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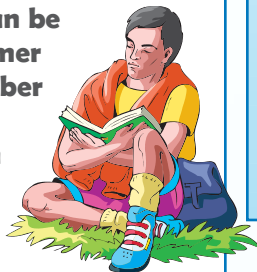
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## Summer Degrees

**Can you provide a list of graduate degree programs that can be completed through summer attendance only? A number of my advisees cannot take off much time from work, but distance degrees are not recognized in my country. I have specific questions right now on the fields of education, public administration, and business.**



Programs designed to be completed through summer attendance are most commonly found in the case of education-related degrees—teachers are pretty much the only U.S. professionals who have their summers off. In other fields, programs for professionals are more commonly offered through distance methods; through programs that meet on weekends or through other short, frequent residencies not generally appropriate for

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## Directions in U.S. Higher Education

The recently published *Ten Trends in Higher Education* by Marguerite Dennis summarizes a variety of statistics and research results to help higher education administrators better understand what to expect in future years. Her list of major current directions for American education includes the following:

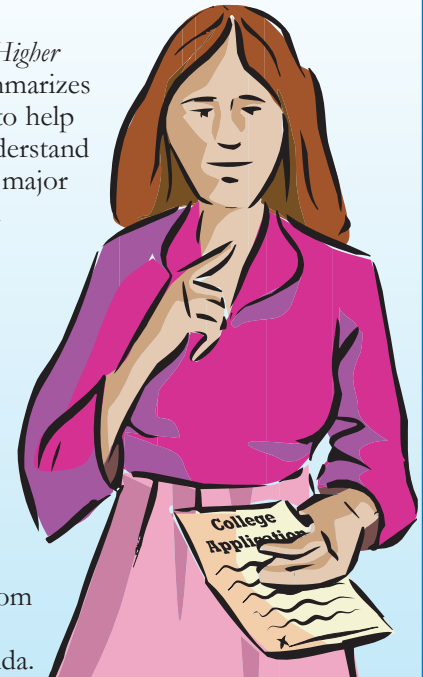
**“Currently, more than 2 million more women than men are enrolled in higher education”**

- **Enrollment growth.** Numbers of high school graduates, percentages enrolling in college, and, especially, numbers of adult learners, are all increasing in the United States. The bulk of traditional age college admissions growth, however, will come from new immigration and will be based in the three states of California, Texas, and Florida.

- **Increased diversity.** About 65 percent of projected growth in the U.S. population through 2020 will be among groups that are currently ethnic minorities. By 2050, ethnic minority groups are expected to make up 49.9 percent of the U.S. population.

- **Larger gender gap.** Currently, more than 2 million more women than men are enrolled in higher education. By 2020 the enrollment gender ratio

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## Working with EducationUSA Alumni

Most EducationUSA centers include alumni or current students from U.S. universities as speakers in their predeparture orientation programs, understanding that these individuals' personal experiences with U.S. life and cultural adjustment make them particularly interesting and convincing to others about to leave. However, there are many additional ways that the students who have visited your office in the

**“Knowing who your alumni are and what they are doing can provide you better background”**

past can provide support that are often left unexplored. For instance—

- Alumni can be guest speakers for other types of advising center events—for example a physician might provide inside advice on

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## Awards for U.S. Study

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**Award:** Dissertation Fellowship Program for Research Related to Education

**Eligibility:** Candidates for the doctoral degree at a U.S. institution, in any field of study, who are working on a dissertation topic related to education. Candidates must document that they will have finished all pre-dissertation requirements by June 1, 2006, and provide a clear and specific plan for completing the dissertation within one to two years.

**Deadline (2005):** November 1

**Value:** \$20,000

**Contact:** Spencer Foundation, 875 North Michigan Avenue, Suite 3930, Chicago, IL 60611; Telephone: (312) 274-6526; E-mail: [fellows@spencer.org](mailto:fellows@spencer.org); Web: <http://www.spencer.org>



**Award:** University of South Florida (USF) International Undergraduate Scholars Award

**Eligibility:** Students applying from outside the United States to begin studies at USF in fall 2006. Must meet minimum TOEFL (220 computer-based, 560 paper-based, or 83 Internet-based) and other standardized test scores (either a 1270 on the SAT, 29 on the ACT, 35 on the International Baccalaureate, or a minimum of three A-level examinations) as well as having a 3.5 secondary school grade point average. Candidates must submit an essay relating to their past volunteer and leadership experience as well as fulfilling other application requirements.

**Deadline (2006):** January 2 for submission of international student application; February 4 for receipt of full scholarship application package.

