

**INTERNATIONAL ADVISORY COMMITTEE (IAC)  
CONSULTATION REPORT  
(Draft)**

**In Responding To**

**The Good Practice (GP) Education Initiatives  
Of  
Department of Social Welfare  
Graduate School of Social Studies  
DOSHISHA UNIVERSITY  
Kyoto, Japan**

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## **International Advisory Committee (IAC) Consultation Report on the Doshisha University GP Education Initiatives**

### **Introduction**

On March 11, 2008, IAC and Doshisha University Good Practice Initiative Project (GPIP) faculty met and examined their respective educational programs in the light of GPIP. This report is provided as an initial consultation input of IAC, and is organized in four parts in summation of individual response reports of the committee members and in reference to Graduate Social Work Curricula of each Program (Master and Doctoral):

- 1) Field Education
- 2) Specialization in the Field of Practice
- 3) Research Advancement
- 4) International Program Development.

The GPIP is sought for an integration of the circular model of theory to practice and practice to theory with emphasis on research and specialization in graduate education in a global context. The major questions raised include:

- 1) Should field work be credited as a part of regular courses, and if so, should it be as compulsory or required, and how many credit hours be granted?
- 2) What should it take to increase the level of professional competence in specific field of practice in responding to the existing and emerging social problems home and abroad?
- 3) How to equip graduate students with abilities to do independent research works and to carry out their research projects in international settings?
- 4) What is the role of IAC in raising the level of Doshisha's graduate social welfare/work programs in par with global trends in social work education? This report does not answer all of the above questions, but provides both individual and collective opinions of IAC members on these matters of concern at a starting point. (See the reports of Drs. Bradshaw, Edebalk and Song). Due to variations of the curricular structure and course offerings in each comparing schools, the scope of cross-comparison is limited, and thus its implications for Doshisha should be carefully observed. Despite its limitation, however, it is the hope of IAC that this report serves as cross-references to the innovative efforts of GPIP.

## Part One. On Field Education

- *An Overview*

Field education is an integral part of professional social work education where the integration of theory and practice takes place and students are helped to gain practice skills, professional values and conducts of ethics. Although there are variations with regards to credit hours, it is, in general, compulsory or required both in undergraduate and graduate--master degree social work programs. In case of the U.S. all accredited social work programs, both undergraduate and graduate, must require all students to complete field practicum as a part of regular curricular requirements. All IAC schools except Japan (i.e., Doshisha) adopt field work as compulsory and credited course (See Table 1).

Table 1. Field Education: Cross-National/School Comparison (Master in Social Work)

Field Education	Country/School					Cross Comparison (none) 0-1- 2- 3- 4- 5 (all)
	U.S.	U.K.	Sweden	Korea	Japan	
	Loyola	York	Lund	Sangji	Doshisha	
Compulsory	yes	yes	yes	yes	elective	.....x
Credits Hours	6	ina	20	6	16	.....x
Duration (days)	150*	200	100	ina	ina	..... x
Placement Type (Concurrent, Block)	C, B	B	ina	ina	ina	.....x
Settings	2	2	ina	ina	open	.....x
Filed Supervision	yes	yes	yes	yes	yes	..... x
Field Liaison	yes	ina	ina	ina	yes	...x
Clinical Seminar	yes	ina	ina	ina	ina	.. x

+ina (information not available))

\*A minimum of 1,200 hours of agency internship

It is pretty much the consensus of the IAC that professional social work education underscores the importance of supervised training in the field of social work service settings for experiential learning and professional socialization. There are a number of options with regards to credit hours assignment depending on the curricular structure of each social work program. All agreed that the qualification

of field supervisors is an important consideration for quality control of educational outputs. In the U.S. (e.g., Loyola), the supervision by a licensed social worker is mandated, and the School offers its field instructors training opportunities and periodical orientations on curricular changes, evaluation and grading systems, etc. In Sweden the Schools are responsible in selecting and training field supervisors. Lund has developed a syllabus on supervision and offers courses to supervisors (Edebalk Comments, p. 1).

