

JOINT MASTER'S DEGREE PROGRAMS EXPERIENCE OF KYIV NATIONAL ECONOMIC UNIVERSITY AND THE UNIVERSITY OF REDLANDS BUSINESS SCHOOL

ZIANE Meriem^{1,*}

PhD student, Lezinru, BACHIR EL IBRAHIMI UNIVERSITY, Algeria

Received: 20/02/2021 **Accepted:** 03/04/2021 **Published:** 30/06/2021

Abstract: Internationalization is the major phenomenon that all our life fields are converging to, and the higher education isn't spared from it, because of the growing demand in the international economic activities and intercultural understanding.

We can site numerous shapes of international education such as study abroad, individual study visits, teaching abroad and conferences and dual and joint degree programs... but in our paper we want to highlight one of those shapes mentioned previously, we will describe the experience of the joint master's degree programs between the Kyiv National Economic University and the University of Redlands Business School. Hopefully our higher education system can use this strategy to overtake many challenges and take advantage from the diversity that can be provided, by following the example given in this paper.

Key words: internationalization; higher education; joint degree programs; international cooperation.

Jel Classification Codes: I21 ; I23

المخلص: التدويل من الظواهر الرئيسية التي تتلاقى عليها جميع مجالات حياتنا، والتعليم العالي ليس بمنأى عن ذلك، بسبب الطلب المتزايد في الأنشطة الاقتصادية الدولية والتفاهم بين الثقافات. يمكننا احصاء العديد من أشكال التعليم الدولي مثل الدراسة في الخارج، والزيارات الدراسية الفردية، والتدريس في الخارج والمؤتمرات وبرامج الدرجات المزدوجة والمشاركة... ولكن في ورقتنا نريد أن نسلط الضوء على واحد من تلك الأشكال التي ذكرت سالفًا، وسوف نصف تجربة برامج درجة الماجستير المشتركة بين جامعة كييف الاقتصادية الوطنية وجامعة ريدلاندز كلية إدارة الأعمال. نأمل أن يتمكن نظام التعليم العالي لدينا من استخدام هذه الاستراتيجية للتغلب على العديد من التحديات والاستفادة من التنوع الذي يمكن توفيره، وذلك بإتباع المثال المقدم في هذه الورقة.

الكلمات المفتاحية: التدويل، التعليم العالي، برامج الدرجات العلمية المشتركة، التعاون الدولي

تصنيف JEL: I21 ; I23

* first author. ZIANE Meriem. Email: meriem.ziane@univ-bba.dz

1. Introduction:

Internalization is the new trend that reins the whole world; universities are not deprived of the benefits that this phenomenon generates. Higher education has already experienced internalization for centuries through student mobility, but today they have benefited from this multifaceted phenomenon. The technology has developed a lot is through which we have known various ways to internationalize even by staying at either. We have web-broadcast courses and seminars and collaborations between academic institutions of deferential nations.

The aim of the internationalization of higher education is to meet the demand on intercultural skills and to meet more and more the demands of an open market on the world.

So what is the major benefit of this internationalization? And how can we take gains form it?

To solve these questioning we have focused in our study on one type among several, the joint and double degree, we will start with a brief presentation of internationalization and its benefits after that we will define and cite the benefits and challenges of joint and double degree and towards the end we will present the experience of the Kyiv University and the University of Redland California to draw at the end the recommendations.

2.1.1 Internationalization of higher education

To begin our research we need to get initiated to the definition and de advantages and benefits of the internationalization of higher education. And as (KNIGHT, 2004) has defined it as *“The process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education”*.

Internationalization of higher education acquires features of a qualitatively new stage – the integration that accumulates the potential to resolve a triunique task:

- Achievement of such level of higher education that would conform to the needs and demands of modern international society;
- Alignment of the level of national educational systems;
- Training of qualified staff for national economy.

