



# 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

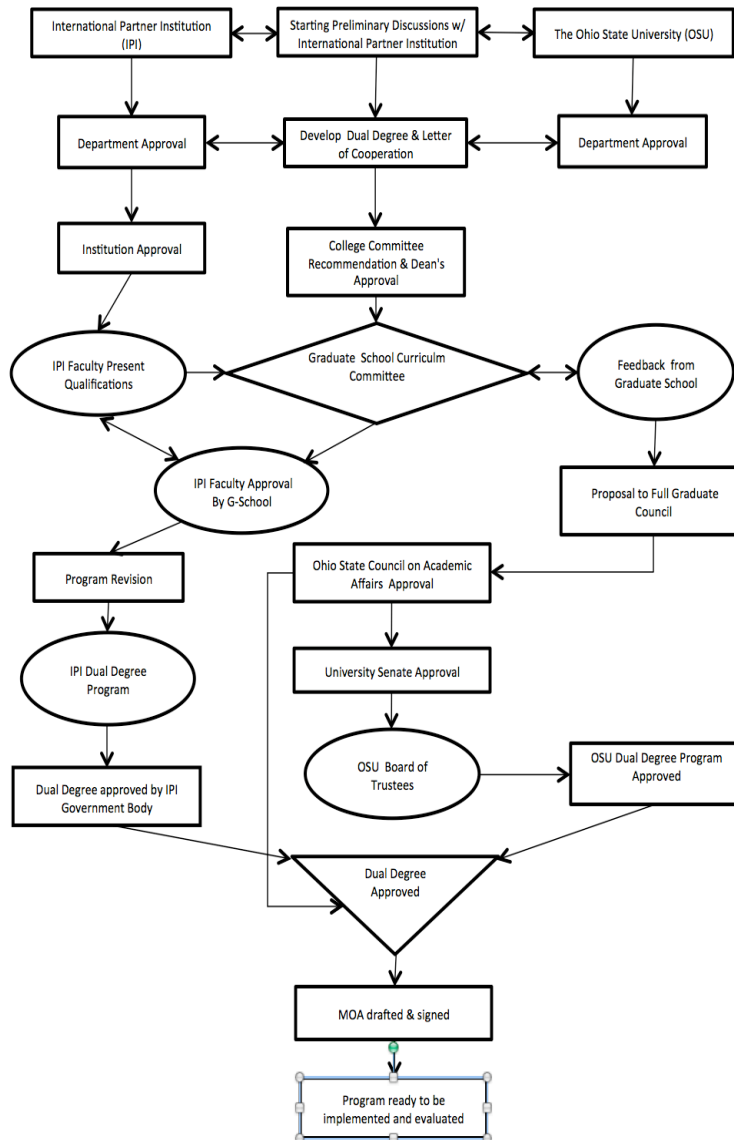
– <http://intlcenter.tamu.edu/MemoJointDualGuidelines.asp>

- 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 of 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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