Dual and Joint Degrees
Values and Questions

Dieter Wanner
The Ohio State University

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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

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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 \(\rightarrow\) 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
Dual and Joint Degrees

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
Thank you!

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Contact me at wanner.2@osu.edu