

Chapter 1 : Institute for Advanced Study 1 Einstein Dr Princeton, NJ Schools - MapQuest

School for Advanced Studies (SAS) is a nationally recognized collegiate high school of excellence, a combined effort of Miami-Dade County Public Schools (MDCPS) and Miami-Dade College (MDC). Students attending SAS complete their last two years of high school while attending MDC.

May 1st Spring semester: December 1st Application decisions are generally made within eight weeks of the deadline. The Advanced Study Program does not accept students for the summer. International applicants are strongly encouraged to apply for the fall semester so they have adequate time to receive an admission decision and apply for their US visa. Tuition is based on the total units of credit for your classes. Most classes are 12 units. The most frequent questions are below. International applicants may wish to see our separate International FAQ page. Can I still apply? However, MIT does have a very similar Special Student Program that admits undergraduate students currently enrolled at other institutions. How do I find out what classes are available? The fall semester schedule of classes is released in late April, and the spring semester schedule is released in late November. Check the symbols help page for definitions. No, ASP applicants should not contact the instructors. The Advanced Study Program works directly with all departments to gain approval for our students to enroll in their classes. Who should I contact with questions? Is the Advanced Study Program a degree program? No, the Advanced Study Program is not a degree program. However, many students attend classes to strengthen their future applications to degree programs. Will I receive MIT credit? Many other schools and programs accept MIT credit. However, each institution or program determines whether that credit is accepted and how it may be used. If you apply and are accepted into an MIT degree program, that program will decide if prior classes taken while an ASP Fellow are transferable. How long can I stay in the program? Admission is on a semester-by-semester and class-by-class basis. Continuing in the Advanced Study Program is dependent on maintaining a minimum grade of a B in each class to be considered for re-admittance into the program. ASP Fellows who earn at least a B in each class and who remain in good financial standing may be considered for following semesters. Fellows who wish to continue with the program must complete an application for each successive semester but may re-use certain required materials transcripts, letters of recommendation, etc if approved by the Program. How many classes may I take? Students attending MIT part-time can take one class up to 12 units of credit or two classes up to 24 units of credit. Full-time ASP Fellows register for three or four classes, which is between 36 to 48 units of credit. ASP Fellows may not take more than 48 units of credit in one semester. International students who require U. How do I calculate the units of credit for a class? Add these three numbers together and you have the number of units of credit for the class. The first is for recitation and lecture; the second number is hours of laboratory, design, or fieldwork; and the third number is the number of hours of homework or preparation per week. Added together, these numbers equal the total credit for a class. Some Fellows have later earned MIT degrees. To be admitted to a degree program, Fellows must apply to the department of choice. Each department makes their own acceptance decisions. How long is a semester? A semester at MIT lasts 16 weeks. Fall semester begins in early September; spring semester begins in early February. Check the academic calendar for exact dates. Can I take business courses at the Sloan School of Management? There are limits on registration in Sloan classes all classes numbered Some Sloan classes are available only to Sloan degree students. Enrollment also depends on meeting prerequisites and class size limits. Part-time applicants may apply to take one Sloan class. Full-time Advanced Study Program Fellows can take up to 50 percent of their units of credit at Sloan. How do I pre-register for classes? ASP fellows register on registration day. The Advanced Study Program team sends registration information to all Fellows before registration day. Who is my advisor? The director is available to meet with Fellows as needed. Fellows are required to stay in touch with the ASP director regarding their progress and in particular to notify the director of any change in study plan or other academic issues. At times, full-time students may also choose to work with a faculty advisor. Please see the ASP director for more information. Fellows can email, call, or meet with the ASP director at any time for advice on their program. MIT allows students to add and drop classes during the first two weeks of the semester. If the class is listed,

