

アメリカのプロフェッショナルスクールと日本における 社会人対象の大学院プログラムとの構造的差異の分析 *

山田 礼子**

プール学院大学国際文化学部

Structural Difference of Japanese Professional Graduate Programs and American Professional Schools

Reiko Yamada***

Faculty of Intercultural Studies in Poole Gakuin University

要旨 大学改革の流れの一貫として、多くの大学が社会人対象の大学院プログラムを新たに設置する用になって久しい。先日発表された大学審議会の中間報告においても、職業型大学院の充実がうたわれている。同時に、グローバル化した国際経済や年功序列から能力主義への移行などの日本社会を取り巻く環境変化のなかで、職業人の再教育も必然的といえよう。事実、この数年における社会人を対象とした大学院への入学者の増加は著しい。こうして見る限り、社会人を対象とした大学院はメインストリームとして日本社会で認知され、普及しているように見受けられるが、果たしてそうであろうか。

大学審議会の中間報告においては、アメリカのプロフェッショナルスクールが日本の職業型大学院のひとつのモデルとして提示されていることは否めない。しかし、雇用慣行や人材育成、資格や学位の評価等における日米の違いを分析することなく、あるいはアメリカのプロフェッショナルスクールと日本の社会人を対象とした大学院の構造的な違いを比較することなく、今後、職業型大学院を制度化することは可能であろうか。

本稿の目的は、こうした日米のプロフェッショナルスクール、社会人大学院の構造的違いを分析し、次にアメリカのプロフェッショナルスクールが日本の職業型大学院に応用可能なモデルであるかを検討することである。

本稿の構成は以下の通りである。第一に日本社会を取り巻く環境変化のなかで、生じてきた職業型大学院の必要性について提示した後、アメリカのプロフェッショナルスクールと日本の社会人対象の大学院の構造的な違いを社会との関連から分析する。こうした分析にもとづいて、将来の日本の社会人を対象とした大学院プログラムについて考察する。

(Received on November 13, 1998)

*) この講演録は、1998年7月20日に札幌市の天神山国際ハウスで行われた国際ワークショップ「エリートからマス段階へ、マスからユニバーサル段階へ」での講演のために書かれたものである。

**) 連絡先：590-01 大阪府堺市槇塚台4-5-1 プール学院大学国際文化学部

***) Correspondence: Faculty of Intercultural Studies, Poole Gakuin University, 4-5-1 Makitsukadai Sakai City Osaka, 590-01, JAPAN

INTRODUCTION

Japanese universities are in the process of university reform movement. University reform has been accelerated since the Ministry of Education started to deregulate the Daigaku Secchikijun. University reform is mainly practiced in the side of undergraduate programs. Those reform programs include faculty development, curricular reformation, self-evaluation on institutions as well as faculties and so on.

In October 1998, The University Council reported the necessity to develop one-year graduate programs for professionals in the field of law, public health, business management, social policy and international cooperation¹. In this report, the University Council proposed to make clear distinction between professional graduate programs and conventional graduate programs regarding curriculum, faculty qualification and requirement for program completion. In fact, recently, many universities have established graduate programs for professionals. Thus, the number of adults and "shakaijin"(includes not only professionals but also housewives and people in the other category) has been increasing from 963 in 1987 to 5317 in 1996. It is assumed that University Council's report may result in the further increase of professional graduate programs in the near future. Thus, based on the report and recent trends of each university, it seems that professional graduate programs are accepted as the mainstream in Japanese higher education system. Also, given the proposal by University Council, an American professional school appears to be the model for the future Japanese professional graduate programs. However, is it possible to say that professional graduate programs will really develop in Japanese society without analyzing the structural difference between American professional schools and Japanese professional programs as well as existing societal difference between both countries?

The purposes of this paper are to analyze structural difference between American professional schools and Japanese professional graduate programs and to examine whether or not professional schools in the USA will be the appropriate model to Japanese professional programs. Thus, after presenting the background why the University Council proposed necessity to develop professional graduate programs and examine other factors affecting the development of professional graduate programs, the structural difference of professional schools of USA and professional graduate programs of Japan will be examined based on their relationship with society. Finally, I would like to make recommendations for the future Japanese professional graduate programs.

1. BACKGROUND OF THE REPORT

The report explains the necessity to establish professional graduate programs in the above mentioned fields as follows.

(1) In recent years, the emergence of economic structural change, international interdependency and world-wide competition have made Japanese society bring up the human personnel who can solve new problems and make internationally competent rules in the field of finance, economy and legal systems.