- ***The Compulsory Requirement of Field Practicum and Crediting Field Practicum***

Moving towards making field practicum as compulsory and credited course for Master degree program in social work is in par with global trends of professional social work education (e.g., Loyola, Lund, and York). Obtaining and maintaining trained and qualified supervisors in the field education are important for the program integrity as agreed by all.

The Doshisha's proposed plan in categorizing the foci of three field placement module which includes: 1) the year-around field practicum, 2) the field research, and 3) the intensive field visits in international settings may need a period of experimentation to measure their outcomes as to what extent graduate curricular objectives of field education are met. Dr. Bradshaw made some of his observations with regards to international placements concerning language and cultural issues in addition to the difficulties in evaluating students' field practicum (Comments, p. 3). Loyola has developed two clinical integration seminars for all practicum students as a part of fieldwork requirements. Students and field supervisors develop learning contracts jointly and endorsed by faculty at the start of each placement period, and based on the evaluative input from supervisors, the liaison faculty enters the final grades. The school specifies what are expected of students from field internship at each level of their professional education in the Students Manual. Clinical seminars are integrated into the field education according to the specialization of students with instructional foci on (1) clarification of field issues, (2) nurturing the circular learning of theory to practice and practice to theory, and (3) seminar discussions on ethical and professional identity concerns. Unlike UK, the credit hour assignment to fieldwork varies from school to school in the U.S. Loyola has recently changed the credit hour structure of fieldwork from 15 to the current 6 credits. It is worth to note that some field agencies pay students for their internship, and others to offer opportunities for employment.

- ***The Quality Control of Supervision and Training of Supervisors***

As proposed by the Doshisha GP Initiatives, it seems imperative to develop and maintain a system of quality control over supervision in the field education and that training opportunities are made available to both current and future supervisory experts in various social welfare fields of practice. Doshisha has already begun Supervisory Training Workshops encouraging graduate students to take part in them (Outline of GP Education Program, p. 2). In addition, a Certificate of Supervisor program may be instituted according to the level of qualification set by the School. This implies the seriousness of field education and encourages field supervisors to upgrade their level of expertise in field instruction.

- ***Integration of Research in Fieldwork Education***

It is a good idea that Doshisha wants to incorporate research components into fieldwork as ways to nurture students' problem solution based on empirical research. The paradigm shift in social work education worldwide toward an evidence-based social work practice is widely recognized. Dr. Edebalk notes the importance of research competence for professional social workers to communicate with researchers and to read scientific journals and reports (Comments, p. 2). Likewise, MSW students at Loyola require three courses on research (9 credit hours) in addition to statistics as an admission prerequisite. The aim is to make a competent research consumer.

- ***The Field Practice in Overseas Settings: Promises and Challenges***

Dr. Edebalk notes the importance of "appointing reliable supervisors" in overseas practical training since such training could lead to "academic tourists" unless it is carefully planned and monitored (Comments on GP Education Program, p. 2). Dr. Bradshaw points out the issue of language difficulties and cultural differences in overseas practical training as a challenge to overcome for social work students (Comments on GP). The current trends in social work education, however, moves toward exploring and extending field practice education across geographical and cultural boundaries in meeting the global demands of human needs and problem solution. In this vein, international social work and social welfare field education as proposed by Doshisha is not only timely but innovative with regards to expanding collaborative research opportunities for both faculty and graduate students as well for undergraduate students for comparative learning in

the contexts of cross-cultural realities and practical systems of social services. Loyola began field exchange programs with a university in Mexico in that a selected number of graduate students of both institutions spend a summer period in other cities under the supervision of the Institute of Migration Studies faculty at Loyola. Perhaps, the international alumni networks can be utilized in recruitment and placement of native and international students in culturally and linguistically congruent field settings if training and certificate programs in supervision are strategically placed. Doshisha has the links with University of Hawaii School of Social Work Program in facilitating its Summer Fieldwork for UG students in Japanese speaking settings where language and natal culture familiarity are not the issue at hand. The social work issues of migration and refugee, homeless and displaced population, immigrant youth and families, housing, care of elderly, disabled, and mentally handicapped populations, for instance, are among relevant study foci for research, practice and policy development from global perspectives.