From the point of view of internationalization of higher education, the following strategies approved by the Organization of Economic Cooperation and Development (OECD) in 2004 can be apportioned as determinant (OBOLENSKA, TSARKUN,2016)

- the mutual understanding approach, built on the commonly acknowledged value of academic cooperation, institutional partnership and interchange;
- the revenue-generating approach, within the frameworks of which educational services are offered by countries on a completely paid basis;
- the capacity-building approach, which stipulates studies of students, advanced training for scientists and the professor and teaching staff abroad or at foreign universities.

Each of the specified strategies is aimed at optimizing the flows of academic mobility depending on the needs of students and the society.

2. 1.2 Forms of Internationalization of Higher Education:

Various forms of cooperation between higher education institutions of various countries are developing at incredibly fast rates. The Institute of International Education defines the following types of international academic cooperation: (OBOLENSKA, TSYRKUN, 2016)

- *Partner teaching*: this type of cooperation is facilitated by development of technologies enabling virtual lectures, video conferences, exchange of electronic mail and web platform use. This type of cooperation enables teachers from partner universities to effectively communicate with the student audiences and is often a precondition of further development of new types of partnership relations.

- *Consortiums of universities*: a group consisting of two or more universities working together and using united resources to achieve the same goals. Such consortiums provide universities with a unique opportunity to expand their partnership and use advantages of their partners. This type of cooperation often stipulates engagement of universities in both the developing and developed countries.

- *Exchange of teachers*: this facilitates deepening of cooperation development and is often financed by such state programs as the Fulbright Program. Invited teachers may read a full course of lectures or just some components of the course.

- *Studies at a partner university abroad under supervision of a lecturer*: this type of cooperation is a basis for further development of cooperation. It does not require many financial resources but acts as a source of enthusiasm at both universities. This type of cooperation does not stipulate transfer of credits. Programs headed by teachers exist in various formats. This helps the participants be creative and experiment.

- *International programs of double degrees*: these programs are jointly offered by two (or more) higher education institutions located in

different countries. They envisage a jointly developed curriculum and a coordinated process of acknowledging credits. Students study in both higher education institutions. After completing the program, students obtain degrees of each university.

- *International joint degree programs*: these are offered jointly by two (or more) higher education institutions located in different countries. They stipulate a jointly developed curriculum and a coordinated process of acknowledging credits. Students study at both higher education institutions. Unlike the international programs of double degrees, students of these programs obtain one diploma (degree) signed and certified by both universities. The joint degree programs are offered by universities after many years of cooperation.

- *International public study programs*: academic studies are combined with public activities abroad. Such projects help students gain wider experience, teach them civil responsibility and involve them in international social and public activities. Such programs are usually offered during short-term or long-term trips abroad and are often accompanied by additional extracurricular activities.

- *International probation programs*: universities set up strong ties with employers, which helps organize probations for students. As international companies have representative offices abroad, so universities use these business connections to arrange probations for students.

- *Joint research activity*: is often performed by teachers separately from the general process of internationalization of the given university, but it facilitates educational institutions better when it is performed on long-term institutional basis. Thus, the partner university researchers facilitate expansion of ties of the university to other departments and faculties and often arrange brief visits of students to their university or host conferences at both educational institutions.

- *Activity jointly financed by both universities*: such events as joint publications, conferences, seminars, video conferences, lectures, book clubs, and information visits are effective drivers of cooperation.

- *Mixed “sandwich” programs*: students start studies at their university, then continue their training at the partner university and then return to their base university to complete their studies.

- *Student exchange*: student exchange for short- or long-term period is one of the most common types of partnership. This type of cooperation facilitates creative activity. Besides training courses, students work at laboratories, learn languages, have probation and/or participate in public activities.

- *Joint resources*: universities use laboratories, library resources and curriculums jointly, which facilitates further development of cooperation and interaction between them. (OBOLENSKA, TSYRKUN, 2016)

2.2.1 Double and joint degree:

In our research we will focus on the double and joint degree as one form of internationalization.