**Value:** \$15,000 renewable for up to four years if student maintains a 3.2 grade point average; awardees will also receive a \$500 Honors College scholarship. Annual total costs for attending the university are estimated at \$30,000.

**Contact:** Evelyn Levinson, Associate Director of International Admissions, University of South Florida; Fax: (813) 974-8044; E-mail: [levinson@iac.usf.edu](mailto:levinson@iac.usf.edu); Web: <http://web.usf.edu/iac/admissions/iusa.php>



**Award:** Samuel Huntington Public Service Award

**Eligibility:** College seniors graduating from accredited institutions who wish to pursue a public service project anywhere in the world. Applicants need not be U.S. citizens and are encouraged to develop their own proposals, which may focus on any activity that furthers the public good.

**Deadline (2006):** February 15

**Value:** \$10,000

**Contact:** Samuel Huntington Fund, Attention: Amy F. Stacy, 25 Research Drive, Westborough, MA 01582; Telephone: (508) 389-3390; Fax: (508) 389-2463; E-mail: [amy.stacy@us.ngrid.com](mailto:amy.stacy@us.ngrid.com); Web: <http://www.nationalgridus.com/education>



## Awards for U.S. Study



**Award:** Reagan-Fascell Democracy Fellows Program

**Eligibility:** Democracy activists, practitioners, scholars, and journalists worldwide wishing to pursue projects focusing on political, social, economic, legal, and cultural aspects of democratic development. Those selected will be fellows in residence at the International Forum for Democratic Studies in Washington, DC. The program offers two tracks—a practitioner track that typically involves a project taking three to five months and focusing on strategies and techniques for building democracy abroad and a scholarly track that typically involves a project taking five to ten months and focusing on original research for publication. Practitioners are expected to have substantial experience working to promote democracy while scholars are expected to have a doctorate or academic equivalent at the time of application. A working knowledge of English is also a prerequisite for program participation.

**Deadline (2005):** November 1

**Value:** Monthly stipend for living expenses, plus health insurance and reimbursement for travel to and from Washington, DC, at the beginning and end of the fellowship period. Fellows also receive a fully equipped office and support services, including access to the Forum's Democracy Resource Center and Library.

**Contact:** Program Assistant, Fellowship Programs, National Endowment for Democracy, 1101 15<sup>th</sup> Street, NW, Suite 800, Washington, DC 20005; Telephone: (202) 293-0300; Fax: (202) 293-0258; E-mail: [fellowships@ned.org](mailto:fellowships@ned.org); Web: <http://www.ned.org>

**A student dropped by our office who is a green card holder. She wants to apply for grants, loans, and so forth to help her pay for her degree. Can she fill out a FAFSA application even though she does not have a Social Security number yet? Is she eligible for the scholarships available to U.S. citizens? As a green card holder, can she apply for a loan without an American citizen co-signer?**

I checked the FAFSA (Free Application for Federal Student Aid) Web site and your advisee does need a Social Security number to apply for the U.S. federal, state, and other aid programs that require completion of this form. However, it is possible for U.S. permanent residents (green card holders) and citizens to apply for a Social Security number outside the United States by filing form SS-5-SF with the U.S. Embassy or another foreign service post. The form is available on the U.S. Social Security Administration's Web site at <http://www.ssa.gov/online/ss-5fs.html>.



Your advisee would not be eligible for all of the scholarships available to U.S. citizens but she would be eligible for those awards that are also open to U.S. permanent residents (which includes quite a good proportion of available aid).

Bank loans are available without a cosigner only to U.S. citizens and those permanent residents who have lived in the United States for at least two years (individual banks are also likely to have

additional requirements related to employment history, credit record, and so on) so your advisee would not yet be eligible.

## Plans to Change GRE

The Educational Testing Service (ETS) is investigating changes to the GRE General Test, intended to increase test validity, enhance security, and make better use of current technology with a new Internet-based format.

### Changes planned to the verbal section include—

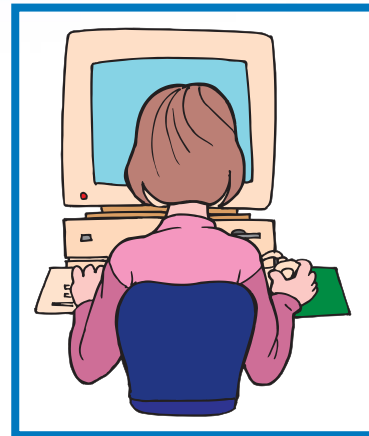
- Less dependence on vocabulary
- More text-based materials such as reading passages as well as a broader selection of reading passages
- More emphasis on complex reasoning skills
- Expansion of computer-enabled tasks (for example, asking test takers to highlight the sentence within a passage that serves the function described in the question)

### Changes planned to the quantitative section include—

- Decreased proportion of geometry questions
- Increased proportion of questions involving "real-life" scenarios
- More focus on types of quantitative reasoning skills typically used in graduate programs
- Expanded use of technology (for example, an on-screen calculator)

### Changes planned to the analytical writing section include—

- Reduction of time for the Issue task to 30 minutes from the current 45 minutes
- New, more focused prompts designed to reduce the possibility of reliance on memorized materials



Currently, ETS is planning to introduce these GRE changes in October 2006. For more information and updates, visit <http://www.gre.org>.