you can browse the syllabus and get a better sense of what the class offers. Can I conduct research at MIT? Students who are able to arrange for a research project are ASP Fellows for a year or more. Research requires special arrangements and depends on the availability of a faculty member to supervise the research. Interested Fellows should discuss the process of setting up a research project with the director of ASP. Does the Advanced Study Program offer online classes? Is the Advanced Study Program a study abroad program? For applicants who are currently enrolled in graduate degree programs at other schools, the Advanced Study Program ASP is similar to a study abroad program in many ways. Students can enroll in ASP full-time for a single semester, and are eligible to live in on-campus housing if space permits. ASP students are considered non-degree students but with full student privileges and accepted students receive traditional MIT class credits that may be accepted by their home institution. Application Questions Do my transcripts have to be originals? Yes, transcripts must be originals and in English. Transcripts may be mailed, or your university can send an electronic copy of your transcript to advancedstudy@mit.edu. If your institution does not provide English transcripts, you must have them translated and certified by an accredited translation service, and both the originals and translation must be submitted. Physical transcripts may be mailed to: Recommendations are accepted from past professors or work-related colleagues, such as a manager, who can speak to your ability to do MIT-level work. Your recommender should provide a candid evaluation of your ability to work independently and under pressure, and an assessment of your writing ability, responsibility, and relationships with supervisors, co-workers, and others. Please also ask your recommender to clarify how long, and in what context, they have known you. Can my recommendation be sent by email? They will be provided with a link to upload their recommendation. I have not completed an undergraduate degree – can I apply? Individuals who do not yet have their undergraduate degree but are interested in studying at MIT should apply through the Special Students Program. Is there an interview? Prospective fellows are welcome to contact the director before applying if they have questions or would like advice on their program. Is financial aid available? No financial aid or scholarships are available. Applicants should secure sponsorship or funding before applying. Can I pay my own tuition? Fellows can pay their own tuition, or it may be paid by a company sponsor, scholarship, or other outside funding source. Payment of tuition is due prior to the start of classes, except for MIT staff who are Tuition Assistance Plan eligible. Does MIT accept credit card payments? MIT Professional Education does accept payment by credit card. Instructions will be included in your invoice when you are accepted. When is the tuition due? Tuition must be paid in full before the start of the semester.

Chapter 2 : Gifted and Talented Programs / Schools for Advanced Studies (SAS)

School of Advanced Study (SAS), University of London, supports research in the humanities through academic events, fellowships, libraries and research training.

It is challenging for any system. However, none of us who stay in this profession think it easy, but instead we believe in the value of our craft and more importantly that our students are worth the effort. How do underperforming schools turnaround and improve? About Fleming County Public Schools Fleming County Public Schools, located in an agricultural area on the edge of the Appalachian foothills of Kentucky, is a small school system serving approximately 2, students across four elementary schools, one middle school, and one high school. About 70 percent of students participate in the free and reduced price lunch program. Most families were educated in Fleming County; those who attend college often return. The community loves its school system, but there was concern about whether the schools were providing a quality education for every child. Poor academic performance on past state accountability assessments drew scrutiny from state officials.

District Leadership When a new superintendent, Dr. Brian Creasman, began the school year, he and the board of education immediately set a new vision for the district. He wanted the district to move out of Priority status and become a District of Distinction, a label given to Kentucky schools and school systems performing in the top five percent of the state. He enlisted instructional supervisor Lesia Eldridge who had served as a teacher, principal and district administrator to help. Together, senior leadership and principals formed a team that served as the core for the system wide change to come. By this time, the teachers and staff were apprehensive about how the system was going to improve. They were working hard, but the results were not paying off in the way of improved across-the-board academic performance. Part of the diagnostic review process entails conducting a self-assessment, which enabled district leadership to be introspective and to confront their challenges head on. Though initially apprehensive, once they reviewed data and delved into the root causes of underperformance, staff accepted that they needed to make improvements in how they were educating all students. They undertook a careful diagnostic review and adopted a common set of AdvancED standards which helped school leaders and administrative staff to identify areas for improvement and begin the hard work of transforming the school system and its culture.

How to Transform Schools: The Diagnostic Review Process The AdvancED Diagnostic Review process uncovers root causes for underperformance, guides improvement actions and energizes the accountability process. A team of highly trained experts was deployed to provide support and technical assistance throughout the process. Still, initially, the results left district leaders and teachers feeling discouraged and overwhelmed by the number of areas that required improvement. While Fleming leaders did not agree with everything in the Diagnostic Review report, their Self Assessment, corroborated by the evaluation conducted by the Diagnostic Review team, helped validate that the district was on the right track. With this mentality shift came a kind of acceptance that enabled district leadership to take on the challenge of changing the culture that would enable the school system to confront its challenges and to own its improvement journey. Eventually, teachers and staff began to identify and accept where they needed to improve and began to work toward systemic change. In order to address this need, the leadership involved the teachers. Involving teachers was the most powerful thing we have done. They were at the table deciding what our students would learn and how they would learn it. Now, student progress toward proficiency is gauged in grades K-8; the high school is developing its own benchmarks. District leaders indicate that because of the curriculum and assessment system, teachers now can predict student performance, identify gaps and know how to focus their work. To address this need, they, along with principals, developed their own internal review called the Formative Quality Review. Their diagnostic, which district officials believe is a primary factor for their success, is aligned with the AdvancED Standards for Quality Schools and also incorporates day-to-day operations and attendance. Not only do the leaders and principals use the AdvancED Standards to assess their district and schools, an internal Quality Assurance Team has been used for two of the past three years to assess system-wide performance. Several outcomes have become evident. Principals and administrators are able to calibrate and discuss what they see, which clarifies expectations and

