

National Society Of Academic Excellence



National Society of Academic Excellence: Unveiling a Path to Scholarly Success

Are you a high-achieving student striving for recognition and opportunities beyond the classroom? Do you dream of connecting with like-minded peers and accessing exclusive resources that propel your academic journey? Then the concept of a "National Society of Academic Excellence" might resonate deeply. This comprehensive guide dives into the world of national academic honor societies, exploring their benefits, eligibility criteria, and how to leverage membership for a brighter future. We'll dispel common misconceptions and provide you with the practical steps needed to navigate this rewarding path to scholarly success.

What is a National Society of Academic Excellence?

A National Society of Academic Excellence, or a national academic honor society, is a prestigious organization that recognizes exceptional academic achievement at the high school, college, or university level. These societies aren't just about awards; they represent a commitment to scholarship, leadership, and community engagement. Membership often entails rigorous academic standards, requiring students to maintain a high GPA and demonstrate a passion for learning.

Benefits of Joining a National Academic Honor Society

Joining a national society offers a wealth of benefits that extend far beyond a certificate or pin. These include:

Enhanced College Applications: Membership is a powerful differentiator on college applications, showcasing your academic dedication and commitment to excellence. It demonstrates qualities that colleges value highly.

Scholarship Opportunities: Many national societies offer scholarships to their members, significantly easing the financial burden of higher education. These scholarships are often highly competitive and prestigious.

Networking Opportunities: Membership connects you with a network of similarly ambitious students, faculty, and alumni, offering mentorship, collaboration, and professional guidance.

Leadership Development: Many societies offer leadership roles and opportunities, allowing students to hone their skills in organization, communication, and teamwork.

Community Service Involvement: Many national honor societies emphasize community engagement, providing opportunities to give back and make a difference in your community.

Exclusive Resources and Events: Members often have access to exclusive workshops, conferences, and resources designed to support academic and professional growth.

Finding the Right National Society of Academic Excellence

The landscape of national academic honor societies is diverse. Choosing the right society depends on your academic focus, grade level, and aspirations. Some key factors to consider include:

Eligibility Requirements: Carefully review the GPA requirements, academic subject focus, and any other criteria for membership.

Society Reputation and Recognition: Research the society's history, membership base, and recognition within the academic community. A strong reputation adds significant weight to your accomplishments.

Membership Benefits and Opportunities: Consider the specific benefits offered, such as scholarships, networking events, and leadership opportunities, to ensure they align with your goals.

Fees and Dues: Be aware of any membership fees or dues associated with joining a particular society.

Navigating the Application Process

The application process for national academic honor societies varies, but generally involves submitting your academic transcript, letters of recommendation, and potentially completing an

application form. Ensure you:

Meet all eligibility requirements: Double-check your GPA and any other criteria before applying.
Submit a strong application: Present yourself as a well-rounded scholar with a passion for learning and contributing to the community.
Obtain strong letters of recommendation: Request letters from teachers or counselors who can speak to your academic abilities and character.
Follow application deadlines: Submit your application well before the deadline to avoid missing out on an opportunity.

Maintaining Membership and Maximizing Benefits

Once you're a member, actively participate in society activities to maximize the benefits. This includes attending events, participating in leadership roles, and utilizing the resources available to you. Maintaining a high GPA throughout your membership period is also crucial.

Conclusion

Joining a National Society of Academic Excellence can be a transformative experience, offering invaluable opportunities for academic, professional, and personal growth. By carefully researching societies, understanding the application process, and actively engaging in membership activities, you can unlock a wealth of benefits that will propel you toward achieving your scholarly and career ambitions. Remember to choose a society that aligns with your values and aspirations.

FAQs

1. Are there National Societies for specific academic disciplines? Yes, many societies cater to specific fields like science, math, humanities, and the arts. Look for societies aligning with your academic interests.
2. What if my GPA is slightly below the minimum requirement? Some societies may consider extenuating circumstances. Contact the society directly to inquire about possibilities.
3. How much does membership typically cost? Costs vary widely depending on the society. Some are free, while others have annual dues.
4. Can I join multiple National Societies? Yes, you can join multiple societies if you meet the eligibility criteria for each.

