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On Self-Harm, Narcissism, Atonement and the Vulnerable Christ explores St. Augustine of Hippo's theology of sin, described as various forms of self-loathing and self-destruction, in addition to sin's antidote, a vulnerable relationship with the crucified Christ. Incorporating recent thinking on self-destruction and self-loathing into his reading of Augustine, David Vincent Meconi explores why we are not only allured by sin, but will actually destroy ourselves to attain it, even when we are all too well aware that this sin will bring us no true, lasting pleasure. Meconi traces the phenomena of self-destruction and self-loathing from Augustine to today. In particular, he focuses in on how self-love can turn to self-harm, and the need to provide salvage for such woundedness by surrendering to Christ, showing how Augustine's theology of sin and salvation is still crucially applicable in contemporary life and societies. Issues in defining and conceptualizing general education in the two-year college are examined in this collection of essays. After introductory remarks, B. Lamar Johnson reviews the findings of the 1952 California Study of General Education and discusses their current applicability. Next, K. Patricia Cross reviews trends in general education from the 1950s to the 1980s. After Melvin Barlow explores the connections between general and vocational education, Suanne D. Roueche and John E. Roueche discuss the place of literacy development in general education and offer recommendations for the systematic development of community college curricula. Next, the characteristics and genesis of community general education are described by Ervin L. Harlacher, Maxwell C. King and Seymour C. Fersh describe Brevard Community College's (Florida) international/intercultural education programs. After obstacles to general education in society and in the institution are identified by Terry O'Banion and Ruth G. Shaw, Judith S. Eaton identifies challenges and options facing community colleges wishing to promote general education. Advice on revising the general education program, based on experiences at Miami-Dade Community College (Florida), is offered by Jeffrey D. Lukenbill and Robert H. McCabe. Then, Leslie Koltai considers the decline of transfer education and recommends strategies for its revitalization. Finally, James C. Palmer cites ERIC documents and journal articles dealing with general education. (KL) Branch campuses are a growing and vital segment of the American higher education community. But these campuses, and the particular challenges of leading them,

have received far less attention than other types of institutions. Leading America's Branch Campuses remedies this by providing focused, pragmatic advice, by experienced branch campus professionals, across a very broad range of leadership issues. These include areas such as curriculum, system relations, fund raising, student affairs, athletics, public relations, faculty issues, communication (internal and external), program creation, strategic planning, campus organization and assessment. Chapter contributors include campus presidents/chancellors, provosts, deans, program directors and faculty members. They represent two-year, baccalaureate and graduate institutions, and span the nation, from Florida to Washington State. Dr. Schuman's style is direct and jargon-free, and he emphasizes practical issues more than abstract theories. The distinctive group of forty colleges profiled here is a well-kept secret in a status industry. They outdo the Ivies and research universities in producing winners. And they work their magic on the B and C students as well as on the A students. Loren Pope, director of the College Placement Bureau, provides essential information on schools that he has chosen for their proven ability to develop potential, values, initiative, and risk-taking in a wide range of students. Inside you'll find evaluations of each school's program and personality to help you decide if it's a community that's right for you; interviews with students that offer an insider's perspective on each college; professors' and deans' viewpoints on their school, their students, and their mission; and information on what happens to the graduates and what they think of their college experience. Loren Pope encourages you to be a hard-nosed consumer when visiting a college, advises how to evaluate a school in terms of your own needs and strengths, and shows how the college experience can enrich the rest of your life. Who we are, where we've been, and where we need to go now, to recapture the American dream Now with a new Foreword by the author. "The best presentation of the challenges facing the country—and the possible solutions—I've ever seen."—P. J. O'Rourke Tom Brokaw, known and beloved for his landmark work in American journalism and for the New York Times bestsellers *The Greatest Generation* and *Boom!