

Doctoral Programs

Jill Alexa Perry

Research Doctorate Programs in the United States National Research Council, Policy and Global Affairs, Office of Scientific and Engineering Personnel, Committee for the Study of Research-Doctorate Programs in the United States, 1995-10-08 Doctoral programs at U.S. universities play a critical role in the development of human resources both in the United States and abroad. This volume reports the results of an extensive study of U.S. research-doctorate programs in five broad fields: physical sciences and mathematics, engineering, social and behavioral sciences, biological sciences, and the humanities. *Research-Doctorate Programs in the United States* documents changes that have taken place in the size, structure, and quality of doctoral education since the widely used 1982 editions. This update provides selected information on nearly 4,000 doctoral programs in 41 subdisciplines at 274 doctorate-granting institutions. This volume also reports the results of the National Survey of Graduate Faculty, which polled a sample of faculty for their views on the scholarly quality of program faculty and the effectiveness of doctoral programs in preparing research scholars/scientists. This much-anticipated update of such an essential reference will be useful to education administrators, university faculty, and students seeking authoritative information on doctoral programs.

Doctoral Education and the Faculty of the Future Ronald G. Ehrenberg, Charlotte V. Kuh, 2011-05-02 American colleges and universities simultaneously face large numbers of faculty retirements and expanding enrollments. Budget constraints have led colleges and universities to substitute part-time and full-time non-tenure-track faculty for tenure-track faculty, and the demand for faculty members will likely be high in the decade ahead. This heightened demand is coming at a time when the share of American college graduates who go on for PhD study is far below its historic high. The declining interest of American students in doctoral programs is due to many factors, including long completion times, low completion rates, the high cost of doctoral education, and the decline in the share of faculty positions that are tenured or on the tenure track. In short, doctoral education is in crisis because the impediments are many and the rewards are few; students often choose instead to enroll in professional programs that result in more marketable credentials. In *Doctoral Education and the Faculty of the Future*, scientists, social scientists, academic administrators, and policy makers describe their efforts to increase and improve the supply of future faculty. They cover topics ranging from increasing undergraduate interest in doctoral study to improving the doctoral experience and the participation of underrepresented groups in doctoral education.

Educating Scholars Ronald G. Ehrenberg, Harriet Zuckerman, Jeffrey A. Groen, Sharon M. Brucker, 2009-09-28 Meeting the challenges faced by today's U.S. doctoral humanities programs Despite the worldwide prestige of America's doctoral programs in the humanities, all is not well in this area of higher education and hasn't been for some time. The content of graduate programs has undergone major changes, while high rates of student attrition, long times to degree, and financial burdens prevail. In response, the Andrew W. Mellon Foundation in 1991 launched the Graduate Education Initiative (GEI), the largest effort ever undertaken to improve doctoral programs in the humanities and related social sciences. The only book to focus exclusively on the current state of doctoral education in the humanities, *Educating Scholars* reports on the GEI's success in reducing attrition and times to degree, the positive changes implemented by specific graduate programs, and the many challenges still to be addressed. Over a ten-year period, the Foundation devoted almost eighty-five million dollars through the GEI to provide support for doctoral programs and student aid in fifty-four departments at ten leading universities. The authors examine data that tracked the students in these departments and in control departments, as well as information gathered from a retrospective survey of students. They reveal that completion and attrition rates depend upon financial support, the quality of advising, clarity of program requirements, and each department's expectations regarding the dissertation. The authors consider who earns doctoral degrees, what affects students' chances of finishing their programs, and how successful they are at finding academic jobs. Answering some of the most important questions being raised about American doctoral programs today, *Educating Scholars* will interest all those concerned about our nation's intellectual future.