5. How do I find a list of reputable National Academic Honor Societies? Research online using keywords like "national honor societies," "academic honor societies," and specify your grade level or academic focus. Check for official websites and avoid those lacking transparency.

national society of academic excellence: The Road to Academic Excellence Philip G. Altbach, Jamil Salmi, 2011-09-01 This book examines the experience of 11 universities in nine countries around the world that have grappled with the challenge of building successful research institutions in difficult circumstances and outlines key lessons of from this experience.

national society of academic excellence: The Empowered University Freeman A. Hrabowski III, 2019-11-12 A practical and hopeful examination of how colleges and universities can create the best possible experience for students and faculty. There are few higher education leaders today that command more national respect and admiration than Freeman A. Hrabowski III, the outspoken president of the University of Maryland, Baltimore County. Named one of America's Best Leaders by US News & World Report and one of Time's 100 Most Influential People in the World, Hrabowski has led a community transformation of UMBC from a young, regional institution to one of the nation's most innovative research universities. In *The Empowered University*, Hrabowski and coauthors Philip J. Rous and Peter H. Henderson probe the way senior leaders, administrators, staff, faculty, and students facilitate academic success by cultivating an empowering institutional culture and broad leadership for innovation. They examine how shared leadership enables an empowered campus to tackle tough issues by taking a hard look in the mirror, noting strengths and weaknesses while assessing opportunities and challenges. The authors dig deeply into these tough issues in higher education ranging from course redesign to group-based and experiential learning, entrepreneurship and civic engagement, academic inclusion, and faculty diversity. The authors champion a holistic approach to student success, focusing on teaching and learning while offering an array of financial, social, and academic supports for students of all backgrounds. Throughout the book, the authors emphasize the important role of analytics in decision-making. They also explore how community members and senior leaders can work together to create an inclusive campus through a more welcoming and supportive racial climate, improved Title IX processes, and career support for faculty of all backgrounds. Ultimately, *The Empowered University* is as much a case study of the authors' work as it is an examination of institutional change, inclusive excellence, and campus-community partnerships. Arguing that higher education can play a unique role in addressing the fundamental divisions in our society and economy by supporting individuals in reaching their full potential, the authors have developed a provocative guide for higher education leaders who want to promote healthy and productive campus communities.

national society of academic excellence: The Soul of a University Chris Brink, 2018-07-01 What is the role of a university in society? In this innovative book, Chris Brink offers the timely reminder that it should have social purpose, as well as achieve academic excellence. The current obsession with rankings and league tables has perpetuated inequality and is preventing social mobility. This book shows how universities can – and should – respond to societal challenges and promote positive social change.

national society of academic excellence: *Promoting Health and Academic Success* David A. Birch, Donna M. Videto, 2015-02-17 There is increasing evidence that health and academic success go hand in hand. Now educators and health professionals have a new model—the Whole School, Whole Community, Whole Child (WSCC) approach—to use in promoting health and learning in the schools. This new approach, developed by leaders in education and health, is a transition from the coordinated school health (CSH) model that was introduced in 1987. *Promoting Health and Academic Success* is a new resource for the transition from CSH to WSCC. Written by national leaders in education and school health, some of whom were involved in the development of WSCC, this book provides direction for education and school health professionals interested in promoting student health. It is valuable for individuals and groups interested in advocating for WSCC and for

