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LONG AVILA

Inside Graduate Admissions JHU Press

Renowned as one of the most distinguished universities in the world, Peking University (PKU or, colloquially, "Beida") has been at the forefront of higher education in China since its inception. Its roots arguably date to the origin of Chinese higher education. Hao Ping traces the intricate evolution of the university, beginning with the preceding institutions that contributed to its establishment, and stretching from the first Opium War of 1839 through the first of several eye-opening defeats for the then-isolated Middle Kingdom to the Xinhai Revolution and the early days of the Republic of China. Hao Ping chronicles the contentious debates between reform-minded leaders who championed Western models of learning and conservatives who favored the traditional schooling and examination system, providing readers with details about the workings of the imperial court as well as the individual officials and scholars involved in Chinese educational reform. This authoritative history of the founding of Peking University defends the university's claim to be the first modern university in China and offers insight into the formation of higher education as it exists in China today.

The Survey of Distance Learning Programs in Higher Education Routledge

While powerful gender inequalities remain in American society, women have made substantial gains and now largely surpass men in one crucial arena: education. Women now outperform men academically at all levels of school, and are more likely to obtain college degrees and enroll in graduate school. What accounts for this enormous reversal in the gender education gap? In *The Rise of Women: The Growing Gender Gap in Education and What It Means for American Schools*, Thomas DiPrete and Claudia Buchmann provide a detailed and accessible account of women's educational advantage and suggest new strategies to improve schooling outcomes for both boys and girls. *The Rise of Women* opens with a masterful overview of the broader societal changes that accompanied the change in gender trends in higher education. The rise of egalitarian gender norms and a growing demand for college-educated workers allowed more women to enroll in colleges and universities nationwide. As this shift occurred, women quickly reversed the historical male advantage in education. By 2010, young women in their mid-twenties surpassed their male counterparts in earning college degrees by more than eight percentage points. The authors, however, reveal an important exception: While women have achieved parity in fields such as medicine and the law, they lag far behind men in engineering and physical science degrees. To explain these trends, *The Rise of Women* charts the performance of boys and girls over the course of their schooling. At each stage in the education process, they consider the gender-specific impact of factors such as families, schools, peers, race and class. Important differences emerge as early as kindergarten, where girls show higher levels of essential learning skills such as persistence and self-control. Girls also derive more intrinsic gratification from performing well on a day-to-day basis, a crucial advantage in the learning process. By contrast, boys must often navigate a conflict between their emerging masculine identity

and a strong attachment to school. Families and peers play a crucial role at this juncture. The authors show the gender gap in educational attainment between children in the same families tends to be lower when the father is present and more highly educated. A strong academic climate, both among friends and at home, also tends to erode stereotypes that disconnect academic prowess and a healthy, masculine identity. Similarly, high schools with strong science curricula reduce the power of gender stereotypes concerning science and technology and encourage girls to major in scientific fields. As the value of a highly skilled workforce continues to grow, *The Rise of Women* argues that understanding the source and extent of the gender gap in higher education is essential to improving our schools and the economy. With its rigorous data and clear recommendations, this volume illuminates new ground for future education policies and research.

Contemporary Issues in Higher Education Allyn & Bacon

This book focuses not on teaching techniques but on the strategic decisions which must be made before a course begins. It provides realistic advice for university and college teachers on how to design more effective courses without underestimating the complexity of the task facing course developers, and offers course designers both an understanding and a framework within which to clarify their own teaching purposes.

Educational Leadership and Administration Routledge

The U.S. system of graduate education in science, technology, engineering, and mathematics (STEM) has served the nation and its science and engineering enterprise extremely well. Over the course of their education, graduate students become involved in advancing the frontiers of discovery, as well as in making significant contributions to the growth of the U.S. economy, its national security, and the health and well-being of its people. However, continuous, dramatic innovations in research methods and technologies, changes in the nature and availability of work, shifts in demographics, and expansions in the scope of occupations needing STEM expertise raise questions about how well the current STEM graduate education system is meeting the full array of 21st century needs. Indeed, recent surveys of employers and graduates and studies of graduate education suggest that many graduate programs do not adequately prepare students to translate their knowledge into impact in multiple careers. *Graduate STEM Education for the 21st Century* examines the current state of U.S. graduate STEM education. This report explores how the system might best respond to ongoing developments in the conduct of research on evidence-based teaching practices and in the needs and interests of its students and the broader society it seeks to serve. This will be an essential resource for the primary stakeholders in the U.S. STEM enterprise, including federal and state policymakers, public and private funders, institutions of higher education, their administrators and faculty, leaders in business and industry, and the students the system is intended to educate.