Assessing Research-Doctorate Programs National Research Council, Policy and Global Affairs, Committee to Examine the Methodology for the Assessment of Research-Doctorate Programs, James A. Voytuk, Charlotte V. Kuh, Jeremiah P. Ostriker, 2003-12-19 How should we assess and present information about the quality of research-doctorate programs? In recommending that the 1995 NRC rankings in *Assessing the Quality of Research-Doctorate Programs: Continuity and Change* be updated as soon as possible, this study presents an improved approach to doctoral program assessment which will be useful to administrators, faculty, and others with an interest in improving the education of Ph.D.s in the United States. It reviews the methodology of the 1995 NRC rankings and recommends changes, including the collection of new data about Ph.D. students, additional data about faculty, and new techniques to present data on the qualitative assessment of doctoral program reputation. It also recommends revision of the taxonomy of fields from that used in the 1995 rankings.

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.

A Data-Based Assessment of Research-Doctorate Programs in the United States (with CD) Policy and Global Affairs, Board on Higher Education and Workforce, 2011-08-26 A Data-Based Assessment of Research-Doctorate Programs in the United States provides an unparalleled dataset that can be used to assess the quality and effectiveness of doctoral programs based on measures important to faculty, students, administrators, funders, and other stakeholders. The data, collected for the 2005-2006 academic year from more than 5,000 doctoral programs at 212 universities, covers 62 fields. Included for each program are such characteristics as faculty publications, grants, and awards; student GRE scores, financial support, and employment outcomes; and program size, time to degree, and faculty composition. Measures of faculty and student diversity are also included. The book features analysis of selected findings across six broad fields: agricultural sciences, biological and health sciences, engineering, physical and mathematical sciences, social and behavioral sciences, and humanities, as well as a discussion of trends in doctoral education since the last assessment in 1995, and suggested uses of the data. It also includes a detailed explanation of the methodology used to collect data and calculate ranges of illustrative rankings. Included with the book is a comprehensive CD-ROM with a data table in Microsoft Excel. In addition to data on the characteristics of individual programs, the data table contains illustrative ranges of rankings for each program, as well as ranges of rankings for three dimensions of program quality: (1) research activity, (2) student support and outcomes, and (3) diversity of the academic environment. As an aid to users, the data table is offered with demonstrations of some Microsoft Excel features that may enhance the usability of the spreadsheet, such as hiding and unhiding columns, copying and pasting columns to a new worksheet, and filtering and sorting data. Also provided with the data table are a set of scenarios that show how typical users may want to extract data from the spreadsheet. PhDs.org, an independent website not affiliated with the National Research Council, incorporated data from the research-doctorate assessment into its Graduate School Guide. Users

of the Guide can choose the weights assigned to the program characteristics measured by the National Research Council and others, and rank graduate programs according to their own priorities.

Insider's Guide to Graduate Programs in Clinical and Counseling Psychology John C. Norcross, Michael A. Sayette, 2022-04-14 The definitive guide for prospective graduate students in clinical and counseling psychology has now been revised and updated for 2022/2023, with all-new data on more than 300 doctoral programs. This is the book you can rely on for finding the programs that meet your needs and maximizing your chances of getting in. Profiles cover each program's specializations or tracks, admission requirements, acceptance rates, financial aid, research areas, and clinical opportunities. The Insider's Guide is based on intensive research and includes information, advice, and decision-making worksheets not available from any other source. The 2022/2023 edition includes a new chapter on deciding between a doctoral or master's degree, shares insights on how COVID-19 has altered the admissions process, and addresses other timely topics.

An Online Doctorate for Researching Professionals Swapna Kumar, Kara Dawson, 2018 The interest and demand for online terminal degrees across disciplines by professionals wishing to conduct research and fulfill doctoral degree requirements at a distance is only increasing. But what these programs look like, how they are implemented, and how they might be evaluated are the questions that challenge administrators and pedagogues alike. This book presents a model for a doctoral program that bridges theory, research, and practice and is offered completely or largely online. In their described program model, Kumar and Dawson enable researching professionals to build an online community of inquiry, engage in critical discourse within and across disciplines, learn from and with experts and peers, and generate new knowledge. Their program design is grounded in the theoretical and research foundations of online, adult, and doctoral education, curriculum design and community-building, implementation, and evaluation. The authors, who draw on their experience of implementing a similar program at the University of Florida, not only share data collected from students and faculty members but also reflect on lessons learned working on the program in diverse educational contexts. An important guide for program leaders who wish to develop, implement, and sustain an online professional doctorate, *An Online Doctorate for Researching Professionals* will also be a valuable resource for higher education professionals seeking to include e-learning components in existing on-campus doctoral programs.