## **Part II. Specialization in the Domain of Practice and System of Connecting Levels**

- ***An Overview***

The schools that have undergraduate programs in social work tend to allow students to advance their graduate social work studies faster than those regular students with no undergraduate social work major in U. S. In case of Loyola, the so called *advanced standing* students are exempted from taking the same foundational courses that are designed for the first year graduate students who did not major social work from their UG degree programs, thus avoiding the issue of redundancy. In general it takes two full academic years for regular full-time students to complete the MSW program, and three to four years for part-time students to complete the same program. As shown in Table 2, the core curricula include the courses on (1) human behavior in social environment, (2) practice methods, social (welfare) policies, (4) social work research, and (5) field work (internship). In general, the first year graduate social work courses are foundational, followed by more advanced courses in the second year when required elective courses for each area of specialization or concentration are to be taken. The Master degree in Social Work serves as an academic and statutory basis for a professional qualification in social work for all IAC countries.

Table 2. The Curricular Structure of Master Program, Core and Advanced

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U.S.	U.K.	Sweden	Korea	Japan
Loyola	York	Lund	Sang-Ji	Doshisha
HBSE I (1)		Human Development		--
HBSE II (1)				--
Ethnicity, Race & Culture (1)	--	--	--	International SW
Ind. & Fam. I (2)	Practice framework. SW Assess./Tx.			Social Work Systems of SWI Seminar SSWI
Ind & Fam II(2) Small Group(2)	Inter. Skills I & F			Systems of SWII Seminar SSWII
S Welf & S Work (3)	Core Groups			Social Policy SW Thoughts/Philo Seminar/SW T & P
SW & Law(3)	SW Law & Policy			Social Security Social Assistance
Strategies Community(3)				Systems SSIII Seminar SSSIII
SW Research(4) Practice Research(4) Advanced Research(4)	Evidence & Know.	Research		SW Research
	Dissertation		Thesis	Thesis
FW I & II (5) Cl Seminar (I, II)	Practice Learning I Reflect Learning 1			Field Practicum
FW III & IV (5) Cl Seminar (III,IV)	Practice Learning II			
SP: Child/Family+ Family Dx/Tx* Advanced FT** Marital Tx*	Child/Families Youth SW			SW with Children
SP: Health *	Health & Disability	Disability & Rehab. SW with Elderly		Care of the disabled & the elderly

SW with Health &  
Medical Services

Mental Health	Mental Health	Drug Abuse
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SP: School SW+

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+Each specialization (i.e., concentration) integrates the required and elective courses in each of the sequences including the field practicum III & IV at the advanced levels.

\*These course are taken by the students whose concentration is in health/mental health, child and family, or school social work. Other courses are not listed here (See the course listings of MSW Program.

As shown in Table 2, the curricular of the MSW Program in the United States as demonstrated at Loyola University Chicago are organized according to five sequences including: 1) Human Behavior in Social Environment (HBSE), 2) Social Work Practice Methods, 3) Social Work Policy, 4) Social Work Research, and 5) Field Practicum. This structural pattern of five curricular domains is universal across the MSW Programs in the U.S. in accordance with the Curriculum Standards of CSWE Commission on Accreditation. The first year of the MSW Program is geared towards the foundation of social work education across all sequences followed by the more advanced level of all those sequences in the second year of MSW Program. In addition to the required courses at both levels of foundational, and advanced, curricula, elective courses are provided to strengthen the interest areas of specialization or to meet certain requirements of pre-requisite courses including statistics or basic courses from the field of biological/physical science. Elective, up to four credit hours of selected courses, are permitted from other departments including education, human resources & industrial relations, pastoral studies, law, political science, sociology, psychology & child development (Loyola University).

