

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

Name of the degree to be conferred	Doctor of Philosophy in Physical Education and Sport Studies
Educational purpose	To foster advanced physical education teachers as academic professionals in higher education who can effectively circulate between education and research in the field of physical education and sports.
Vision of human resources development	<ul style="list-style-type: none"> <li>• Individuals with solid professional knowledge and practical teaching skills who can lead university physical education and sports.</li> <li>• Individuals with practical research skills who can explore practical knowledge in the field of university physical education and sports and circulate the research results to education.</li> <li>• Individuals with the necessary education for advanced leaders who will lead the quality assurance of physical education and sports education in higher education.</li> </ul>
Knowledge and abilities specified in diploma policy	Evaluation perspectives
1. Knowledge creation competence: Ability to create new knowledge that can contribute to future society	<ul style="list-style-type: none"> <li>① Are there any research findings that can be considered new knowledge?</li> <li>② Can we expect you to create knowledge that will contribute to future society?</li> </ul>
2. Management competence: Ability to plan and implement measures to identify and solve challenges from a higher perspective	<ul style="list-style-type: none"> <li>① Can you make and implement long-term plans for critical challenges?</li> <li>② Can you identify challenges, even in other areas of expertise, and solve them from a higher perspective?</li> </ul>
3. Communication competence: Ability to express the true nature of academic findings positively and clearly	<ul style="list-style-type: none"> <li>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?</li> <li>② Do you proactively share your findings with researchers and experts from your field of expertise and accurately answer questions?</li> </ul>
4. Leadership competence: Ability to have objectives get accomplished under your leadership	<ul style="list-style-type: none"> <li>① Can you set attractive and compelling goals?</li> <li>② Are you capable of building systems to realize goals and accomplish objectives as the leader?</li> </ul>
5. Internationality competence: Possession of a high level of awareness and motivation to be internationally active and contribute to international society	<ul style="list-style-type: none"> <li>① Do you have strong awareness and motivation to contribute to international society and international activities?</li> <li>② Have you obtained adequate linguistic skills for international information collection and action?</li> </ul>
6. Practical educational skills: Practical educational skills in college physical education and sports teaching situations	<ul style="list-style-type: none"> <li>① Can the student develop an appropriate lesson or training implementation plan that takes into account the characteristics of the target audience?</li> <li>② Does the student have the ability to implement, verify, and improve the proposed plan?</li> </ul>
7. Practical research skills: Ability to conduct practical and useful research on events in the field of university physical education and sports.	<ul style="list-style-type: none"> <li>① Can the student establish a research theme that is highly original and useful?</li> <li>② Can the student generate accurate hypotheses and test them in a logical and objective manner?</li> </ul>
8. Ethics: high ethical standards as a leader of collegiate athletic sports	<ul style="list-style-type: none"> <li>① Can the student respect the human rights of those under their guidance and provide fair and just guidance at all times?</li> <li>② Does the student abide by social norms and always have an awareness of being a leader?</li> </ul>
Dissertation evaluation criteria	
1. Originality of the research theme and content	
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	
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	
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.	

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#### 4. Understanding of the research area

The student has a broad and accurate understanding of prior research, research trends in the field, and related research.

#### 5. Composition and style of the paper

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.

#### 6. Review system and review method

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.

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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.

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Curriculum organization policy	<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"><li>• "Practical Education Skills Development Courses": To acquire solid professional knowledge and practical education skills to lead university physical education and university sports.</li><li>• "Practical Research Skills Development Courses": To acquire practical research skills to explore the practical knowledge of university physical education and university sports and to circulate the research results to education.</li><li>• "Advanced Leader Education Courses": To acquire the education necessary to become a leader in university physical education and university sports.</li><li>• "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.</li></ul>
Learning methods · Processes	<ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• In the third year, students who prepare a doctoral dissertation and pass the examination will be awarded the doctoral degree.</li></ul>
Evaluation of learning outcomes	<ul style="list-style-type: none"><li>• Doctoral Dissertation Seminar II: From Max of the second year, students take a qualifying examination to assess their level of achievement in doctoral dissertation research skills, and their practical research and teaching abilities.</li><li>• Doctoral dissertation: Doctoral dissertation preliminary examination and doctoral dissertation examination are conducted in the fall semester of the third year.</li></ul>

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### Admission Policy

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Desired students	<p>We seek individuals who are highly motivated to acquire practical education and research skills to solve problems in the field of education and guidance 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 major field).</p>
Selection policy	<ul style="list-style-type: none"><li>• Document examination (150 points): Evaluation of research plan, research achievements, teaching achievements, and educational achievements</li><li>• Oral examination (100 points): Presentation of research plan, Q&amp;A, English (TOEIC or TOEFL score: converted to 50 points)</li></ul>

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