The Formation of Scholars George E. Walker, Chris M. Golde, Laura Jones, Andrea Conklin Bueschel, Pat Hutchings, 2012-06-19 This groundbreaking book explores the current state of doctoral education in the United States and offers a plan for increasing the effectiveness of doctoral education. Programs must grapple with questions of purpose. The authors examine practices and elements of doctoral programs and show how they can be made more powerful by relying on principles of progressive development, integration, and collaboration. They challenge the traditional apprenticeship model

and offer an alternative in which students learn while apprenticing with several faculty members. The authors persuasively argue that creating intellectual community is essential for high-quality graduate education in every department. Knowledge-centered, multigenerational communities foster the development of new ideas and encourage intellectual risk taking.

Teaching and Learning Perspectives on Doctoral Programs in Education: Emerging Research and Opportunities Taylor, P. Mark, 2020-01-03 Doctoral programs are an important feature of academia. They foster professional development among future researchers and academicians. Ensuring the quality of these programs and providing quality mentorship encourages success among program participants and provides a high quality of preparedness for the professional world. *Teaching and Learning Perspectives on Doctoral Programs in Education: Emerging Research and Opportunities* is a critical scholarly publication that examines the effectiveness of doctoral programs and strategies for successful academic advisement. The book explores doctoral programs from three perspectives: designing a doctoral program, teaching/mentoring within a doctoral program, and being a student in a doctoral program. Featuring a wide range of topics such as higher education, professional development, and program design, this book is ideal for instructional designers, academicians, academic advisers, administrators, researchers, education professionals, and doctoral students attempting to successfully navigate a doctoral program.

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.

An Assessment of Research-Doctorate Programs in the United States Committee on an Assessment of Quality-Related Characteristics of Research-Doctorate Programs in the United States, 1982-02-01 U.S. research-doctorate programs in the social and behavioral sciences were assessed by a committee of the Conference Board of Associated Research Councils. Attention was focused on 639 research-doctorate programs in seven disciplines in the social and behavioral sciences: anthropology, economics, geography, history, political sciences, psychology, and sociology. The effectiveness of these programs in preparing students for research careers was assessed. Indices that might be relevant to program quality were examined, and information was provided to evaluators on the names of faculty members involved with each program to be rated and the number of research doctorates awarded in the last 5 years. After describing the background to the study and the research methodology, survey findings are presented for each discipline. In addition to extensive statistical findings and analyses, the following appendices are presented: the Survey of Earned Doctorates, the instrument used in the reputational survey, the ARL Library Index, data on faculty research support and research and development expenditures, data on publication records, and lists of planning committee members and participants of the Conference on the Assessment of Quality of Graduate Education Programs. (SW)

