

Joint Doctoral Program in Advanced Physical Education and Sports for Higher Education

■ Doctor of Philosophy in Physical Education and Sport Studies

Program Educational Objectives

With the foundation of educational and research expertise in physical education and sports in higher education at the University of Tsukuba and the National Institute of Fitness and Sport in Kanoya, this program trains advanced physical education, sports instructors and leaders who are equipped with solid specialized knowledge, practical teaching skills and management ability as well as academic skills to effectively carry out the cycle of educational practice and research.

Graduate Profile	<ul style="list-style-type: none"> - Individuals with solid professional knowledge, practical teaching skills, and management ability who can lead university physical education and sports. - Individuals with applied research skills who can generate practical knowledge in university physical education and sports and translate research findings into education and management - Individuals with the necessary education for advanced instructors and leaders who will lead the quality assurance of physical education and sports education in higher education.
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Diploma Policy

The degree of Doctor of Philosophy in Physical Education and Sport Studies 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. Practical educational skills: Practical educational skills in college physical education and sports teaching situations	① Can the student develop an appropriate lesson or training implementation plan that takes into account the characteristics of the target audience? ② Does the student have the ability to implement, verify, and improve the proposed plan?

	Competences	Evaluation perspectives
Knowledge and Skills	7. Practical research skills: Ability to conduct practical and useful research on events in the field of university physical education and sports.	① Can the student establish a research theme that is highly original and useful? ② Can the student generate accurate hypotheses and test them in a logical and objective manner?
	8. Ethics: high ethical standards as a leader of collegiate athletic sports	① Can the student respect the human rights of those under their guidance and provide fair and just guidance at all times? ② Does the student abide by social norms and always have an awareness of being a leader?
Guidelines for Assessing Learning Outcomes	<p>Learning outcomes will be assessed through objective confirmation and assessment of the degree to which each competence is mastered, based on guidelines related to degree conferment for each of the following stages. The latter is done through an assessment of degree of achievement, based on the table for evaluation of degree of achievement. The stages and methods related to the evaluation of degree of achievement can be found below.</p> <ul style="list-style-type: none"> - The assessment of learning outcomes is conducted to confirm and assess the degree to which each competence is mastered, based on guidelines related to degree conferment, through application of the table for evaluation of degree of achievement (Rubric). - Stage One (First Year End of Fall Term): An assessment will be conducted by all research supervisors using the Rubric during the Qualifying Examination (mid-term assessment), which assesses the degree to which each student has achieved mastery of doctoral research skills. - Final stage: During the doctoral thesis review, teaching staff affiliated with the Joint Doctoral Program in Advanced Physical Education and Sports for Higher Education who are members of the thesis examination committee will conduct assessments based on the Rubric. During the educational conference, all teaching staff members will conduct the final assessment related to degree of achievement. 	

<p>Evaluation Criteria for Degree Theses/ Dissertations</p>	<ol style="list-style-type: none"> 1. Originality of the research theme and content <ol style="list-style-type: none"> a. Originality is present in the research theme, problem formulation, research method, and discussion/conclusion. b. The research results have clear academic and social significance, including usefulness to the field and contribution to the academic community. 2. Research design <ol style="list-style-type: none"> a. The questions are appropriately set in line with the research theme, and the arguments are appropriately developed in response. b. The logic is coherent and the conclusions are clearly drawn. 3. Research methods <ol style="list-style-type: none"> a. Appropriate research methods are selected for the research theme, purpose, and problem setting. b. In-depth understanding of research methods and mastery of appropriate collection, handling, and analysis of materials and data. c. The interpretation and discussion of the results are reasonable. d. Ethical considerations are taken into account. 4. Understanding of the research area <p>The student has a broad and accurate understanding of prior research, research trends in the field, and related research.</p> 5. Composition and style of the paper <p>The structure and content of the introduction, methods, results, discussion, and conclusions, as well as the method of citation and presentation of notes and references, are appropriate, and the paper has the appearance of an academic dissertation.</p> 6. Review system and review method <p>The dissertation review committee shall consist of at least four members: one primary examiner and at least three secondary examiners (including one faculty member from another department). One of the primary or secondary examiners shall be a faculty member of another major who is not included in the primary or secondary advisors. The dissertation review committee will make a 30-minute presentation on the outline of the dissertation, followed by a question-and-answer session. The committee will review whether the applicant has met the criteria for evaluation of the dissertation, together with confirmation of the applicant's credit acquisition.</p>
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Curriculum Policy

For the purpose of cultivating practical educational and research skills, the following curricula will be organized so that the educational and research resources of both Tsukuba University and Kanoya University of Health and Sport Sciences can be utilized while using the remote lecture system.

