



Dual and Joint Degrees Values and Questions

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Cooperative Degrees: Values

- Standard Perceptions and Reactions
 - Challenge
 - Reacting to external impulse
 - Conservative approach
- Value consciousness
 - Why more than one degree?
 - Why sharing in degree work?
 - When is such cooperation warranted (effort, cost, risk, demand)?

Cooperative Degrees: Terminology

- **International Dual Degrees**
 - Two degrees from two different institutions, one US and one international
- **Cotutelle**
 - Typically an international dual degree at the Ph.D level involving joint supervision of doctoral research
- **International Joint Degrees**
 - One degree under the branding of two different institutions, one US and one international
- **Single Degrees with International Cooperation**
 - One degree from one institution plus one certificate from the other partner (**certificate** model)

Value Driven

- Mutually beneficial
 - For degree candidate
 - For US institution
 - For international partner institution
- Combined effort necessarily provides more than simple degree would
 - Students gain significant edge in academic and professional competitiveness
 - Access to additional (international) job markets through credentialing
 - Opening up of new perspectives

Conservative: Recycle Rules

- Use existing dual-degree regulations
 - Double counting of credits
 - Existing internal dual degree regulations for overlap, residence
 - Double majors
 - Regulations involving majors and minors
 - Two-tier degrees (e.g. BA plus MA)
 - General Education plus major program overlap
- Use existing degree for simpler approval
 - Argues against joint degrees (by definition new)
 - Dual degrees can be accommodated

Conservative: Security and Simplicity

- Protect institutional brand integrity
 - Reputation of institutional education
 - Retain control of institution's degree programs
- Maintain (relative) simplicity of administration
 - Conflicting or unique processes create complications
 - Supervision of special programs follows standard patterns
 - Any cooperative degree plan follows a clearly defined strategy agreed upon by all partners
 - Academic units define advisability of degree cooperation

Integrity of Educational Process

- Substantive contribution from each partner
 - Productivity gains vs. inflationary pressure
- Avoiding empty credits
 - Each institution awards degrees for an adequate unique portion of academic work
 - Transfer of credit only within existing transfer rules
 - Recognition of exo-credits as quality work
 - Option of being strict or permissive about an IPI's double counting of US credits ("don't ask – don't tell"?)

Two Cases: Cotutelle I

- Ph.D. candidate at Ohio State, ABD
- IPI interested in dissertation research with co-director, specialist in student's area
- Offer of 1-year fellowship at IPI for dissertation
- Single defense at Ohio State → Ph.D. from OSU
- Subsequently (no further ado) → Ph.D. from IPI
- Appropriate?
 - Can this be anchored in an MOA?
 - Permission to rebrand OSU product?

Cotutelle II

- Ph.D. candidate at Ohio State, ABD
- 3-year fellowship at IPI for dissertation
- Regular length doctoral curriculum at IPI
- Defense at IPI → Ph.D. from IPI
- Ohio State to award Ph.D. based on course work, general exams, and same dissertation
- Appropriate?
 - Can this be anchored in an MOA?
 - Double-use of dissertation to award OSU second degree?
 - Any difference between I & II?

Path of Least Resistance

- Graduate engagement
 - Dual Master's degrees
 - Accounting rules
 - Ethical issues of the limits of double-counting
 - Cotutelle Ph.D.
 - Defining unique portions of contributions
 - Recognizing IP dimensions (patent/copyright perspective)
- Undergraduate Education
 - Dual BA and BS degrees
 - Maintaining institutional stamp (General Education)
 - Determining legitimacy of multiple degrees

Faux Dual Degree programs I

- Feeder programs from IPI
 - All OSU rules for degree in place and respected
 - IPI is recruiting agency
 - OSU retains admission power
- Case Study: KUBS > OSU
 - OSU Fisher College of Business provides all instruction needed for regular OSU degree
 - KUBS pre-trains and co-selects students. After OSU BS, student acquires KUBS degree if s/he completes a thesis to fulfill all KUBS requirements.
 - OSU degree completely separate from KUBS degree

Faux Dual Degree Programs II

- Case Study: IPI > OSU
 - B.S. in Field X from OSU based in part on IPI work
 - IPI pre-trains and co-selects students. After OSU degree, student acquires IPI degree automatically
 - IPI recognizes all OSU work unquestioningly
 - OSU awards credit for previous credit work at IPI
 - 25% of IPI credits rebranded for use in OSU BS
 - In addition transfer of 20% of credits from IPI
 - OSU degree severely intertwined with IPI academic work
 - OSU rules for double-counting bent
 - Quality control of instruction compromised

Dual Degrees with Common Core

- IPI and USI each follow standard rules of degree structure (OSU/IU/UIUC and USINTEC; in planning)
- In addition formulation of common core courses
 - Taught at either institutions by local or partner faculty
 - Fully recognized as credit on both side (no transfer)
 - Close cooperation instituted for fully quality control
 - Unique portions on both sides
 - Both degrees earned according to current rules
- Special effort in formulation, approval, teaching, monitoring of new core courses: true cooperation

Applicability

- **Discipline-specific motivations for partnering**
 - Typically for professional schools: Law, Business, Engineering, Education, Agriculture
 - Health care fields more challenged by strict state supervision
- **Labor market conditions in international context**
- **International engagement purpose for USI**
 - Capacity building and IPI-controlled development support
- **Localized approach to global issues requiring multidisciplinary convergence**

Challenges

- Specifics of educational systems on US and IPI side
 - US – UK – EU – AZ – East and South Asia
 - Typically no permission to operate independently
 - China, Korea, Japan, India all variably protective, unilateral
 - USI as junior member with local HEd institution
- One-sidedness of institutional aspirations
- Time-to-degree and high tuitions costs
- Upgrading of statistics cannot be main purpose
- Reciprocity difficult for intrinsic and local reasons