- ***Toward Advancement of Highly Specialized Social Work/Welfare Practitioners and Researchers To Lead Social Work/Welfare Field Internationally***

Not many schools have yet set such goals of international linkage as what Doshisha has set out in GP Education Program, envisioning for future leaders in international social work and social welfare arena. The IAC members laud this. Unlike other schools, Doshisha offers International Social Welfare courses to both undergraduate and graduate students, and brings visiting scholars annually to



teach their respective areas of expertise from global perspectives. Courses like pedagogy, leadership development, analysis of global social issues, public administration, international collaboration, conflict resolution, world economy and geopolitical dynamics, comparative social welfare systems, etc. could be taught in interdisciplinary settings. Any one of the existing or planned research institutes and centers could tie to student/faculty research projects, dissertation works, and placements of field education (e.g., UN agencies, regional and international NGO/NPO organizations, and inter-government programs). A strategic implantation of leadership in each of specialized area of practice, research, policy and teaching is critical for formatting the net basis of future leadership development. The effective use of the International Advisory Committee as outlined in the GP Education Program can also lead to constructive feedback and consultative benefits.

Table 3. Specialized Area of Practice (Concentration) & Certificate Program

	U.S.	UK	Sweden	Korea	Japan	Cross Comparison
	Loyola*	York	Lund	SangJi	Doshisha	
Child & Family	yes	yes	yes-		yes	
Health & Disability	yes	yes	yes		yes	
Mental Health	yes					
Youth Social Work		yes				
School Social Work	yes					
Addiction (drug abuse)			yes++		yes	
Elder Care (Gerontology)	yes		yes			
+Child and Child Welfare			yes			
++Addiction research						
Social Assistance			yes			
Social Policy		yes				
Leadership & Development						
In the Social Services	yes					

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\*For each specialization domain of practice, MSW students at Loyola must complete 12 credit hours of required courses in Schools, 9 credit hours in Child & Family, 6 credit hours in Health, 9 credit hours in Mental Health, and 12 credit hours in LDSS specialization.

As shown in Table 3, University of York has dual tracks, social policy

and social work practice at a master degree level. Loyola University has just launched another domain of specialization, Leadership and Development in the Social Services (LDSS) under the Master Degree in Social Work unlike the former where the Master Degree in Social Policy is awarded to the students who major in social policy. Its curricular component has a strong emphasis on international comparative policy research, thus attracting students from many foreign countries. The University of Lund offers various “Independent courses for Professional Social Workers” beyond its undergraduate social work education which takes 3 ½ years to complete for Bachelor of Science (Bs) in Social Work including compulsory field work of 20 credits or one term (University of Lund). It is in the Ph. D. Program where students are provided with individualized opportunities for specialized areas of research which will be addressed in the following section.

As shown in Table 4 below, all, except Loyola, require thesis or dissertation at Master degree level. Some years ago, Loyola has changed the Master thesis requirement with practical research project in par with the national trends in social work. Since the main goal of MSW Program in the U. S. is to produce professional social work practitioners, its emphasis is more on nurturing practice competence as compared to UK, Korea and Japan where research competence is more emphasized as a prerequisite for doctoral degree with some exceptions in both sides.

Table 4. Master Degree Requirements & Characteristics: Comparison

Character.	US Loyola	UK York	SN Lund	KE Sang-Ji	JN Doshisha
Identity	SWork	SPolicy/SWk	SWork	SWelfare	SWelfare
Degree	MSW	MAsp/MSW	MSW	MA	MSW
Credit Hours	60	180/240			
Internship (FP)	yes	no/yes	yes	yes	yes/no
Placement Type#	c, b	/b			
Thesis/Dissert.	no	yes	yes	yes	yes
Foreign Lang.	no				yes
Duration	2 yrs+/-	2 yrs.	2 yrs.	2 yrs.	2 yrs.
Faculty	SW*	SW	ID**	SW	SW

Students	500+	ina	ina	ina	
Pedagogy+	123457	1267			123467
Partnership^	yes	ina	ina	ina	ina
Accreditation	CSWE	GSCC	NBESWPA		
History	1914	19	1977	1966?	