The Master's Degree in Education as Teacher Professional Development Harvard University Press

Mary Rowlandson was a colonial American woman who was captured by Native Americans in 1676 during King Philip's War and held for 11 weeks before being ransomed. In 1682, six years after her ordeal, 'The Sovereignty and Goodness of God: Being a Narrative of the Captivity and Restoration of

Mrs. Mary Rowlandson' was published. It captures her ordeal in vivid details of its brutality. The book is considered a formative American work in the literary genre of captivity narratives.

Graduate STEM Education for the 21st Century IAP

Comprises a collection of 40 readings to aid in understanding the multiple nuances of how colleges or postsecondary educational institutions are organized, governed, and administered. Areas addressed are classic organization theory, traditional administrative and governance models, campus climate and

Graduate Education in the Social Sciences Training Higher Education Policy Makers and Leaders

At a time when higher education faces the unprecedented challenges of declining revenues and increased scrutiny, questions about access, cost, and the value of degrees, and the imperative to educate a more diverse student body, there is an urgent need for leadership that is conversant with, and able to deploy, the competencies, management tools, and strategic skills that go beyond the technical or disciplinary preparation and "on the job" training that most leaders have received. This book is intended as a practical resource for academic and administrative leaders in higher education who seek guidance in dealing with today's complexity, opportunities, and demands. It is also addressed to those who aspire to hold positions of leadership, and to the many faculty and staff members who serve in informal leadership roles within their departments, disciplines, or institutions. Additionally, the book serves as a guide and resource for those responsible for the design and implementation of leadership development programs in higher education. While recognizing the differences in mission and circumstance across institutional types, the authors begin by offering a foundational understanding of higher education as a sector, the political, social, and economic climate in which it operates, and the potential opportunities ahead. Subsequent sections of the book cover leadership concepts and competencies, along with a series of applied tools for leadership and organizational effectiveness. Each chapter concludes with related case studies and guiding questions for further reflection. The final section highlights models for developing institutional leadership programs that progressively meet the needs of leaders along their careers. The content and format of this book reflect the authors' views that leadership development is most effective when it is an intentional, reflective, and systematic experience. While they espouse the practice of general principles of leadership, they also take into account the unique context of higher education with its numerous internal and external stakeholders, multiple missions, particular organizational governance, and a culture that fosters individual autonomy and creativity.

The New Education Bridge21 Publications LLC

More than two million students are enrolled in for-profit colleges, from the small family-run operations to the behemoths brandished on billboards, subway ads, and late-night commercials. These schools have been around just as long as their bucolic not-for-profit counterparts, yet shockingly little is known about why they have expanded so rapidly in recent years—during the so-called Wall Street era of for-profit colleges. In *Lower Ed* Tressie McMillan Cottom—a bold and rising public scholar, herself once a recruiter at two for-profit colleges—expertly parses the fraught dynamics of this big-money industry to show precisely how it is part and parcel of the growing inequality plaguing the country today. McMillan Cottom discloses the shrewd recruitment and marketing strategies that these schools deploy and explains how, despite the well-documented

predatory practices of some and the campus closings of others, ending for-profit colleges won't end the vulnerabilities that made them the fastest growing sector of higher education at the turn of the twenty-first century. And she doesn't stop there. With sharp insight and deliberate acumen, McMillan Cottom delivers a comprehensive view of postsecondary for-profit education by illuminating the experiences of the everyday people behind the shareholder earnings, congressional battles, and student debt disasters. The relatable human stories in *Lower Ed*—from mothers struggling to pay for beauty school to working class guys seeking "good jobs" to accomplished professionals pursuing doctoral degrees—illustrate that the growth of for-profit colleges is inextricably linked to larger questions of race, gender, work, and the promise of opportunity in America. Drawing on more than one hundred interviews with students, employees, executives, and activists, *Lower Ed* tells the story of the benefits, pitfalls, and real costs of a for-profit education. It is a story about broken social contracts; about education transforming from a public interest to a private gain; and about all Americans and the challenges we face in our divided, unequal society.

