

## Chapter Three Miami Dade College

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Miami Dade College Presidential Search. The District Board of Trustees of Miami Dade College has approved an updated timeline for the MDC Presidential Search that concludes with the selection of the College ' s next President on November 17th, 2020. Learn more » MDC News. More News . Upcoming Events. MDC is offering a variety of virtual events for all to enjoy. MDC Event Calendar . Student ...

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Chapter 3: The honors college in a two-year college setting: Miami Dade College.(Part II: Alternative Models) Holloway, Alexandria. "Chapter 3: The honors college in a two-year college setting: Miami Dade College." The Honors College Phenomenon. National Collegiate Honors Council, 2008. 45. Academic OneFile. Web. 16 Sept. 2010. Document URL

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Humanities Chapter 3 "Egypt" Miami Dade College Test 1. Cite an approximate date for the Unific... Cite the 3 periods of ancient Egyptian... Cite the two (2) ideas that dominated a... Who are the important Gods. ca.3,000 BC. old, middle, new. Immortality and Religion. Ra, Osiris, Isis, Seth, Horus. Cite an approximate date for the Unific... ca.3,000 BC. Cite the 3 periods of ancient Egyptian ...

In 2011, working groups from across the eight campuses of Miami Dade College (MDC) conducted a wide-ranging examination of why many students were not completing their programs. These groups identified a number of reasons for student attrition. Students were unclear about how to progress through programs--they had too many course and program choices, did not understand program requirements, and needed help in developing academic and career goals. Also, advising information given to students was unclear and inconsistent, and academic support was disconnected from academic programs. These realizations provided the impetus for a comprehensive college-wide effort to redesign programs and supports so that students could more easily navigate college and achieve their goals. While implementation is not yet complete, and student completion data are not yet available to gauge the impact of the changes undertaken, more than half of the college's faculty and staff are now involved in various aspects of the endeavor. This case study describes the strategy MDC used to engage faculty and staff in this wide-ranging reform effort. [This case study is part two of CCR's guided pathways practitioner packet. For an overview of research supporting the guided pathways model, "What We Know about Guided Pathways: Helping Students to Complete Programs Faster" (part one), see ED562052. For "Implementing Guided Pathways: Tips and Tools" (part three), see ED562051.].

Enhance your teaching with expert advice and support for Key Stages 3 and 4 Physics from the Teaching Secondary series - the trusted teacher's guide for NQTs, non-specialists and experienced teachers. Written in association with ASE, this updated edition provides best practice teaching strategies from academic experts and practising teachers. - Refresh your subject knowledge, whatever your level of expertise - Gain strategies for delivering the big ideas of science using suggested teaching sequences - Engage students and develop their understanding with practical activities for each topic - Enrich your lessons and extend knowledge beyond the curriculum with enhancement ideas - Improve key skills with opportunities to introduce mathematics and scientific literacy highlighted throughout - Support the use of technology with ideas for online tasks, video suggestions and guidance on using cutting-edge software - Place science in context; this book highlights where you can apply science theory to real-life scenarios, as well as how the content can be used to introduce different STEM careers Also available: Teaching Secondary Chemistry, Teaching Secondary Biology