those engaged in the planning, implementation, and evaluation of this new approach. The book also is a resource for both undergraduate and graduate students in courses that address a coordinated approach to school health. Each chapter includes application activities that engage students in translating their learning in the context of WSCC simulations. In addition, the School Health in Action feature provides case studies that demonstrate the impact school health programs are having in schools across the United States. Applicable to both students and professionals, Promoting Health and Academic Success includes an appendix that presents a thorough guide to using school health assessment tools created by organizations such as the Centers for Disease Control and Prevention, Association for Supervision and Curriculum Development, and the National Association of State Boards of Education. Following is a partial listing of the tools: • The School Health Index helps schools improve health and safety policies. • The State Schools Health Policy Database facilitates sharing of policies across states. • The Health Education Curriculum Analysis Tool encourages children to adopt and maintain health-enhancing behaviors. • The Physical Education Curriculum Analysis Tool assists schools in analyzing their curricula and comparing it to national physical education standards. • A Parent Engagement tool shares strategies for involving parents in school health. The book is presented in five parts. Part I unveils the new WSCC model, explains its components, and provides a historical overview of coordinated school health. Part II offers insights into the Whole Child initiative and examines the evidence linking health and academic success. Part III explores the crucial role of school administration in ensuring success, ways to meet the diverse needs of students and their families, and methods for getting the community involved. Part IV delves into planning, implementation, and evaluation aspects of WSCC. Part V looks to the future for WSCC and provides perspectives from the field. The appendix supplies the assessment instruments and tools.

national society of academic excellence: The Communist Judicial System in China, 1927-1976 Qiang Fang, 2021-02-25 Drawing on hundreds of newly released judicial archives and court cases, this book analyzes the communist judicial system in China from its founding period to the death of Mao Zedong. It argues that the communist judicial system was built when the CCP was engaged in a life-or-death struggle with the GMD, meaning that the overriding aim of the judicial system was, from the outset, to safeguard the Party against both internal and external adversaries. This fundamental insecurity and perennial fear of loss of power obsessed the Party throughout the era of Mao and beyond, prompting it to launch numerous political campaigns, which forced communist judicial cadres to choose between upholding basic legal norms and maintaining Party order. In doing all of this, *The Communist Judicial System in China, 1927-1976: Building on Fear* fills a major lacuna in our understanding of communist-era China.

national society of academic excellence: **Hate in the Homeland** Cynthia Miller-Idriss, 2022-01-11 A startling look at the unexpected places where violent hate groups recruit young people. Hate crimes. Misinformation and conspiracy theories. Foiled white-supremacist plots. The signs of growing far-right extremism are all around us, and communities across America and around the globe are struggling to understand how so many people are being radicalized and why they are increasingly attracted to violent movements. *Hate in the Homeland* shows how tomorrow's far-right nationalists are being recruited in surprising places, from college campuses and mixed martial arts gyms to clothing stores, online gaming chat rooms, and YouTube cooking channels. Instead of focusing on the how and why of far-right radicalization, Cynthia Miller-Idriss seeks answers in the physical and virtual spaces where hate is cultivated. Where does the far right do its recruiting? When do young people encounter extremist messaging in their everyday lives? Miller-Idriss shows how far-right groups are swelling their ranks and developing their cultural, intellectual, and financial capacities in a variety of mainstream settings. She demonstrates how young people on the margins of our communities are targeted in these settings, and how the path to radicalization is a nuanced process of moving in and out of far-right scenes throughout adolescence and adulthood. *Hate in the Homeland* is essential for understanding the tactics and underlying ideas of modern far-right extremism. This eye-opening book takes readers into the mainstream places and spaces

where today's far right is engaging and ensnaring young people, and reveals innovative strategies we can use to combat extremist radicalization.

national society of academic excellence: In the Classic Mode Donald Elwin Stanford, 1978 In this study Dr. Stanford surveys and evaluates the major achievements of Robert Bridges (1844-1930), an important poet, dramatist, scholar, and man of letters whose work has been unjustifiably neglected in recent years. Making use of Bridge's letters, Dr. Stanford has written a volume of criticism that reflects both the poet and the man.

national society of academic excellence: The Three Questions graf Leo Tolstoy, 1983 A king visits a hermit to gain answers to three important questions.