A plethora of words are used to describe these programs—double, multiple, trinational, joint, integrated, collaborative, combined, concurrent, consecutive, overlapping, conjoint, parallel, simultaneous, and common. These terms convey different meanings among people within and across countries, complicating the situation. The following definitions may provide clarity and common understanding. (Knight, 2009)

➤ International joint degree programs:

International joint degree programs are study programs collaboratively offered by two (or more) higher education institutions located in different countries. They typically feature a jointly developed and integrated curriculum and agreed-on credit recognition. Students typically study at the two (or more) partnering higher education institutions (i.e., 1 home institution + 1 institution abroad). Upon completion of the study program, students are awarded a single degree certificate issued and signed jointly by all institutions involved in the program. (IIE, 2011)

➤ International dual/double degree programs

International dual/double degree programs are study programs collaboratively offered by two (or more) higher education institutions located in different countries. They typically feature a jointly developed and integrated curriculum and agreed-on credit recognition. Students typically study at the two (or more) partnering higher education institutions (i.e., 1 home institution + 1 institution abroad). Upon completion of the study program, students receive degree certificates issued separately by each of the institutions involved in the program. (IIE, 2011)

In the mid-to-late 1970s, dual or joint degree programs began to be developed in Europe to overcome the many obstacles hindering student mobility and align curricula among and between institutions. The original model focused on undergraduate degrees often in applied fields, such as business, to ensure that curricula in both institutions were comparable or complementary. European engineering institutions found that, in addition to student mobility, these types of programs attracted

highly motivated students. Many new and innovative institutions began to use joint and dual degrees to build their brand, offering only targeted joint and dual degree programs, first with traditional partners and then branching out to the rest of the world, especially through Asia. (OECD, 2012)

There are two scenarios among partners offering dual/joint degrees:

- Equal partners having similar interests in the program(s)
- Each entity having different interests, whereby one entity is learning and using the partnership to enhance their visibility, brand and expertise, and also to raise incomes. The other is developing a long-standing partnership with a country that is up and coming, with a long-term perspective to bringing the brand into a market to be perceived as critical for global relationship building. (OECD, 2012)

3. Experience of Joint Master's Degree Programs of Kyiv National Economic University Named after Vadym Hetman and University of Redlands Business School

The above-mentioned conceptual and technological approaches regarding implementation of international cooperation between higher education institutions were embodied at the international accreditation of joint MBA programs and international management (MIM) of the Kyiv National Economic University named after Vadym Hetman and the University of Redlands Business School (California, USA)

The education institutions selected the capacity building approach that envisages training of students, advanced training for scientists and the teaching staff abroad or at foreign universities. The Joint Degree Program, i.e. establishment of joint education programs for Master's degrees, was set as the basis of the agreements between universities.

Starting from 2012, professors of two education institutions worked on the structure, contents and curriculum of MBA and international management programs taking into account the modern requirements of the international education sphere and national features. To ensure efficient cooperation, lectures and seminars were held in disciplines of professional training (international economics, finance etc.), as well as annual summer subject scientific seminars (by general subject "A View of the American Economy"), joint online lectures, conferences and joint scientific research which resulted in preparation of scientific articles. Joint Master's degree programs are the subject matter of the agreement between partner universities and include the following main provisions:

- partner universities jointly develop, implement, control and evaluate joint MBA and MIM programs;

- partner universities jointly assign the uniform MBA or MIM degree to each student who participates and conforms to the requirements of program graduates;
- each of the partner universities arranges acceptance of students in accordance with the joint entry requirements;
- the basic university shall be the one that accepts the student in accordance with the jointly established standards;
- the basic university shall be responsible for complete administration of joint programs;
- the curriculum of a joint program shall be revised and approved in accordance with the jointly approved procedure by each university;
- partner universities establish the Committee for Supervision of Joint Programs to implement, control and evaluate quality of such programs;
- partner universities organize and host international accreditation of joint programs.

