

# Degree Programs

**William G. Bowen, Neil L. Rudenstine**

**Saving Higher Education** Martin J. Bradley, Robert H. Seidman, Steven R. Painchaud, 2012 Colleges and universities are under pressure from the government, students, and parents to make higher education more efficient and cost-effective. Based on Southern New Hampshire University's highly successful competency-based three-year bachelors degree program—the longest running in the country—this book provides a blueprint for creating, sustaining, and growing such a program at an institution of any type and size. The book offers a proven model that not only cuts student costs by 25%, but significantly reduces program delivery costs. The 120-credit six-semester competency-based integrated curriculum approach focuses on student learning as opposed to “seat-time,” and research shows above average academic student success.

Advancing Higher Education as a Field of Study Sydney Freeman, Linda Serra Hagedorn, Lester Goodchild, Dianne Wright, 2023-07-03 Winner of the 2015 Auburn Authors Awards Where is higher education as a field of study going in this century? How will higher education program leaders design and sustain their degree programs' vitality in the face of perennial challenges from inside and outside the academy? While in 1979 the Council for the Advancement of Standards in Higher Education (CAS) defined standards for student affairs master's level preparation, and while 2010 saw the adoption of guidelines for higher education administration and leadership preparation programs at the master's degree level, there still are, however, no guidelines that address higher education leadership doctoral programs, despite increasing demands for assessment and evaluation. This book suggests that higher education administration doctoral degree guidelines are a critical next step in advancing their program quality and continuity. It offers a review of the field's history, the condition of its higher education programs, developments from the student affairs specialization and its guidelines, and a multi-chapter dialogue on the benefits or disadvantages of having guidelines. At a time of urgency to prepare the next generation of higher education faculty and leaders, this book sets out the parameters for the debate about what the guidelines should cover to ensure the appropriate and effective preparation of students. It also offers a useful framework for enriching the knowledge of deans, chairs, program coordinators and faculty who are engaged in program design, assessment, and revision. It will also be of interest to policymakers, the personnel of accrediting agencies, and not least graduate students within higher education preparation programs. All the contributors to this volume have the exemplary expertise, leadership experience, and a close association with higher education guidelines and standards, and have extensively contributed to the literature on higher

education.

*Guide to Undergraduate External Degree Programs in the United States* American Council on Education, 1980

A Study of Undergraduate Fire Service Degree Programs in the United States Thomas B. Sturtevant, 2001 Provides descriptive information concerning fire service degree programs offered at two-year and four-year accredited institutions and identifies the perceptions fire service degree program coordinators/directors hold concerning current and future issues affecting their programs. The information collected as part of the study can be used in a variety of ways from benchmarking among fire service degree programs to assistance and support with policy formation at the local, state, and federal level.

**Developing and Delivering Adult Degree Programs** James P. Pappas, Jerry Jerman, 2014-02-25 This issue explores the growing field of adult degree programs and considers the theoretical underpinnings of such programs and hands-on issues as curriculum, faculty, marketing, technology, financing, and accreditation, all with a goal of informing and equipping both scholars and practitioners. More and more adults who have been out of school for many years have turned to colleges and universities to complete undergraduate and graduate degrees that will make them competitive in the workforce, fulfill a professional requirement, or enrich them intellectually. Higher education institutions and many private organizations have responded to this demand by creating innovative degree programs aimed specifically at mature learners, students who want to self-design their educational programs and do not hesitate to change institutions if they believe their needs are not being met. This explosive growth in adult degree programs is largely the result of distance education technologies and the Internet. Other significant factors include the potential such programs have for providing additional revenue streams for institutions, the fierce competition from the private sector and other higher education institutions, and the rising interest in interdisciplinary programs. This is the 103rd volume of the Jossey-Bass quarterly report series *New Directions for Adult and Continuing Education*.

**Guide to Undergraduate External Degree Programs in the United States** Eugene J. Sullivan, 1982-11

Enhancing Education Through Open Degree Programs and Prior Learning Assessment Stevenson, Carolyn N., 2018-05-11 The rising cost of tuition, increasing competition, and mounting student loan debt has caused educational leaders to rethink degree programs and resources for learners. As such, open educational resources, prior learning assessment, open degree plans, and competency-based learning have gained popularity in the field of higher education. *Enhancing Education Through Open Degree Programs and Prior Learning Assessment* is a critical scholarly resource that examines teaching and learning materials that learners may freely use and reuse without charge. Featuring coverage on a broad range of topics such as open educational resources, prior learning assessment, and competency-based learning, this book is geared towards educators, professionals, school administrators, researchers, academicians, librarians, and students seeking current research on equity and access to higher education for all learners across the globe.

