Joint Master's Program in International Development and Peace through Sport

■ Master of Arts in International Development and Peace through Sport

Program Educational Objectives

Purpose of this English-Medium program is to train future practitioners and researchers who can contribute to the development of international peace, friendship, and affluent local communities and demonstrate a leadership role and responsibilities by using theoretical and practical knowledge of sport, health and physical education.

Graduate Profile	<p>Master of Arts in International Development and Peace through Sport will be awarded to those who have fulfilled the objectives of the program as stipulated in the University of Tsukuba Graduate School Regulations and the National Institute of Fitness and Sports in Kanoya Regulations and who have been certified by the final examination to have the following abilities</p> <ol style="list-style-type: none"> 1. Knowledge, analytical skills, and a sense of mission regarding international affairs and policies and global-scale issues 2. Global perspective and leadership that can be demonstrated in practice 3. Basic knowledge and practical skills in sports, physical education, and health 4. Communication and management skills for international contribution
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Diploma Policy

The degree of Master of Arts in International Development and Peace through Sport is commenced to those who have fulfilled the requirements for the completion of the Master's 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 application competence: Ability to contribute to society with advanced knowledge	① Can you apply knowledge gained through research and other activities in society? ② Can you identify new problems, even in other fields of expertise, based on broad knowledge?
	2. Management competence: Ability to appropriately address challenges from broad standpoints	① Can you take on major tasks with systematic planning? ② Can you understand and solve problems from multiple perspectives?
	3. Communication competence: Ability to accurately and clearly communicate expert knowledge	① Are you capable of efficient communication for research purposes? ② Can you discuss research or research-specific knowledge with experts from your own field and from other fields?
	4. Teamwork competence: Ability to work with a team and actively contribute to the achievement of goals	① Do you have experience cooperatively and actively working on challenges as part of a team? ② Have you helped promote projects and activities other than your own research?
	5. Internationality competence: Willingness to contribute to international society	① Are you aware of making contributions to international society and getting involved in international activities? ② Have you obtained the linguistic skills necessary for international information collection and action?
	6. Knowledge, analytical skills, and a sense of mission regarding international affairs and policies and global-scale issues	Has the student acquired knowledge, analytical skills, and a sense of mission regarding international affairs and policies and global issues?
	7. Global perspective and leadership that can be demonstrated in practice	Does the student have a global perspective, leadership skills that can be demonstrated in practical settings, practical skills related to sports, physical education, and health, and communication and management skills for international contribution?
	8. Basic knowledge and practical skills in sports, physical education, and health	Does the student have basic knowledge of sports, physical education, and health as well as the foundation for practical skills?

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	Competences	Evaluation perspectives
Knowledge and Skills	9. Communication and management skills for international contribution	Does the student have the communication and management skills to make international contributions?
Guidelines for Assessing Learning Outcomes	<p>When we assess and evaluate students' academic learning outcomes and check competence acquisition status , there are two different assessments (first and second steps), which occur during the program to monitor progress.</p> <p>The first step (during the beginning of fall semester - second year of master program): We require all students to complete midterm report progress of master thesis projects regarding writing structure and progress using question and answer format. Then primary academic advisors and subcommittee members provide feedback, comments, and evaluation to all students.</p> <p>The second step (during the end of fall semester - second year of master program): We require all students complete final oral defence of master thesis project. The primary advisors and subcommittee members evaluate the quality and acceptability of the entire scholarly work based on using guideline of program standard. All results of students' oral defense are approved by all faculty members in the program meeting.</p>	
Evaluation Criteria for Degree Theses/ Dissertations	<p>The dissertation will be reviewed by the primary and two secondary examiners, followed by an oral presentation and question and answer session (questions will be open to the public, not just to the primary and secondary examiners), and the primary and secondary examiners will evaluate the dissertation on a 100-point scale, with a score of 60 or higher being a passing grade.</p> <p><Examination Criteria for Master's Dissertation.></p> <ol style="list-style-type: none"> 1. Appropriateness of the research theme <ol style="list-style-type: none"> a. The background and problem of setting the research theme, its usefulness to the field, and its artistic and social significance are appropriately presented. b. The research objectives and tasks are appropriate and clear. c. The content of the research contributes to the study of international sport development. 2. Appropriateness of literature research <ol style="list-style-type: none"> a. Appropriately organizes and overviews previous research related to the research theme. b. Appropriately relates to and utilizes research prior to the student's own research. 3. Validity of the research method <ol style="list-style-type: none"> a. Appropriate research methods were selected to achieve the research objectives. b. The validity of the selected research method and its methodology is appropriately demonstrated. c. Appropriate ethical considerations are presented in carrying out the research. 4. Consistency of logic <ol style="list-style-type: none"> a. Consistency and coherence in logical development throughout the research dissertation. b. Logical and clear conclusions on the research purpose and issues are stated based on materials and data. 	