(2) Although changing trend has been observed in those programs regarding theory and practice, qualification as well as undergraduate and graduate education in those fields, Japanese graduate programs are not as much professional-oriented as American business and law schools (professional schools) .

(3) Facing with the problem of making global standards and rules, Japanese society must make the paradigm which is competent with Asian region.

Those explanations seem to be understandable, when we consider the role which Japan must perform in the 21st century. Simultaneously, in terms of cultivation of human personnel in the business field, on-the-job training system has played an important role in Japanese society. In other words, it can be said that the existence of effective on-the-job training system might result in the late development of professional graduate programs in business field. Here, we need to examine the role and limits of that system.

2. THE ROLE AND THE LIMIT OF ON-THE-JOB TRAINING SYSTEM

Japanese organizations have developed their human resources in order to achieve high quality skills, organization effectiveness and productivity .These goals have been attained through on-the-job training. On-the-job training offers a wide variety of training programmers and rotation of job assignment. One of the reasons of less development of professional schools in Japanese society is heavily associated with the existence of on-the-job training system.

However, conventional on-the-job training and industrial education in Japanese companies have emphasized two economic functions of education:

(1)basic education and (2) performance. Basic education provides fundamental work training and guarantees that society is provided with human resources. Performance means education aimed at enhancing the economic productivity of the work-force. Another valuable function of industrial education is to develop flexibility in response to dynamic changes in the economic structure, including changes in the structures of production and labor. This third aspect of industrial education has long been neglected.

Also, under the long-standing recession and rise of the cost of human resource development, Japanese industries have difficulty to continue inner human development system. The survey of employer-provided training conducted by the Sanrou Research Institute in 1995 indicated that education and training expenditure for employees in 1994 showed overall decrease². The survey was conducted for 1949 private establishments with 1000 or more employees. The survey found that during 1994 establishments spent an average of Yen32,262 per employee as education and training expenditure. This expenditure showed the lowest record in recent five years. As the Ministry of Labor predicts that

off-the-job training system will replace or supplement the conventional on-the-job training system, in the near future, there is a possibility that off-the-job training will be the dominant model of employee training.

Given these environmental change, Japanese graduate programs for professionals appear to play the role as the replacement of conventional on-the-job training system of corporations. Figure 1 shows the model of diversified role of off-the job training system. However, here comes the question whether or not Japanese professional graduate programs are really functioning in Japanese society.