## Visa Updates

### Longer Visa Terms for Scholars

The U.S. Department of State has published new regulations permitting international professors and research scholars holding J visas to enter and leave the United States an unlimited number of times over a five-year period. Such visas were previously only valid for three years.

Once visas expire, program participants will need to wait two years before they may apply for another five-year visa. Individuals are also not eligible to apply for the visas until a year after any other nonimmigrant visa that they have held expires.

### Visa Mantis Renewal Rule Eased

The U.S. Department of State and Department of Homeland Security have announced that students who have had to undergo the "Visa Mantis" clearance process will no longer have to renew that clearance every year. Instead it will remain valid for their duration of their studies, up to four years.



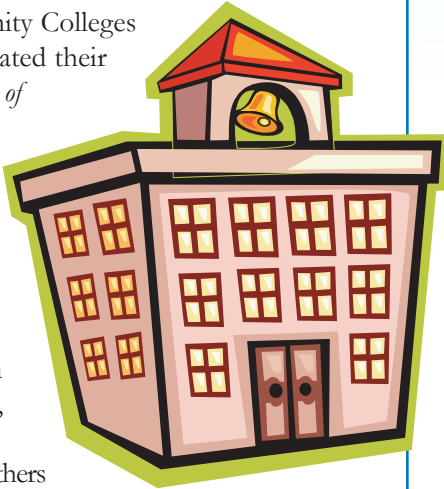
Visa Mantis clearance is required of individuals studying security "sensitive" fields, mainly in science and engineering areas. The earlier renewal requirement had been criticized for discouraging students in these fields from coming to the United States. Students worried about the possibility of clearance denial or delays keeping them from returning to school if they needed to go home during their studies.

Visa wait times for all students are expected to improve as a result of the Visa Mantis rule change because reapplications will be significantly reduced. Processing times have already improved because of better technology and coordination among agencies as well as policy changes, according to a new Government Accountability Office (GAO) study. The study, released in February 2005, found that wait times for visa interviews have dropped to an average of fifteen days. Last year GAO had found that applicants were waiting as long as twelve weeks for an interview.

## Community Colleges: In Brief or in Detail

The American Association of Community Colleges has just updated their *Pocket Profile of Community Colleges*.

This handy pamphlet can be useful as an introduction for students, ministry officials, or others to the extent and value of the U.S. community college system. Content includes information on community colleges' social and economic impact; enrollment statistics; student profiles; background on governance, faculty, and staff; and data on tuition.



The pamphlet's information comes from a more comprehensive source that may also be of interest. *National Profile of Community Colleges: Trends and Statistics*, updated for the first time since 2000, offers a detailed look at U.S. two-year institutions. Coverage includes background on the development of community colleges and current issues; enrollment and demographic figures; data relating to social and economic impact; trends in staffing, professional development, accountability, and programming; information on community college revenues and expenses as well as student costs and aid; and projections related to demographic, degree attainment, financial, and occupation trends.

*Pocket Profiles* are sold in sets: twenty-five pamphlets for \$15, fifty for \$25, or one hundred for \$40. The full *National Profile* volume costs \$63. Visit the AACC bookstore at <http://www.aacc.nche.edu/Bookstore> for more information or to order.

### Directions in U.S. Higher Education continued

is expected to widen, creating a ratio of 156 females to every 100 males enrolled.

- **Lifelong learning.** While over 500 traditional institutions of higher education have closed in the past decade, the number of corporate universities has increased to 2,000. Over 70 million working adults in the United States currently do not hold a college degree although the need for further education is increasing in the job market.

- **New educational paradigms created by technology.** Enrollment in online learning is growing by 40 percent annually in the United States, even though online courses still represent only 5 percent of all college classes. Video conferencing and interactive television seminars can also be expected to increasingly complement traditional teaching methods.

- **Increased influence of for-profit schools.** For-profit institutions are the most rapidly growing sector in postsecondary education. The for-profit University of Phoenix is now the largest U.S. private educational institution.