national society of academic excellence: Designing the New American University Michael M. Crow, William B. Dabars, 2015-03-15 A radical blueprint for reinventing American higher education. America's research universities consistently dominate global rankings but may be entrenched in a model that no longer accomplishes their purposes. With their multiple roles of discovery, teaching, and public service, these institutions represent the gold standard in American higher education, but their evolution since the nineteenth century has been only incremental. The need for a new and complementary model that offers broader accessibility to an academic platform underpinned by knowledge production is critical to our well-being and economic competitiveness. Michael M. Crow, president of Arizona State University and an outspoken advocate for reinventing the public research university, conceived the New American University model when he moved from Columbia University to Arizona State in 2002. Following a comprehensive reconceptualization spanning more than a decade, ASU has emerged as an international academic and research powerhouse that serves as the foundational prototype for the new model. Crow has led the transformation of ASU into an egalitarian institution committed to academic excellence, inclusiveness to a broad demographic, and maximum societal impact. In *Designing the New American University*, Crow and coauthor William B. Dabars—a historian whose research focus is the American research university—examine the emergence of this set of institutions and the imperative for the new model, the tenets of which may be adapted by colleges and universities, both public and private. Through institutional innovation, say Crow and Dabars, universities are apt to realize unique and differentiated identities, which maximize their potential to generate the ideas, products, and processes that impact quality of life, standard of living, and national economic competitiveness. *Designing the New American University* will ignite a national discussion about the future evolution of the American research university.

national society of academic excellence: Fostering Academic Excellence J. McLeod, A. Cropley, 2013-10-22 This book contains a general introduction to the education of academically able students. It provides a solid background of basic knowledge and a survey of research and theory for educational theorists, student teachers, practising teachers, administrators and planners. It offers insights into relevant practical problems as well as guidelines for classroom practice. The significance of this material is outlined for the various levels of the educational system from the individual classroom to the regional planning level. The book is not, however, designed to offer set answers and pat solutions, but to provide rationale for the creative work of teachers and administrators.

national society of academic excellence: Scholarship Reconsidered Ernest L. Boyer, Drew Moser, Todd C. Ream, John M. Braxton, 2015-10-06 Shifting faculty roles in a changing landscape Ernest L. Boyer's landmark book *Scholarship Reconsidered: Priorities of the Professoriate* challenged the publish-or-perish status quo that dominated the academic landscape for generations. His powerful and enduring argument for a new approach to faculty roles and rewards continues to play a significant part of the national conversation on scholarship in the academy. Though steeped in tradition, the role of faculty in the academic world has shifted significantly in recent decades. The rise of the non-tenure-track class of professors is well documented. If the historic rule of promotion and tenure is waning, what role can scholarship play in a fragmented, unbundled academy? Boyer offers a still much-needed approach. He calls for a broadened view of scholarship, audaciously

refocusing its gaze from the tenure file and to a wider community. This expanded edition offers, in addition to the original text, a critical introduction that explores the impact of Boyer's views, a call to action for applying Boyer's message to the changing nature of faculty work, and a discussion guide to help readers start a new conversation about how Scholarship Reconsidered applies today.

national society of academic excellence: A Nation Deceived Nicholas Colangelo, 2004

national society of academic excellence: Implementing Excellence in Diversity, Equity, and Inclusion Corliss Lee, Brian Lym, Tatiana Bryant, Jonathan Cain, Kenneth Schlesinger, 2022-04 [T]he diversity of perspectives presented within this publication will build on the reader's existing knowledge to bring nuances and alternative approaches to these enduring, seemingly intractable challenges within the LIS profession and within society. --from the Foreword by Mark A. Puente Academic library workers often make use of systemic, bureaucratic, political, collegial, and symbolic dimensions of organizational behavior to achieve their diversity, equity, and inclusion goals, but many are also doing the crucial work of pushing back at the structures surrounding them in ways small and large. Implementing Excellence in Diversity, Equity, and Inclusion captures emerging practices that academic libraries and librarians can use to create more equitable and representative institutions. 19 chapters are divided into 6 sections: Recruitment, Retention and Promotion Professional Development Leveraging Collegial Networks Reinforcing the Message Organizational Change Assessment Chapters cover topics including active diversity recruitment strategies; inclusive hiring; gendered ageism; librarians with disabilities; diversity and inclusion with student workers; residencies and retention; creating and implementing a diversity strategic plan; cultural competency training; libraries' responses to Canadian Truth and Reconciliation Commission Calls to Action; and accountability and assessment. Authors provide practical guiding principles, effective practices, and sample programs and training. Implementing Excellence in Diversity, Equity, and Inclusion explores how academic libraries have leveraged and deployed their institutions' resources to effect DEI improvements while working toward implementing systemic solutions. It provides means and inspiration for continuing to try to hire, retain, and promote the change we want to see in the world regardless of existing structures and systems, and ways to improve those structures and systems for the future.

