

Doctoral Program in Disability Sciences

Name of the degree to be conferred	Doctor of Philosophy in Disability Sciences
Educational purpose	This program trains researchers who can conduct advanced research on various topics related to disabilities and provides leading education in the field of disability sciences from a global perspective.
Vision of human resources development	To prepare professionals who can provide expert solutions to problems related to people with disabilities from a scientific perspective. Specifically, graduates will have a broad knowledge of disabilities and be able to contribute to problem-solving, as well as identify research issues from real-world problems and promote research plans and their implementation with collaborators to solve those issues.
Competencies specified in diploma policy	Evaluation perspectives
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. Research creativity: The ability to discover issues related to disability sciences and create original research	① Can the student identify and formulate research questions related to disability sciences from a professional standpoint? ② Can the student solve problems related to disability sciences with an original research plan?
7. Ability to plan and execute research: The ability to plan and execute cutting-edge research on disability sciences	① Can the student develop a long-term research plan for an important issue related to disability sciences? ② Can the student research disability sciences based on a research plan they developed and modify it as appropriate?
8. Research dissemination ability: The ability to disseminate research findings related to disability sciences through academic journals	① Can the student present and discuss their own research findings on disability sciences in class or other settings? ② Has the student published the findings of their own research on disability sciences in an academic journal?
9. Ability to understand and communicate about disabilities: Advanced and extensive knowledge of disability sciences and the ability to teach it to others	① Can the student clearly and logically describe the nature of their specialized knowledge in disability sciences?
10. Ethical understanding and attitude: The ability to implement and teach others the ethical procedures necessary for research and practice in disability sciences	① Has the student completed a research ethics application? ② Can the student acquire the ethical values and knowledge necessary for research on disability sciences and communicate them clearly?

Dissertation evaluation criteria

- The Research Guidance Committee, consisting of 1 academic advisor (research supervisor, chairman) and 2 assistant academic advisors (committee members), will guide doctoral dissertations until the dissertation is submitted. After receiving guidance from the Research Guidance Committee, a design presentation will be held in the fall semester of the first year with the attendance of all involved faculty, and the research plan will be reviewed.
- After passing the design presentation, a mid-term presentation will be held in the spring semester of the third year. The conditions for holding a mid-term presentation are: (1) that approximately 70% of the doctoral dissertation's main research data have been collected, and (2) that part of the research comprising the doctoral dissertation has been submitted to an academic journal.
- After passing the mid-term presentation and submitting the final dissertation, the final presentation for the preliminary examination in the degree program will be held. The condition for holding the final presentation is that "at least two research papers by the lead author that comprise the doctoral dissertation have been published in peer reviewed Japanese national academic journals or international journals (research paper approved by the Degree Program Steering Committee can be substituted)."
- Students who wish to make a final presentation are required to submit a provisionally bound dissertation and a dissertation catalog after consulting with their academic advisor. After the provisionally bound dissertation submitted has been peer reviewed and evaluated by the preliminary review subcommittee, comprising the academic advisor as a primary reviewer and the assistant academic advisors as secondary reviewers, and the final presentation (open to the public) has been held, the Degree Program Steering Committee will make a report and deliberate based on the written reports of the reviewers of the preliminary review subcommittee.
- Evaluation of the doctoral dissertation will be made comprehensively from the following perspectives, based on the peer review of the submitted dissertation, the content of the final presentation, and the oral examination results.
 1. The significance and position of the research in the field of disability sciences is clearly expressed based on an understanding of past research and research trends in relevant fields both in Japan and internationally.
 2. The results of original research that contributes to the development of the field of disability sciences are included in an amount appropriate for an academic paper.
 3. The reliability of the research findings has been adequately verified based on sufficient knowledge of research integrity.
 4. The discussion of the research findings is valid, and the conclusion is based on objective evidence.
 5. The research background, objective, method, results, discussion, and conclusion are organized in a format appropriate for a doctoral dissertation in the field of disability sciences.