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*\*Social Work discipline primarily*

*#Types of Field Placement includes concurrent with class works (c), and/or block placement (b).*

*\*\*Interdisciplinary including Economics, Sociology, Psychology, etc*

*^Partnership involves MSW program offered at the other higher education institution (e.g. Carthage College in the state of Wisconsin), as well as several dual degree programs with other department, schools and institutes including Loyola's Institute of Pastoral Studies, School of Law, & Institute of Human Resources, Industrial Relations, School of Law & Women Studies, several local Theological Seminaries, and Erikson Institute Advanced Study in Child Development.*

*+Pedagogy includes: 1=Lecture, 2=Small Group Discussion/Presentation/Seminar/Workshops, 3=Use of Media, 4 =Experiential Learning, 5=Long Distance Learning (internet), 6=Tutorial, 7=Independent Learning.*

York has a separate MA Program in Comparative and International Social Policy which enrolls an average of about 12 students, and a third are from overseas. This degree consists of a total of 180 credit hours, of which 100 credits accounted for by taught classes and 80 credits by work for a research based dissertation. Courses are structured around 2 x 1 or 3 x1 hour lecture session plus 1 hour seminar each week for 9 weeks. Required are: Social Policy Analysis, Globalization and Social Policy, Comparative Social Policy: Themes and Issues, Dissertation Workshop and Dissertation (University of York).

As Dr. Bradshaw observes the Doshisha's attempt to expand MSW curricular requirements, he provides the historic background of dual domains of British social work education in social policy/administration and social work practice which has occurred in the U. S., as well as, in other parts of the world (e.g., Korea). It may be clear for the programs that separate these two curricular domains of social work practice and social welfare policy into two separate degree programs where one emphasizes on cultivating analytic minds in examining policy issues while others on systemic integrations of knowledge and problem solving practice skills in clinical settings. From the GP perspective, it is understandable for Doshisha to cultivate the virtue model of practice to theory, theory to practice in

its graduate social work education for the 21<sup>st</sup> century. It is an on-going debate of nature vs. nurture determinants in shaping our understanding of human behavior that has been also causing tension in social work education in terms of balancing case (micro practice) vs. cause (macro policy) arguments. The U.S. CSWE Commission on Accreditation has recognized the importance of incorporating both domains of social work curricula while providing each school to develop its own unique ways to address curricular demands in balance.

Certificate Programs can be added as a part of the standing graduate program or as a postgraduate program to nurture specialization in a particular field of practice or research. Loyola for instance has developed several certificate programs in school social work, non-profit management and philanthropy, child & adolescent psychotherapy that offer post-graduate course to respective professionals. Lund has a similar program.

### **III. Research Advancement**

The Curriculum Review Committee chaired by Prof. Koyama raised several questions with regards to reformation of some of the current social welfare degree programs at Doshisha (January 19, 2008). The more basic structural question in my view and before the IAC is: Does the proposed change in your MSW program aim at producing professional social work practitioners similar to the Loyola model or like the dual model of the Lund where professional social work practice degree of MSW and research focused MA in Social Policy coexist? If Doshisha aims at the first model, that is: one primarily focused on professional social work practitioners with advanced knowledge and skills, the curricular structure needs more integration of knowledge and skill domains including field practice to fit the market expectations of specialization. If the aim of MSW at Doshisha is more for the dual tracks, like what Prof. Bradshaw addressed in his Comment (p. 3), one of tracks with foci on research and special topic areas (e.g., social security, NPO, international social welfare systems, care system for the aged or the disabled, migration, etc.) is considered as a preparatory interim process for doctoral studies, a combined existing tutorial and compulsory systems of instruction may be durable. If your MSW and Ph. D. programs incorporate international areas as a domain of specialization, it seem more appropriate to structure your curricula, class and field instruction, special research projects, supervision and thesis/dissertation in a way that a sufficient integration of general and specific domains of knowledge, skills and values salient to social work discipline, global worldviews, and

interdisciplinary collaboration can be achieved.

On research methodology, more schools including Loyola, where professional social work degrees are offered in the U. S., allow graduate students to choose qualitative or mixed methods approaches in the light of recent shift in employing postmodern and narrative paradigms. Still, many schools like University of Chicago or Washington University in St. Louis where social policy is more focused tend to expect students to use quantitative research methods. On the whole, doctoral education is geared toward producing competent researchers globally.