- **Greater demand for community colleges.** Approximately 50 percent of all first-year college students and 44 percent of all undergraduate students are enrolled in community colleges. In some states, two-year college enrollment is expected to increase 50 percent over the next decade. Some overburdened community college systems are already turning away students; in 2004 about 175,000 students were denied admission to California's 109 community colleges.

- **Needed changes in U.S. financial aid structures.** While tuition at U.S. public universities has increased 65 percent since 1992, the maximum amount that U.S. students can borrow through

the federal government has not changed (a proposal currently in the works would increase limits). Private borrowing has increased more than 346 percent since 1995.

- **Decreasing numbers and shifting sources of international students.** While in 1970 the United States attracted 36.4 percent of all those studying abroad, by 1995 the U.S. market share was 30 percent, and in 2004 only 25 percent. Some countries are outgrowing their educational infrastructures and will need to send more students abroad; for example, by 2015 India will need 9 million university places.

#### REGISTRATION



- **Increasing attention to enrollment retention rates.** While it is difficult to compile consistent statistics, it is clear that many students do not graduate from the same institution that they entered or do not graduate at all. Only 39 percent of U.S. students currently complete an undergraduate degree within four years.

*Ten Trends in Higher Education* is available for \$29.95 from Magna Publications (<http://www.magna-pubs.com>). Its author, who is Vice President of Enrollment and International Programs at Suffolk University, has been a speaker at several recent EducationUSA regional conferences.

**Working with EducationUSA Alumni continued**

graduate medical education during a group session on that topic.

- They can serve as mentors for current advisees who have similar study interests, helping them learn more about future career options and factors to consider in selecting a degree program.
- They can work with the institutions from which they have graduated to provide a broader representation of U.S. institutions at college fairs and similar events.
- Alumni and their families are particularly likely to be interested in helping with center fundraising, whether through direct contributions or helping to organize fundraising events. Special projects such as providing scholarship support to local students are likely to be a particular draw.
- Knowing who your alumni are and what they are doing can provide you better background on particular U.S. institutions and environments, offer you access to more institutions and organizations within your home country, and allow you to market your center's value by providing success stories on local leaders who gained from U.S. study with your help.



Here are some guidelines and tips that may help in establishing an alumni network—

- Start from the first visit to your office. Have all new visitors to your center register and provide contact information.
- Discuss a plan for staying in touch before advisees leave for their academic programs. At predeparture programs, obtain attendees' university e-mail addresses. You can ask for or even help them set

up a "traveling" e-mail address if they do not yet know their university address.

- Allow students and alumni to update e-mail and other contact details easily. The method might be as simple as making your office's desire to maintain such information a focus on your Web site, including provision of an e-mail link for sending changes.
- Create an e-mail/online newsletter including not only center and U.S. study news but also information on the successes of the students and graduates with whom you have worked. Make it easy for alumni to contribute brief items and encourage them to do so.
- Work to create a community centered on your office. Create online forums for U.S. alumni, students, and potential students to share information and ideas with one another. These might be broad or more narrowly focused on such topics as popular fields of study or career development. Be sure to give regular updates on the existence of these forums and the valuable resources on them (some of which you might post yourself) to keep up alumni interest

**continued next page**

## Online Resources for Alumni Support

For your alumni to be there to support your activities, you need to be there for them. Here are some Web-based resources that can help you meet the needs of those just returning from U.S. study.

Bringing it Home: Resources on Reentry Planning at the Campus Level. A packet of goodies from a range of U.S. universities, from "Top Ten Reentry Challenges as Rated by University Students" to sources of funding for further education, and more.

[http://www.abroadviewmagazine.com/spring\\_05/pdf\\_pages/resource\\_packet.pdf](http://www.abroadviewmagazine.com/spring_05/pdf_pages/resource_packet.pdf)

Institute of International Education. IIE regional offices have created a series of "Returning to..." career guides for recent U.S. graduates. These may provide ideas for others creating resources for professional integration. Locations specifically represented include Brazil, Central Europe, Indonesia, Russia, Southern Africa, and Thailand.

[http://www.iie.org/Content/NavigationMenu/Research\\_Publications/Returning\\_to\\_\\_\\_\\_/Returning\\_to\\_\\_\\_\\_.htm](http://www.iie.org/Content/NavigationMenu/Research_Publications/Returning_to____/Returning_to____.htm) (use three underlines after each "Returning to")

"Returning Home," LASPAU. Handbook for grantees includes a section with articles on reentry.

[http://www.laspau.harvard.edu/grantee\\_guide/colciencias\\_fb/reentry.htm](http://www.laspau.harvard.edu/grantee_guide/colciencias_fb/reentry.htm)

University of Missouri at St. Louis, International Student Services. Tips on "Planning Your Return."