Obligations of partner universities are:

- ✓ adoption of equal possibilities policy by partner universities along with the absence of any discrimination, including discrimination by race, religion, skin color, sex, age, national origin, genetic information, marital status, parental status, sexual preferences, disability or veteran status;
- ✓ acceptance of students on the basis of joint entry requirements of partner universities;
- ✓ provision for coordination of students who arrive for studies;
- ✓ granting the same rights to students of joint MBA and MIM programs and to regular students at each partner university for the whole period of studies;
- ✓ Provision of academic and other consulting services to the students of joint programs in accordance with the resources and procedures available at each partner university. (OBOLENSKA, TSARKUN, 2016)

3.1 Joint Masters of International Management with University of Redlands:

Managers and future managers need highly developed skills and the confidence to lead, to launch and sustain successful careers. The Master of International Management program emphasizes the leadership and communication skills required of effective managers on the international level.

This program is especially valuable for professionals who are interested in developing, inspiring, and leading with authority, as well as deepening knowledge of the human side of management. Students examine and develop their international managerial and leadership skills through coursework, internships, and travel opportunities. Students in the MIM program emerge as confident global leaders and compelling speakers. Throughout the program, students must demonstrate their ability to understand and analyze international management and organizational challenges. Based on their analyses, students create possible solutions and evaluate the appropriateness of their recommendations. They analyze their experiences from each course and integrate their insights into a comprehensive final presentation which often serves as a proposal for change in their workplace.

Kyiv National Economic University, in cooperation with the School of Business at the University of Redlands in California, is excited to offer a Master in International Management (MIM) program—taught entirely in English—that offers such benefits (Pending WSCUC approval).

Students can earn a Master in International Management degree that is awarded jointly by the two Universities upon meeting the requirements of both institutions. Both Universities share responsibility for the design, delivery, and quality of the programs, thereby affording students the opportunity to earn their degree from two distinguished and accredited educational institutions in Ukraine and the US. Because instruction and coursework both in Kyiv and Redlands is entirely in English, students must possess advanced language capabilities and be ready to improve further their communication skills in English.

Students in the Joint MIM program combine study at KNEU with a summer semester comprised of three courses at the University of Redlands located near Los Angeles in southern California. These three courses are offered in the June to August period and provide, along with optional excursions throughout southern California, a truly global perspective to your studies. Additionally, students have the option to complete the final term—comprised of the joint thesis and the second half of the internship—in residence at either Kyiv or Redlands (additional tuition may apply). Successful students will be conferred their degree that clearly reflects the joint nature of the award and will become alumni of both institutions.

Because students in the Joint MIM program work continuously towards their degree with no summer break, they complete their studies in 16 months. In competitive employment markets, such continuous study enables students to graduate more swiftly and focus on developing their careers with an advanced international business credential in hand. (<https://kneu.edu.ua>)

Upon completion of the MIM program, students will be able to:

1. apply knowledge across management disciplines to assess and manage organizational complexity in international businesses;
2. make effective recommendations to ensure competitiveness based on the application of management theory to practice;
3. apply enhanced self-awareness and self-management skills to achieve greater managerial effectiveness and leadership potential;
4. effectively participate in and direct multinational teams to achieve institutional goals;
5. synthesize critical features of an issue or set of issues and communicate a well-defined, specific, and insightful statement that incorporates evidence in a reasonable and persuasive manner;
6. evaluate and apply effective and flexible strategic approaches in response to a dynamic global environment;
7. critically evaluate the transfer of decision making authority across complex, international corporate networks;
8. Recognize and solve ethical management challenges. (<https://kneu.edu.ua>)

3.2 Joint Master of Business Administration (MBA):

Kyiv National Economic University, in cooperation with the School of Business at the University of Redlands in California, is excited to offer an MBA program—taught entirely in English—that offers such benefits.

Students can earn a Master of Business Administration (MBA) degree that is awarded jointly by the two Universities upon meeting the requirements of both institutions. Both Universities share responsibility for the design, delivery, and quality of the programs, thereby affording students the opportunity to earn their degree from two distinguished and accredited educational institutions in Ukraine and the US. Because instruction and coursework both in Kyiv and Redlands is entirely in English, students must possess advanced language capabilities and be ready to improve further their communication skills in English.