national society of academic excellence: Racing Towards Excellence Muzaffar Khan, Jan Sramek, 2009-01-01

national society of academic excellence: College Admission-How to Get Into Your Dream School James W. Lewis, 2018-11-16 College Admission-- How to Get Into Your Dream School: Real Students, Real Stories is a how-to guide for college-bound students and their families filled with personal, relevant guidance and useful information in the college search and application process. Students who have successfully joined the ranks of their dream schools share their own journeys and first-hand experiences that led them to college acceptance. Expert advice, tips, and pitfalls from high school counselors, college admissions officers, and the author's own observations in working with thousands of high school scholars provide an equal level of hope for all students as they identify and apply to their dream schools. Real stories and essay samples from real students pursuing a wide range of school options--from community colleges to the Ivy League--are what set this book apart. It is a relatable and rich resource for anyone looking to find his or her best-fit college or university.

national society of academic excellence: Ratchetdemic Christopher Emdin, 2021-08-10 A revolutionary new educational model that encourages educators to provide spaces for students to display their academic brilliance without sacrificing their identities Building on the ideas introduced in his New York Times best-selling book, For White Folks Who Teach in the Hood, Christopher Emdin introduces an alternative educational model that will help students (and teachers) celebrate ratchet identity in the classroom. Ratchetdemic advocates for a new kind of student identity—one that bridges the seemingly disparate worlds of the ivory tower and the urban classroom. Because modern schooling often centers whiteness, Emdin argues, it dismisses ratchet identity (the embodying of “negative” characteristics associated with lowbrow culture, often thought to be

possessed by people of a particular ethnic, racial, or socioeconomic status) as anti-intellectual and punishes young people for straying from these alleged “academic norms,” leaving young people in classrooms frustrated and uninspired. These deviations, Emdin explains, include so-called “disruptive behavior” and a celebration of hip-hop music and culture. Emdin argues that being “ratchetdemic,” or both ratchet and academic (like having rap battles about science, for example), can empower students to embrace themselves, their backgrounds, and their education as parts of a whole, not disparate identities. This means celebrating protest, disrupting the status quo, and reclaiming the genius of youth in the classroom.

national society of academic excellence: The New Teacher's Guide to Overcoming Common Challenges Anna M. Quinzio-Zafran, Elizabeth A. Wilkins, 2020-10-29 This practical, hands-on guide offers support for your first years in the classroom by offering strategies to overcome ten common challenges found in rural, suburban, and urban school classrooms. The tips are shared by National Board-Certified Teachers, National Teachers of the Year, and other experienced educators. The New Teacher's Guide to Overcoming Common Challenges provides: 100+ downloadable and customizable resources for new teachers to modify and use in PK-12th grade classrooms. Web access to an online new teacher social media community including New Teacher Talk podcasts (available on iTunes, Spotify and PodBean [<https://newteachersguide.podbean.com/>]), Twitter Chats (@NewTeacherTalk1), Instagram (@newteachertalk), blogs, and accompanying webpage: newteachersguide.org. Timely advice that addresses the shift to remote and hybrid learning brought about by the world pandemic. This book is used by PK-12 school districts who offer new teacher induction programming, traditional and alternative teacher preparation programs, high school teacher cadet programs, and individual teachers for personal professional learning. Don't face the challenges alone—learn from those who have been there!

