

fordham leadership academy for business and technology

Fordham Leadership Academy for Business and Technology: A Comprehensive Guide

Introduction:

Unlocking Leadership Potential: The Fordham Leadership Academy for Business and Technology offers a transformative experience for aspiring leaders in dynamic sectors.

This comprehensive guide delves into the academy's unique curriculum, faculty expertise, career services, and overall value proposition, helping prospective students make informed decisions about their future. We will explore the program's strengths, admission requirements, and the numerous opportunities it presents to shape tomorrow's business and technology leaders.

Article Outline:

- I. Program Overview and Curriculum: Focus on the structure, key courses, and learning methodologies.
- II. Faculty Expertise and Mentorship: Highlight the experience and achievements of the faculty and the mentorship opportunities available.
- III. Career Services and Networking Opportunities: Detail the career support provided, including internships, job placement assistance, and alumni networks.
- IV. Admission Requirements and Application Process: Explain the steps involved in applying and the criteria for admission.
- V. Student Life and Campus Resources: Describe the campus environment, student support services, and extracurricular activities.
- VI. Program Cost and Financial Aid: Discuss tuition fees, scholarships, and other financial assistance options.
- VII. Alumni Success Stories and Career Outcomes: Showcase the accomplishments of graduates and their career paths.

I. Program Overview and Curriculum:

The Fordham Leadership Academy for Business and

Technology provides a rigorous curriculum designed to cultivate leadership skills within the contexts of business and technology.

The program typically incorporates a blend of theoretical learning and practical application through case studies, simulations, and real-world projects. Courses often cover topics such as strategic management, data analytics, digital transformation, innovation management, and ethical leadership. The curriculum is designed to be adaptable and responsive to the evolving demands of the business and technology landscape.

A focus on developing critical thinking, problem-solving, and communication skills is integral to the program's design.

This ensures graduates possess the essential skillsets required for success in today's dynamic work environment. Students also learn to work collaboratively, leveraging teamwork and leadership abilities in project-based learning experiences.

II. Faculty Expertise and Mentorship:

The academy boasts a highly accomplished faculty comprised of leading academics and industry professionals.

Many faculty members possess extensive experience in their respective fields, offering students unparalleled access to real-world knowledge and insights. The small class sizes foster a close-knit learning environment, enabling personalized attention and effective mentoring.

Mentorship opportunities extend beyond the classroom, with many professors actively involved in advising students and guiding their career trajectories.

This personalized support system proves invaluable in helping students navigate their educational journey and lay the groundwork for their future success. This access to industry experts provides invaluable networking opportunities and practical advice.

III. Career Services and Networking Opportunities:

The Fordham Leadership Academy is committed to

fostering the career success of its graduates.

A dedicated career services office provides comprehensive support, including resume building workshops, interview preparation, and job placement assistance. The academy maintains strong connections with numerous companies in the business and technology sectors, facilitating internships and job opportunities for students.

Extensive networking opportunities are provided through alumni events, industry guest speakers, and career fairs.

This robust network provides graduates with access to a wide range of professionals and potential employers, significantly enhancing their career prospects. The academy's alumni network is a vibrant and supportive community that continues to assist graduates long after they complete their studies.

IV. Admission Requirements and Application Process:

Admission to the Fordham Leadership Academy for Business and Technology is competitive.

Applicants typically need to submit transcripts, letters of recommendation, a personal statement, and standardized test scores (depending on specific program requirements). The application process is straightforward and well-defined, with clear instructions and deadlines.

A strong academic record, demonstrated leadership experience, and a compelling personal statement are crucial for successful applicants.

The academy looks for individuals who demonstrate a commitment to personal and professional growth and a passion for business and technology. It's advisable to contact the admissions office to obtain the most up-to-date information about requirements and deadlines.

V. Student Life and Campus Resources:

The Fordham Leadership Academy provides a vibrant and supportive student environment.