<http://www.umsl.edu/services/intelstu/handbook/planningreturn.html>



**Working with EducationUSA Alumni continued**

and involvement.

- Create a "coming home" package with career development tips and resources, news on job fairs and returnee-related center events, discount offers from local businesses, and so forth. Invite returnees to pick the package up at your center, and be sure to give them a personal welcome back when they do.
- Give alumni incentives to stay involved with your center, such as special events focused on their interests and needs, lectures or roundtables involving fellow U.S. graduates who

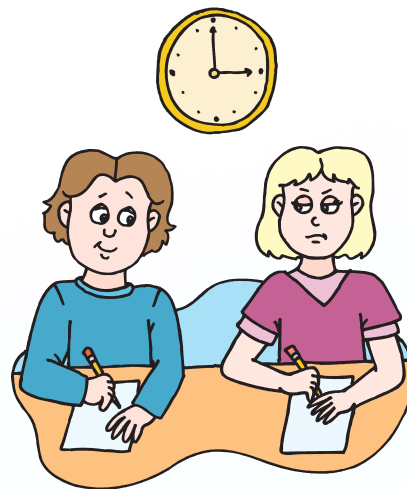
are doing something interesting, networking opportunities, and career development assistance.

Many of the ideas in this article are adapted from "Capitalizing on International Alumni Relations," presented by Aimee Clancy, Deborah Hefferon, and JoBeth Brudner at the 2005 NAFSA: Association of International Educators annual conference. Their full presentation, designed for an audience of U.S. university administrators, can be found at <http://www.irex.org/education/NAFSA05/index.asp>.

## Academic Corruption Monitor

The Boston College Center for International Higher Education has started a Higher Education Corruption Monitor on its Web site. The monitor will look at different types of corruption worldwide from plagiarism to diploma mills and will include definition of concepts; information on the magnitude of corruption in different countries; news on policies and initiatives to reduce corruption; and best practices for transparency and accountability in higher education.

At present the site includes a collection of news articles published by sources



around the world from 2000 to 2005 and available electronically; an annotat-

ed bibliography of resources; and links to other agencies, institutions, organizations, and online resources dealing with academic corruption.

The Center for International Higher Education also provides a number of other useful resources, including a free quarterly publication (print and online) and a new clearinghouse focusing on collecting and disseminating information on a range of key international higher education issues. The center's Web site is located at [http://www.bc.edu/bc\\_org/avp/soe/cihe/](http://www.bc.edu/bc_org/avp/soe/cihe/).

## Living in the USA Updated

*Living in the USA* provides support for U.S. visitors short- or long-term with information and advice on topics from finding an apartment or obtaining health care to making and keeping American friends. Its scope includes attitudes, customs, manners, and daily life in the United States.

Now this classic guide has been released in a new, sixth edition. Added material focuses on "American Cultures" (U.S. diversity, with sections on particular racial/ethnic minorities, retirees, gays and



lesbians, and the disabled); "Twenty-First Century Issues" (trends such as the rise of religious fundamentalism in the United States and abroad as well as the increased tension between security and personal liberties); and "Getting Here and Getting Settled" (security at the airport and elsewhere; new visa regulations).

*Living in the USA* may be ordered for \$24.95 from Intercultural Press; the publisher's Web site is <http://www.interculturalpress.com>.

## Journalism School Initiative

What's needed in journalism today? A report based on interviews with news industry leaders published by management consulting group McKinsey & Company recommends greater background knowledge to aid in understanding complex issues as well as a firmer grounding in ethics. Now journalism schools at Columbia University, Northwestern University, the University of California at Berkeley, and the University of Southern California have joined together in a project to expand their instruction in these directions.

Harvard University, which does not have a journalism school, also plans to participate in the initiative by selecting four students each year from its school of government to take part in the group's annual summer "incubators."



These incubators are ten-week sessions in which chosen students from all the schools will work on in-depth, investigative reports geared to reaching new and younger news audiences and focused on a particular topic students at all schools studied in the spring.

Each journalism school is also making individual changes in its programs. For instance, UC Berkeley will start new joint degree programs combining journalism with such fields as law and public health and will also encourage interdisciplinary study through new "focus areas" within the journalism program such as human rights and international reporting. Columbia will bring faculty from other disciplines to teach in its classes along with its journalism professors.