*, now turns his attention to the challenges that face America in the new millennium, to offer reflections on how we can restore America's greatness. Rooted in the values, lessons, and verities of generations past and of his South Dakota upbringing, Brokaw weaves together inspiring stories of Americans who are making a difference and personal stories from his own family history, to engage us in a conversation about our country and to share ideas for how we can revitalize the promise of the American Dream. Inviting us to foster a rebirth of family, community, and civic engagement as profound as the one that helped win World War II, built our postwar prosperity, and ushered in the Civil Rights era, Brokaw traces the exciting, unnerving changes in modern life—in values, education, public service, housing, the Internet, and more—that have transformed our society in the decades since the age of thrift in which he was raised. In offering ideas from Americans who are change agents in their communities, Brokaw gives us a nourishing vision of hopefulness in an age of diminished expectations. NEW YORK TIMES BESTSELLER "Inspiring tales of how people from different walks of life have found ways to be of service to their communities and country."—Walter Isaacson "Florida Southern College is a signature point in the visioning of American education. Now, Frank Lloyd Wright's genius is documented, revealing how he translated nature's 'occult symmetry' into organic architecture reflecting democratic ideals. Wright belongs to the pantheon of similar utopian aspirants--Flagler, Fischer, Merrick, Nolan, Disney--who came to Florida to express visions of modern life."--Bruce Stephenson, author of *Visions of Eden* "Dale Gyure has crafted the first thoughtful examination of Frank Lloyd Wright's Child of the Sun campus. This book serves as a benchmark for future studies of Mr. Wright at Florida Southern College."--Randall M. MacDonald, coauthor of *The Buildings of Frank Lloyd Wright at Florida Southern College* Florida Southern College in Lakeland boasts the largest single-site collection of Frank Lloyd Wright architecture in the world. With eleven buildings planned and designed by Wright, the campus forms a rich tableau for examining the architect's philosophy and design practice. In this fully illustrated volume, Dale Allen Gyure tells the engaging story of the ambitious project from beginning to end. The college's dynamic president, Ludd M. Spivey, wanted the

grounds and buildings redesigned to embody a modern and distinctly American expression of Protestant theology. Informed by Spivey's vision, his own early educational experience, and his architectural philosophy, Wright conceived the "Child of the Sun" complex. Much like Thomas Jefferson's famous plan for the University of Virginia, the academic village that Wright designed for Florida Southern College expresses a dramatic and personal statement about education in a democratic society. Little studied to date, this significant campus and its history are finally given the attention they deserve in this fascinating volume. KICK-START YOUR CAREER WITH THE RIGHT ON-CAMPUS EXPERIENCE! When it comes to getting the most out of college, the experiences you have outside the classroom are just as important as what you study. Colleges That Create Futures looks beyond the usual "best of" college lists to highlight 50 schools that empower students to discover practical, real-world applications for their talents and interests. The schools in this book feature distinctive research, internship, and hands-on learning programs—all the info you need to help find a college where you can parlay your passion into a successful post-college career. Inside, You'll Find: • In-depth profiles covering career services, internship support, student group activity, alumni satisfaction, noteworthy facilities and programs, and more • Candid assessments of each school's academics from students, current faculty, and alumni • Unique hands-on learning opportunities for students across majors • Testimonials on career prep from alumni in business, education, law, and much more ***** What makes Colleges That Create Futures important? You've seen the headlines—lately the news has been full of horror stories about how the college educational system has failed many recent grads who leave school with huge debt, no job prospects, and no experience in the working world. Colleges That Create Futures identifies schools that don't fall into this trap but instead prepare students for successful careers! How are the colleges selected? Schools are selected based on survey results on career services, grad school matriculation, internship support, student group and government activity, alumni activity and salaries, and noteworthy facilities and programs. In the 1950s, East Central Florida underwent a vast transformation with the creation of the American space program. The sleepy fishing communities stretching from Titusville to Melbourne became home to an army of engineers, rocket scientists, and technicians who would soon take Florida and the nation into the missile age. With no opportunities for advanced study nearby, a handful of determined men and women launched Brevard Engineering College in 1958. In 1966, Florida's secretary of state approved the college's petition to change its name to Florida Institute of Technology. In its short history, Florida Tech has overcome formidable hurdles and succeeded in winning a place in the top ranks of scientific and