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The looseleaf sourcebook includes two-page profiles on all four-year colleges and universities. The four-volume set is made up of one of each region (Northeast, Southeast, Midwest, West). The most complete data for college-bound students and counselors including admissions, financial aid, tuition, academic, and campus information. A selective guide to American statistical

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Fordham

The Case Against the SAT

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The most complete data for college-bound students and counselors including admissions, financial aid, tuition, academic, and campus information.

The bound sourcebook includes two-page profiles on all four-year colleges and universities. The four-volume set is made up of one of each region (Northeast, Southeast, Midwest, West). The most complete data for college-

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bound students and counselors including admissions, financial aid, tuition, academic, and campus information.

Fordham University is the quintessential American-Catholic institution—and one now looked upon as among the best Catholic universities in the country. Its story is also the story of New York, especially the Bronx, and Fordham's commitment to the city during its rise, fall, and rebirth. It's a story of Jesuits, soldiers, alumni who fought in World Wars, chaplains, teachers, and administrators who made bold moves and big mistakes, of presidents who thought small and those who had

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vision. And of the first women, students and faculty, who helped bring Fordham into the 20th century. Finally it's the story of an institution's attempt to keep its Jesuit and Catholic identity as it strives for leadership in a competitive world. Combining authoritative history and fascinating anecdotes, Schroth offers an engaging account of Fordham's one hundred thirty-seven years—here, updated, revised, and expanded to cover the new presidency of Joseph M. McShane, S.J., and the challenges Fordham faces in the new century. The looseleaf in binder sourcebook includes two-page profiles on all four-year colleges and universities in the

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Northeast. The most complete data for college-bound students and counselors including admissions, financial aid, tuition, academic, and campus information.

Based largely on archival sources in the United States and Rome, this book documents the evolution of Fordham from a small diocesan college into a major American Jesuit and Catholic university. It places the development of Fordham within the context of the massive expansion of Catholic higher education that took place in the United States in the twentieth century. This was reflected at Fordham in its transformation from a local commuter college to a predominantly

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residential institution that now attracts students from 48 states and 65 foreign countries to its three undergraduate schools and seven graduate and professional schools with an enrollment of more than 15,000 students. This is honest history that gives due credit to Fordham for its many academic achievements, but it also recognizes that Fordham shared the shortcomings of many Catholic colleges in the United States in the nineteenth and early twentieth centuries. There was an ongoing struggle between Jesuit faculty who wished to adhere closely to the traditional Jesuit ratio studiorum and those who recognized the need for

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Fordham to modernize its curriculum to meet the demands of the regional accrediting agencies. In recent decades, like virtually all American Catholic universities and colleges, the ownership of Fordham has been transferred from the Society of Jesus to a predominantly lay board of trustees. At the same time, the sharp decline in the number of Jesuit administrators and faculty has intensified the challenge of offering a first-rate education while maintaining Fordham's Catholic and Jesuit identity. June 2016 is the 175th anniversary of the founding of Fordham University, and this comprehensive history of a beloved and renowned New

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*York City institution of higher learning will help
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Fordham, A History of the Jesuit University of New York

Professional Careers Sourcebook

The Growth of Incarceration in the United States

Presents information on enrollment, fields of study, admission requirements, expenses, and student activities at more than two thousand four-year colleges and universities and 1,650 two-year community colleges and trade schools. Original. 70,000 first printing.

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The properties of institutional culture are identified, and the way cultural perspectives have been used to describe life in colleges and universities are examined. Seven sections cover the following: cultural perspectives (the warrant for the report, organizational rationality, the remaining sections); culture defined and described (toward a definition of culture, properties of culture, levels of culture); intellectual foundations of culture

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(anthropology, sociology); a framework for analyzing culture in higher education (the external environment, the institution, subcultures, individual actors); threads of institutional culture (historical roots and external influences, academic program, the personnel core, social environment, artifacts, distinctive themes, individual actors); institutional subcultures (faculty subculture, student culture,

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administrative subcultures); and implications of cultural perspectives (a summary of cultural properties, implications for practice, inquiry into culture in higher education).