Lower Ed JHU Press

Universities and nations have long recognized the direct contribution of graduate education to the welfare of the economy by meeting a range of research and employment needs. With the burgeoning of a global economy in the twentieth and twenty-first centuries, the economic outcome of doctoral education reaches far beyond national borders. Many doctoral programs in the United States and throughout the world are looking for opportunities to equip students to work in transnational settings, with scientists and researchers located across the globe. Nations competing within this global economy often have different and not always compatible motives for supporting graduate training. In this volume, graduate education experts explore some of the tensions and potential for cooperation between nations in the realm of doctoral education. The contributors assess graduate education in different systems around the world, including Australia, Brazil, Canada, Germany, India, Japan, Mexico, the Nordic countries, South Africa, the United Kingdom, and the United States. Many factors motivate the need for a global understanding of doctoral education, including the internationalization of the labor market and global competition, the expansion of opportunities for doctoral education in smaller and developing nations, and a declining interest among international students in pursuing their graduate education in the United States.

Factors that Contribute to Masters Degree Non-completion in the Higher Education Program at the University of Toledo Jossey-Bass

How does graduate admissions work? Who does the system work for, and who falls through its cracks? More people than ever seek graduate degrees, but little has been written about who gets in and why. Drawing on firsthand observations of admission committees and interviews with faculty in 10 top-ranked doctoral programs in the humanities, social sciences, and natural sciences, education professor Julie Posselt pulls back the curtain on a process usually conducted in secret. "Politicians, judges, journalists, parents and prospective students subject the admissions policies of undergraduate colleges and professional schools to considerable scrutiny, with much public debate over appropriate criteria. But the question of who gets into Ph.D. programs has by comparison escaped much discussion. That may change with the publication of *Inside Graduate Admissions*...While the departments reviewed in the book remain secret, the general process used

by elite departments would now appear to be more open as a result of Posselt's book." —Scott Jaschik, *Inside Higher Ed* "Revealing...Provide[s] clear, consistent insights into what admissions committees look for." —Beryl Lieff Benderly, *Science*

From Diplomas to Doctorates Teachers College Press

By 1865, although Atlanta and the Confederacy still lay wounded in the wake of the Union victory, black higher education began its thrust for recognition. Some of the first of the American colleges formed specifically for the education of black students were founded in Atlanta, Georgia. These schools continue, over a century later, to educate, train and inspire. Through an engaging collection of images and informative captions, their story begins to unfold. Atlanta University was the pioneer college for blacks in the state of Georgia. Founded in 1865, it was followed by Morehouse College in 1867, Clark University in 1869, and Spelman and Morris Brown Colleges in 1881. By 1929, Atlanta University discontinued undergraduate work and affiliated with Morehouse and Spelman in a plan known as the "Atlanta University System." A formal agreement of cooperation including all of the Atlanta colleges occurred in 1957, solidifying the common goal and principles each school was founded upon to make literate the black youth of America. Today, the shared resources of each institution provide a unique and challenging experience for young African Americans seeking higher education. The schools boast a long and distinguished list of alumni and scholars, including W.E.B. DuBois, James Weldon Johnson, Martin Luther King, Henry O. Tanner, and C. Eric Lincoln.

Training Higher Education Policy Makers and Leaders McGraw-Hill Education (UK)

This text is designed to lead the student through the process of studying, writing and achieving at masters level. It aims to demystify the process by tackling those issues students find difficult, explaining the conventions which must be followed in order to succeed at this level.

Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson Graduate Savvy

Training Higher Education Policy Makers and Leaders IAP

University of Washington Press

This handbook brings together contributors from the United States, Australasia and Europe who use theoretical insights and empirical data to examine current practices as well as possible future directions of postgraduate education. A full range of postgraduate study options are explored, including PhD and professional doctorates, masters awards, and taught coursework programs. The contributions of key stakeholders to the delivery of postgraduate education are addressed, including students, supervisors and university administrators. From this collection, university managers, higher education scholars, and anyone interested in establishing a centre for higher education are given comprehensive overviews of academic leadership, doctoral education, and supervisory relationships. Topics examined in detail in this collection are little discussed in the available literature, including supervisory relationships between colleagues, the emergence of the "second-career academic", and academic blogging and social networking. The external pressures that universities around the world are experiencing, including neoliberalism, the massification of student numbers, disruptive innovations, and external quality benchmarking, are considered in terms of the ways that they are prompting change in how postgraduate study is administered and delivered. Many chapters contain specific recommendations to meet organisational and student needs, including for specific demographics such as international students or specific programs. The

professional, employment, and information literacy needs of students and the professional development of supervisors and processes for examination are also considered.