Students in the Joint MBA program combine study at KNEU with a summer semester comprised of three courses at the University of Redlands located near Los Angeles in southern California. These three courses are offered in the June to August period and provide, along with optional excursions throughout southern California, a truly global perspective to your studies. Additionally, students have the option to complete the final term—comprised of the joint thesis and the second half of the internship—in residence at either Kyiv or Redlands (additional tuition may apply). Successful students will be conferred their degree that clearly reflects the joint nature of the award and will become alumni of both institutions.

Because students in the Joint MBA program work continuously towards their degree with no summer break, they complete their studies in 16 months. In competitive employment markets, such continuous study enables students to graduate more swiftly and focus on developing their careers with an advanced international business credential in hand.

Upon completion of the Joint MBA program, students will be able to:

1. Demonstrate effective business skills through their ability to use tools from such areas as statistics, accounting, and economics at an advanced level.
2. Demonstrate application of functional business knowledge by the use of critical thinking skills to solve business problems within business disciplines such as finance, marketing, operations management, and global business to solve business problems.
3. Communicate effectively using the language of business and that of educated public discourse.
4. Work effectively in teams, taking a leadership role where appropriate.
5. Evaluate business problems from different perspectives and integrate concepts across disciplines to make effective decisions.

The Joint Master of Business Administration (MBA) program with the University of Redlands addresses the unique challenges that the student will face in an increasingly fluid, technology-driven and global environment. With a careful blend of critical thinking skills and practical exercises, the student will learn not only to think critically, but to take that level of thinking and effect change in socially and ethically responsible ways. (<https://kneu.edu.ua>)

3.3 The procedures to collaborate a joint –double degree :

The developed joint Master's degree programs have been coordinated and approved by partner universities in conformity with the existing procedures. At the University of Redlands, all new Business

ZIANE Meriem

School programs first pass the approval procedures at the Curriculum Committee. After that, the program is reviewed and approved by the URSB Assembly.

The next stage stipulates financial and administrative analysis performed by the First Vice-Rector Office. The results of such revision are submitted to the Faculty Senate Committee to be checked for compliance with the academic Plans and Standards (CAPS). The Committee reviews the new program, the results of financial and administrative analysis, and makes a decision to approve the program. The partner universities then exchange such resolutions on approval of joint programs. The next stage stipulates accreditation of the joint program at the regional accreditation organization – Western Senior College and University Commission (WSCUC). The basis of this accreditation process is formed by the concept of education quality improvement. This means that each university participating in the quality improvement program can demonstrate how this process conforms to the mission of the given university. The partner University of a Ukrainian higher education Institution in the USA has to demonstrate dedication to the quality improvement process for programs and services in the context of its mission, resources and to establish an environment that combines teaching, research, training and serving to benefit the country. To pass such accreditation, the partner university files 25 documents to the association, including the following: (OBOLENSKA, TSYRKUN, 2016)

1. Information about the partner university, description of the joint program, purposes, tasks, results of surveys among students regarding the necessity of the program, marketing plans, and forecasts on the expected number of students.
2. Data and confirmation of accreditation and licensing of the Ukrainian higher education institution in Ukraine.
3. Substantiation of how the joint program will facilitate the implementation of the university mission, description of methods applied to ensure enrollment of students.
4. Description of interrelations between partner universities regarding enrollment of students, introduction of programs, and exchange of students and teachers.
5. Memorandum of cooperation between universities in accordance with the requirements of the Association of Western Colleges and Universities regarding cooperation with the institutions not accredited in the USA (WASCUCs Agreements with Unaccredited Entities Policy and Guidelines).
6. Curriculum of the program with the description of contents and philosophy of the program, structure, number of credits, basic and

