Doctoral Program in Education

Name of the degree to be conferred	Doctor of Philosophy in Education
Educational purpose	The purpose of this program is to investigate both specific issues of education that must be addressed in the face of rapid social change and essential issues of education that must be resolved from a global perspective, based on a wide range of academic knowledge in pedagogy, and to disseminate the results of original research both domestically and internationally, and to foster pedagogical researchers and highly skilled professionals who can lead policy and practice reforms on an international scale.
Vision of human resources development	·Graduates of the program will be able to engage in educational research at domestic and foreign educational universities, faculties, and educational research institutes and lead academic activities in their specialized fields. They are also capable of actively disseminating the latest results of educational research at international academic societies and international organizations and engaging in research exchange. ·They can contribute to the formulation and implementation of educational policies of national and local governments and related organizations at home and abroad, and to the professional development of school faculty and staff, educational administration, and private organizations, using their research achievements.

Competencies specified in diploma policy	Evaluation perspectives
1. Knowledge creation competence: Ability to create new knowledge that can contribute to future society	①Are there any research findings that can be considered new knowledge? ②Can 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	①Can you make and implement long-term plans for critical challenges? ②Can 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	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 have strong awareness and motivation to contribute to international society and international activities? ②Have you obtained adequate linguistic skills for international information collection and action?
6. Research skills: the ability to set essential research questions based on the latest expertise in the field of education and to carry out research projects independently.	①Can the student set an essential research agenda based on previous research in pedagogy? ②Does the student use research methods appropriate to the tasks set and produce academic research results?
7. Specialized knowledge: Leading-edge and advanced specialized knowledge and command of the field of education	①Is the research output supported by pedagogical expertise in the student's field of study? ②Does the student show willingness to actively seek to absorb expertise in relevant educational sciences
8. Ethical view: Ethical view and ethical knowledge appropriate for researchers in the field of education and deep ethical knowledge about the specific area of expertise	①Does the student have the ethics and ethical knowledge appropriate for a researcher in the field of education? ②Does the student have ethics and ethical aspirations related to their specific field of study?
9. Global-mindedness: the ability to see educational issues from an international perspective and disseminate solutions to domestic and international audiences	①Can the student accurately grasp domestic and international educational issues and set research agendas with an international perspective? ②Is the student actively seeking to disseminate their research results domestically and internationally?

Dissertation evaluation criteria

1. Based on understanding of research trend in and outside Japan preceding research in relevant area, the significance and positioning of the said research in field of education is clearly described.
2. If the dissertation contains original research outcomes contributory to make strides in field of education sufficiently enough to be presented as an academic paper.
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. If research backgrounds, purposes, methods, results, discussions, conclusions, etc. are organized in a format appropriate as doctoral dissertation in the field of education.

Those who wish to apply for a dissertation review must pass a preliminary examination in the degree program in advance. The dissertation review committee shall consist of three to five members. At least one member of the review committee shall be selected from outside the applicant's degree program (or faculty).

Curriculum Policy

The purpose of this program is to increase the research capacity required for research in specialized fields and to familiarize students with research methods, such as graduate students who have acquired specialized knowledge in education before entering the master's program, in-service teacher graduate students who have taught at universities, elementary, junior high, and high schools with a master's degree and engaged in educational research, and those who have enhanced their research interests while working in education administration or private organizations (companies, NPOs, etc.). The curriculum is organized for working graduate students with the aim of improving their research skills and becoming proficient in research methods in their field of specialization. The curricula are organized into Common General Foundation Subjects, Common Elective Subjects, and Major Subjects in order to systematically and effectively acquire the skills set forth in the diploma policy.

Curriculum organization policy	・Through the common General Foundation Subjects students acquire education in the whole field of basic education and school education, and will be motivated to contribute to the development of educational research. ・Through common elective courses, students will acquire the leadership skills necessary to plan and promote joint research, communication skills to facilitate academic discussions with overseas researchers, and the ability to search, read, and accurately examine appropriate literature and materials. ・In Major Subjects, students receive guidance from faculty members in specialized fields related to their research themes to deepen their expertise, develop insight into research ethics issues, and acquire a variety of skills to present and discuss their research findings at professional conferences. ・By taking these courses and participating in research activities outside the university, students will be able to become independent researchers and acquire the ability to see global educational issues from a broad perspective and consider solutions to them from an international perspective.
Learning methods・Processes	In the first year, students are required to take common General Foundation Subjects and research methods based on their own research topics to receive guidance in their specialized field of study. In the fall semester of their first year, they learn how to prepare their dissertations with guidance from faculty members outside their field of specialization at a presentation event for submitted papers. In their third year, they receive guidance on their doctoral dissertation from several faculty members under the supervision of a research guidance committee. Because the integration of subject specialization and pedagogy is required, especially in the field of subject pedagogy, students are instructed to actively take courses offered in degree programs established in other academic schools.
Evaluation of learning outcomes	・Students are assessed on their basic understanding of pedagogy, research methods, and dissertation concepts in individual courses. ・In the presentation event for submitted papers, guidance and evaluation will be conducted in accordance with the academic society to which the paper is submitted. ・At the doctoral dissertation midterm presentation guidance and evaluation of the doctoral concept will be provided. ・The Research Advisory Committee provides guidance and evaluation of the conception, content, and standards of the doctoral dissertation. ・The preliminary review board and the dissertation review board will be open to the public and will conduct proper examinations.

Admission Policy	
Desired students	We seek individuals who are deeply interested in the real and fundamental problems of education, who have acquired basic knowledge of pedagogy and research methods in the master's program, who have a clear research agenda, and who are proactive and ambitious in their research. We seek individuals who have a broad perspective and deep specialized knowledge based on academic knowledge in pedagogy, and who have the ability to play an active role in professional societies at home and abroad in order to solve various educational issues.
Selection policy	Selection will be made twice a year (October and February) under the jurisdiction of the Admission Committee. Selection will be based on an examination of the content of the master's dissertation (or a dissertation in lieu of the master's dissertation) and an oral examination based on the research plan for the degree program. In addition, a special selection process for working adults will be implemented with a fixed number of applicants.