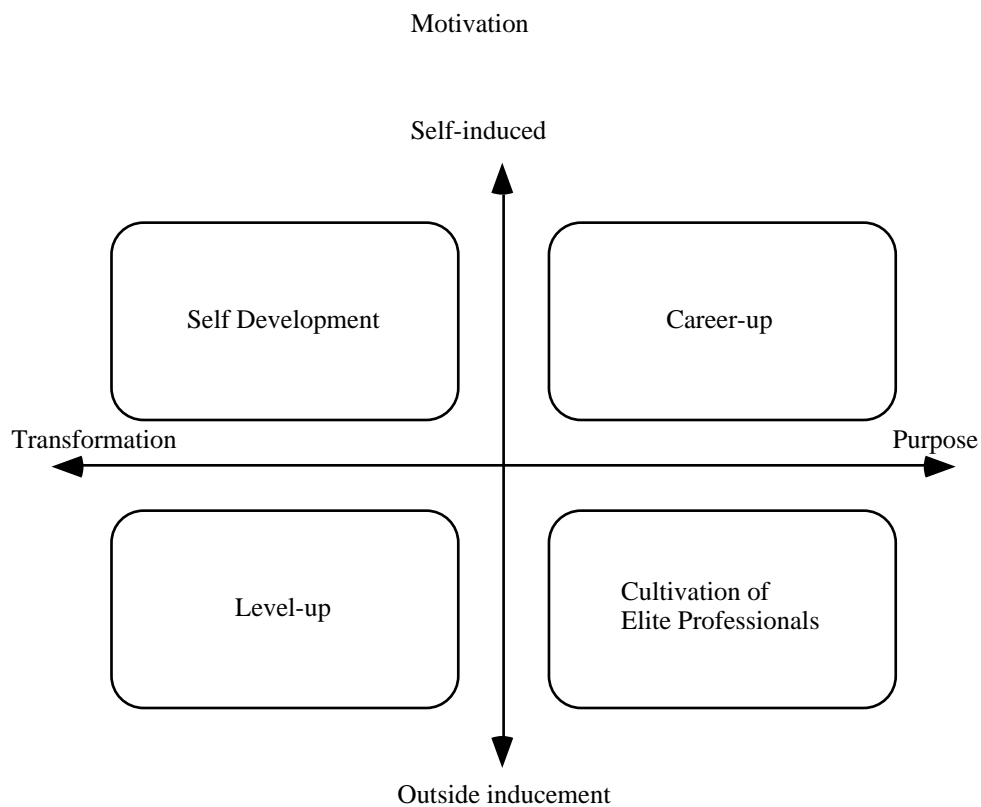


Figure 1. Diversified Expectation for Off-the Job Training System

3. STRUCTURAL DIFFERENCE OF JAPANESE PROFESSIONAL GRADUATE PROGRAMS AND AMERICAN PROFESSIONAL SCHOOLS

My previous studies on Japanese professional graduate programs indicate various problems such as less appreciation of achievement which students gained through professional graduate programs by industries and lack of promotion opportunities and job change after completion of programs and other factors hinder the development of professional graduate programs in Japanese society³. Also, difference observed through intra-company job training system between US and Japan seem to affect prevalence and devel-

opment of professional programs in Japanese side.

For instance, while BLS survey⁴ indicates that the formal training for white color with higher educational background is mainly conducted through other training institutions such as professional school or continuing higher education institutions, formal training for white color job with higher educational background in Japan is generally conducted through on-the-job training system so far.

In this paper, however, I will not examine these existing problems. Rather I would like to focus on the problems around the graduate program system, quality control system and curricular problems.

It seems that there is less clear difference between Japanese professional graduate programs and regular graduate programs. Here let me show the example of American graduate degrees.

Professional Field	Master's Degrees	Doctoral Degrees
Agriculture and Natural Resources	4,252	1,264
Architecture and related programs	3,923	141
Business and Marketing	93,809	1,394
Communication	5,142	320
Communication technologies	467	1
Computer and Information Sciences	10,326	884
Education	101,242	6,905
Engineering	28,553	6,110
Engineering-related technologies	1,117	18
Health Professions	31,243	2,069
Home Economics	2,864	388
Law and legal studies	2,511	88
Library Science	5,057	55
Parks, recreation, leisure, and fitness studies	1,755	149
Production trades	5	0
Protective services	1,706	26
Public administration and services	23,501	556
ROTC and military technologies	124	0
Theological studies	5,240	1,591
Transportation and material moving	823	0
Visual and performing arts	10,277	1,080
Other and unclassified	577	19
Total Professional Field	334,514	23,058
Academic Field	Master's Degrees	Doctoral Degrees
Area, ethnic and cultural studies	1,639	186
Biological / life sciences	5,393	4,645
English language and literature	7,845	1,561
Foreign language and literature	3,136	905
Liberal general studies	2,565	90
Mathematics	4,181	1,226
Multi / interdisciplinary studies	2,457	238
Philosophy and religion	1,380	507
Physical sciences	5,753	4,483
Psychology	13,921	3,822
Social sciences and history	14,825	3,725
All fields	397,629	44,446

Source:U.S. Department of Education 1997,;NCES1985:OERI.

Table 1. Earned Degrees Conferred, 1994-95⁵.

Chiropractic	2,968
Dentistry	3,897
Law	39,349
Medicine	15,537
Optometry	1,185
Osteopathic medicine	1,854
Pharmacy	2,264
Podiatry, pediatric medicine	545
Theology	5,978
Veterinary medicine	2,148
Other	75
All fields	75,800

Source:U.S. Department of Education, 1995, 1997.

Table 2. First Professional Degrees Conferred, 1994-95

Next, since there is no comparable data, the proportion of new students in different graduate programs in Japan in 1990 will be presented.

Master's Program

8%	9%	8%	50% Engineering	8%		8%	
H	S	P		A		He	Other

5% 4%

H=Humanities S=Social Sciences A=Agriculture He=Health Sciences E=Education

Doctoral Program

20%	11%	14%	31% Engineering	11%			2% E
H	S	P		A			

4% 8%

He Other

Source: Kobayashi Shinichi Wagakunini okeru Daigakuinno Genjo Bunseki University Studies Vol. 9.1990. p.41.

Figure 2. Proportion of new entrants in Japanese graduate programs in 1990.