- optional disciplines to be selected by students, and pedagogical methods.
7. Education programs specifying what students will obtain after completing the program; description of all types of education work and tasks offered to students; literature and description of information resources.
 8. Description and requirements regarding the probation process to be passed by the students.
 9. Description of other types of requirements concerning the program passing, including writing Master's degree thesis and exams.
 10. Substantiation of educational efficiency of the program, modernity of materials, methods of teaching and their conformity with the program goals, description of program review process.
 11. Description of the system of program evaluation at different stages of education process that includes assessment of students' achievements with the help of both direct and indirect methods.
 12. Description of the program improvement model based on the evaluation results.
 13. Description of the data collection plan and analysis of obtained results in the existing programs.
 14. Description of procedures of examination of teaching activity efficiency.
 15. Description of schedule, number of credits and teaching hours in accordance with the WSCUC's Policy on Credit Hours.
 16. Description of requirements and procedure of entry to joint programs.
 17. Description of the Transfer of Credit policies with specification of credits that the students may re-pass in accordance with the requirements of partner universities.
 18. Information about the teachers participating in the program, the index of ratio of the number of teachers to the number of students in accordance with the ACBSP standards.
 19. Description of programs for academic support of students during their joint program studies.
 20. Description of programs for professional support of joint program students.

21. Access to library resources, data bases, availability of assistance and support from library specialists regarding research in the library of a partner university.
22. Description of technological capacities of the partner university, availability of technological support for students and teachers.
23. Description of the university infrastructure and equipment of lecturing halls for joint program lectures and sessions
24. Evaluation of financial sustainability of the program in accordance with the Strategic University Development Plan; total cost of the program.
25. Description of the strategy in case of termination of joint programs in accordance with the WSCUC's Policy on Teach-Out Plans and Teach-Out Agreements. (OBOLENSKA, TSYRKUN, 2016)

4. what we should learn from this experience :

The Kyiv University has done this experience and we should learn how to remake and get benefit from them in order to improve the quality of teaching and the managerial skills, therefore we propose to redo this experience locally, and then go further to internationally. This has an impact on the teaching staff, the students and the working market and the national economy mutually.

The double and joint degree will allow to the professors so the students to think out of the box and get more knowledge and understanding of the intercultural economic phenomenon.

Internationalization of higher education is the master key to the world of knowledge nowadays. Every institution has to merge with each other, to create a common level of education and give the whole world the same opportunities so the students will have the same curriculum wherever they are.

5. Conclusion:

Internationalization of higher education permit to institutions to be opened to the world wide and to have access to divers curriculum internationally, but to assure that they have to develop its tools and aim a higher level of qualification to enter the fierce competition between universities.

The double and joint degree is more beneficial to the students because it shortened the time and let them learn from two or more universities in the same time in addition of having a double-joint degree, which is demanded in the work market. And also it is beneficial to the university because of the experience and the reputation gained from it.

ZIANE Meriem

In the light of the experience of Kyiv National Economic University and the Redland University, we shell recommend the following:

- ✓ Try this experience locally or regionally to expand managerial and administrative knowledge in the field;
- ✓ Increase the mobility of the teaching staff therefore they would be able to develop their capacities;
- ✓ Introduce these programs among students to show them the presses of being a international student.

6. Referrals and references:

1. HENARD, F. DIAMOND, L. ROSEVEARE, D. (2012). Approaches to Internationalization and Their Implications for Strategic Management and Institutional Practice. Retrieved 23/02/2020 from <http://www.oecd.org>
2. OBST, D. KUDER, M. BANKS, C. (2011). IIE Joint and Double Degree Programs in the Global Context: Report on an International Survey. Retrieved 24/11/2019 from <https://www.iie.org>
3. Knight, J. (2015). Double- and Joint-Degree Programs. *International Higher Education*, (55). <https://doi.org/10.6017/ihe.2009.55.8423>
4. Knight, J. (2004). Internationalization Remodeled: Definition, Approaches, and Rationales. *Journal of Studies in International Education*, 8(1), 5–31. <https://doi.org/10.1177/1028315303260832>
5. Obolenska.T, Tsyrukun.O, (2016), Conceptual Approaches to International Cooperation between Higher Education Institutions, *International Economic Policy*, Issue №2(25), <http://iepjournal.com/en/component/k2/issue-25-2016.html>
6. <https://kneu.edu.ua/en/>