Techniques of inquiry appropriate for studying culture include observing participants, interviewing key informants, conducting autobiographical interviews, and analyzing documents. By viewing higher education institutions as cultural enterprises, it may be

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possible to learn how the college experience contributes to divisions of class, race, gender, and age within the institution as well as throughout society, how a college or university relates to its prospective, current, or former students, and how to deal more effectively with conflicts between competing interest groups. Contains over 340 references. (SM)

This handbook provides basic facts regarding foodborne pathogenic

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microorganisms and natural toxins. After decades of stability from the 1920s to the early 1970s, the rate of imprisonment in the United States has increased fivefold during the last four decades. The U.S. penal population of 2.2 million adults is by far the largest in the world. Just under one-quarter of the world's prisoners are held in American prisons. The U.S. rate of incarceration, with nearly 1 out of every 100 adults in prison or jail, is

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5 to 10 times higher than the rates in Western Europe and other democracies. The U.S. prison population is largely drawn from the most disadvantaged part of the nation's population: mostly men under age 40, disproportionately minority, and poorly educated. Prisoners often carry additional deficits of drug and alcohol addictions, mental and physical illnesses, and lack of work preparation or experience. The growth of

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incarceration in the United States during four decades has prompted numerous critiques and a growing body of scientific knowledge about what prompted the rise and what its consequences have been for the people imprisoned, their families and communities, and for U.S. society. The Growth of Incarceration in the United States examines research and analysis of the dramatic rise of incarceration rates and its affects. This study makes

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the case that the United States has gone far past the point where the numbers of people in prison can be justified by social benefits and has reached a level where these high rates of incarceration themselves constitute a source of injustice and social harm. The Growth of Incarceration in the United States examines policy changes that created an increasingly punitive political climate and offers specific policy advice in sentencing policy,

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prison policy, and social policy. The report also identifies important research questions that must be answered to provide a firmer basis for policy. This report is a call for change in the way society views criminals, punishment, and prison. This landmark study assesses the evidence and its implications for public policy to inform an extensive and thoughtful public debate about and reconsideration of policies.

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The College Entrance Examination Board and the Educational Testing Service claim that the SAT helps colleges select students, helps college-bound students select appropriate institutions, and furthers equality of opportunity. But does it really? Drawing on three national surveys and on hundreds of studies conducted by colleges, the authors refute the justifications the College Board and the ETS give for requiring high school

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students to take the SAT. They show that the test neither helps colleges and universities improve their admissions decisions nor helps applicants choose schools at which they will be successful. They outline the adverse effect the SAT has on students from nonwhite and low-income backgrounds. They also question the ability of the College Board and the ETS to monitor themselves adequately. The authors do not, however, recommend

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abolishing either college admissions testing or the College Board and the ETS. Rather, they propose dropping the SAT and relying on such already available measures as students' high school coursework and grades, and they raise the possibility that new achievement tests that measure the mastery of high school courses could be developed to replace the SAT.

[Culture in American Colleges and Universities](#)

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Until recently government policy in the UK has encouraged an expansion of Higher Education to increase participation and with an express aim of creating a more educated workforce. This expansion has led to competition between Higher Education institutions, with students increasingly positioned as consumers and institutions working to improve the extent to which they meet 'consumer demands'. Especially given the latest government funding cuts, the most prevalent outlook in Higher Education today is one of business, forcing institutions to reassess the way

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they are managed and promoted to ensure maximum efficiency, sales and 'profits'. Students view the opportunity to gain a degree as a right, and a service which they have paid for, demanding a greater choice and a return on their investment. Changes in higher education have been rapid, and there has been little critical research into the implications. This volume brings together internationally comparative academic perspectives, critical accounts and empirical research to explore fully the issues and experiences of education as a commodity, examining: the international and financial context of marketisation the new purposes of universities the implications of university branding and promotion league tables and student surveys vs. quality of education the higher education market and distance learning

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students as 'active consumers' in the co-creation of value changing student experiences, demands and focus. With contributions from many of the leading names involved in Higher Education including Ron Barnett, Frank Furedi, Lewis Elton, Roger Brown and also Laurie Taylor in his journalistic guise as an academic at the University of Poppleton, this book will be essential reading for many.

A guide to the information services and sources provided to 100 types of small business by associations, consultants, educational programs, franchisers, government agencies, reference works, statisticians, suppliers, trade shows, and venture capital firms. Primarily a bibliography and directory, this volume lists reference books, periodicals, AV materials, online services,

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software, and other resources to assist in job-hunting for 155 occupational categories. It features placement and referral services, associations, agencies, joblines, and computer databanks. The volume also lists resources that apply to all occupations under topics such as "Outplacement" or "Working at Home." ISBN 0-8103-7717-9: \$55.00 (For use only in the library).

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Where to find help planning careers that require college or technical degrees.

The sourcebook includes two-page profiles on all four-year colleges and universities in the Northeast. The most complete data for college-

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*bound students and counselors including
admissions, financial aid, tuition, academic, and
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