technological universities. A college on the rise, Florida Tech has not only a bright future, but a rich and colorful history that has been captured in striking photographs. The exciting story of "Countdown College"-from the lift-off of Bumper 8 in 1950, which launched the space program in Florida, to the most recent high-tech additions to campus facilities-is the subject of this captivating new pictorial history. THE STORY: On a cold, clear, moonless night in the middle of winter, all is not quite what it seems in the remote, mythical town of Almost, Maine. As the northern lights hover in the star-filled sky above, Almost's residents find themselves falling in and "More than 2,300 vocational schools west of the Mississippi River"--Cover. This document lists the typical tuition and required fees and room and board charges assessed to college students in 1994-95 based on a national "Institutional Characteristics" survey which is part of the Integrated Postsecondary Education Data System. The data were collected from over 5,000 of the 5,775 4-year, 2-year, and public less-than-2-year postsecondary institutions in the United States and its outlying areas. Included are tuition and fee charges to in-state and out-of-state students at the undergraduate and graduate levels, along with the costs for room and board, and the number of meals per week covered by the board charge. These charges are not weighted by enrollment. Included are several tables with national statistics on tuition and required fees at postsecondary institutions for academic year 1994-95 followed by tables showing charges at individual institutions and tuition and required fees for first-professional programs. A summary of the publication's statistics notes that the median charge at public 4-year institutions for tuition and fees was \$2,445 for undergraduate, in-state students; that at public 2-year institutions tuition and required fees averaged \$1,461 for in-state students; and that undergraduate tuition and fees at private, non-profit 4-year institutions averaged \$8,967 for in-state undergraduate students. (JB) This report on a House congressional hearing on proposed legislation regarding the improvement of science and technology education and

advanced technical training in two-year colleges presents testimony, along with prepared letters, statements, and supplemental materials. The report opens with an introductory statement by Rick Boucher, the House subcommittee chair, and continues with testimony and prepared statements on the Technical Education and Training Act of 1991 (H.R. 2936) and the National Community College Technology Act (H.R. 3606). Statements and, in some cases, responses to questions by subcommittee members are provided by the following witnesses: Nebraska Congressman Peter Hoagland; Dr. Luther S. Williams, National Science Foundation; Jeff Ellison, Intel Corporation; P. Douglas Groseclose, Martin Marietta Electronics; Dr. Cary Israel, Illinois Community College Board; Dr. William F. Synder, Wytheville Community College (Virginia); and Dr. Paul C. Gianini, Jr., Valencia Community College (Florida). The report concludes with the subcommittee markup of H.R. 2936 and the full committee markup of H.R. 2936. An appendix provides statements submitted by Sam Villareal of the Texas Engineering Extension Service, Texas A&M University System, and V. David Vandelinde, the Chair of the Engineering Education Coalition, along with the subcommittee report on H.R. 2936. (JMC) Collection of works by Edmund Burke relating to his views of the French Revolution. A quirky, intelligently absurd collection of humorous, poignant short stories. The Elements of Style William Strunk concentrated on specific questions of usage—and the cultivation of good writing—with the recommendation "Make every word tell"; hence the 17th principle of composition is the simple instruction: "Omit needless words." The book was also listed as one of the 100 best and most influential books written in English since 1923 by Time in its 2011 list. Prospective college students and their parents have been relying on Loren Pope's expertise since 1995, when he published the first edition of this indispensable guide. This new edition profiles 41 colleges—all of which outdo the Ivies and research universities in producing performers, not only among A students but also among those who get Bs and Cs. Contents include: Evaluations of each school's program and "personality" Candid assessments by students, professors, and deans Information on the progress of graduates This new edition not only revisits schools listed in previous volumes to give readers a comprehensive assessment, it also addresses such issues as homeschooling, learning disabilities, and single-sex education. Nearly 40 percent of the students entering 2- and 4-year postsecondary institutions indicated their intention to major in science, technology, engineering, and mathematics (STEM) in 2012. But the barriers to students realizing their ambitions are reflected in the fact that about half of those with the intention to earn a STEM bachelor's degree and more than two-thirds intending to earn a STEM associate's degree fail to earn these degrees 4 to 6 years after their initial enrollment. Many