	Master's Program	Doctoral Program
Humanities	2,495/3,932(capacity)	951/1,191
Social Sciences	2,546/6,139	504/1,640
Physical Sciences	2,474/3,368	712/1,287
Engineering	14,678/10,942	1,447/2,663
Agriculture	2,265/2,653	504/705
Education	2,464/3,195	117/225
Other	1,268/1,090	372/168

Source:Urata Hiroo. Demand and Supply of Graduate Education. university Studies Vol.9. 1990. p.57.

Table 3. The Number of new entrants in Japanese graduate programs in 1986.

As the data concerning degree conferred shows, the distinction between professional and academic program is clear in US side. When the proportion of doctoral degree conferred is higher relative to the proportion of master's degree, that program is defined as the academic program. On the contrary, when the proportion of doctoral degree conferred is lower relative to that of master's, it can be defined as the professional program. Thus, for example, Table 1 indicates the number of masters degree in business field is greatly higher than that of doctoral degree (93,809 VS 1,394). In education field, the number of masters degree is also higher than that of doctoral degree (101,242 VS 6,905). Other fields like health related as well as library science are also classified as professional fields.

Regarding Japanese graduate programs, since there is no comparable data and due to the existence of capacity (tenin), it is impossible to compare with US data. However, except engineering and education field, there seems to be less clear distinction of professional and academic programs through master and doctoral program.

Next, first professional degrees listed in Table 2 are publicly accepted as the profession in the USA. Those profession are recognized to have six characteristics which Flexner defined in 1910. Those six characteristics are summarized as follows. (1) profession is intellectual, and carries with it great personal responsibility for the proper exercise of choice and judgment. (2) it is learned, for it is based on a substantial body of knowledge, developed over a long period of years and transmissible to students who wish to enter the profession. (3) a profession is practical, (4) it has techniques, or skills which can be taught. (5) it is organized into association or groups of practitioners for various professional purposes, including those of guiding the education of students and regulating entrance into the profession. (6) a profession is guided by altruism.

Based on clear definition of profession, various programs and curriculum of American professional schools are firmly established.

While professional education in the fields such as medicine, dentistry, pharmacy, veterinary medicine, and nursing are provided through Japanese universities and graduate program in engineering has been offering professional education, professional education in other fields are not provided through Japanese universities. For instance, Lawyer and judge is regarded as professional, however, professional education in this field is not provided through university. Thus, department of law in Japanese university is not comparable with American law school. Other professional education in fields such as social welfare and accounting is not provided through university.

Next, professional associations in many fields are keenly associated with the assessment of programs and contribute to maintain quality control of the professional education in

American society. For instance, American Bar Association accredits the program of law school and carefully controls the quality of law school education. Other professional associations like medical related associations, business management, social workers, librarians, nursing etc. play same roles. Thus, in American society, accreditation through professional associations contributes to maintaining quality of professional education.

However, not only the number of professional association is limited in Japan, but also, their activities are not concerned with accreditation as well as quality control of professional education program except medical fields. Therefore, there is a great possibility that the curriculum of professional program structured by higher education is not appropriate for professional development.

Thirdly, it is indispensable to examine the curriculum and instruction of professional graduate program in Japanese higher education. Based on my previous research on "Japanese professional graduate program", (I examined various professional graduate programs in Japan) curriculum of professional program tends to be categorized under research-oriented. This implies that although programs are established for the purpose to train professionals, the content of the curriculum tends to be research-oriented. Knowledge, theory and academic contents are more emphasized. As the background, most of faculties are categorized as the researchers and there is less contact with professional field. Thus, the thesis written by students in the program was more research oriented and not experiential or practical oriented. Further, many students of that program expected to continue their study in the doctoral program. There is less reflection of demand from industrial side and professional side except medical as well as engineering program. This may cause the professional graduate programs are not appropriate to train professionals.

While instruction method introduced in many Japanese professional graduate programs has not clear distinction with that employed in regular graduate programs, American professional schools introduce various type of instructional a method appropriate for training professionals. For instance, management program introduces case study, simulation games and project as the major instructional method. Law school employs case analysis and clinical method for training legal professionals. Other professional schools such as social policy and public health are utilizing middle-term internship as the experiential learning. Many professional programs in USA mix regular lecture method and experiential learning method. These are beneficial for professionals to reflect their experience regarding their profession and for younger students who wish to be professionals in order to integrate knowledge, theory with practice. Like this, the demand from the professional field is reflected in the curriculum of professional schools through the contact and accreditation from the professional associations.

