Recovering Together Program Curriculum Guide Substance Abuse

Developing Workforce Diversity Programs, Curriculum, and Degrees in Higher EducationUndergraduate Curricular Peer Mentoring ProgramsProgramHigh Impact Practices in Higher EducationA Course in Mandarin LessonsTeacher Educators as Members of an Evolving ProfessionAssessing Student LearningProceedings of the Fourth International Congress on Mathematical EducationThe Arab-Israeli Conflict in Israeli History Textbooks, 1948-2000Practical problems in arithmetic, grouped and arranged for course 'B'. Standard I-VII.Undergraduate Courses of StudyThe Public Affairs Faculty ManualResearch in EducationBenedictus Dominus. A Course of Meditations for Most Days of the YearQuarterly CalendarAhn's First [-fourth] German Book[s]Teacher's Manual, Pt. 1-6, for The Prang Elementary Course in Art Instruction, Books 1[-12] Third[-eighth] YearWoodwork Course for BoysThe AcademyResources in education Scott, Chaunda L. Tania S. Smith Bryn Mawr College Enakshi Sengupta Calvin Wilson Mateer Miriam Ben-Peretz Linda Suskie M. Zweng Elie Podeh Blackie & Son University of Pennsylvania Bruce McDonald III Richard Meux Benson University of Chicago Franz Ahn John Spencer Clark William Nelson

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workforce diversity refers to a strategy that promotes and supports the integration of human diversity at all levels and uses focused diversity and inclusion policies

and practices to guide this approach in work environments while this concept is not new publications outlining the programming curriculum and degree demands that should exist in universities to promote workforce diversity skill development are missing developing workforce diversity programs curriculum and degrees in higher education presents conceptual and research based perspectives on course program and degree developments that emphasize workforce diversity skill development and prepare next generation leaders for the modern and emerging workforce highlighting crucial topics relating to career development human resources management organizational leadership and business education this edited volume is a ground breaking resource for business professionals scholars researchers entrepreneurs educators and upper level students working studying and seeking to advance workforce diversity learning across a variety of sectors

curricular peer mentoring is a programmatic approach to enrich student learning and engagement in postsecondary courses in which instructors welcome a more experienced undergraduate student into a credit course they are teaching the student then serves as peer mentor to the students enrolled peer mentors can provide a variety of peer appropriate course specific mentoring tutoring facilitation and leadership roles and activities that complement the roles of the course s instructor and teaching assistants both in classroom settings and beyond a program provides training and ongoing support for a larger number of peer mentors and instructional teams and manages recruitment and program research and quality this volume provides research findings definitions theories and practical program descriptions as a foundation for program development and research of undergraduate curricular peer mentoring programs in higher education this work builds on a long history of higher education program development and collects a significant amount of literature that has previously been scattered

collating various case studies policies and other real world research this book examines effective high impact learning practices and demonstrates approaches that promote learning communities and common intellectual experiences

teacher educators as members of an evolving profession focuses on the overall role of teacher educators who might be seen as leaders involved in the transformation of schools and schooling in a manner appropriate for the requirements of the 21st century teacher education is perceived in this book as a profession with unique characteristics in the frame of this conception this book provides and discusses relevant professional issues the professional identity of teacher educators their role perception and the characteristics of their vocational language the pedagogy of teacher education is addressed and special attention is given to their professional development the place of practice in this development process is considered the contribution of research and academic writing as part of the professional development of teacher educators is emphasized the book has

two parts the first part teacher educators roles identities and discourses deals with several aspects of being a teacher educator among them their knowledge base their professional language and their evolving roles the second part of the book the pedagogy of the professional development of teachereducators provides insights into different modes of enacting processes of professional development of teacher educators

assessing student learning is a standard reference for college faculty and administrators and the third edition of this highly regarded book continues to offer comprehensive practical plainspoken guidance the third edition adds a stronger emphasis on making assessment useful greater attention to building a culture in which assessment is used to inform important decisions an enhanced focus on the many settings of assessment especially general education and co curricula a new emphasis on synthesizing evidence of student learning into an overall picture of an integrated learning experience new chapters on curriculum design and assessing the hard to assess more thorough information on organizing assessment processes new frameworks for rubric design and setting standards and targets and many new resources faculty administrators new and experienced assessment practitioners and students in graduate courses on higher education assessment will all find this a valuable addition to their bookshelves

henry o pollak chairman of the international program committee bell laboratories murray hill new jersey usa the fourth international congress on mathematics education was held in berkeley california usa august 10 16 1980 previous congresses were held in lyons in 1969 exeter in 1972 and karlsruhe in 1976 attendance at berkeley was about 1800 full and 500 associate members from about 90 countries at least half of these come from outside of north america about 450 persons participated in the program either as speakers or as presiders approximately 40 percent of these came from the u s or canada there were four plenary addresses they were delivered by hans freudenthal on major problems of mathematics education hermina sinclair on the relationship between the learning of language and of mathematics seymour papert on the computer as carrier of mathematical culture and hua loo keng on popularising and applying mathematical methods gearge polya was the honorary president of the congress illness prevented his planned attendence but he sent a brief presentation entitled mathematics improves the mind there was a full program of speakers panelists debates miniconferences and meetings of working and study groups in addition 18 major projects from around the world were invited to make presentations and various groups representing special areas of concern had the opportunity to meet and to plan their future activities

israeli history textbooks in the past contained many biases distortions and omissions concerning the depiction of arabs and the history of the arab israeli

conflict today these misrepresentations are gradually being corrected this study encourages the depiction of a balanced portrait in all textbooks by reviewing curricula and textbooks used in the israeli educational system since the establishment of israel the author assesses the impact of zionist historiography and the zeitgeist on the portrayal of arabs in textbooks the study unravels the biases distortions omissions and stereotypes through the analysis of several major historical events such as the 1948 war the refugee question the 1967 war and the peace process

while public affairs faculty study administration and management techniques few administrators of public affairs programs receive formal training in the nuts and bolts of academic administration even those faculty who come to academia after distinguished careers in managerial positions may not be ready for the very different and difficult environment of university administration the public affairs faculty manual argues that public affairs as a field needs to ensure that knowledge about administration and management is applied to the running of its academic programs and brings together major leaders in the discipline to explore key features of academic administration many of these leaders have served as master of public administration mpa directors chairs and deans at the nation s top public affairs programs crucial issues of academic administration discussed include the basics of public affairs programs models of governance roles of different administrative leaders planning and budgeting for programs navigating the accreditation process assessing and improving student learning ensuring social equity and cultural competency mentoring faculty developing curriculum and helping provide service and applied research to community partners contributors have served as mpa directors chairs and deans at the nation s topic public affairs programs themes running throughout the book s chapters are examined and additional resources to help manage public affairs programs are offered this collection of essays and the strategies within it are designed to encourage faculty to assume positions of leadership in their programs and manage those programs in an effective efficient and fair manner the public affairs faculty manual is required reading for new seasoned and aspiring academic administrators in public administration public policy and nonprofit management programs as well as schools of government

after he is involved in a prank that led to an elderly woman s injury twelve year old mitchell must make amends by participating in a police program in which he chats online with a nursing home resident

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