Students benefit from access to state-of-the-art facilities, including computer labs, libraries, and collaborative workspaces. Numerous extracurricular activities and student organizations offer opportunities for personal development and social engagement.

The campus environment is designed to foster collaboration and learning.

Student support services, including academic advising and counseling, are readily available to assist students in navigating their academic and personal challenges. The strong sense of community within the academy contributes to a positive and enriching learning experience.

VI. Program Cost and Financial Aid:

The cost of the Fordham Leadership Academy program varies based on factors such as duration and specific program components.

Tuition fees, along with associated expenses, should be considered. The academy offers various financial aid options, including scholarships, grants, and loan programs, to help students finance their education.

Prospective students should explore available financial aid opportunities and submit applications for assistance in a timely manner.

The financial aid office can provide detailed information about eligibility requirements and the application process. Careful budgeting and financial planning are essential for managing education costs effectively.

VII. Alumni Success Stories and Career Outcomes:

Graduates of the Fordham Leadership Academy for Business and Technology have gone on to achieve remarkable success in their chosen fields.

Many alumni hold leadership positions in prominent companies across various industries, demonstrating the program's effectiveness in shaping future leaders. The academy actively tracks the career outcomes of its graduates, highlighting their achievements and providing valuable data for prospective students.

These success stories illustrate the transformative potential of the program and the enduring value of the education and networking opportunities provided.

The academy regularly shares these success stories, showcasing the impact of its program

on the lives and careers of its graduates. This serves as compelling evidence of the academy's effectiveness.

Conclusion:

The Fordham Leadership Academy for Business and Technology presents a unique and valuable opportunity for aspiring leaders. Its rigorous curriculum, experienced faculty, comprehensive career services, and strong alumni network combine to provide a transformative educational experience. By investing in this program, students equip themselves with the knowledge, skills, and connections necessary to thrive in the dynamic fields of business and technology.

Frequently Asked Questions (FAQs):

What are the admission requirements for the Fordham Leadership Academy?
Requirements vary depending on the specific program; however, generally, a strong academic record, leadership experience, and compelling personal statement are essential. Check the academy's website for detailed information.

What career opportunities are available after graduation? Graduates have secured positions in various fields, including management consulting, technology, finance, and entrepreneurship.

What financial aid options are available? The academy offers scholarships, grants, and loan programs to help students manage educational costs. Details can be found on the financial aid office website.

What is the program's duration? The program duration varies; please refer to the program details on the academy's website.

Related Keywords:

Fordham Leadership Academy, Business Leadership, Technology Leadership, Fordham University, Leadership Development Program, Business Technology, MBA, Executive Education, Career Services, Alumni Network, Admission Requirements, Financial Aid, Tuition Fees, Scholarship Opportunities, Data Analytics, Digital Transformation, Strategic Management, Innovation Management, Ethical Leadership, Graduate Programs, New York City, Career Advancement.

fordham leadership academy for business and technology: *The Capital One Story* Mary Curran Hackett, 2020-05-26 What can you learn from the most successful companies in the world? The Capital One Story will help you understand and adopt the competitive strategies, workplace culture, and daily business practices that enabled an unlikely credit card startup to revolutionize the credit industry. After twenty-five years in the credit card business, Capital One has earned its place in wallets across the world. When the company's two young founders set out to individualize credit, the financial world thought they were crazy...until it was clear that they weren't. Working in the banking industry, Richard Fairbank and Nigel Morris saw that the one-size-fits all standard that the credit card companies employed was leaving big money on the table. They cracked the code and

figured out how to customize the credit card experience by offering personalized designs, credit limits, and rewards, revolutionizing the way the credit card industry operated. Known for their ubiquitous advertising campaigns with A-list talent such as Jennifer Garner and Samuel L. Jackson, the youngest bank in the business was once turned down by every one of their competitors but has since grown to dominate the industry. Through the story of Capital One, you'll learn: How to recognize underserved sections of a market. How rejection by every company in the business doesn't mean it's time to quit. How to determine what people want and how to get it to them. How to employ marketing campaigns that will change the way people live. Discover how this iconic organization got it right and created a successful long-lasting business, and how you can do the same for your company.