national society of academic excellence: The Undergraduate Experience Peter Felten, John N. Gardner, Charles C. Schroeder, Leo M. Lambert, Betsy O. Barefoot, Freeman A. Hrabowski, 2016-05-16 A clear, practical framework for getting higher education back on track The Undergraduate Experience is a guide for significantly improving student learning and institutional performance in the rapidly changing world of higher education. Written by recognized experts in undergraduate education, this book encourages college and university leaders to rethink current practices that fragment the student experience, and to focus on creating powerful, integrated undergraduate learning for all students. Drawing from their own deep experience and the latest research, the authors reveal key principles that enable institutional change and enhance student outcomes in any higher education setting. Coverage includes high-impact practices for engagement, the importance of strategic leadership, the necessity of setting and maintaining high expectations, and insight on fostering excellence through systematic planning. Through its core themes and action principles, this book can be a valuable resource for faculty, staff, administrators, and governing boards at all types of postsecondary institutions. The book provides a practical framework for achieving excellence in undergraduate education by focusing on: Learning Relationships Expectations Alignment Improvement Leadership The value of an undergraduate education is under greater scrutiny than ever before, and campus leaders must be able to convey the value of their institutions to students, boards, donors, and legislators. Is a college or university degree worth the increasing cost? Are today's students academically adrift? What's the difference between a degree and an education? Responding to these questions requires focused action by individuals and institutions. The Undergraduate Experience offers practical guidance for creating and sustaining excellence in the face of disruption and change in higher education.

national society of academic excellence: The Formula for Success Aimee Rogstad Guidera, Nelson Smith, 1998 Individuals need the academic knowledge and skills that equip them to succeed in today's economy. Almost 90 percent of new jobs require more than a high school level of literacy and math skills. The knowledge content of work is increasing, education is the key to maintaining a competitive edge, and everyone in society benefits when student achievement in primary and secondary school increases. The Third International Math and Science Study (TIMSS) compared

performance in mathematics and science by a half-million students worldwide at age ranges corresponding roughly to grades 4, 8, and 12, including 33,000 Americans. While U.S. students at the fourth-grade level were near the first in the world in science, and were above the international average in mathematics, by the eighth grade, U.S. performance had fallen to slightly above the international average in science and to below the international average in mathematics. The message of TIMSS is that the U.S. still has a long way to go to ensure that all children achieve at world-class levels.

national society of academic excellence: *Bad Students, Not Bad Schools* Robert Weissberg, 2019-01-22 Americans are increasingly alarmed over our nation's educational deficiencies. Though anxieties about schooling are unending, especially with public institutions, these problems are more complex than institutional failure. Expenditures for education have exploded, and far exceed inflation and the rising costs of health care, but academic achievement remains flat. Many students are unable to graduate from high school, let alone obtain a college degree. And if they do make it to college, they are often forced into remedial courses. Why, despite this fiscal extravagance, are educational disappointments so widespread? In *Bad Students, Not Bad Schools*, Robert Weissberg argues that the answer is something everybody knows to be true but is afraid to say in public America's educational woes too often reflect the demographic mix of students. Schools today are filled with millions of youngsters, too many of whom struggle with the English language or simply have mediocre intellectual ability. Their lackluster performances are probably impervious to the current reform prescriptions regardless of the remedy's ideological derivation. Making matters worse, retention of students in school is embraced as a philosophy even if it impedes the learning of other students. Weissberg argues that most of America's educational woes would vanish if indifferent, troublesome students were permitted to leave when they had absorbed as much as they could learn; they would quickly be replaced by learning-hungry students, including many new immigrants from other countries. American education survives since we import highly intelligent, technically skillful foreigners just as we import oil, but this may not last forever. When educational establishments get serious about world-class mathematics and science, and permit serious students to learn, problems will dissolve. Rewarding the smartest, not spending fortunes in a futile quest to uplift the bottom, should become official policy. This book is a bracing reminder of the risks of political manipulation of education and argues that the measure of policy should be academic achievement.

national society of academic excellence: *The Academic Achievement Challenge* Jeanne Sternlicht Chall, 2002-03-01 Looks at a variety of education reforms and innovations over the past one hundred years to find the best approach to teaching.

