CHANGE OF ACADEMIC MAJOR

Catherine Therese Flaga

Loglinear and Markov Chain Models of Change in College Academic Major David Kyuyoung Ahn,1983

On Changing Academic Majors in College Charles Richard Fletcher,1959

Beginning College Students who Change Their Majors Within 3 Years of Enrollment ,2017

The Changing Academic Profession Ulrich Teichler,Akira Arimoto,William K. Cummings,2013-03-15 This book provides an overview on the major findings of a questionnaire survey of academic profession in international perspective. More than 25,000 professors and junior staff at universities and other institutions of higher education at almost 20 countries from all over the world provide information on their working situation, their views and activities. The study “The Changing Academic Profession” is the second major study of its kind, and changes of views and activities are presented through a comparison of the findings with those of the earlier study undertaken in the early 1990s. Major themes are the academics’ perception of their societal and institutional environments, the views on the major tasks of teaching, research and services, their professional preferences and actual activities, their career, their perceived influence and their overall job satisfaction. Emphasis is placed on the influence of recent changes in higher education: the internationalisation and globalisation, the increasing expectation to provide evidence of the relevance of academic work, and finally the growing power of management at higher education institutions. Overall, the academics surveyed show that worldwide discourses and trends in higher education put their mark on the academic profession, but differences by country continue to be noteworthy. Academics consider themselves to be more strongly exposed to mechanism of regulations, incentives and sanctions as well as various assessments than in the past; yet their own freedom, and responsibilities and influence shape their identity more strongly and are reflected in widespread professional satisfaction.

Colleges That Change Lives Loren Pope,2006-07-25 Prospective college students and their parents have been relying on Loren Pope's expertise since 1995, when he published the first edition of this indispensable guide. This new edition profiles 41 colleges—all of which outdo the Ivies and research universities in producing performers, not only among A students but also among those who get Bs and Cs. Contents include: Evaluations of each school's program and personality Candid assessments by students, professors, and deans Information on the progress of graduates This new edition not only revisits schools listed in previous volumes to give readers a comprehensive assessment, it also addresses such issues as

homeschooling, learning disabilities, and single-sex education.

The Process of Transition for Community College Transfer Students Catherine Therese Flaga,2002

Journal of Applied Psychology Granville Stanley Hall,1925

New York Court of Appeals. Records and Briefs. New York (State).,

Announcement for the Academic Year University of Arizona,1927

Becoming a Student-Ready College Tia Brown McNair,Susan Albertine,Michelle Asha Cooper,Nicole McDonald,Thomas Major, Jr.,2016-06-27 Boost student success by reversing your perspective on college readiness The national conversation asking Are students college-ready? concentrates on numerous factors that are beyond higher education's control. Becoming a Student-Ready College flips the college readiness conversation to provide a new perspective on creating institutional value and facilitating student success. Instead of focusing on student preparedness for college (or lack thereof), this book asks the more pragmatic question of what are colleges and universities doing to prepare for the students who are entering their institutions? What must change in an institution's policies, practices, and culture in order to be student-ready? Clear and concise, this book is packed with insightful discussion and practical strategies for achieving your ambitious student success goals. These ideas for redesigning practices and policies provide more than food for thought—they offer a real-world framework for real institutional change. You'll learn: How educators can acknowledge their own biases and assumptions about underserved students in order to allow for change New ways to advance student learning and success How to develop and value student assets and social capital Strategies and approaches for creating a new student-focused culture of leadership at every level To truly become student-ready, educators must make difficult decisions, face the pressures of accountability, and address their preconceived notions about student success head-on. Becoming a Student-Ready College provides a reality check based on today's higher education environment.