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fordham leadership academy for business and technology: *Teaching Recent Global History* Diana B. Turk, Laura J. Dull, Robert Cohen, Michael R. Stoll, 2014-03-05 Teaching Recent Global History explores innovative ways to teach world history, beginning with the early 20th century. The authors' unique approach unites historians, social studies teachers, and educational curriculum specialists to offer historically rich, pedagogically innovative, and academically rigorous lessons that help students connect with and deeply understand key events and trends in recent global history. Highlighting the best scholarship for each major continent, the text explores the ways that this scholarship can be adapted by teachers in the classroom in order to engage and inspire students. Each of the eight main chapters highlights a particularly important event or theme, which is then complemented by a detailed discussion of a particular methodological approach. Key features include: • An overarching narrative that helps readers address historical arguments; • Relevant primary documents or artifacts, plus a discussion of a particular historical method well-suited to teaching about them; • Lesson plans suitable for both middle and secondary level classrooms; • Document-based questions and short bibliographies for further research on the topic. This invaluable book is ideal for any aspiring or current teacher who wants to think critically about how to teach world history and make historical discussions come alive for students.

fordham leadership academy for business and technology: Pound Foolish Helaine Olen, 2012-12-27 If you've ever bought a personal finance book, watched a TV show about stock picking, listened to a radio show about getting out of debt, or attended a seminar to help you plan for your retirement, you've probably heard some version of these quotes: "What's keeping you from being rich? In most cases, it is simply a lack of belief." —SUZE ORMAN, *The Courage to Be Rich* "Are you latte-ing away your financial future?" —DAVID BACH, *Smart Women Finish Rich* "I know you're capable of picking winning stocks and holding on to them." —JIM CRAMER, *Mad Money* They're common refrains among personal finance gurus. There's just one problem: those and many similar statements are false. For the past few decades, Americans have spent billions of dollars on personal finance products. As salaries have stagnated and companies have cut back on benefits, we've taken matters into our own hands, embracing the can-do attitude that if we're smart enough, we can overcome even daunting financial obstacles. But that's not true. In this meticulously reported and shocking book, journalist and former financial columnist Helaine Olen goes behind the curtain of the personal finance industry to expose the myths, contradictions, and outright lies it has perpetuated. She shows how an industry that started as a response to the Great Depression morphed into a behemoth that thrives by selling us products and services that offer little if any help. Olen calls out some of the biggest names in the business, revealing how even the most respected gurus have engaged in dubious, even deceitful, practices—from accepting payments from banks and corporations in exchange for promoting certain products to blaming the victims of economic catastrophe for their own financial misfortune. *Pound Foolish* also disproves many myths about spending and saving, including: Small pleasures can bankrupt you: Gurus popularized the idea that cutting out lattes and other small expenditures could make us millionaires. But reducing our caffeine

consumption will not offset our biggest expenses: housing, education, health care, and retirement. Disciplined investing will make you rich: Gurus also love to show how steady investing can turn modest savings into a huge nest egg at retirement. But these calculations assume a healthy market and a lifetime without any setbacks—two conditions that have no connection to the real world. Women need extra help managing money: Product pushers often target women, whose alleged financial ignorance supposedly leaves them especially at risk. In reality, women and men are both terrible at handling finances. Financial literacy classes will prevent future economic crises: Experts like to claim mandatory sessions on personal finance in school will cure many of our money ills. Not only is there little evidence this is true, the entire movement is largely funded and promoted by the financial services sector. Weaving together original reporting, interviews with experts, and studies from disciplines ranging from behavioral economics to retirement planning, *Pound Foolish* is a compassionate and compelling book that will change the way we think and talk about our money.