The Doshisha's forward vision in strengthening the curricula model of good practice by integrating both of practice based research and theory based practice is commendable. One of the social work principles, "Start where people are" fits well with your founding president's spirit of "Treasure Each and Every Person" when considering contextual learning and teaching in this changing environment of globalization and social justice. In Sweden, according to Dr. Edebalk, the Schools are moving toward a better cooperation between the Schools of Social Work and the Government social service programs with emphasis on nurturing both students and practitioners to use more scientific knowledge generated from research. Lund was funded in this effort from the Swedish National Board of Health and Welfare.

- **On Master Thesis**

A number of points raised in Koyama's report are addressed in different sections of this report. On Master Thesis, the question of supervision by one faculty vs. joint supervision was raised

- ***On Doctoral Education***

In responding to the Koyama Report on Doctoral Program (p. 6, 7), Prof. Edebalk suggestions that one of the selection criteria for PhD students could be based on the quality of their Master Thesis. It is difficult to have the balance of teaching and research for faculty as pointed out by Dr. Bradshaw (Comment, p. 2) in research focused programs where maintaining the research funding from grants keep research faculty from devoting their time to class room teaching. Like York, many U.S. research one universities experience the same problems noted by Dr. Bradshaw.

To recruit best students to graduate programs, doctoral in particular, is largely dependent on both active and noted faculty scholarly activities on research and scholarship plus research opportunities for applicants. York tends to bring many international students because of its curricula attraction for its broad spectrum of

international comparative social welfare policy instructions. On the other hand, Lund attracts doctoral students for the benefit package including salaries, office space and computer, research opportunities, etc.

As shown in Chart 1 below, some selected characteristics of Ph. D. Programs represented by the IAC member schools are highlighted for a comparative look at their goals, courses, duration, and other requirements.

Chart 1: Characteristics of the Compared Ph. D. Programs

<b>Features</b>	<b>Countries of Each Program</b>	
Goals	U.S.	Expertise in Research, Scholarship & Teaching
	UK	Expertise in Comparative International Social Policy and Social Work Research
	SN	Proficiency in Research, and Professional Implementation of Social Policy
	KE	ina
	JN	Formation of SW Values & Ethics, Acquisition of Knowledge, Practice (Support) Techniques, Highly Skilled Researchers, Leadership & Management Role in the field of Social Welfare
Courses	US	The History of Ideas in Social Work Treatment, Special Topics – Ethics in Research (Interdisciplinary enrollment), The Nature of Clinical Knowledge, Research Methodology, Advanced Statistical Measures (Interdisciplinary enrollment), Social Theory and Social Policy, Organizational Analysis, Seminar of Dissertation Planning, Electives (Students choose their electives from among the course offerings of the School,, the University, one elective could be taken from other accredited university. In addition, students can arrange independent studies in consonance with students research interests.  Comprehensive Exam, Dissertation Proposal and Hearing, Dissertation Supervision
	UK	Supervision in a wide range of areas including:  Crime, criminal justice; Demography; Disability studies; Employment, unemployment and the workplace; environment; e-social policy; families, children and young people, gender and ethnicity; governance delivery & evaluation of public policies; health policy & provision; housing, homeless & urban regeneration; inter-professional and inter-agency working; older people; poverty & income protection; quantitative &

		qualitative research methods; social exclusion & inclusion; violence & abuse, etc.
	SN	Behavioral & social science theory courses Empirical research methods courses Theory and development of social work methods courses Other courses including independent study areas Dissertation writing
	KE	
	JN	
Duration	US	Usually 4 to 5 years, the limit of eight years from the first course at Loyola.
	UK	
	SN	Usually 4 years, of approximately half of the time devoted to writing dissertation
	KE	
	JN	

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- **The Issue of Isolation for Doctoral Students**

As raised in Koyama's report (January 19, 2008, P. 7), several points are made in responding to the issue of isolation for PhD students at Doshisha due largely to the tutorial system of instruction. One of the assessment criteria in interviewing doctoral applicants at Loyola for admission has to do with what the applicant brings to the Program in terms of his or her professional, cultural, and personal assets that can enrich process learning for the entire cohort class. The system of credit courses required for all students for the first two years of doctoral program facilitates cross-referencing and group process learning among their cohort. Loyola attracts many part-time practitioners and administrators who commute long distance for its flexible class hours scheduled in the evenings and weekends. Once the required structured courses are completed, faculty advisors will take greater responsibilities in supervising students at every phase of dissertation until the fulfillment of all required curricula including dissertation approval. Doshisha's requirements for doctoral students including scholarly presentations and publications of their research works are well conceptualized in making them field tested for their scholarship development. There is no one solution to the issue of students' isolation, but the curricula structure including joint seminars as proposed by Doshisha can make it better.