Handbook of the Undergraduate Curriculum Jerry G. Gaff,James L. Ratcliff,1997 This volume offers a compAndium of the best ideas, analyses, and practices relating to the undergraduate curriculum as described by leading figures in the field. It contains both conceptual and practical information on effective practices, research, management, and assessment. In thirty-four original chapters, top practitioners and scholars detail a range of philosophies, frameworks, program designs, instructional strategies, and assessment methods being used to strengthen and transform the curriculum. They examine both the current state of knowledge and teaching in the disciplines and the forces that will reshape the curriculum in the coming years. The Handbook of Undergraduate Curriculum will prove valuable both to practitioners—as an operating manual or desk reference—and to faculty as a primary text for graduate courses on the curriculum. In addition, the book will be a useful tool for those serving on a general education curriculum committee or conducting a departmental review of a major program, as well as having numerous other practical applications for anyone with responsibility for or interest in the curriculum.

The Ultimate Guide to College Transfer Lucia D. Tyler,Susan E. Henninger,2017-05-19 The Ultimate Guide to College Transfer is a comprehensive guide, designed to make college transfer between four-year schools as successful as possible. Chapters outline the steps to take from the moment a student finds him/herself considering college transfer to the first semester at his/her next college. The book contains vignettes (based on real student stories) and excerpts from interviews with transfer students, parents, and higher education professionals. The information and advice they share will be helpful, informative, and reassuring to families going through a college transfer and enlightening to high school and college personnel. College transfer, when done for the right reasons and in the right way, can be an extremely positive experience for students. This is especially true when the student goes from merely surviving in their old environment to thriving in their new one.

College Major Quizzes John J. Liptak,2011 Despite economic slowdown, or perhaps because of it, college enrollment is booming. More adults are going back to school to upgrade their skills or change careers entirely. More high school students are entering college, uncertain of what to study but certain they need a degree. The result: more and more students are encountering the obstacle that is choosing a college major. The 12 assessements in College Major Quizzes coach readers through the process of making that decision. By assessing their skills, interest, values, goals, personality, preferences, motives, assumptions, learning styles, and long-term career plans, this book helps readers explore their options, evaluate the merits of each, and choose the college program that fits them and their career goals best. The quizzes are easy to take, score, and interpret, and each chapter contains checklists and activities to help readers make the most of their results. In addition, the book includes brief descriptions of the 100 most common college majors, making it easy for students to research their options and confirm their choices.

Catalogue University of Oregon,1920

Academic and Career Advising for Undecided, Exploring, and Major-Changing Students Dorothy Burton Nelson,Robert Alexander,Holly Martin,Brad Cunningham,2022-12 Research tells us that undecided and exploring students comprise between 20-50% of new students on higher education campuses today. Institutions' attempts to handle undecided students may differ, but all have the same goal of getting students grounded in a major so they can progress and graduate. Academic advisors, more often than not, serve as key contacts for helping students find their niche for successfully persisting and progressing toward graduation - a very tall order. This publication seeks to equip those who may have recently found themselves in the role of broadening their scope of advising students who openly express the desire to explore career and occupational options before declaring a college major or for students who have declared a major but are considering or needing to change majors. The aim is to provide answers for the following questions: 1. What information and resources will I need when working with students who are undecided about their major or career? 2. What information and resources will I

need when working with declared students who are exploring or considering changing their majors?

Catalogue of the Columbian College in the District of Columbia Columbian College in the District of Columbia,1928

The Impact of College on Students Kenneth A. Feldman,Theodore M. Newcomb,2020-02-18 In this landmark work, Kenneth Feldman and Theodore Newcomb review and synthesize the findings of more than 1,500 studies conducted over four decades on the subject. Writing in 1991, Ernest Pascarella and Patrick Terenzini maintained that The Impact of College on Students not only provided the first comprehensive conceptual map of generally uncharted terrain, but also generated a number of major hypotheses about how college influences students. They also noted that Feldman and Newcombe helped to stimulate a torrent of studies on the characteristics of collegiate institutions and how students change and benefit during and after their college years from college attendance. The Impact of College on Students is now a standard text in graduate courses as well as a standard and frequently cited reference for scholars, students, and administrators of higher education. Much of what we understand about the developmental influence of college is based on this work.