<p>Evaluation Criteria for Degree Theses/ Dissertations</p>	<p>5. Uniqueness and originality of the research Uniqueness and originality are present in the research theme, purpose and problem setting, research methods, and conclusions.</p> <p>6. Appropriateness of the structure and style of the dissertation.</p> <p><Specific task report></p> <p>1. Appropriateness of the research theme</p> <p>a. The background and problem of setting the research theme, its usefulness to the field, and its artistic social significance are appropriately presented.</p> <p>b. The research objectives and tasks are appropriate and clear.</p> <p>c. The content of the research contributes to the study of international sport development.</p> <p>2. Appropriateness of literature research</p> <p>a. Appropriately organizes and overviews previous research related to the research theme.</p> <p>b. Appropriately relates to and utilizes research prior to the student's own research.</p> <p>3. Validity of the research method</p> <p>a. Appropriate research methods were selected to achieve the research objectives.</p> <p>b. The validity of the selected research method and its methodology is appropriately demonstrated.</p> <p>c. Appropriate ethical considerations are presented in carrying out the research.</p> <p>4. Consistency of logic</p> <p>a. Consistency and coherence in logical development throughout the research report.</p> <p>b. Logical and clear conclusions on the research purpose and issues are stated based on materials and data.</p> <p>5. Practicality of the research Practicality in the field is present in the research theme, purpose and problem setting, research methods, and conclusions.</p> <p>6. Appropriateness of structure and presentation The dissertation is prepared appropriately in accordance with the dissertation preparation guidelines of the university that comprises this department.</p>
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Curriculum Policy

In addition to specialized knowledge and research skills in the two fields of physical education and international development studies, education and research guidance will be provided to cultivate the general knowledge and abilities, including an understanding of diversity, necessary to demonstrate leadership in international development.

<p>Curriculum Design Framework</p>	<p>The Curriculum organization policy following Major Subjects are offered in order to acquire specialized skills appropriate to the degree. In addition, by recommending the completion of 2 credits from the Degree Programs' Common Courses, Inter-disciplinary Foundation Courses, and Graduate General Education Courses, basic knowledge, broad perspectives, and general knowledge and abilities are further cultivated.</p> <p>Lecture Course (14 credits or more)</p> <ul style="list-style-type: none"> - Acquire knowledge that will form the basis of the abilities to be acquired in the General Foundation Subjects (International Development and Peace through Sport I, Olympic Movement Studies, Sport Management, Sport, Culture and Society, Health Promotion, Advanced Coach Education, Comparative Physical Education and Research Methodology, etc.). - In applied subjects (International Development and Peace through Sport II, Management and Organization, Project Management, etc.), students will acquire a global perspective, leadership skills that can be demonstrated in practical settings, practical skills related to sport, physical education and health, and communication and management skills for international contribution. - Acquire knowledge and analytical skills in international affairs and policies and global issues in Specific Foundation Subjects (such as Public Policy for Social Development, Multicultural Coexistence, Economic Development, Social Development and Data Management and Analysis for Research). <p>Exercise Subjects (10 to 12 credits)</p> <ul style="list-style-type: none"> - In the intramural courses (problem-based exercises), students select five areas according to their research themes: development and peace through sport; education and youth development through sport; sport and gender, race, and ethnicity; health and the environment; and adapted sport and the elderly. In addition to specialized knowledge of the abilities to be acquired, students will acquire a global perspective and leadership skills that can be demonstrated in practice. - Off-campus courses (JSC seminars, JSC projects, foreign university seminars, international conference seminars, etc.) will help students acquire a global perspective and leadership skills that can be demonstrated in practical settings.
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<p>Curriculum Design Framework</p>	<p>Practical subjects (6 to 8 credits)</p> <ul style="list-style-type: none"> - Through the domestic OJP (4 weeks) and the international OJP (16 weeks), students will acquire knowledge and practical skills in the field of the competences to be acquired. <p>Career path formation</p> <p>In this major, the characteristics of both the University of Tsukuba and the National Institute of Fitness and Sports in Kanoya are utilized, and through collaboration with JSC, lectures, exercises, and practical training are bridged, and curricula are organized and implemented in a way that directly relates to career path formation. In addition to the “JSC Seminar” and “JSC Project”, in which students participate in the projects developed by JSC, JSC is one of the organizations that implements the domestic OJP (4 weeks), and the information and network of JSC is also utilized in the implementation of the international OJP (16 weeks). The international OJP is important for students' career path formation, and is implemented in cooperation with NGOs, IFs, NFs, and universities outside Japan, as well as through the long-term volunteer program of the Japan International Cooperation Agency (JICA), with which we have an agreement.</p>
<p>Teaching and Learning Methods</p>	<ul style="list-style-type: none"> - The guidance system consists of one primary adviser and two secondary advisers (one of the secondary advisers is a teacher outside the home university). - In the first year, students are required to take exercises in the field of their choice. - From the second half of the first year to the second year, students participate in On the Job Practice (4-16 weeks) outside Japan. - In the second year, students take a research project. - In the second year, there will be an midterm presentation (October), submission of dissertation (or specific subject report) theme (November), submission of dissertation (or specific subject report) (January), and final examination (January).