fordham leadership academy for business and technology: Building School 2.0 Chris Lehmann, Zac Chase, 2015-07-31 Ninety-five propositions for creating more relevant, more caring schools There is a growing desire to reexamine education and learning. Educators use the phrase school 2.0 to think about what schools will look like in the future. Moving beyond a basic examination of using technology for classroom instruction, *Building School 2.0: How to Create the Schools We Need* is a larger discussion of how education, learning, and our physical school spaces can—and should—change because of the changing nature of our lives brought on by these technologies. Well known for their work in creating Science Leadership Academy (SLA), a technology-rich, collaborative, learner-centric school in Philadelphia, founding principal Chris Lehmann and former SLA teacher Zac Chase are uniquely qualified to write about changing how we educate. The best strategies, they contend, enable networked learning that allows research, creativity, communication, and collaboration to help prepare students to be functional citizens within a modern society. Their model includes discussions of the following key concepts: Technology must be ubiquitous, necessary, and invisible Classrooms must be learner-centric and use backwards design principles Good technology can be better than new technology Teachers must serve as mentors and bring real-world experiences to students Each section of *Building School 2.0* presents a thesis designed to help educators and administrators to examine specific practices in their schools, and to then take their conclusions from theory to practice. Collectively, the theses represent a new vision of school, built off of the best of what has come before us, but with an eye toward a future we cannot fully imagine.

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designed to improve the customer experience are frequently near zero, even negative. With The Wallet Allocation Rule, managers finally have the missing link to business growth within their grasp—the ability to link their existing metrics to the share of spending that customers allocate to their brands. Learn why improving satisfaction (or NPS) does not improve share. Apply the Wallet Allocation Rule to discover what really drives customer spending. Uncover new metrics that really matter to achieve growth. By applying the Wallet Allocation Rule, managers get real insight into the money they currently get from their customers, the money available to be earned by them, and what it takes to get it. The Wallet Allocation Rule provides managers with a blueprint for sustainable long-term growth.

fordham leadership academy for business and technology: *Why Loyalty Matters* Timothy Keiningham, Lerzan Aksoy, Luke Williams, 2010-03-16 For decades we've been told that we live in fast-paced, dog-eat-dog world, that loyalty gets you nowhere, and that we must look out for number one! We've been told that to succeed we have to constantly reinvent ourselves, let go of past relationships, and move on to greener pastures. And we've been told that all this is good. But it's not good. Why Loyalty Matters is grounded in the most comprehensive study of loyalty ever conducted, and what it reveals can change your life. The science is very clear – when it comes to business success, satisfaction in our relationships and even overall happiness, loyalty is essential. Renowned loyalty experts Timothy Keiningham and Lerzan Aksoy combine their own groundbreaking research with the leading thinking in philosophy, sociology, psychology, economics and management to provide a comprehensive guide to understanding what loyalty is, what it isn't and how to unlock its power in your personal and professional life.

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guiding principle: The advancement of knowledge is possible only by conducting a thorough examination of what is known and unknown in a given field. Such assessments can be accomplished through comprehensive, critical reviews of the literature--crafted by informed scholars who determine when a line of inquiry has gone astray, and how to steer the research back onto the proper path. The Academy of Management Annals provide just such essential reviews. Written by leading management scholars, the reviews are invaluable for ensuring the timeliness of advanced courses, for designing new investigative approaches, and for identifying faulty methodological or conceptual assumptions. The Annals strive each year to synthesize a vast array of primary research, recognizing past principal contributions while illuminating potential future avenues of inquiry. Volume 1 of the Annals explores a wide spectrum of research: corporate control; nonstandard employment; critical management; physical work environments; public administration team learning; emotions in organizations; leadership and health care; creativity at work; business and the environment; and bias in performance appraisals. Ultimately, academic scholars in management and allied fields (e.g., sociology of organizations and organizational psychology) will see The Academy of Management Annals as a valuable resource to turn to for comprehensive, up-to-date information--published in a single volume every year by the preeminent association for management research.