Education for Action Joan Powell, 2001 Education for Action is an invaluable tool for making informed choices about working for social change while earning a degree. This expanded fourth edition of this easy-to-use guidebook provides detailed information on progressive programs in a wide variety of academic field. Each entry includes a concise description of the program, key faculty contacts and their interests, course titles, degree information, and crucial addresses, phone and fax numbers.

Guide to External Degree Programs in the United States Eugene J. Sullivan, 1983

**Peterson's Graduate Programs in the Interdisciplinary Studies 2011** Peterson's, 2011-07-01 Peterson's Graduate Programs in Interdisciplinary Studies contains a wealth of information on colleges and universities that offer graduate work in this field. Institutions listed include those in the United States, Canada, and abroad that are accredited by U.S. accrediting agencies. Up-to-date data, collected through Peterson's Annual Survey of Graduate and Professional Institutions, provides valuable information on degree offerings, professional accreditation, jointly offered degrees, part-time and evening/weekend programs, postbaccalaureate distance degrees, faculty, students, degree requirements, entrance requirements, expenses, financial support, faculty research, and unit head and application contact information. Readers will find helpful links to in-depth descriptions that offer additional detailed information about a specific program or department, faculty members and their research, and much more. In addition, there are valuable articles on financial assistance, the graduate admissions process, advice for international and minority students, and facts about accreditation, with a current list of accrediting agencies.

**A Guide to Graduate Programs in Counseling** Tyler M. Kimbel, Dana Heller Levitt, 2017 Written for undergraduate students and other prospective counselors, A Guide to Graduate Programs in Counseling is the first of its kind to create a comprehensive, reliable means of learning about the counseling profession, entry level preparation (i.e., master's degrees in counseling specializations), and what to consider when searching for, applying to, and ultimately selecting a graduate program in counseling that is the perfect fit. The Guide offers vital information relative to accreditation and its importance in the counseling profession with regards to obtaining licensure, certification, and even employment opportunities after graduating. As a CACREP publication, this book is the official source of information about accredited counseling programs and includes information about what counseling programs seek in candidates, what programs can offer students in terms of professional development and job placement, and guidance on personal and practical considerations for entering the counseling profession. Authored by counseling experts and featuring insights from voices in the field, A Guide to Graduate Programs in Counseling is a must-have resource for anyone interested in becoming a professional counselor. This text is an official publication of the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the counseling profession's recognized accreditation body. The book fulfills a need for individuals considering a career in the

counseling profession. Counselors comprise 37% of all helping professions, the largest of all professions that include social workers, psychologists, psychiatrists, and marriage and family therapists (Centers for Medicare and Medicaid Services, 2014). The counseling profession is projected to grow 29% between 2012-2022, faster than the average for all occupations according to the Bureau of Labor Statistics.

**Peterson's Graduate Programs in Health-Related Professions 2011** Peterson's, 2011-06-01 Peterson's Graduate Programs in Business, Education, Health, Information Studies, Law & Social Work contains a wealth of information on colleges and universities that offer graduate work in these fields. Institutions listed include those in the United States, Canada, and abroad that are accredited by U.S. accrediting agencies. Up-to-date data, collected through Peterson's Annual Survey of Graduate and Professional Institutions, provides valuable information on degree offerings, professional accreditation, jointly offered degrees, part-time and evening/weekend programs, postbaccalaureate distance degrees, faculty, students, degree requirements, entrance requirements, expenses, financial support, faculty research, and unit head and application contact information. Readers will find helpful links to in-depth descriptions that offer additional detailed information about a specific program or department, faculty members and their research, and much more. In addition, there are valuable articles on financial assistance, the graduate admissions process, advice for international and minority students, and facts about accreditation, with a current list of accrediting agencies.