One enduring, and perhaps endearing, characteristic of the National Collegiate Honors Council (NCHC) is its commitment to pluralism. NCHC recognizes that excellent honors educational opportunities can be cultivated across the diverse settings of American higher education from two-year community colleges through large, comprehensive research universities. The organization finds somewhat less diversity among honors colleges, but the emphasis must be placed on "somewhat." The essays in this volume reflect this diversity, the hope is that a wide variety of readers will find something of relevance to their particular context and status. Following the introduction by Peter C. Sederberg, this collection is divided into three parts. Part I provides two introductory perspectives on the honors college phenomenon. Part II contains several case studies of different institutional settings. Part III contains Stories of Creation and Recreation. The table of contents appears as follows: Part I: Background contains: Chapter 1: Genesis of an Idea (Ted Humphrey); and Chapter 2: Characteristics of the Contemporary Honors College: A Descriptive Analysis of a Survey of NCHC Member Colleges (Peter C. Sederberg). Part II: Alternative Models, contains the following chapters: Chapter 3: The Honors College in a Two-Year College Setting: Miami Dade College (Alexandria Holloway); Chapter 4: The Multi-Collegiate University Setting: Kent State University (Larry Andrews); Chapter 5: The Freestanding Honors College: Wilkes Honors College at Florida Atlantic University (Nancy Kason Poulson); Chapter 6: You Say Tomato; I say Tomahito: Honors College? Who Needs It? (Rosalie C. Otero). Part III: Stories of Creation and Recreation presents: Chapter 7: How to Create an Honors College (Bob Pepperman Taylor); Chapter 8: How not to Create an Honors College: A Dystopian Fantasy ("Donald Publius"); Chapter 9: Sustaining Vitality in the Established Honors College (Peter C. Sederberg); Chapter 10: Following in the Footsteps of the Founders (Davis Baird); Chapter 11: The Pillars of College Creation (Gary M. Bell). Appended are: (1) Basic Characteristics of a Fully Developed Honors Program; and (2) Basic Characteristics of a Fully Developed Honors College. A section about the authors is also included.

This book provides practical models for change, with an emphasis on what works, but also considers the critical challenges and lessons learned as community college partnerships have evolved in response to student, employer, and community needs.

This book shares the perspectives of community college CEOs and examines the role of leadership in adopting institutional-wide strategies and allocating resources that have advanced immigrant and refugee integration on campus and in the community.

Drawing from an in-depth case study of the organizational climate, leadership, teaching, systems, programs, and student outcomes at Miami-Dade Community College (MDCC), this book addresses questions related to the achievement of both open access and high academic standards in the community college. Chapter I presents the rationale for the study and explains the Roueche-Baker Community College Excellence Model depicting the character of MDCC. Chapter II gives a brief history of MDCC and describes the social context of the educational reform program initiated by MDCC in 1975. Chapter III outlines the reforms initiated, planned, and implemented by the MDCC staff in eight basic areas: (1) curriculum, including general education courses; (2) assessment testing; (3) basic skills support; (4) Emphasis on Excellence, an honors program; (5) standards of academic progress; (6) Academic Alert, a feedback system about academic standing; (7) the computerized Advisement and Graduation Information System; and (8) faculty and staff development. Chapter IV presents the results and outcomes of these reforms. Chapters V, VI and VII presents findings regarding the organizational climate, leadership, and teaching at MDCC. Finally, chapter VIII summarizes the study findings. An eight-page reference list concludes the volume. (LAL)

An NPR Favorite Book of the Year Winner of the Critics ' Choice Book Award, American Educational Studies Association Winner of the Mirra Komarovsky Book Award Winner of the CEP–Mildred García Award for Exemplary Scholarship " Eye-opening...Brings home the pain and reality of on-campus poverty and puts the blame squarely on elite institutions. " —Washington Post " Jack ' s investigation redirects attention from the matter of access to the matter of inclusion...His book challenges universities to support the diversity they indulge in advertising. " —New Yorker " The lesson is plain—simply admitting low-income students is just the start of a university ' s obligations. Once they ' re on campus, colleges must show them that they are full-fledged citizen. " —David Kirp, American Prospect " This book should be studied closely by anyone interested in improving diversity and inclusion in higher education and provides a moving call to action for us all. " —Raj Chetty, Harvard University The Ivy League looks different than it used to. College presidents and deans of admission have opened their doors—and their coffers—to support a more diverse student body. But is it enough just to admit these students? In this bracing expos é, Anthony Jack shows that many students ' struggles continue long after they ' ve settled in their dorms. Admission, they quickly learn, is not the same as acceptance. This powerfully argued book documents how university policies and campus culture can exacerbate preexisting inequalities and reveals why some students are harder hit than others.