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fordham leadership academy for business and technology: Everybody Matters Bob Chapman, Raj Sisodia, Rajendra Sisodia, 2015-10-06 “Bob Chapman, CEO of the \$1.7 billion manufacturing company Barry-Wehmiller, is on a mission to change the way businesses treat their employees.” – Inc. Magazine Starting in 1997, Bob Chapman and Barry-Wehmiller have pioneered a dramatically different approach to leadership that creates off-the-charts morale, loyalty, creativity, and business performance. The company utterly rejects the idea that employees are simply functions, to be moved around, managed with carrots and sticks, or discarded at will. Instead, Barry-Wehmiller manifests the reality that every single person matters, just like in a family. That’s not a cliché on a mission statement; it’s the bedrock of the company’s success. During tough times a family pulls together, makes sacrifices together, and endures short-term pain together. If a parent loses his or her job, a family doesn’t lay off one of the kids. That’s the approach Barry-Wehmiller took when the Great Recession caused revenue to plunge for more than a year. Instead of mass layoffs, they found creative and caring ways to cut costs, such as asking team members to take a month of unpaid leave. As a result, Barry-Wehmiller emerged from the downturn with higher employee morale than ever before. It’s natural to be skeptical when you first hear about this approach. Every time Barry-Wehmiller acquires a company that relied on traditional management practices, the new team members are skeptical too. But they soon learn what it’s like to work at an exceptional workplace where the goal is for everyone to feel trusted and cared for—and where it’s expected that they will justify that trust by caring for each other and putting the common good first. Chapman and coauthor Raj Sisodia show how any organization can reject the traumatic consequences of rolling layoffs, dehumanizing rules, and hypercompetitive cultures. Once you stop treating people like functions or costs, disengaged workers begin to share their gifts and talents toward a shared future. Uninspired workers stop feeling that their jobs have no meaning. Frustrated workers stop taking their bad days out on their spouses and kids. And everyone stops counting the minutes until it’s time to go home. This book chronicles Chapman’s journey to find his true calling, going behind the scenes as his team tackles real-world challenges with caring, empathy, and inspiration. It also provides clear steps to transform your own workplace, whether you lead two people or two hundred thousand. While the Barry-Wehmiller way isn’t easy, it is simple. As the authors put it: Everyone wants to do better. Trust them. Leaders are everywhere. Find them. People achieve good things, big and small, every day. Celebrate them. Some people wish things were different. Listen to them. Everybody matters. Show them.

fordham leadership academy for business and technology: Authentic Learning in the Digital Age Larissa Pahomov, 2014-11-04 How can you create an authentic learning environment—one where students ask questions, do research, and explore subjects that fascinate them—in today’s standards-driven atmosphere? Author Larissa Pahomov offers insightful answers based on her experience as a classroom teacher at the Science Leadership Academy—a public high school in Philadelphia that offers a rigorous college-prep curriculum and boasts a 99 percent graduation rate. Pahomov outlines a framework for learning structured around five core values: inquiry, research collaboration, presentation and reflection. For each value, she presents: * A detailed description of how the value can transform classroom practice and how a “digital connection” can enhance its application. * A step-by-step outline for how to implement the value, with examples from teachers in all subject areas. * Solutions to possible challenges and roadblocks that teachers may experience. * Suggestions for how to expand the value beyond the classroom to schoolwide practice. * Anecdotes from students, offering their perspectives on how they experienced the value in the classroom and after graduation. The framework is a guide, not a prescription, and middle and high school teachers—individually or as a team—can use it to structure whatever content and skills their current school or district requires. The book also includes suggestions for how to integrate technology into inquiry-based education, but the principles and approaches it describes can be applied successfully even in places without abundant technology. Both practical and inspiring, *Authentic Learning in the Digital Age* is an indispensable handbook for reinvigorating teaching and learning in a new era.

