Doctoral Program in Heritage Studies

Name of the degree to be conferred	Doctor of Philosophy in Heritage Studies
Educational purpose	This program fosters individuals to comprehensively understand the social and international roles of the world's cultural and natural heritage in relation to the agenda of international society and international governance aimed at achieving sustainability of the global environment and human society, to analyze the location of problems facing heritage in relation to political, economic, social, and natural factors, and to develop researchers and university teachers of world heritage studies and highly skilled professionals who will become top leaders in the world with a high level of ability to research theories and techniques for solving such problems.
Vision of human resources development	The program fosters individuals with a clear will and attitude to contribute to the world in the protection of the world's cultural and natural heritage, a sense of ethics, communication and negotiation skills that can be applied to discussions in the international community, especially in international organizations, the ability to accurately grasp the needs of the international community and solve problems, and the ability to become researchers and educators in world heritage studies who can pass on the world's cultural and natural heritage to future generations.
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. The ability to develop co-notification	Does the student intend to contribute to society by developing a wide range of research results on the conservation of cultural and natural heritage?
7. Ability to create specialized knowledge: Ability to create and use advanced knowledge about cultural and natural heritage	Is the student trying to make use of the results of their specialized research on the conservation of cultural and natural heritage for the benefit of society?
8. Ability to develop common skills	Can the student develop their research results and work on problem solving for the conservation of cultural and natural heritage?
9. Capacity to develop professional skills: Ability to find solutions to professional challenges in the protection of cultural and natural heritage	Can the student develop professional solutions and engage in problem solving for the conservation of cultural and natural heritage?
10. International development capacity: Awareness of and willingness to address international issues in the protection of cultural and natural heritage	Has the student acquired a high level of motivation and sufficient language skills to contribute to the international community for the conservation of cultural and natural heritage?

Dissertation evaluation criteria	
(Doctoral dissertation review)	

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1. The Preliminary Review committee consists of at least four members: one primary examiner and at least three secondary examiners, with the primary examiner being a full-time faculty member of the Doctoral Program in Heritage Studies. The Preliminary Review committee shall meet at least once for each dissertation submitted, and if all members of the committee unanimously agree that the applicant is able to submit the dissertation within 12 months, the decision will be "Acceptable"; otherwise, the decision will be "Negative".

2. The dissertation review committee shall consist of at least four members: one primary examiner and at least three secondary examiners, with the primary examiner being a full-time faculty member of the Doctoral Program in Heritage Studies. The dissertation review committee shall meet at least once for each submitted dissertation, examine the dissertation in public, and make a pass/fail decision. In principle, there shall be at least one week's notice period between the announcement of the open review and its implementation.

3. After the decision by the doctoral dissertation review committee is completed, the primary examiner of the doctoral dissertation review committee shall promptly report the results to the Doctoral Program in Heritage Studies Education Council and to the steering committee of the Faculty of Human Sciences through the degree program leader.

(Evaluation criteria)

1. Appropriate theme for a dissertation in World Heritage Studies (problem and issue setting)

2. Clear positioning of the paper based on prior research (research positioning)

3. Research methods appropriate to the subject are selected and the grounds for the selection are credible (Reliability of research methods and arguments).

4. The argument has been sufficiently developed and there is no major contradiction overall (Structure of the paper)

5. No ethical issues in the conduct of the study and the publication of the results (ethics)

(Evaluation items)

1. Originality: Novelty of either the concepts and methods introduced or the facts and laws discovered. Includes improvement of a known method, application from a different field, etc.

2. Budding potential: Research that is at the beginning of the research process, but is based on new ideas and concepts and has great potential for future development.

3. Inventiveness: It can clarify new facts that may change conventional theories, or to develop new research areas, research and technology systems.

4. Usefulness: Can provide useful information that is useful for improving technology or for practical or academic purposes.

Curriculum Policy	

In order to respond to social and international needs for the protection of World Heritage, a practical and interdisciplinary course of study is organized to foster researchers who conduct advanced research on heritage protection, and program officers who are engaged in heritage protection with advanced knowledge and professional skills in domestic and international heritage protection sites and international organizations.

Curriculum organization policy	The curriculum consists of nine areas, "Cultural Heritage Policy and Administration," "Natural Heritage and Nature Conservation," "Heritage Development," "Tourism Planning," "Landscape Planning," "Architectural Heritage," "Art Heritage," "Conservation Science," and "International Heritage Studies," with the aim of fostering researchers who conduct advanced research on heritage protection and program officers who are engaged in heritage protection with advanced academic knowledge and professional skills in the field of heritage protection in Japan and abroad, and in international organizations.
Learning methods・Processes	・In each academic year, students participate in special research in their area of specialization and receive guidance from their academic advisor. ・In the fall semester of the second year, students will make a midterm presentation of their doctoral dissertation in front of all faculty members and receive advice on their research. ・In the third year, the doctoral dissertation is submitted after a preliminary examination, and the dissertation review committee, consisting of one primary examiner and at least three secondary examiners, examines the doctoral dissertation.
Evaluation of learning outcomes	・In the first year, students present their doctoral dissertation research plan in a special research course in their area of specialization. ・In the fall semester of the second year, students give an midterm presentation of their doctoral dissertation in front of all faculty members for review.

	·In the third year, students submit their doctoral dissertation after a preliminary examination and have it reviewed by the dissertation review committee consisting of at least one primary examiner and three secondary examiners.
Admission Policy	
Desired students	We seek individuals who are motivated to engage in the evaluation, conservation, management and utilization of World Heritage sites from a broad perspective and with flexible thinking, and who possess the academic skills and qualities appropriate for research activities.
Selection policy	The entrance examination will be conducted by oral examination, and the selection will be based on research and presentation skills related to the specialty.