The Handbook of Career Advising Kenneth F. Hughey,Dorothy Nelson,Joanne K. Damminger,Betsy McCalla-Wriggins,2012-06-07 The Handbook of Career Advising The Handbook of Career Advising not only provides a general introduction to this important academic advising function, but offers many practical applications that can help students make realistic and timely career decisions. As students face an ever-changing and complex workplace, helping them integrate their academic and career decisions has never been more important. This book is an excellent resource for advisors; it helps them become more cognizant of the critical role they play and will facilitate the development of the knowledge and competencies required to perform this important advising task. Virginia Gordon, associate professor emeritus, The Ohio State University This book provides a wealth of information for anyone whose work involves helping students discover how intentional choices in curricular and cocurricular educational experiences can prepare them for tomorrow's workplace. The theoretical foundations, information and resources, frameworks for practice, and recommendations for the future included in this book will guide academic advisors as they positively influence students' lives by helping them systematically and enthusiastically approach their career development. Mary Stuart Hunter, assistant vice provost, National Resource Center for The First-Year Experience and Students in Transition, University of South Carolina The Handbook of Career Advising provides excellent information, resources, and examples of how academic advisors can become more knowledgeable and comfortable in providing career advising. Here, authors address critical issues such as diversity, working with specific student groups, and working with undecided or exploratory students. This book provides examples that illustrate how career and academic advising are significant parts of the teaching and learning process that support student success on our campuses. Casey Self, executive director, Academic Advising, University College, Arizona State University, and 2009 NACADA president

Colleges that Change Lives Loren Pope,1996 The distinctive group of forty colleges profiled here is a well-kept secret in a

status industry. They outdo the Ivies and research universities in producing winners. And they work their magic on the B and C students as well as on the A students. Loren Pope, director of the College Placement Bureau, provides essential information on schools that he has chosen for their proven ability to develop potential, values, initiative, and risk-taking in a wide range of students. Inside you'll find evaluations of each school's program and personality to help you decide if it's a community that's right for you; interviews with students that offer an insider's perspective on each college; professors' and deans' viewpoints on their school, their students, and their mission; and information on what happens to the graduates and what they think of their college experience. Loren Pope encourages you to be a hard-nosed consumer when visiting a college, advises how to evaluate a school in terms of your own needs and strengths, and shows how the college experience can enrich the rest of your life.

No Child Left Behind and the Transformation of Federal Education Policy, 1965-2005 Patrick J. McGuinn,2006 Education is intimately connected to many of the most important and contentious questions confronting American society, from race to jobs to taxes, and the competitive pressures of the global economy have only enhanced its significance. Elementary and secondary schooling has long been the province of state and local governments; but when George W. Bush signed into law the No Child Left Behind Act in 2002, it signaled an unprecedented expansion of the federal role in public education. This book provides the first balanced, in-depth analysis of how No Child Left Behind (NCLB) became law. Patrick McGuinn, a political scientist with hands-on experience in secondary education, explains how this happened despite the country's long history of decentralized school governance and the longstanding opposition of both liberals and conservatives to an active, reform-oriented federal role in schools. His book provides the essential political context for understanding NCLB, the controversies surrounding its implementation, and forthcoming debates over its reauthorization. how the struggle to define the federal role in school reform took center stage in debates over the appropriate role of the government in promoting opportunity and social welfare. He places the evolution of the federal role in schools within the context of broader institutional, ideological, and political changes that have swept the nation since the 1965 Elementary and Secondary Education Act, chronicles the concerns raised by the 1983 report A Nation at Risk, and shows how education became a major campaign issue for both parties in the 1990s. McGuinn argues that the emergence of swing issues such as education can facilitate major policy change even as they influence the direction of wider political debates and partisan conflict. McGuinn traces the Republican shift from seeking to eliminate the U.S. Department of Education to embracing federal leadership in school reform, then details the negotiations over NCLB, the forces that shaped its final provisions, and the ways in which the law constitutes a new federal education policy regime - against which states have now begun to rebel. and that only by understanding the unique dynamics of national education politics will reformers be able to craft a more effective national role in school reform.

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