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fordham leadership academy for business and technology: Catholic Discordance Massimo Borghesi, 2021-12-20 2022 Catholic Media Association honorable mention Pope Francis 2022 Catholic Media Association honorable mention in English translation edition One element of the church that Pope Francis was elected to lead in 2013 was an ideology that might be called the "American" model of Catholicism—the troubling result of efforts by intellectuals like Michael Novak, George Weigel, and Richard John Neuhaus to remake Catholicism into both a culture war colossus and a prop for ascendant capitalism. After laying the groundwork during the 1980s and armed with a selective and manipulative reading of Pope John Paul II's 1991 encyclical *Centesimus Annus*, these neoconservative commentators established themselves as authoritative Catholic voices throughout the 1990s, viewing every question through a liberal-conservative ecclesial-political lens. The movement morphed further after the 9/11 terror attacks into a startling amalgamation of theocratic convictions, which led to the troubling theo-populism we see today. The election of the Latin American pope represented a mortal threat to all of this, and a poisonous backlash was inevitable, bringing us to the brink of a true "American schism." This is the drama of today's Catholic Church. In *Catholic Discordance: Neoconservatism vs. the Field Hospital Church of Pope Francis*, Massimo Borghesi—who masterfully unveiled the pope's own intellectual development in his *The Mind of Pope Francis*—analyzes the origins of today's Catholic neoconservative movement and its clash with the church that Francis understands as a "field hospital" for a fragmented world.

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fordham leadership academy for business and technology: *The Business of Sports* Mark Conrad, 2017-02-17 *The Business of Sports* provides a comprehensive foundation of the economic, organizational, legal and political components of the sports industry. Geared for journalism, communication and business students, but also an excellent resource for those working in sports, this text introduces readers to the ever-increasing complexity of an industry that is in constant flux. Now in its third edition, the volume continues to offer a wealth of statistics and case studies, up to date with the newest developments in sports business and focused on cutting-edge issues and topics, including the many changes in international sports and the role of analytics in decision-making and tax rules that have a major effect on athletes and teams.

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problems.

fordham leadership academy for business and technology: Preparing Principals for a Changing World Linda Darling-Hammond, Debra Meyerson, Michelle LaPointe, Margaret T. Orr, 2009-11-04 Preparing Principals for a Changing World provides a hands-on resource for creating and implementing effective policies and programs for developing expert school leaders. Written by acclaimed author and educator Linda Darling-Hammond and experts Debra Meyerson, Michelle LaPointe, and Margaret Terry Orr, this important book examines the characteristics of successful educational leadership programs and offers concrete recommendations to improve programs nationwide. In a study funded by the Wallace Foundation, Darling-Hammond and the team examined eight exemplary principal development programs, as well as state policies and principals' experiences across the country. Using the data from the study, they reveal how successful programs are structured, the skills and knowledge participants gain, and what they are able to do in practice as school leaders as a result. What do these exemplary programs have in common? Aggressive recruitment; close ties with schools in the community; on-the-ground training under the wing of expert principals, and a strong emphasis on the cutting-edge theories of instructional and transformational leadership. In addition to highlighting the programs' similarities, the study also explains the differences among the programs and sheds light on the effectiveness of approaches and models from different states and contexts?East, West, North, and South; urban and rural; pre-service and in-service. The authors analyze program outcomes for principals and their schools, including illustrative case studies and educators' voices on the influence of programs' strategies for recruitment, internships, mentoring, and coursework. The ideas and suggestions outlined in Preparing Principals for a Changing World are presented with the goal of increasing the number of highly qualified, thoughtful, and innovative educational leaders.