Technical Issues

- Approval processes in USI and IPI (chart)
- Licensure and accreditation issues
- Staffing of instruction (integrating IPI faculty, sending USI faculty to IPI for extended periods of time)
- Budgetary implications (tuition, contacts)
- Supervisory structure for safe operation
- Flow chart of negotiations (TAMU, OSU adapted)

Multiple Processes Towards Goal

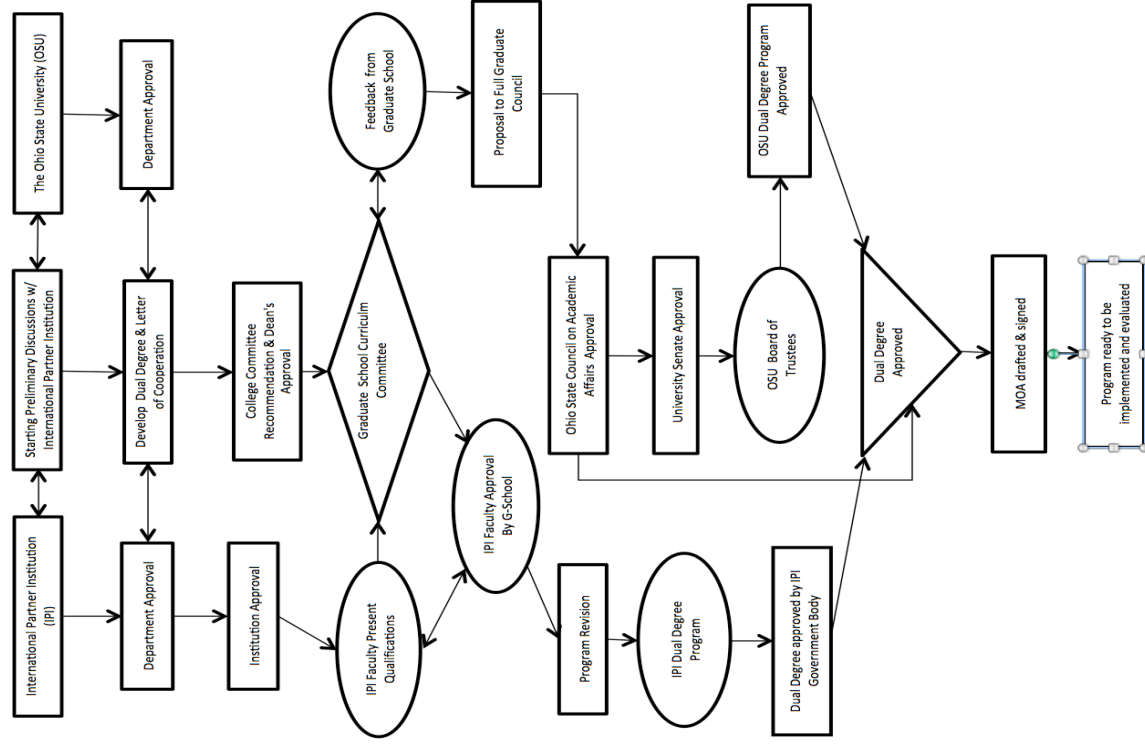
Example: Texas A&M University

- <http://intlcenter.tamu.edu/MemoJointDualGuidelines.asp>
- Step 1: Create Letter of Cooperation
- Step 2: Academic Program Development
- Step 3a: Memorandum of Agreement (in principle)
- Step 3b: Supplement (dual degree specifications)
- Corresponding flow charts for reaching the goal

Texas A&M University: Sample Documents

- Policy and Guidance Documents (selection)
 - Joint/Dual degree guidelines
 - Stages of Development of Agreements
 - Letter of Cooperation Model
 - Standard Program Agreement Model
 - Justification Model
 - Joint/Dual degree Letter of Cooperation Model
 - Joint/Dual Degree Program Agreement Model
 - Joint and Dual Degree Verification Certificate
- Routing Flowcharts
 - Memorandum of Agreement Flowcharts
 - Multi-Institutional Degree/Certificate Programs Flowcharts
 - Letter of Cooperation for Joint and Dual Degree Flowcharts

Ohio State International Dual Degree Planning Process



Approval Process for planning purposes

Policy, planning documents and templates at <http://oia.osu.edu> (section under construction)

AN UNOFFICIAL DRAFT version for OSU

How About Joint Degrees?

- Forced high responsibility by all partners for individual brand protection
- Clear and meaningful curriculum construction with full integration
- Protection against inflation of degree granting
- Coherent intellectual/professional purpose in pursuit of innovative solutions to global issues
- Built-in reciprocity for true partnership (idealized)
- Are Cotutelle PhDs rather joint degrees?

Challenges

- New degree: more complex approval process
- Shared governance of degree granting quite involved
- Tuition issue where there is much discrepancy
 - Possible solution in exchange agreements
 - Most constructive purpose or this device
 - Exchanges difficult without specific purpose
 - Internationalization broad and empty not good enough
- Joint teaching (not research) degree a minor variant

To Recapitulate

- Establish motivation and value within mission
- Insert in existing framework of regulation
- Use available building blocks
- Stay in driver's seat for the institution
- Keep ethos of relevant educational activity high
- Carefully construct approval process
- Generalize from specific training cases to institutional policy as needed
- Combine flexible, minimal framework with specific adaptation to each case
- Beyond broad framework, academic units lead the way



Dual and Joint Degrees

Thank you!

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