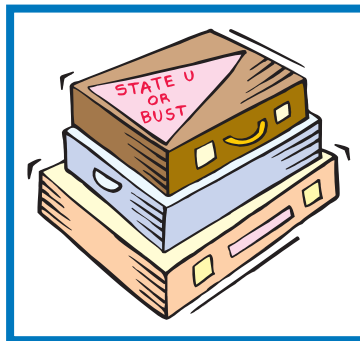
More details on the McKinsey report and journalism initiative may be found on the Web sites of the Carnegie Corporation of New York (<http://www.carnegie.org/sub/program/initiative.html>), which is providing initial funding for the project together with the John S. and James L. Knight Foundation.

## Academic Updates in Brief

The **University of California, Merced**, begins classes in fall 2005. It is the first public research university to be founded in the United States for many years. The campus, located in a small city in the state's central San Joaquin Valley, will enroll 1,000 students this year with plans to slowly expand to 25,000 students by 2030.

**Compton Community College**, Los Angeles, CA, has **lost its accreditation** from the Western Association of Colleges and Schools, effective August 19, 2005. The college, which had been cited for governance problems for over a decade, plans to appeal the ruling. If it does not succeed in regaining its accreditation, options such as merging with another area community college, contracting with another institution to provide educational services to students, or closing altogether will be considered.

**Prescott College**, AZ, will begin offering a Ph.D. in **education** focusing on environmental sustainability in fall



2005. This program is designed to be completed primarily online, with limited residency periods—two four- to seven-day campus visits per year over a four-year period.

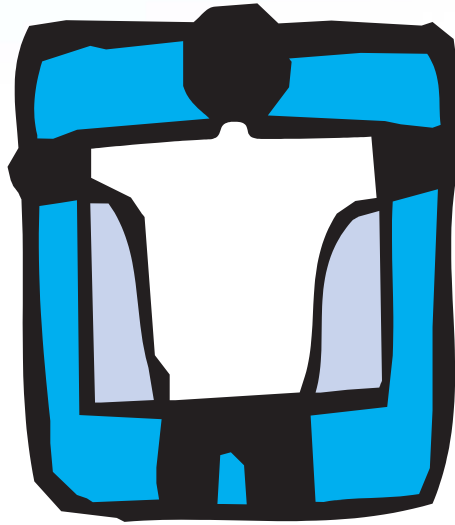
**Georgetown University**, Washington, DC, is introducing a new master's degree program in the **mathematical sciences** beginning in fall 2006. The university describes the program as "the first...to offer training specifically for applications in private industry" on the East Coast.

**New York University** is developing a foundation program in **social entrepreneurship** with a \$10 million grant from Catherine Reynolds. The program, which will begin in fall 2006, is intended to train and encourage new public service leaders. It will provide twenty-three graduate fellowships and twenty scholarships for upper-level undergraduate students across all fourteen of the university's schools.



## Physical Therapy Education Builds on Credentials

Following the end of professional accreditation for physical therapy bachelor's degree programs in 2002, the degrees awarded by U.S. universities to those entering the profession have continued to grow yet more advanced. Doctor of Physical Therapy (D.P.T.) degree programs have increased enormously in number, going from 19 professionally accredited programs in 2000 to a total of 111 offered as of September 2004. Approximately 90 additional Master of Physical Therapy (M.P.T.) programs are currently in the process of becoming D.P.T. programs, and the American Physical Therapy Association (APTA) expects the D.P.T. to be the sole path for entry to the physical therapy profession by 2025.



What's the difference? D.P.T. programs typically take longer to complete than

M.P.T. programs. They generally provide additional depth and breadth of course coverage in such areas as differential diagnosis, pharmacology, radiology/imaging, care management, health promotion, histology, and pathology.

D.P.T. programs also generally have a more lengthy clinical component than the typical fifteen weeks included in an M.P.T. program, and this portion of the program may last as long as a year. The length of both D.P.T. and M.P.T. programs has increased steadily over the years—there remains considerable variation in program length, with total time spent to earn an entry-level professional degree currently ranging between 69 and 167 weeks.

### Resources on Physical Therapy

American Physical Therapy Association. Listings of accredited programs for physical therapists and physical therapy assistants; postprofessional degree programs; continuing education and training opportunities; and residency and fellowship programs. Also includes details on board certification; information for internationally educated physical therapists (in "advocacy" section of Web site); and background on the physical therapy profession, educational trends/statistics, and resources. Web: <http://www.apta.org>.



CGFNS, International Commission on Healthcare Professions. Information on the VisaScreen process for international physical therapists planning to pursue the occupation in the United States. Web: <http://www.cgfns.org>.

Federation of State Boards of Physical Therapy. Information on physical therapist/physical therapy assistant licensure requirements. Web: <http://www.fsbpt.org>.