<p>Curriculum Design Framework</p>	<p>The curriculum consists of four Course groups: “Practical Education Skills Development Courses”, “Practical Research Skills Development Courses”, “Advanced Leadership Education Courses”, and “Doctoral Dissertation Research Skills Development Subjects”.</p> <ul style="list-style-type: none"> – “Practical Education Skills Development Courses”: To acquire solid professional knowledge and practical education skills and lead university physical education and management abilities in university sports. – “Advanced Leader Education Courses”: To acquire the education necessary to become instructors and leaders in university physical education and sports. – “Doctoral Dissertation Research Skills Development Courses”: To acquire the ability to write and present practical research papers and doctoral dissertations plans as well as practical research skills required for advanced university physical education, sports instructors, and leaders. – “Doctoral Dissertation Research Skills Development Courses”: Students acquire the ability to write and present practical research papers and doctoral dissertation research plans, as well as the practical educational skills required of advanced university physical education and sports instructors.
<p>Teaching and Learning Methods</p>	<ul style="list-style-type: none"> – In the first and second years of the program, students take practical teaching skills, practical research skills, and advanced supervisor education, as well as Doctoral Dissertation Seminar. – From Max of the second year, students who pass the Qualifying Examination, which is conducted as an assessment of their ability to research a doctoral dissertation, will begin writing their doctoral dissertations. – In the third year, students who prepare a doctoral dissertation and pass the examination will be awarded the doctoral degree.

Admission Policy

<p>Desired Student Profile</p>	<p>We seek individuals who are highly motivated to acquire practical education, management, and research skills to solve problems in the field of education, guidance, and organization management of university physical education and university sports and who have acquired a certain level of academic research skills, such as through a master's course (regardless of the major field).</p>
<p>Student Selection Process</p>	<ul style="list-style-type: none"> – Document examination (150 points): This includes evaluation of research plan, research achievements, teaching achievements (including organizational management) and educational achievements – Oral examination (100 points): Presentation of research plan, Q&A, English (TOEIC or TOEFL score: converted to 50 points)

Learning Support Framework

<p>Academic Support</p>	<ul style="list-style-type: none"> - We aim to ensure that research instruction at the National Institute of Fitness and Sports in Kanoya is objective and diverse through the implementation of an instructional system that includes co-examiners. - Support related to understanding research ethics and applications for research ethics approval is provided through research ethics training sessions for sports science as well as university sports practice sessions. - During the Thesis Research Seminar (Spring Term) and Research Presentation Meeting (Fall Term), research support will be provided to first-, second-, and third-year students. They will receive opportunities to present their findings, as well as opportunities to exchange feedback with teaching staff and other students. - For non-degree students, research support will be provided during the Research Presentation Meeting (Fall Term). They will receive opportunities to present their findings, as well as opportunities to exchange feedback with teaching staff and other students.
<p>Opportunities for Peer Interaction</p>	<ul style="list-style-type: none"> - During the Tsukuba Workshop (Spring Term), which is conducted in the form of a training camp, students will take turns in conducting mock lessons. This workshop is conducted to provide opportunities for exchange, improve learning-related motivation among students, and enhance the quality of lesson implementation.
<p>Opportunities for Student-Faculty Interaction</p>	<ul style="list-style-type: none"> - Implement the Thesis Research Seminar (Spring Term), conducted by the principal examiner and co-examiners, as well as the Research Presentation Meeting (Fall Term), in which all students and teaching staff participate, creating opportunities for discussion between students and teaching staff that can lead to improvements in research quality. - Promote exchange between students that goes beyond the confines of individual specializations as well as strive for further improvements in motivation for learning, through participation in the Students' Gathering (Fall Term), hosted by the Graduate School of Comprehensive Human Sciences. - Promote participation in study groups and research projects hosted by teaching staff members to foster interest in research.

Approaches to Assuring and Enhancing Educational Quality

- Conduct questionnaire surveys for the purpose of lesson evaluation, as well as having said results reviewed by the executive committee; said results shall contribute to lesson improvement carried out by all teaching staff members.
- Assess the results of evaluations of degree of achievement (objective evaluations) of students alongside instructional staff as well as the educational committee, reporting said results to the executive committee.
- Conduct surveys regarding places of employment following completion, have the executive committee board review societal assessments regarding educational outcomes of the specialization, as well as assess curriculum appropriateness and the relevance of instruction provided.
- To resolve issues and improve the quality of lessons related to physical education and sports for higher education, set up the FD committee and continuously implement assessments of all educational activities, as well as perform improvements targeting the latter. In doing so, ensure that the education provided is of a high standard and strengthen available systems to attain specialization-related goals.