A Data-Based Assessment of Research-Doctorate Programs in the United States (2-volume set with CD) - Prepublication Version, 2010-09-28 A Data-Based Assessment of Research-Doctorate Programs in the United States provides an unparalleled dataset that can be used to assess the quality and effectiveness of doctoral programs based on measures important to faculty, students, administrators, funders, and other stakeholders. The data, collected for the 2005-2006 academic year from more than 5,000 doctoral programs at 212 universities, cover such characteristics as faculty publications, grants, and awards; student GRE scores, financial support, and employment outcomes; and program size, time to degree, and faculty composition. Measures of faculty and student diversity are also included. In addition to the data, the report contains illustrative ranges of rankings for each program, as well as ranges of rankings for three dimensions of program quality: research activity, student support and outcomes, and diversity of the academic environment. Accompanying the report is a comprehensive Data Table in Excel and a detailed explanation of the methodology used to collect data and calculate ranges of rankings. All three of these publications-the two reports and the Data Table spreadsheet-are available to be downloaded from this site free of charge and purchased as a set of two printed volumes and a CD. As an aid to users, the Data Table is offered with demonstrations of some Excel features that may enhance the usability of the spreadsheet, such as hiding and unhiding columns, copying and pasting columns to a new worksheet, and filtering and sorting data. Also provided with the Data Table are a set of scenarios that show how typical users may wish to extract data from the spreadsheet. These

aids are available on this site and are also included in the Data Table CD. PhDs.org, an independent web site not affiliated with the National Research Council, has incorporated data from the research-doctorate assessment into its Graduate School Guide. Users of the Guide can choose the weights assigned to the program characteristics measured by the National Research Council and others, and rank graduate programs according to their own priorities.

Doctoral Programs in Nursing National League for Nursing. Division of Baccalaureate and Higher Degree Programs, 1984

Reclaiming the Education Doctorate Jill Alexa Perry, 2023-12-20 Reclaiming the Education Doctorate: A Guidebook for (re)Designing EdD Programs is a practical guide for those seeking to (re)design a professional practice doctorate program in education that prepares Scholarly Practitioners. To tackle the comprehensive change process necessary for (re)designing the EdD, this book will guide the reader with an improvement lens that looks at the roots of the confusion of the EdD, the system that created it, and the framework that helped to reclaim it. Readers will be guided through a backward mapping (re)design process that begins with defining graduate outcomes, maps through the milestones and courses, ends with rethinking the admissions process. Along the way, readers will learn how to design and integrate a dissertation in practice into the curriculum, consider best practices for their program (re)design, and view examples of successful programs. Additionally, to support readers in their (re)design efforts, each chapter will offer exercises, tools, and resources that will guide the process. The book will prove to be an invaluable resource for anyone developing or revising their EdD program. After the opening chapter that explains the mission statement of Reclaiming the Education Doctorate, Jill Perry structures chapters to deal with the full range of issues that impact EdD programs, including: Roots of the EdD Problem Aim: The Professional Practice Doctorate Driving Change Backward mapping: beginning with the end The heart of the program: Curriculum The beginning: Admitting Candidates Measuring Impact Leading Change

An Assessment of Research-Doctorate Programs in the United States Committee on an Assessment of Quality-Related Characteristics of Research-Doctorate Programs in the United States, Conference Board of the Associated Research Councils, 1982-01-15 The quality of doctoral-level chemical engineering (N=79), civil engineering (N=74), electrical engineering (N=91), and mechanical engineering (N=82) programs at United States universities was assessed, using 16 measures. These measures focused on variables related to: (1) program size; (2) characteristics of graduates; (3) reputational factors (scholarly quality of faculty, effectiveness of programs in educating research scholars/scientists, improvement in program quality during the last 5 years); (4) university library size; (5) research support; and (6) publication records. Chapter I discusses prior attempts to assess quality in graduate education, development of the study plans, and the selection of disciplines and programs to be evaluated. Chapter II discusses the methodology used, focusing on each of the assessment measures. Chapters III to VI present, respectively, findings from the analyses of the chemical, civil, electrical, and mechanical engineering programs. Chapter VII includes a summary of results, correlations among measures, several

additional analyses, and suggestions for future studies. Among the findings reported are those indicating that electrical engineering programs had, on the average, the largest number of faculty (N=23) in December 1980 and had graduated the most doctoral students (N=32) during fiscal years 1975-1979. (Survey instruments and supporting documentation are included in appendices.) (JN)