national society of academic excellence: *Chicano School Failure and Success* Richard R. Valencia, 2004-08-02 Examines, from various perspectives, the school failure and success of Chicano students. The contributors include specialists in cultural and educational anthropology, bilingual and special education, educational history, developmental psychology.

national society of academic excellence: *Bearing Witness While Black* Allissa V. Richardson, 2020 *Bearing Witness While Black* tells the story of this century's most powerful Black social movement through the eyes of 15 activists who documented it. At the height of the Black Lives Matter uprisings, African Americans filmed and tweeted evidence of fatal police encounters in dozens of US cities--using little more than the device in their pockets. Their urgent dispatches from the frontlines spurred a global debate on excessive police force, which claimed the lives of African American men, women, and children at disproportionate rates. This groundbreaking book reveals how the perfect storm of smartphones, social media, and social justice empowered Black activists to create their own news outlets, which continued a centuries-long, African American tradition of using the news to challenge racism. *Bearing Witness While Black* is the first book of its kind to identify three overlapping eras of domestic terror against African American people--slavery, lynching, and police brutality--and explain how storytellers during each period documented its atrocities through journalism. What results is a stunning genealogy--of how the slave narratives of the 1700s inspired

the Abolitionist movement; how the black newspapers of the 1800s galvanized the anti-lynching and Civil Rights movements; and how the smartphones of today have powered the anti-police brutality movement. This lineage of black witnessing, Allissa V. Richardson argues, is formidable and forever evolving. Richardson's own activism, as an award-winning pioneer of smartphone journalism, informs this text. Weaving in personal accounts of her teaching in the US and Africa, and of her own brushes with police brutality, Richardson shares how she has inspired black youth to use mobile devices, to speak up from the margins. It is from this vantage point, as participant-observer, that she urges us not to become numb to the tragic imagery that African Americans have documented. Instead, *Bearing Witness While Black* conveys a crucial need to protect our right to look into the forbidden space of violence against black bodies, and to continue to regard the smartphone as an instrument of moral suasion and social change.

national society of academic excellence: *Why Knowledge Matters* E. D. Hirsch, 2019-01-02 In *Why Knowledge Matters*, E. D. Hirsch, Jr., presents evidence from cognitive science, sociology, and education history to further the argument for a knowledge-based elementary curriculum. Influential scholar Hirsch, author of *The Knowledge Deficit*, asserts that a carefully planned curriculum that imparts communal knowledge is essential in achieving one of the most fundamental aims and objectives of education: preparing students for lifelong success. Hirsch examines historical and contemporary evidence from the United States and other nations, including France, and affirms that a knowledge-based approach has improved both achievement and equity in schools where it has been instituted. In contrast, educational change of the past several decades in the United States has endorsed a skills-based approach, founded on, Hirsch points out, many incorrect assumptions about child development and how children learn. He recommends new policies that are better aligned with our current understanding of neuroscience, developmental psychology, and social science. The book focuses on six persistent problems that merit the attention of contemporary education reform: the over-testing of students in the name of educational accountability; the scapegoating of teachers; the fadeout of preschool gains; the narrowing of the curriculum to crowd out history, geography, science, literature, and the arts; the achievement gap between demographic groups; and the reliance on standards, such as the Common Core State Standards, that are not linked to a rigorous curriculum. *Why Knowledge Matters* makes a clear case for educational innovation and introduces a new generation of American educators to Hirsch's astute and passionate analysis.

national society of academic excellence: *College Learning for the New Global Century* Association of American Colleges and Universities, National Leadership Council (U.S.), 2007 *College Learning for the New Global Century*, published through the LEAP (Liberal Education and America's Promise) initiative, spells out the essential aims, learning outcomes, and guiding principles for a 21st century college education. It reports on the promises American society needs to make - and keep - to all who seek a college education and to the society that will depend on graduates' future leadership and capabilities. -- Foreword (p. vii).