of those who do obtain a degree take longer than the advertised length of the programs, thus raising the cost of their education. Are the STEM educational pathways any less efficient than for other fields of study? How might the losses be "stemmed" and greater efficiencies realized? These questions and others are at the heart of this study. Barriers and Opportunities for 2-Year and 4-Year STEM Degrees reviews research on the roles that people, processes, and institutions play in 2-and 4-year STEM degree production. This study pays special attention to the factors that influence students' decisions to enter, stay in, or leave STEM majors—quality of instruction, grading policies, course sequences, undergraduate learning environments, student supports, co-curricular activities, students' general academic preparedness and competence in science, family background, and governmental and institutional policies that affect STEM educational pathways. Because many students do not take the traditional 4-year path to a STEM undergraduate degree, Barriers and Opportunities describes several other common pathways and also reviews what happens to those who do not complete the journey to a degree. This book describes the major changes in student demographics; how students, view, value, and utilize programs of higher education; and how institutions can adapt to support successful student outcomes. In doing so, Barriers and Opportunities questions whether definitions and characteristics of what constitutes success in STEM should change. As this book explores these issues, it identifies where further research is needed to build a system that works for all students who aspire to STEM degrees. The conclusions of this report lay out the steps that faculty, STEM departments, colleges and universities, professional societies, and others can take to improve STEM education for all students interested in a STEM degree. An overview is provided of the nontraditional, direct involvement of community colleges in economic development activities. While a review of the literature and a discussion of the factors leading to community colleges' participation in economic development are included, the primary focus of the monograph is on seven models of

nontraditional involvement in economic development. Part 1 reviews the literature on economic development as it applies to community colleges and distinguishes between traditional and nontraditional activities. In part 2, key demographic, economic, and sociopolitical trends and forces are described that have provided incentives for community colleges' involvement in the economic growth of their regions and states. Case studies illustrating seven nontraditional models of direct involvement by community colleges are presented in part 3. Descriptions are provided of the Institute for Business and Industry at Lake Michigan College (Michigan); the Mid-Florida Research and Business Center, Inc., at Daytona Beach Community College (Florida); the Pueblo Business Assistance Network at Pueblo Community College (Colorado); the Office Automation Center at Trident Technical College (South Carolina); performance-based contracting at Florida Community College at Jacksonville; the Bevill Center for Advanced Technology at Gadsden State Community College (Alabama); and the international focus of the Center for Business and Industry at Miami-Dade Community College (Florida). Part 4 identifies key factors associated with the success of nontraditional approaches. (AYC) Annotation With the federal government's emphasis on workforce development, community colleges have become important entities in the national policy agenda and have taken on renewed importance to states. This book provides a critical analysis of various federal, state, and institutional policies affecting community colleges at the start of the 21st century. Addressed to anyone interested in the future of the community college, the book first examines the national historical and cultural policy context affecting community colleges, including federal policies, state governance structures, and the impact of globalization. At the state level, authors focus on critical issues requiring policy decisions: links with K-12 education, workforce preparation, dual credit policies, transfer and articulation, remediation, and technology. At the institutional level, policies on general education and student persistence are examined. The book concludes with a plea for a more critical approach to community college policy for the 21st century. This monograph provides a comprehensive overview of community college education in the United States, emphasizing trends affecting two-year colleges within the past decade. Chapter 1 identifies the social forces that contributed to the development and expansion of community colleges and the continuing changes in institutional purposes. Chapter 2 examines the shifting patterns of student characteristics and goals, the reasons for the predominance of part-time attendance, participation and achievement among minority students, attrition issues, and recent moves toward student assessment. Chapter 3 draws on national data to illustrate the differences between full- and part-time faculty and