A Data-based Assessment of Research Doctorate Programs in the United States, 2010 A Data-Based Assessment of Research-Doctorate Programs in the United States provides an unparalleled dataset that can be used to assess the quality and effectiveness of doctoral programs based on measures important to faculty, students, administrators, funders, and other stakeholders. The data, collected for the 2005-2006 academic year from more than 5,000 doctoral programs at 212 universities, cover such characteristics as faculty publications, grants, and awards; student GRE scores, financial support, and employment outcomes; and program size, time to degree, and faculty composition. Measures of faculty and student diversity are also included. In addition to the data, the report contains illustrative ranges of rankings for each program, as well as ranges of rankings for three dimensions of program quality: research activity, student support and outcomes, and diversity of the academic environment. Accompanying the report is a comprehensive Data Table in Excel and a detailed explanation of the methodology used to collect data and calculate ranges of rankings.--Home page.

An Assessment of Research-doctorate Programs in the United States-biological Sciences Lyle V. Jones,Gardner Lindzey,Porter E. Coggeshall,1982

Best Practice Guidelines for Doctoral Programs Ian J. Shaw,Scott Cunningham,Bernhard Ott,2015-10-14 A 'second reformation' in global theology is currently taking place. In the Majority World, evangelical theological education is growing rapidly and increasing its global impact. Scholars are applying the fruits of their research in Biblical and theological fields to their contexts to serve the needs of theological students and churches and their leaders. One of the most significant trends within this growth of global theological education is the increasing emergence of evangelical doctoral programs. Starting with a major consultation in Beirut in 2010, ICETE's Doctoral Initiative has been working to provide resources to develop and equip these programs. This book contains the results of that work, including the Beirut Benchmarks for Research Doctoral Programs (2010), the Beirut Benchmarks for Professional Doctorates (2011), and a well-developed series of statements on best practices, which explain, amplify, and help apply the Benchmarks. Written out of a commitment to excellence, and a belief that such excellence is honouring to God, and of service to His Church, this work will benefit doctoral programs, students and supervisors working both in the Majority World and the West.

One Field, Many Paths Robert E. Reys,Jeremy Kilpatrick,2001 This book is the first to focus specifically on doctoral programs in mathematics education. It reflects the proceedings of a National Conference on Doctoral Programs in Mathematics Education (Lake Ozark, MO) which was sponsored by the National Science Foundation. This conference was

proceeded by a comprehensive survey of programs conducted over the preceding year. The meeting was designed to generate dialog regarding the nature of current doctoral programs in mathematics education, to discuss ways to strengthen such programs, and to detail suggestions and guidelines for faculty engaged in restructuring an existing program or in creating a new one.

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Table of Contents Doctoral Programs

1. Understanding the eBook Doctoral Programs
 - The Rise of Digital Reading Doctoral Programs
 - Advantages of eBooks Over Traditional Books
2. Identifying Doctoral Programs
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Doctoral Programs
 - User-Friendly Interface
4. Exploring eBook Recommendations from Doctoral Programs
 - Personalized Recommendations
 - Doctoral Programs User Reviews and Ratings
 - Doctoral Programs and Bestseller Lists
5. Accessing Doctoral Programs Free and Paid eBooks
 - Doctoral Programs Public Domain eBooks
 - Doctoral Programs eBook Subscription Services
 - Doctoral Programs Budget-Friendly Options
6. Navigating Doctoral Programs eBook Formats
 - ePub, PDF, MOBI, and More
 - Doctoral Programs Compatibility with Devices
 - Doctoral Programs Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Doctoral Programs
 - Highlighting and Note-Taking Doctoral Programs
 - Interactive Elements Doctoral Programs

8. Staying Engaged with Doctoral Programs
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Doctoral Programs
9. Balancing eBooks and Physical Books Doctoral Programs
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Doctoral Programs
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Doctoral Programs
 - Setting Reading Goals Doctoral Programs
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Doctoral Programs
 - Fact-Checking eBook Content of Doctoral Programs
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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