## Playing with Numbers Part I

The 2006 *U.S. News and World Reports* rankings of U.S. graduate schools have been released. Despite controversy over the value of such rankings in general, the report continues to wield considerable influence among students selecting graduate programs. This influence is so considerable and the statistical differences involved in gaining or losing ground in the rankings so slight that programs may tinker with admissions, hiring, or accounting procedures in their effort to come out on top.

Some recent efforts reported on the part of U.S. law schools in a July 31, 2005 *New York Times* article ("The \$8.78 Million Maneuver") include—

- To increase their "funds spent per student" figure, the University of Illinois, Urbana-Champaign program chose to report "fair market value" of the online databases it provides rather than the amount that the university actually had to spend. Because publishers



of databases such as Lexis-Nexis offer deeply discounted flat-fee subscriptions to law schools rather than the much higher per-use charges for individuals, this practice allowed the university to report costs more than 80 times higher than what the publishers actually charged. After the American Bar Association asked the law school to change this practice earlier this year, it provided recalculated figures to the bar but not to *U.S. News* (it will provide the lower figures to *U.S. News* beginning next year).

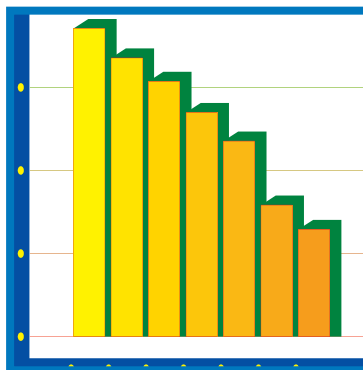
- Institutions such as the University of Indiana, Bloomington, and Northwestern University commonly hire recent graduates for short-term legal research positions, thus boosting the graduate employment rate figures that they report to *U.S. News*.

- Institutions such as New York University, the University of California, Berkeley, and Columbia University accept a large number of second-year transfer students, some with LSAT scores and grade point averages significantly lower than those of the first-year students whose qualifications are used in the *U.S. News* ranking calculations.

The new *U.S. News* graduate rankings guide is available for \$9.95 in a print edition or \$14.95 in an online edition; see [http://www.usnews.com/usnews/edu/grad/rankings/rankindex\\_brief.php](http://www.usnews.com/usnews/edu/grad/rankings/rankindex_brief.php).

## Playing with Numbers Part II

Princeton Review's *The Best 361 Colleges* provides a range of rankings for every taste, with 57 top-twenty lists based on a survey of 110,000 current college students. The newly released 2006 edition includes such lists as "Best Campus Food" (Bowdoin College comes up on top) and "Least Religious Students" (won by Reed College, which also came out the winner for "Best Academics").



The new edition of the guide seems to also be the first to calculate accepted test score ranges among colleges included for the new SAT. These scores

have not yet been reported but Princeton Review used a calculation for new writing section averages similar to reported verbal section score ranges in order to tally fresh-looking totals. (Wayne Camara, vice president of research at the College Board, is reported by the *New York Times* to be skeptical regarding the likely validity of such calculations.)

*The Best 361 Colleges, 2006* is available from Random House

(<http://www.randomhouse.com>) for \$21.95.

### Summer Degrees continued

international students; through nondegree "executive programs"; or through intensive programs lasting an academic or calendar year (which employees might be able to take a sabbatical from work to attend).

I was not able to find any public administration programs at all on a summers-only schedule, and the three business administration ones that came close in terms of having short yet substantial residencies spaced reasonably for international attendance all included some distance instruction as well as residencies at



times other than the summer. (None of them describes themselves as a distance degree program so your country's restrictions might not be a problem—note also that U.S. diplomas and transcripts generally do not specify whether programs are completed through on-campus or distance methods.)

No comprehensive resources seem to exist listing summer-only or other intensive attendance degrees—the list below updates a 1994 *Advising Quarterly* article on the subject.

## Summers-Only and Other Short-Residency Degrees

Unless otherwise specified, all programs lead to a master's degree.