*In Pursuit of the PhD* William G. Bowen, Neil L. Rudenstine, 2014-07-14 What percentage of graduate students entering PhD programs in the arts and sciences at leading universities actually complete their studies? How do completion rates vary by field of study, scale of graduate program, and type of financial support provided to students? Has the increasing reliance on Teaching Assistantships affected completion rates and time-to-degree? How successful have national fellowship programs been in encouraging students to finish their studies in reasonably short periods of time? What have been the effects of curricular developments and shifts in the state of the job market? How has the overall system of graduate education been affected by the expansion of the 1960s and the subsequent contraction in enrollments and degrees conferred? Is there excess capacity in the system at the present time? This major study seeks to answer fundamental questions of this kind. It is based on an exhaustive analysis of an unparalleled data set consisting of the experiences in graduate school of more than 35,000 students who entered programs in English, history, political science, economics, mathematics, and physics at ten leading universities between 1962 and 1986. In addition, new information has been obtained on the graduate student careers of more than 13,000 winners of prestigious national fellowships such as the Woodrow Wilson and the Danforth. It is the combination of these original data sets with other sources of national data that permits fresh insights into the processes and outcomes of graduate education. The authors conclude that opportunities to achieve significant improvements in the organization and functioning of graduate programs exist--especially in the humanities and related social sciences--and the final part of the

book contains their policy recommendations. This will be the standard reference on graduate education for years to come, and it should be read and studied by everyone concerned with the future of graduate education in the United States. Originally published in 1992. The Princeton Legacy Library uses the latest print-on-demand technology to again make available previously out-of-print books from the distinguished backlist of Princeton University Press. These editions preserve the original texts of these important books while presenting them in durable paperback and hardcover editions. The goal of the Princeton Legacy Library is to vastly increase access to the rich scholarly heritage found in the thousands of books published by Princeton University Press since its founding in 1905.

**The Path to the Ph.D.** National Research Council, Policy and Global Affairs, Board on Higher Education and Workforce, Office of Scientific and Engineering Personnel, Ad Hoc Panel on Graduate Attrition Advisory Committee, 1997-01-03 There is a growing concern among educators and policymakers about the level of attrition from Ph.D. programs in the sciences and humanities at some U.S. universities. Reliable estimates of graduate student attrition are difficult to obtain, however, because most information comes from the administrative records of individual institutions. This book provides a summary of datasets that could be used to analyze patterns of graduate student attrition and degree completion nationally, along with an analysis of recent studies on the subject. Based on this information, the committee examines the feasibility of designing a system to produce national estimates of graduate student attrition.

**Doctoral Degree Programs in Law** Kenneth K. Mwenda, 2021-11-05 This book offers a critical and insightful study of various doctoral programs in law, focusing on the English-speaking world. That the structures of doctoral degree programs in law differ between the United States and much of the Commonwealth are an issue that requires no debate. What is missing in the discourse, however, is a narrative on how these programs are structured and how they compare. This book attempts to fill that gap. A key objective of the study is to provide an international and comparative analysis of the efficacy of the American- and British-styled models of law doctorates. In so doing, it provides a conceptual and theoretical framework for the development of effective doctoral programs in law, contending that the defining characteristic of a doctorate is that it recognizes an independent contribution to the subject rather than the completion of taught coursework, however, advanced. The book goes on to examine the concept of a higher doctorate in law as a possible means of strengthening the concept of a law doctorate in legal academia. This book was written against the backdrop of the recently adopted Global Convention on the Recognition of Qualifications concerning higher education. It was adopted by the UNESCO General Conference in Paris on November 25, 2019, making it the first United Nations treaty on higher education with a global scope. The target audience of the book includes scholars in higher education; scholars in legal education; law school deans and administrators; law professors and students; Ministries of Higher Education in countries around the globe; accrediting agencies for doctoral studies; bar admission and legal education societies; and UNESCO and other international organizations.

*Peterson's Graduate Programs in Arts & Architecture 2011* Peterson's, 2011-07-01 Peterson's Graduate Programs in Arts and Architecture contains a wealth of information on colleges and universities that offer graduate work in Applied Arts & Design; Architecture; Art & Art History; Comparative & Interdisciplinary Arts; Film, Television, & Video; and Performing Arts. Institutions listed include those in the United States, Canada, and abroad that are accredited by U.S. accrediting agencies. Up-to-date data, collected through Peterson's Annual Survey of Graduate and Professional Institutions, provides valuable information on degree offerings, professional accreditation, jointly offered degrees, part-time and evening/weekend programs, postbaccalaureate distance degrees, faculty, students, degree requirements, entrance requirements, expenses, financial support, faculty research, and unit head and application contact information. Readers will find helpful links to in-depth descriptions that offer additional detailed information about a specific program or department, faculty members and their research, and much more. In addition, there are valuable articles on financial assistance, the graduate admissions process, advice for international and minority students, and facts about accreditation, with a current list of accrediting agencies.