national society of academic excellence: *Resources in Education* , 1998

national society of academic excellence: *A Good Job* George S. McClellan, Kristina L. Creager, Marianna Savoca, 2023-07-03 For many students, working while in college is a defining characteristic of the undergraduate experience. However, student workers often view campus employment as a money-making opportunity rather than a chance for personal development. Likewise, institutions often neglect to consider campus jobs as a means to education and student engagement. It is the distinction between work for remuneration and work for personal development which shapes much of the discussion of student employment throughout *A Good Job*. This book makes the case for campus employment as a high-impact practice in higher education and provides models for institutional efforts to implement new student employment strategies. Carefully designed campus employment opportunities can have numerous benefits, including career exploration and preparation, learning, and increased engagement leading to increased retention. The authors make the case that employment can and should be a purposeful and powerful component in any higher education institution's efforts to support student learning, development, and success. This book is an

excellent resource for anyone interested in capitalizing on the developmental and learning potential of student employment on campus.

national society of academic excellence: A Culture for Academic Excellence Jan E. Freed, Marie R. Klugman, Jonathon D. Fife, 1997 This report provides a comprehensive review of quality principles in higher education and proposes that, when used holistically and systematically, the quality principles, also known as total quality management and continuous quality improvement, can create a culture for academic excellence. After an introduction, the first section explains the historical significance of the quality movement in relationship to business and industry. Next, the report defines quality as it relates to higher education institutions and then describes how the quality movement has evolved among postsecondary institutions. The components of an institutional culture are identified, ways to build a culture that supports the quality principles suggested, and each of the quality principles briefly explained. Stressed is the need for a change in thinking as a prerequisite to initiating the quality approach on a campus. The following eight sections present the eight principles or characteristics of effective organizations in detail. They are: (1) vision, mission, and outcomes driven; (2) systems dependent; (3) systematic individual development; (4) decisions based on fact; (5) delegation of decision making; (6) collaboration; (7) planning for change; and (8) creative and supportive leadership. The final section integrates lessons learned from practitioners committed to the quality principles.

national society of academic excellence: High-impact Educational Practices George D. Kuh, 2008 This publication—the latest report from AAC&U’s Liberal Education and America’s Promise (LEAP) initiative—defines a set of educational practices that research has demonstrated have a significant impact on student success. Author George Kuh presents data from the National Survey of Student Engagement about these practices and explains why they benefit all students, but also seem to benefit underserved students even more than their more advantaged peers. The report also presents data that show definitively that underserved students are the least likely students, on average, to have access to these practices.

national society of academic excellence: Educating the Student Body Committee on Physical Activity and Physical Education in the School Environment, Food and Nutrition Board, Institute of Medicine, 2013-11-13 Physical inactivity is a key determinant of health across the lifespan. A lack of activity increases the risk of heart disease, colon and breast cancer, diabetes mellitus, hypertension, osteoporosis, anxiety and depression and others diseases. Emerging literature has suggested that in terms of mortality, the global population health burden of physical inactivity approaches that of cigarette smoking. The prevalence and substantial disease risk associated with physical inactivity has been described as a pandemic. The prevalence, health impact, and evidence of changeability all have resulted in calls for action to increase physical activity across the lifespan. In response to the need to find ways to make physical activity a health priority for youth, the Institute of Medicine’s Committee on Physical Activity and Physical Education in the School Environment was formed. Its purpose was to review the current status of physical activity and physical education in the school environment, including before, during, and after school, and examine the influences of physical activity and physical education on the short and long term physical, cognitive and brain, and psychosocial health and development of children and adolescents. Educating the Student Body makes recommendations about approaches for strengthening and improving programs and policies for physical activity and physical education in the school environment. This report lays out a set of guiding principles to guide its work on these tasks. These included: recognizing the benefits of instilling life-long physical activity habits in children; the value of using systems thinking in improving physical activity and physical education in the school environment; the recognition of current disparities in opportunities and the need to achieve equity in physical activity and physical education; the importance of considering all types of school environments; the need to take into consideration the diversity of students as recommendations are developed. This report will be of interest to local and national policymakers, school officials, teachers, and the education community, researchers, professional organizations, and parents interested in physical activity, physical

education, and health for school-aged children and adolescents.

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