discusses issues related to tenure, salary, workload, faculty evaluation, moonlighting, burnout, and job satisfaction. Chapter 4 reviews the changes that have taken place in college management as a result of changes in institutional size, the advent of collective bargaining, reductions in available funds, and changes in governance and control. Chapter 5 describes various funding patterns and their relationship to organizational shifts. Chapter 6 discusses the rise of learning resource centers and the maintenance of stability in instructional forms in spite of the introduction of a host of reproducible instructional media. Chapter 7 considers student personnel functions, including counseling, guidance, recruitment, retention, orientation, and extracurricular activities. Chapter 8 traces the rise of occupational education, as it has moved from a peripheral to a central position in the curriculum. Chapter 9 focuses on remedial and developmental programs and addresses the controversies surrounding student assessment and placement. Chapter 10 deals with adult and continuing education, lifelong learning, and community services. Chapters 11 and 12 examine curricular trends in the liberal arts and general education, highlighting problems and proposing solutions. Chapter 13 addresses the philosophical and practical questions that have been raised about the transfer function and the community college's role in enhancing student progress toward higher degrees. Finally, chapter 14 offers projections based on current trends in student and faculty demographics, college organization, curriculum, instruction, and student services. (JMC) Winner of the 2017 Eisner Award in the Best Academic/Scholarly Work category 2017 Prose Awards Honorable Mention, Media & Cultural Studies Over the last 75 years, superheroes have been portrayed most often as male, heterosexual, white, and able-bodied. Today, a time when many of these characters are billion-dollar global commodities, there are more female superheroes, more queer superheroes, more superheroes of color, and more disabled superheroes--but not many more. Superwomen investigates how and why female superhero characters have become more numerous but are still not-at-all close to parity with their male counterparts;

how and why they have become a flashpoint for struggles over gender, sexuality, race, and disability; what has changed over time and why in terms of how these characters have been written, drawn, marketed, purchased, read, and reacted to; and how and why representations of superheroes matter, particularly to historically underrepresented and stereotyped groups. Specifically, the book explores the production, representations, and receptions of prominent transmedia female superheroes from their creation to the present: Wonder Woman; Batgirl and Oracle; Ms. Marvel and Captain Marvel; Buffy the Vampire Slayer; Star Wars' Padmé Amidala, Leia Organa, Jaina Solo, and Rey; and X-Men's Jean Grey, Storm, Kitty Pryde, Rogue, and Mystique. It analyzes their changing portrayals in comics, novels, television shows, and films, as well as how cultural narratives of gender have been negotiated through female superheroes by creators, consumers, and parent companies over the last several decades. Today's most prominent thought leaders weigh in on the learning paradigm, calling for institutional change and responsibility for learning positive outcomes. This book helps leaders develop structures and processes that allow for more flexibility and creativity. Explore all facets of the learning paradigm from developing a change-receptive environment and engaging constituencies to strategic planning, governance, and more. Peterson's Two-Year Colleges 2011 includes information on nearly 2,000 accredited two-year undergraduate institutions in the United States and Canada, as well as some international schools. It also includes scores of detailed two-page descriptions written by admissions personnel. College-bound students and their parents can research two-year colleges and universities for information on campus setting, enrollment, majors, expenses, student-faculty ratio, application deadline, and contact information. SELLING POINTS: Helpful articles on what you need to know about two-year colleges: advice on transferring and returning to school for adult students; how to survive standardized tests; what international students need to know about admission to U.S. colleges; and how to manage paying for college State-by-state summary table allows comparison of institutions by a variety of characteristics, including enrollment, application requirements, types of financial aid available, and numbers of sports and majors offered Informative data profiles for nearly 2,000 institutions, listed alphabetically by state (and followed by other countries) with facts and figures on majors, academic programs, student life, standardized tests, financial aid, and applying and contact information Exclusive two-page in-depth descriptions written by college administrators for Peterson's Indexes offering valuable information on associate degree programs at two-year colleges and four-year colleges-easy to search alphabetically

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