In other words, to establish effective professional program, it is important to confirm mission of the professional program and reflect the demand from the professional field. Without these aspects, professional program might not be successful.

4. FUTURE PROSPECT AND CONCLUSION

This paper identifies the structural difference between Japanese professional graduate programs and American professional schools through focusing on the curriculum and instruction of professional programs and association with professional association. Also, there are lots of societal difference regarding value appreciation for the degree, structure of job market, training system and prevalence of the concept of profession itself between two countries. Thus, although the University Council proposes the fulfillment of professional graduate program, there is a question whether Japanese society is really ready to introduce professional graduate program. However, from the side of higher education institution under the university reform movement, it will be a good timing to review conventional instructional method and curriculum for the professional graduate program. It is recommended to develop professional curriculum formation and combine the appropriate instructional method for professionals with regular instructional method.

¹ The University Council. (1998). *University in the 21st Century and Future Reform Policy*. The University Council.

² Sanro Research Institute. (1995). "Kyouikukunrenhiyo Jittai Chousa Kekka no Gaiyo", *Kigyoto Jinzai*, Vol. 28. No. 647. pp4.~31.

³ I conducted the interview research for over 30 shakaijin students studying at several professional graduate programs in 1994.

⁴ Bureau of Labor Statistics Report on 1995:Survey of Employer-Provided Formal Training.

⁵ Classification of professional fields and academic fields refers Glazer, J's classification.

REFERENCES

- American Bar Association.(1998).*Approved Law Schools:Statistical Information on American Bar Association Approved Law Schools 1998 Edition*. New York: Mcmillan.
- Bureau of Labor Statistics.(1997).*Bureau of Labor Statistics Report on 1995:Survey of Employer-Provided Formal Training*. Tokyo:BLS.
- Conrad. D.F.,Haworth, J.G.,Millar,S.B.(1993).*A Silent Success:Master's Education in the United States*. Maryland:Johns Hopkins University Press.
- Flexner. A.(1925).*Medical Education:A Comparative Study*. New York:Macmillan.
- Glazer.J.S.(1986).*The Master's Degree:Tradition, Diversity, Innovation*. Washington:Association for the Study of Higher Education.
- Halpern, S.A.(1985)."Professional Schools in the American University", *Working Paper for the Academic Profession in America*. (Clark. B.R.ed.).
- Hoberman, S., Mailick, S. (eds.).*Professional Education in the United States*. Westport CT:Praeger.
- Ishimura, Z.(1977).*Gendai no Profession*. Tokyo:Shiseido.
- Kobayashi, S.(1990). "Wagakunini okeru Daigakuinno Genjo Bunseki" *University Studies* 9
- Koike, K.(1997).*Nihonkigyō No Jinzai keisei*. Tokyo:Chuko Shinsho.
- McGlothlin, W. J.(1964).*The Professional Schools*. New York:The Center for Applied Research in Education Inc.
- Sanro Research Institute. (1995). "Kyouikukunrenhiyo Jittai Chousa Kekka no Gaiyo", *Kigyoto Jinzai* 28, No.647, 4-31
- Sanro Research Institute. (1995). "Kaigairyugaku Seido no Ima wo Shiraberu", *Kigyoto Jinzai* 28, No.630, 4-31
- Spurr, S.H.(1970).*Academic Degree Structures:Innovative Approaches: Principles of Reform in Degree Structures in the United States*. Berkeley:Carnegie Foundation for the Advancement of Teaching.
- Takanashi. A.(1994).*Japan's Changing Employment System*. Tokyo:Nihon Economic Newspaper.
- The Chronicle of Higher Education. (1995). *The Almanac of Higher Education*. Chicago: The University of Chicago Press.
- The University Council. (1998).*University in the 21st Century and Future Reform Policy*. Tokyo:The University Council.
- Yamada, R.(1994). "Higher Education in Partnership with the Industrial Sector:the Necessity to Employ Off-the-job Training systems".*International Journal of Lifelong Education* 13, 227-238.
- Yamada, R. (1997). *Shakaijin no tame no Daigakuin Annai*. Tokyo:PHP Research Inc.

Yamada, R.(1997)."Curriculum and Teaching of American Professional Schools:A Case Study of Business School for Adults", *Annual Report of Lifelong Learning* **3**, 1-

16

Urata, H.(1990)."Demand and Supply of Graduate Education". *University Studies* **9**