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fordham leadership academy for business and technology: Pastoral and Spiritual Care in a Digital Age Kirk A. Bingaman, 2020-07-06 Artificial intelligence (AI) is changing what it means to be human. Given our increasing merger with machines, we have therefore entered uncharted territory and an era of unprecedented change. For pastoral and spiritual care providers, religious faith communities, clinical practitioners, and educators, immediate theological reflection is needed, focusing on the potential existential threat and opportunity, and what will constitute human personhood in an age of technological enhancement. Preserving our humanity in a digital age will require intentional focus on strengthening the neural circuitry associated with focused attention, mindful and compassionate awareness, and social and relational intelligence, even as we put to good

use the emerging digital technologies.

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fordham leadership academy for business and technology: Social and Emotional Learning Interventions Under the Every Student Succeeds Act Sean Grant, Laura S. Hamilton, Stephani L. Wrabel, Celia J. Gomez, Anamarie Whitaker, Jennifer T. Leschitz, Fatih Unlu, Emilio R. Chavez-Herrerias, Garrett Baker, Mark Barrett, Mark Harris, Alyssa Ramos, 2021-10-31 The reauthorization of the U.S. Elementary and Secondary Education Act, referred to as the Every Student Succeeds Act (ESSA), emphasizes evidence-based interventions while giving states and districts new flexibility on the use of federal funds, including funds that could be used to support social and emotional learning (SEL). The authors review recent evidence on U.S.-based SEL interventions for K-12 students to better inform the use of SEL interventions under ESSA. This report discusses the opportunities for supporting SEL under ESSA, the standards of evidence under ESSA, and SEL interventions that meet the standards of evidence and might be eligible for federal funds through ESSA. Federal, state, and district education policymakers can use this report to identify relevant, evidence-based SEL interventions that meet their local needs. A companion volume (available on the website) catalogues these interventions in more detail and outlines the research that has examined them.

fordham leadership academy for business and technology: What School Leaders Need to Know About Digital Technologies and Social Media Scott McLeod, Chris Lehmann, 2011-09-13 Facebook, Twitter, Google...today's tech-savvy students are always plugged in. However, all too often their teachers and administrators aren't experienced in the use of these familiar digital tools. If schools are to prepare students for the future, administrators and educators must harness the power of digital technologies and social media. With contributions from authorities on the topic of educational technology, What School Leaders Need to Know About Digital Technologies and Social Media is a compendium of the most useful tools for any education setting. Throughout the book, experts including Will Richardson, Vicki Davis, Sheryl Nussbaum-Beach, Richard Byrne, Joyce Valenza, and many others explain how administrators and teachers can best integrate technology into schools, helping to make sense of the often-confusing world of social media and digital tools. They offer the most current information for the educational use of blogs, wikis and podcasts, online

learning, open-source courseware, educational gaming, social networking, online mind mapping, mobile phones, and more, and include examples of these methods currently at work in schools. As the book clearly illustrates, when these tools are combined with thoughtful and deliberate pedagogical practice, it can create a transformative experience for students, educators, and administrators alike. What School Leaders Need to Know About Digital Technologies and Social Media reveals the power of information technology and social networks in the classroom and throughout the education community.

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fordham leadership academy for business and technology: *Contemporary Management and Global Leadership for Sustainability* Kankaew, Kannapat, Chaudhary, Shilpa, Widtayakornbundit, Sarun, 2024-02-26 Modern organizations confront an array of existential challenges encompassing environmental volatility, resource scarcity, workforce recruitment woes, employee burnout, and technological disruption. These uncertainties, coupled with the call for sustainability as exemplified by the Sustainable Development Goals (SDGs), necessitate adept management and visionary leadership. Nevertheless, deciphering these intricacies proves formidable, exacerbated by societal shifts and rapid behavioral transformations. The demand for proficient management and comprehensive leadership has never been more pressing as we stand on the cusp of a transformative era. *Contemporary Management and Global Leadership for Sustainability*, emerges as a remedy for present challenges. This book delves into the core of modern management science and global leadership, offering a roadmap to navigate multifaceted issues across various sectors. Beyond theoretical insights, it bridges the gap between theory and application, equipping a diverse audience with actionable approaches for sustainable triumph. Tailored for academics, professionals in public and private spheres, and students, the book serves as a reservoir of knowledge. Touching industries from hospitality to education and exploring the fusion of religious philosophy with sustainable leadership, provides invaluable guidance. As organizations worldwide seek direction amid contemporary challenges, this book shines as a beacon, guiding the way toward resilience, innovation, and enduring triumph.

