

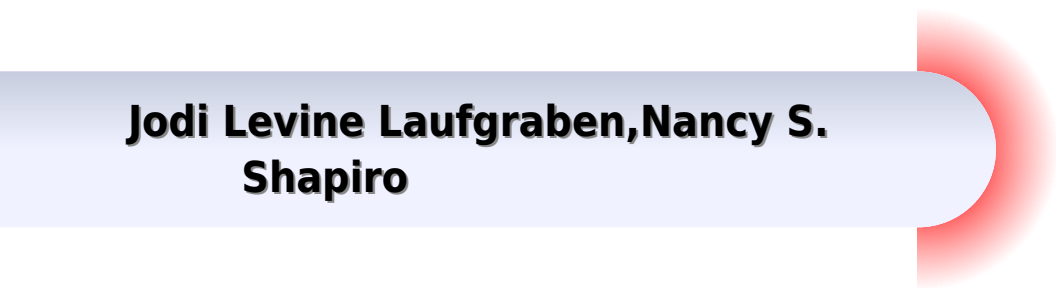
Building and Sustaining Learning Communities

The Syracuse University Experience

Sandra M. Hord
Ruth Felderman Stein

Building And Sustaining Learning Communities The Syracuse University Experience

**Jodi Levine Laufgraben, Nancy S.
Shapiro**



Building And Sustaining Learning Communities The Syracuse University Experience:

Building and Sustaining Learning Communities Sandra N. Hurd, Ruth Federman Stein, 2004-03-15 Learning communities are small groups of students who come together with faculty and student affairs professionals to engage in common learning experiences In Building and Sustaining Learning Communities the authors along with many of their colleagues describe the rationale for learning communities particularly in a large university the process for setting them up and reflections on these unique environments After reading this book administrators and faculty members will know precisely why they are worth considering and how to successfully create them Part I of the book demonstrates the theoretical benefits of learning communities and then discusses various issues involved in the planning and implementation of the communities including Building learning community relationships within the university and among participants Strategies for collaboration Developing a learning community curriculum Course structure within learning communities Assessing learning communities Institutional challenges Part II details the experiences of faculty and students involved in Syracuse University's learning communities including arts citizenship education interprofessional leadership management multicultural online learning and wellness This book is a fascinating and practical guide for all readers interested in building and sustaining learning communities

Student Services John H. Schuh, Susan R. Jones, Vasti Torres, 2016-10-24 The bestselling student affairs text updated for today's evolving campus Student Services is the classic comprehensive text for graduate students in student affairs written by top scholars and practitioners in the field Accessible and theoretically grounded this book reflects the realities of contemporary practice in student affairs This new sixth edition has been updated throughout to align with current scholarship and expanded with four new chapters on student development crisis management programming and applications Twenty new authors join the roster of expert contributors bringing new perspective on critical issues such as ethical standards campus culture psychosocial development student retention assessment and evaluation and much more End of chapter questions help reinforce the material presented and unique coverage of critical theoretical perspectives counseling and helping skills advising leadership environmental theories and other useful topics make this book a foundational resource for those preparing for a student affairs career The student affairs staff has the responsibility for a vast array of services and support roles for students on every type of campus This book provides a thorough overview of the field's many facets with invaluable real world insight from leading practitioners Understand the theoretical bases of development learning identity and change Delve into the organizational frameworks vital to any institution Learn the historical context of higher education and the student affairs role Master essential competencies including professionalism supervision crisis management and more As colleges and universities offer more and more services to an increasingly diverse student population the responsibility for these programs falls to student affairs educators The role requires a broad skill set and conceptual grounding in a number of disciplines Student Services provides the most complete overview of the foundations

philosophies ethics and theories that guide today s student affairs professional Completing College Vincent Tinto,2012-03-01 Even as the number of students attending college has more than doubled in the past forty years it is still the case that nearly half of all college students in the United States will not complete their degree within six years It is clear that much remains to be done toward improving student success For more than twenty years Vincent Tinto s pathbreaking book *Leaving College* has been recognized as the definitive resource on student retention in higher education Now with *Completing College* Tinto offers administrators a coherent framework with which to develop and implement programs to promote completion Deftly distilling an enormous amount of research Tinto identifies the essential conditions enabling students to succeed and continue on within institutions Especially during the early years he shows that students thrive in settings that pair high expectations for success with structured academic social and financial support provide frequent feedback and assessments of their performance and promote their active involvement with other students and faculty And while these conditions may be worked on and met at different institutional levels Tinto points to the classroom as the center of student education and life and therefore the primary target for institutional action Improving retention rates continues to be among the most widely studied fields in higher education and *Completing College* carefully synthesizes the latest research and most importantly translates it into practical steps that administrators can take to enhance student success Student Engagement in Higher Education Stephen John Quaye,Shaun R. Harper,2014-08-15 *Student Engagement in Higher Education* fills a longstanding void in the higher education and student affairs literature In the fully revised and updated edition of this important volume the editors and chapter contributors explore how diverse populations of students experience college differently and encounter group specific barriers to success Informed by relevant theories each chapter focuses on engaging a different student population including low income students students of color international students students with disabilities LGBT students religious minority students student athletes homeless students transfer students commuter and part time students adult learners student veterans and graduate students The forward thinking practical strategies offered throughout the book are based on research and the collected professional wisdom of experienced educators and scholars at two year and four year institutions of higher education Current and future faculty administrators and student affairs staff will undoubtedly find this book complete with fresh ideas to reverse troubling engagement trends among various college student populations *Using Quality Benchmarks for Assessing and Developing Undergraduate Programs* Dana S. Dunn, Maureen A. McCarthy, Suzanne C. Baker, Jane S. Halonen, 2010-12-21 Praise for *Using Quality Benchmarks for Assessing and Developing Undergraduate Programs* This welcome volume provides discipline friendly carefully crafted frameworks for focusing faculty and staff on the dimensions that matter to student learning and institutional effectiveness George D Kuh Chancellor s Professor and director Indiana University Center for Postsecondary Research A welcome contrast to narrow mechanical views of assessment this volume provides a comprehensive model for academic program improvement Readers will find a

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Sustaining and Improving Learning Communities Jodi Levine Laufgraben, Nancy S. Shapiro, 2004-06-28 Sustaining and Improving Learning Communities is the long awaited follow up to the groundbreaking book Creating Learning Communities The authors continue their exploration of the concept of learning communities as an innovation in undergraduate curricular instruction that allow students to actively participate in their own education and deepen and diversify their college experience Jodi Levine Laufgraben and Nancy S Shapiro address a wide range of topics such as campus culture for sustaining learning communities learning communities and the curriculum pedagogies and faculty development

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