**The New PhD** Leonard Cassuto, Robert Weisbuch, 2021-01-19 This book examines the failed graduate school reforms of the past and presents a plan for a practical and sustainable PhD. For too many students, today's PhD is a bridge to nowhere. Imagine an entering cohort of eight doctoral students. By current statistics, four of the eight—50%!—will not complete the degree. Of the other four, two will never secure full-time academic positions. The remaining pair will find full-time teaching jobs, likely at teaching-intensive institutions. And maybe, just maybe, one of them will garner a position at a research university like the one where those eight students began graduate school. But all eight members of that original group will be trained according to the needs of that single one of them who might snag a job at a research university. Graduate school has been preparing students for jobs that don't exist—and preparing them to want those jobs above all others. In *The New PhD*, Leonard Cassuto and Robert Weisbuch argue that universities need to ready graduate students for the jobs they will get, not just the academic ones. Connecting scholarly training to the vast array of career options open to graduates requires a PhD that looks outside the walls of the university, not one that turns inward—a PhD that doesn't narrow student minds but unlocks and broadens them practically as well as intellectually. Cassuto and Weisbuch document the growing movement for a student-centered, career-diverse graduate education, and they highlight some of the most promising innovations that are taking place on campuses right now. They also review for the first time the myriad national reform efforts, sponsored by major players like Carnegie and Mellon, that took place between 1990 and 2010, look at why these attempts failed, and ask how we can do better this time around. A more humane and socially dynamic PhD experience, the authors assert, is possible. This new PhD reconceives of graduate education as a public good, not a hermetically sealed cloister—and it won't happen by itself. Throughout the book, Cassuto and Weisbuch offer specific examples of how graduate programs can work to:

- reduce

the time it takes students to earn a degree; • expand career opportunities after graduation; • encourage public scholarship; • create coherent curricula and rethink the dissertation; • attract a truly representative student cohort; and • provide the resources—financial, cultural, and emotional—that students need to successfully complete the program. The New PhD is a toolbox for practical change that will teach readers how to achieve consensus on goals, garner support, and turn talk to action. Speaking to all stakeholders in graduate education—faculty, administrators, and students—it promises that graduates can become change agents throughout our world. By fixing the PhD, we can benefit the entire educational system and the life of our society along with it.

**Restructuring the Baccalaureate** Robert M. Bersi, Mary Ann Harp, 1973

**Graduate Programs in the Biological/Biomed Sciences & Health-Related/Med Prof 2015 (Grad 3)**

Peterson's, 2014-12-16 Peterson's Graduate Programs in the Biological/Biomedical Sciences & Health-Related Medical Professions 2015 contains profiles of 6,750 graduate programs at over 1,200 institutions in the biological/biomedical sciences and health-related/medical professions. Informative data profiles are included for 6,750 graduate programs in every available discipline in the biological and biomedical sciences and health-related medical professions, including facts and figures on accreditation, degree requirements, application deadlines and contact information, financial support, faculty, and student body profiles. Two-page in-depth descriptions, written by featured institutions, offer complete details on specific graduate program, school, or department as well as information on faculty research and the college or university. Comprehensive directories list programs in this volume, as well as others in the graduate series.

Undergraduate Public Affairs Education Madinah F. Hamidullah, 2021-11-11 Public affairs and nonprofit program administrators and directors interested in (or tasked with) implementing undergraduate programs require a resource where they can find information for recruiting and retaining the next wave of public and nonprofit workers. While similar to graduate public affairs programs, undergraduate programs may differ in curriculum design, recruitment targets, learning outcomes, and community engagement opportunities. Universities may have different motivations in creating an undergraduate program, from a need to generate additional resources, a clearer pathway to master's education, or offering complete degrees in themselves that prepare students for employment in the public or nonprofit sector. This book is the first of its kind to offer concrete, experienced guidance, tips, and general best practices in public affairs and nonprofit undergraduate education from those who have been there, with chapters written by current and former program administrators and directors. Exploring the variety of programs that are offered in public and nonprofit affairs/administration, the different degree components and specializations, types of experiential learning, different assessment and outcome practices, the value of accelerated degree programs, the current place of accreditation, and the appropriate resources available for program directors and administrators, this book will be of interest to faculty and

advanced graduate students that will be teaching/developing curricula in public and nonprofit degree programs that have undergraduate students.

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