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developmental psychology, this volume presents a collection of work by leading researchers in lifespan development topics: infant-care practices; children's memory development within the context of sexual abuse; correlates of adolescent pregnancy and parenthood; and design and evaluation of interventions in nursing homes.

fordham leadership academy for business and technology: Slavery, Geography and Empire in Nineteenth-Century Marine Landscapes of Montreal and Jamaica CharmaineA. Nelson, 2017-07-05 Slavery, Geography and Empire in Nineteenth-Century Marine Landscapes of Montreal and Jamaica is among the first Slavery Studies books - and the first in Art History - to juxtapose temperate and tropical slavery. Charmaine A. Nelson explores the central role of geography and its racialized representation as landscape art in imperial conquest. One could easily assume that nineteenth-century Montreal and Jamaica were worlds apart, but through her astute examination of marine landscape art, the author re-connects these two significant British island colonies, sites of colonial ports with profound economic and military value. Through an analysis of prints, illustrated travel books, and maps, the author exposes the fallacy of their disconnection, arguing instead that the separation of these colonies was a retroactive fabrication designed in part to rid Canada of its deeply colonial history as an integral part of Britain's global trading network which enriched the motherland through extensive trade in crops produced by enslaved workers on tropical plantations. The first study to explore James Hakewill's Jamaican landscapes and William Clark's Antiguan genre studies in depth, it also examines the Montreal landscapes of artists including Thomas Davies, Robert Sproule, George Heriot and James Duncan. Breaking new ground, Nelson reveals how gender and race mediated the aesthetic and scientific access of such - mainly white, male - artists. She analyzes this moment of deep political crisis for British slave owners (between the end of the slave trade in 1807 and complete abolition in 1833) who employed visual culture to imagine spaces free of conflict and to alleviate their pervasive anxiety about slave resistance. Nelson explores how vision and cartographic knowledge translated into authority, which allowed colonizers to 'civilize' the terrains of the so-called New World, while belying the oppression of slavery and indigenous displacement.

fordham leadership academy for business and technology: Tomorrow's High School Gene Bottoms, 2022-04-11 How do some high schools produce graduates that consistently achieve at high levels? Would you believe there's a set of proven strategies that could help you deliver similar impressive results and better prepare students for the world after high school? High schools in the United States face a startling reality: many graduates are unprepared for success in postsecondary studies or for high-demand, well-paying jobs in a rapidly changing economy. Although this situation is alarming, the high schools that have embraced new ways of learning show us what is possible. Drawing from his experience with the High Schools That Work initiative, Gene Bottoms offers educators a path forward by urging them to pursue bold goals and outlining bold actions for achieving those goals. His vision is clear: replace the traditional model of secondary education with one that engages students in a rigorous curriculum that combines a solid academic core with intellectually demanding career pathway courses. The notion that nearly all students can achieve at high levels is borne out by numerous examples of high schools—including those with traditionally underperforming student populations—that have used key strategies to help all students realize their potential. Bottoms explains the root causes of the current shortcomings in high school education and then specifies critical components of successful transformation: * Shared leadership; * Powerful assignments—especially in math, literacy, and career/technical education—planned and executed by academic and career pathway teachers working together; * Strengthened connections between middle school and high school; * A redesigned senior year; and * Comprehensive counseling and advisory programs. Provocative and persuasive in its sense of urgency, Tomorrow's High School offers proven and practical solutions to finally make high schools a rich and rewarding experience for all students, whatever their future college and career goals may be. This book is a copublication of ASCD and SREB. It includes access to nine downloadable appendixes.

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