provides continuous improvement feedback from their colleagues. Both the district and individual schools continuously compare new eleot results to their baseline data to identify ways to improve student engagement and share the data in a weekly public newsletter. As it moves beyond the state mandated diagnostic reviews, Fleming County Public Schools has adopted the AdvancED Standards for Quality Schools as a framework for continuous improvement. Fleming County Public Schools has incorporated the AdvancED framework into a broad range of routines at the system and school level. Officials The Resultsâ€™Improved Outcomes The district is pleased with its accomplishments and is especially proud of having nearly achieved its vision of becoming a Distinguished District. However, the process for continuous improvement has only begun. The changes across the district to date already provide evidence of the transformation taking place. Year-over-year student achievement growth has been extraordinary. At the high school level, scores increased in reading, math, science and writing. Remarkably, the middle school calculations climbed extensively in every subject tested. Furthermore, the Novice, Apprentice, Proficient, Distinguished NAPD points from the school year to the school year have increased for most subjects across elementary, middle high school levels.

Chapter 3 : School of Advanced Study

"Based on a unique model of curiosity-driven basic research, the Institute for Advanced Study is laying the groundwork for intellectual and scientific breakthroughs that enrich our society and enhance our understanding of the universe," stated Martin Chavez, who joined the Institute's Board on October 27,

Oswald Veblen photo ca. It was a great success at preparing students for prestigious colleges and this same philosophy would later guide him in the founding of the Institute for Advanced Study. At our interview, I informed them that my competency was limited to the education field and that in this field it seemed to me that the time was ripe for the creation in America of an institute in the field of general scholarship and science, resembling the Rockefeller Institute in the field of medicine—developed by my brother Simon—not a graduate school, training men in the known and to some extent in methods of research, but an institute where everyone—faculty and members—took for granted what was known and published, and in their individual ways, endeavored to advance the frontiers of knowledge. The Bamberger siblings wanted to use the proceeds from the sale of their department store in Newark, New Jersey, to found a dental school as an expression of gratitude to the state of New Jersey. He selected most of the original faculty and also helped the Institute acquire land in Princeton for both the original facility and future expansion. Indeed, the IAS became the key lifeline for scholars fleeing Europe. In quantum physics pioneer Wolfgang Pauli became a faculty member. We feel strongly that the spirit characteristic of America at its noblest, above all the pursuit of higher learning, cannot admit of any conditions as to personnel other than those designed to promote the objects for which this institution is established, and particularly with no regard whatever to accidents of race, creed, or sex. When African American mathematician William S. Hardin, and Herbert Maass at the IAS on May 22, Flexner had successfully assembled a faculty of unrivaled prestige [38] in the School of Mathematics which officially opened in He sought to equal this success in the founding of schools of economics and humanities but this proved to be more difficult. All three schools along with the office of the Director moved into the newly built Fuld Hall in A separate School of Natural Sciences was not established until Speculative research, the kind that is fundamental to the advancement of human understanding of the world of nature and of humanity, is not a product that can be made to order. Rather, like artistic creativity, it benefits from a special environment. This was the belief to which Abraham Flexner, the founding Director of the Institute, held passionately, and which continues to inspire the Institute today; Flexner wrote, [45] While practical benefits often result from pure academic research at the most fundamental level, such benefits are not guaranteed and cannot be predicted; nor need they be seen as the ultimate goal. Ventures into unknown territory inevitably involve an element of risk, and scientists and scholars are rarely motivated by the thought of an end product. Rather, they are moved by a creative curiosity that is the hallmark of academic inquiry. Impact[edit] Institute for Advanced Study campus From the day it opened the IAS had a major impact on mathematics, physics, economic theory, and world affairs. A special year organized by Institute professor Vladimir Voevodsky and others resulted in a benchmark book in the subject which was published by the Institute in Kennan, Tsung-Dao Lee, J. The special year brought together researchers in topology, computer science, category theory, and mathematical logic with the goal of formalizing and extending this theory of foundations. The program was organized by Steve Awodey, Thierry Coquand and Vladimir Voevodsky, and resulted in a book being published in Homotopy type theory. It proved to be an ideal setting for the creation of this new branch of mathematics: May some trace of this unique atmosphere linger in the pages of this book, and in the future development of this new field of study. This is quite amazing, since mathematicians do not normally work together in large groups. But more importantly, the spirit of collaboration that pervaded our group at the Institute for Advanced Study was truly amazing. We did not fragment. We talked, shared ideas, explained things to each other, and completely forgot who did what. When I was at Princeton in the s I could see what happened to those great minds at the Institute for Advanced Study, who had been specially selected for their tremendous brains and were now given this opportunity to sit in this lovely house by the woods there, with no classes to teach, with no obligations whatsoever. These poor bastards could now sit and think clearly all by themselves, OK? I