### Education

- Bank School of Education (Educational Leadership with specialization in early childhood, mathematics education, or arts; three summers)  
<http://www.bankstreet.edu/gs/summermasters.html>
- Central Washington University (Theatre Production for English and drama teachers; two summers)  
<http://www.cwu.edu/~theatre/program/graduate/madegree.html>
- Columbia University, Teachers College (Education Leadership master's and doctoral programs; Computing and Education with concentrations in multimedia development, telecommunications and global issues, teaching and learning with technology, or technology leadership (all for teachers only); two to three summers)  
<http://www.tc.columbia.edu/lifelong/intensive.htm>
- Gallaudet University (School Counseling focused on deaf urban students; three summers)  
<http://gradschool.gallaudet.edu/counseling/summersonly.html>
- Indiana University of Pennsylvania (TESOL master's or doctorate; number of summers not stated)  
[http://www.iup.edu/graduate/assets/index.htm?http://www.iup.edu/graduate/assets/vb\\_chss.htm](http://www.iup.edu/graduate/assets/index.htm?http://www.iup.edu/graduate/assets/vb_chss.htm)
- Lesley University (Curriculum and Instruction with specialization in peaceable schools; master's or advanced certificate; summer and winter ten-day residencies; eighteen months for master's or twelve for certificate)  
[http://www.lesley.edu/soe/ps\\_faq.html](http://www.lesley.edu/soe/ps_faq.html)
- Middlebury College (master of arts or master of literature with focus on teaching writing; three to five summers at different campuses)  
<http://www.middlebury.edu/academics/blse/campuses/>
- Montana State University (Education with specialization in health and human development, mathematics education, or science education; three to four summers)  
<http://www.montana.edu/summer/mastdegree.shtml>
- Rider University (Music Education or Voice Pedagogy; four summers)  
[http://www.rider.edu/883\\_1090.htm](http://www.rider.edu/883_1090.htm)
- School for International Training (Teaching, with specialization in English for Speakers of Other Languages, ESL for U.S. public schools, French, or Spanish; two summers)  
<http://sit.edu/extension/residential.html>

- University of Hawaii (Educational Leadership; two summers)  
<http://www.hawaii.edu/edleads/>
- University of Hawaii at Manoa (Music Education; four summers)  
<http://www.hawaii.edu/uhammusic/gmaster.htm>
- University of South Dakota (Education doctoral degrees; two summers)  
<http://www.usd.edu/ed/ci/seced.cfm>
- University of Southern Mississippi (Education; two summers with six credits transferred)  
<http://www.spge.usm.edu/>

## Business

- Duke University (Business Administration; Global MBA combines five two-week residencies (two at Duke; three abroad) with "Internet-enabled" instruction; Cross-Continent Executive MBA is similar but requires nine one-week residencies (seven at Duke, two abroad)  
[http://www.fuqua.duke.edu/index\\_40.html](http://www.fuqua.duke.edu/index_40.html)
- Suffolk University (programs described as flexible and include summer intensives; some distance instruction may also be needed to complete degree)  
[http://www.business.suffolk.edu/grad/mba/mba\\_mba.htm](http://www.business.suffolk.edu/grad/mba/mba_mba.htm)
- Syracuse University (Business Administration, one-week residency at start of each term)  
<http://www.som.syr.edu/prospective/imba/index.asp>

## Other Fields

- Bard College (Fine Arts, specialization in film/video, music/sound, painting, photography, sculpture, or writing; three summers)  
<http://www.bard.edu/mfa/about/>
- California State University, Los Angeles (Choral Conducting; three summers)
- Creighton University (Christian Spirituality; three summers)  
<http://www.creighton.edu/christianspirituality/aboutcsp.htm>
- Dartmouth University (Liberal Studies, eight courses with summers-only option)  
<http://www.dartmouth.edu/~mals/program/sample.html>
- Indiana University of Pennsylvania (English master's or doctorate; number of summers not stated)  
[http://www.iup.edu/graduate/assets/vb\\_chss.htm](http://www.iup.edu/graduate/assets/vb_chss.htm)
- Middlebury College (English Literature; three to five summers; French, German, Italian, Russian, or Spanish master's or doctorate; four summers for master's and seven for doctorate)  
<http://www.middlebury.edu/academics/ls/graduate/default.htm>
- St. Johns College (Liberal Arts; four summers or other semester periods)  
<http://www.stjohnscollege.edu/asp/main.aspx?page=1020>
- Syracuse University (Advertising Design; Communications Management; Illustration; Social Science; one year including brief summer residency and two or three brief academic year residencies)  
<http://vpa.syr.edu/isdp/isdp.php?p=residency>
- Syracuse University (Library Science; Information Technology; or Telecommunications and Network Management; three summer sessions for library science program; two summer sessions for other programs; plus brief semester-start residencies for some classes)  
<http://www.ist.syr.edu/academics/distance/index.asp>
- Syracuse University (Social Science; two two-week residencies)  
[http://www.maxwell.syr.edu/deans/programs/a\\_mssc.asp](http://www.maxwell.syr.edu/deans/programs/a_mssc.asp)
- University of California, Santa Barbara (French Languages and Cultures or Hispanic Languages and Cultures; three summers)  
<http://www.summer.ucsb.edu>
- University of Hawaii at Manoa (Ethnomusicology, Musicology, Music Theory; four summers)  
<http://www.hawaii.edu/uhammusic/gmaster.htm>