- **On Teaching**

Loyola has developed a required course on teaching for doctoral students to become better prepared teachers. For this, students actually participate in hand-on teaching in a class where the instructor evaluates the student's teaching performance. As pointed out in Koyoma's report (p. 6) in making reference to the Central Council of Education, if the educational goal of advanced degree is to produce competent researchers and teachers, it would need to make curriculum objectives be in consonance with their outcome. Here, further discussions on the underlying philosophy of education from both professional and global perspectives and pedagogical wisdom need to be cultivated as this advisory committee or other expertise in a respective field advances along with your GP projects and beyond. Your School or Department of Education can become a viable resource in expanding the teaching side of your curricula. At Loyola, the Graduate School has a system of recognition in awarding the Graduate Faculty of Year and encourages each academic unit to develop senior faculty mentorship for junior faculty.

- **The Length of SW Degree Programs**

Generally in the U. S. the length of doctoral program beyond the first two years of compulsory course works is determined by the preparedness of each student toward the completion of academic degree requirements including dissertation. In your current tutorial system, it seems that the function of individual faculty's involvement and student's progress pretty much determines the length of degree completion. The impact of student and faculty ratio on the average degree completion may also need to be studied in determining your absolute required length of PhD Program. Another consideration as suggested by Dr. Bradshaw is to do with which track of your MSW or MA needs to shortcut from two years to one onto PhD program if you adopt advance standing system as implemented in the U. S. and perhaps in UK too, the students who majored in SW from UG can be admitted to MSW and complete the degree earlier than those who did not major social work in UG. Sweden has 3 1/2 year for UG social work degree whereas UK has 3 years of UG SW plus 2 years of MSW. In U.S., 4 years of UG plus 2 years of MSW except for advanced standing students who shortcuts one year in their MSW program. Korea adopts in general the 4-2-5 systems from UG through MA onto PhD. Programs. The requirement of social welfare worker's license is based on the BA degree in Social Welfare or upon the completion of required SW courses at any



accredited 4 year colleges and universities and passing the license examination.

#### **Part IV. International Program Development**

As the final part of this report, the role of IAC in implementing the Doshisha's vision and initiatives on GP Education may become more important in bringing about varied global perspectives not only during the initial project phase, but for an on-going consultation basis to serve as a sounding board in your feedback loop. The question raised in the GP report as to how to shape graduate education in social work towards producing highly specialized professionals who can lead with competency in empirical research and specialized field of practice in international settings is indeed a bold step into the 21<sup>st</sup> century from Japanese and global contexts.

The IAC members who are connected to Doshisha as your former visiting scholars are honored in participating in your vision and strides toward achieving the educational goals that we all gladly subscribe. Since you have very active engagements in connection with other universities in many parts of the globe, exchange programs can be strategically developed to incorporate some of your GP objectives. Your institutes headed by GP faculty can enlist graduate students in linking their thesis and dissertation projects to international settings where collaborative research or field training can be conducted. There are many fine institutions in your region including China, Korea, Hong Kong, and other Oceania countries where your former graduates can serve different roles in facilitating practicum and research projects for your students and faculty. Loyola has developed several institutes within the School headed by senior faculty to function as academic components to facilitate research projects, curricula developments, seminars, and international exchange programs. York has drawn many international students to its advanced degree programs in social policy.

In closing, as Doshisha positions itself in the cross-road of international fields of social work education, research, policy, and practice, I, with other IAC members, wish all of the GP faculty, staff and students the very best in the years ahead for successful growth of the School and the University from the benefits of your GP project accomplishments.