Admission Policy

<p>Desired Student Profile</p>	<p>We seek students who have basic knowledge of sports, physical education, and health, who have practical experience in sports-related teaching, and who have a strong sense of mission and purpose for international development and peacebuilding based on their English communication skills and knowledge of international affairs and policies.</p>
<p>Student Selection Process</p>	<ul style="list-style-type: none"> - Oral examination (200 points): Evaluation of basic knowledge of sport, physical education, and health, presentation of research plan, and question and answer session. (Foreign residents can take the exam online) - English (TOEIC, TOEFL, or IELTS converted to a score of 100 points)

Learning Support Framework

Academic Support	We offer courses on research methodologies including research data management and analysis, which are essential for enhancing the quality of students' master thesis. Furthermore, through various project-based seminars or writing guidance, students are trained to gain academic writing skills necessary for thesis preparation and to cultivate presentation skills in English. Additionally, students also access various opportunities in order to enhance teaching and instructional skills through teaching assistant opportunities and extracurricular instructional experiences. In addition, supplementary lessons and individual guidance are provided as necessary to support student-centered learning and time management.
Opportunities for Peer Interaction	To enhance motivation for learning and the quality of research by leveraging peer effects, mutual learning are provided through group work in project-based seminars and lectures, as well as collaborative experiences in off-campus practicums. Furthermore, through interacting and communicating with TIAS 2.0, which also advances education and research in English language, faculty members are also encouraged to develop international networks through coursework and research opportunity.
Opportunities for Student-Faculty Interaction	Taking advantage of the strengths of this joint master's program with the National Institute of Fitness and Sports in Kanoya, students receive guidance from one primary academic advisor from their home institution and two sub-advisors, including faculty from outside their university, thereby creating a system that requires students to engage with diverse perspectives. In addition, interactive communication is facilitated through individual consultations and research guidance—both face-to-face and online—during international internships, as well as through opportunities such as informal gatherings following interim presentations, where not only research issues but also aspects of campus life can be shared. Moreover, opportunities for collaboration between faculty and students are created through joint research, domestic and international internships, and off-campus seminar practices.

Approaches to Assuring and Enhancing Educational Quality

To ensure the quality of education and promote continuous improvement, reflections of faculty members' teaching approaches are facilitated by the Curriculum Committee, based on class evaluation surveys and the results of master's thesis reviews, with improvements made as necessary. In addition, the content of practical subjects is verified and improved in line with international professional needs through consultations with JSC and partner institutions. Furthermore, research on educational programs and supervision outcomes is conducted and submitted to international journals to verify the international validity of education. Regular curriculum reviews are also conducted at faculty meetings to confirm consistency with the diploma policy and curriculum policy, with improvements made as needed. Overall, based on reviewing competence acquisition status and teaching evaluation, we assess and evaluate students' learning outcomes which verify the validity of the curriculum and the appropriateness of the instruction/guidance.