Master's Level Study In Education: A Guide To Success For Pgce Students SAGE Publications Limited

This book shows that the introduction of the European Credit Transfer System (ECTS) of credit points as a new accounting unit at universities has led to increased bureaucracy and the schoolmaster-style regimentation of Bachelor's and Master's courses. It explains how, due to the pressure of having to plan every single working hour of studying in advance, a 'Sudoku Effect' is created by the necessity to combine courses, exams and modules in such a way that the points 'add up'. An unintentional side effect of the introduction of the ECTS, the Sudoku Effect has led to more classroom style teaching, an inflation of exams and fewer choices available to students. It has resulted in such complex and contradictory guidelines for the planning of the curriculum that the values attributed to the higher education reform can often only be realised if the rules for Bachelor's and Master's programmes are ignored, or at least stretched, in practice. The book describes how the reaction to this situation is the continuous further refinement of the complicated rules rather than their abolishment.

Postgraduate Education in Higher Education McGraw-Hill Education (UK)

College Sports and Institutional Values in Competition interrogates the relationship between athletics and higher education, exploring how college athletics departments reflect many characteristics of their institutions and are also susceptible to the same challenges in delivering on their mission. Chapters cover the historical contexts and background of campus athletics, issues and institutional tensions over market pressures, the spectacle of college athletics and how this spectacle influences athlete experiences, and the ways in which leaders are navigating these issues. Through stories of higher education that focus on the ways athletic departments leverage their institutional values, this book encourages readers to examine the purpose, mission, and academic values of their institutions, and to evaluate the role of their athletic programs, to improve outcomes and experiences on campus for students and student-athletes alike.

Graduate Education Today Routledge

The federal bureaucratic role -- The procedural process -- Policy actors' influence -- Strategies and powers of influence -- The role of policy actors' beliefs -- Higher education rulemaking in context --

The use and influence of technology

Organization and Administration in Higher Education Stylus Publishing (VA)

A leading educational thinker argues that the American university is stuck in the past -- and shows how we can revolutionize it for our era of constant change Our current system of higher education dates to the period from 1865 to 1925. It was in those decades that the nation's new universities created grades and departments, majors and minors, all in an attempt to prepare young people for a world transformed by the telegraph and the Model T. As Cathy N. Davidson argues in *The New Education*, this approach to education is wholly unsuited to the era of the gig economy. From the Ivy League to community colleges, she introduces us to innovators who are remaking college for our own time by emphasizing student-centered learning that values creativity in the face of change above all. *The New Education* ultimately shows how we can teach students not only to survive but to thrive amid the challenges to come.

The Black Colleges of Atlanta Springer Science & Business Media

To be sure, post-secondary educators have always been concerned about the quality of their programs. But "quality" has often been defined in terms of faculty research or student test scores - measures that do not meet today's educational needs. This book challenges educators to reexamine their assumptions and beliefs about program quality. It offers a comprehensive theory of quality in higher education, organized around one central idea: that student learning is the focal point of a high-quality undergraduate or graduate program, and consequently that program quality is a result of student, faculty, and administrative engagement in mutually supportive teaching and learning.

College Student Affairs Administration Pearson Learning Solutions

The 200+ page report gives detailed benchmarking data from more than 50 participating higher

education distance learning programs. The report presents highly specific data on spending on various forms of marketing methods such as Facebook, Yahoo and Google ads, and ezine, magazine, newspaper, radio, billboard and television advertising, to mention a few. The report also gives detailed information on trends in revenues, tuition, financial aid, enrollment and other critical areas and issues for higher education distance learning program administrators. Coverage includes course development costs, use of new technologies, and efforts in assessment and tutoring. The data in the report is broken out by type of college, size of college, for public and private colleges, for-profit and non-profit colleges, by size of distance learning enrollment, and by the scope of the distance learning program itself, those that aim at both traditional and non-traditional learners, and those focused exclusively on the latter.

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