Curriculum Policy

The educational goal of the Doctoral Program in Disability Sciences is to foster researchers who can independently carry out research aiming to understand the characteristics of people with disabilities and to overcome or eliminate the difficulties that accompany these characteristics, and who can disseminate the results of that research both at home and abroad. The department comprises seven specialized fields (visual disability; auditory disability; intellectual, developmental, and behavioral disability; motor disability and infirmity; speech and language disability; disability welfare; and disability principles). It fosters researchers who can demonstrate excellence in their respective specialties.

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| Curriculum organization policy | <ul style="list-style-type: none">• Through major coursework (research in a specialized field), students will acquire ethical understanding and attitude, the ability to plan and execute research, research creativity, and research dissemination ability by participating in activities such as individual and group discussions on research topics with their academic advisor and two assistant academic advisors.• Through the foundational course Disability Sciences Research and Practice, students will acquire the ability to understand and communicate about disability (knowledge and research methods) by assisting with practical research methods classes in the College of Disability Sciences under the guidance of the faculty member in charge of the class.• Through the foundational course Special Needs Education Practice and Research, students will acquire the ability to understand and communicate about disability, research creativity, and ethical understanding and attitude through practice and research in settings such as special education schools affiliated with the University of Tsukuba under the guidance of the faculty member in charge of the class.• In Foundation Subjects for Major (Disability Sciences Seminar I), external part-time lecturers who are conducting advanced research or practice are invited to teach classes in the form of exercises to acquire research ideas.• Through the foundational course Overseas Research Activities, students will acquire research dissemination ability by presenting research at international conferences and participating in research exchange with graduate students at overseas universities and other partner institutions.• Through research ethics workshops, students will acquire ethical understanding and attitude.• Through presentations regarding their doctoral dissertation, students will acquire research dissemination ability. |
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Learning methods · Processes · The degree program curriculum consists of courses for the preparation of a doctoral dissertation. Research courses are structured within seven specialized fields; graduate students must take one group of research courses (Research I, II, and III) from their chosen specialization as a compulsory subject. In all specializations, students must take part in a design presentation in Research I (October of the first year), submit an academic paper in Research II, and take part in a mid-term presentation in Research III (June of the third year).

In the spring semester of the first year, a research ethics workshop is held separately from classes to train attitudes toward research ethics and specific research ethics review procedures. Then, in Disability Sciences Research and Practice in the fall semester of the first year, students develop the teaching skills necessary for a university instructor by working in the research methods for their own specialized field as class assistants for practical courses in the College of Disability Sciences under the guidance of the faculty member in charge of the class.

In addition, through practical research in the field at settings such as affiliated special needs schools (Special Needs Education Practice and Research), presentations at international conferences, and classes for research exchange seminars with graduate students of international partner universities (Overseas Research Activities), students develop the communication ability, international character, and research dissemination ability necessary for a researcher.

Evaluation of learning outcomes · Concerning guidance for the doctoral dissertation, after receiving instruction from the academic advisor and assistant academic advisor, a design presentation will be held in the fall semester of the first year with the attendance of all involved faculty, and the research plan will be reviewed.

· After passing the design presentation, a mid-term presentation will be held in the spring semester of the third year. The conditions for holding a mid-term presentation are: (1) approximately 70% of the doctoral dissertation's main research data have been collected, and (2) part of the research comprising the doctoral dissertation has been submitted to an academic journal.

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- ③ The reliability of the research findings has been adequately verified based on sufficient knowledge of research integrity.
- ④ The discussion of the research findings is valid, and the conclusion is based on objective evidence.
- ⑤ The research background, objective, method, results, discussion, and conclusion are organized in a format appropriate for a doctoral dissertation in the field of disability sciences.

Admission Policy

Desired students · We are seeking individuals with research skills and knowledge of disability sciences, possessing a strong interest in cutting-edge research in Japan and abroad, and aiming to become researchers of disabilities in fields such as education, welfare, clinical practice, public administration, or international cooperation in the future.

Selection policy · Evaluation will be based on the applicant's master's thesis review, an oral presentation on their research plan, and an oral examination.

· The applicant's research skills and knowledge of disability sciences are assessed by the entrance examination. The entrance examination will be held in January to February.