believe that in a situation like this a kind of guilt or depression worms inside of you, and you begin to worry about not getting any ideas. Still no ideas come. These nine Institutes for Advanced Study are:

Chapter 4 : School of Advanced Military Studies (SAMS) | US Army Combined Arms Center

The Schools for Advanced Studies designation, initially implemented in the school year, was created to acknowledge exemplary school models of innovative, equitable, and effective GATE practices districtwide.

Haynes Academy serves grades 6 – 12 on the east bank. Ruppel serves grades 6 – 8 on the west bank. Thomas Jefferson High School serves grades 9 – 12 on the west bank. Patrick Taylor Science and Technology Academy serves grades 6 – 12 district wide. The student must currently live in Jefferson Parish as verified by an attached copy of one of the following: Grades 2 through 5 A copy of the birth certificate must be attached to the application. The most recent report card must be attached to the application. The report card is only used to determine grade level testing and placement. Grades 6 through 11 To be eligible for admissions testing, applications must include: Final, end of the year report card grade copies for the past two academic years. Qualifying standardized test scores from the designated school year must be submitted. If standardized test scores that employ percentiles are submitted, the overall composite scores all subjects tested must at or above the 85th percentile. Hard copies of the application will also be available at the main administration buildings at Manhattan Blvd. The applicant must review our policies and procedures prior to submitting an application. Applications and the required documents must be submitted in hard copy and in person at the main administration building. Once the application is submitted, it will be screened to determine if the student is eligible to move onto the Testing Phase of the process. For eligibility requirements, please see the section above or refer to our policies and procedures. Testing Phase If the applicant has met all of the eligibility requirements for ASAs, the student will be offered an appointment for testing. Paper and pencil tests will be administered for students entering grades 3 and above. Pre-kindergarten through grade 2 students will be provided a one-on-one test with a teacher. Ranking and Notification Phase Once student test scores are received, the district will rank each tested applicant by score in descending order, starting from the 99th percentile. The cut off score for admissions into ASAs is 85th percentile. Students who scored between 85th and 99th percentiles will be admitted into ASAs in descending order of their composite scores beginning with 99th percentile until all available seats are filled. Students not admitted but whose composite score was the 85th percentile or above will be placed on a waiting list. The waiting list will be arranged in descending order of composite scores. Appeals An appeals process is made available at each phase of the application cycle. Information on appeals is provided with the application materials during each application cycle. For detailed policies and procedures regarding the ASA admissions process, please consult our policies and procedures, found above. Important Notes Privately administered standardized tests or evaluations are not accepted. Certificates, letters of recommendation, awards, etc. No accommodations can be provided unless they are specified on the accommodations pages on a current IEP or IAP which must be submitted at the time of application. The Jefferson Parish Public School System does not discriminate on the basis of gender, race, color, or national or ethnic origin in the creation or implementation of educational policies.

Chapter 5 : MIT Advanced Study Program | MIT Professional Education

The Institute for Advanced Study (IAS) in Princeton, New Jersey, in the United States, is an independent, postdoctoral research center for theoretical research and intellectual inquiry founded in by American educator Abraham Flexner, together with philanthropists Louis Bamberger and Caroline Bamberger Fuld.

Chapter 6 : School of Natural Sciences | School of Natural Sciences

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Chapter 7 : School Profile - School for Advanced Studies - Miami Dade College

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The MIT Professional Education Advanced Study Program (ASP) is your chance to enroll in MIT's STEM (Science, Technology, Engineering, Mathematics) classes as a non-degree student for a semester, a year, or longer.

Chapter 8 : Paxon School For Advanced Studies / Homepage

Admissions for the school year are closed. New to Jefferson Parish Public Schools According to the Advanced Study Academies Admissions Policies and Procedures.

Chapter 9 : Academy for Advanced Studies / Homepage

School for Advanced Studies (SAS) is a full time dual-enrollment high school initiated in the school year as a combined effort of Miami-Dade County Public Schools (MDCPS) and Miami-Dade College (MDC).