

The College Students Introduction To Christology Theology

The state of college students' mental health is a growing phenomenon across university campuses. Educators often watch students struggle with academic, social, financial, and familial issues. Over the past decade, these issues have led to an increasing number of students exhibiting behavior related to anxiety, depression, and other mental health disorders. *Raising Mental Health Awareness in Higher Education: Emerging Research and Opportunities* describes the current state of college students' mental health in the United States, influences that contribute to wavering mental health, factors that promote flourishing mental health, and interventions that support mental health. While highlighting present programs and activities, readers will find new methods that can be implemented to support the needs of college students. This book is an important resource for staff and faculty in postsecondary institutions seeking current research on the growing problem of mental health in higher education.

This important resource draws from counseling and higher education professionals' insights to unpack real-life dilemmas of students in distress both inside and outside the classroom, while providing readers with essential tools and recommendations for assisting distressed students. The chapters in Part I examine the impact of emotional and mental health on the college campus, what college campuses are doing to address students' emotional and mental issues, the potential legal implications when dealing with students, and how faculty can and should approach this challenging topic. Each chapter in Part II includes a case narrative, along with a "Takeaways" section, which outlines and delineates the primary points faculty should consider when facing similar episodes involving distressed students. A "Questions for Reflection" section provides an opportunity for the reader to apply knowledge, reflect on their decision-making, and generate ideas individually or with peers. *Helping College Students in Distress* is a roadmap providing direction and examples of best practices for Higher Education faculty on the "front lines" in academia.

Prepares readers to meet the needs of an increasingly diverse college student population This is a timely and comprehensive overview of key theories of student development that illustrates their application across a range of student services with diverse student populations. It is distinguished by its focus on nontraditional student populations including adults changing careers, parents, veterans, and international students. The book examines relevant theories of cognitive, ethical, moral, and personality development and theories of identity development in terms of ethnicity, gender, and ability. Also covered are theories relevant to disability issues, LGBT identity issues, and to choice of career and major/degree. Unique to the text is information on how theories can be applied, beyond understanding individual students, to student groups and to guide the coordination of student affairs services across the campus. Engaging case vignettes immerse readers in diverse perspectives and demonstrate the application of theory to a wide range of student types and issues. The book covers the history and development of each theory along with its strengths and limitations. Also included are useful suggestions on how to best assist students with current challenges. Reflective questions concluding each chapter help students to reinforce information. An insightful text for courses in college student development in relevant graduate programs and for student affairs professionals who wish to enhance their abilities, this book reflects the realities of contemporary college student life and student affairs practices. Key Features: Applies student development theories primarily to non-traditional college students Presents chapter-opening/closing examples reflecting student diversity Explores the strengths and limitations of each theory Describes how theories can be applied in varied student affairs settings and in broader contexts of student affairs Includes instructor's resources

The author of the best-selling *What the Best College Teachers Do* is back with humane, doable, and inspiring help for students who want to get the most out of their education. The first thing they should do? Think beyond the transcript. Use these four years to cultivate habits of thought that enable learning, growth, and adaptation throughout life. Belonging—with peers, in the classroom, or on campus—is a critical dimension of success at college. It can affect a student's degree of academic adjustment, achievement, aspirations, or even whether a student stays in school. This book explores how belonging differs based on students' social identities, such as race, gender, sexual orientation, or the conditions they encounter on campus. The 2nd Edition of *College Students' Sense of Belonging* explores student sub-populations and campus environments, offering readers updated information about sense of belonging, how it develops for students, and a conceptual model for helping students belong and thrive. Underpinned by theory and research and offering practical guidelines for improving educational environments and policies, this book is an important resource for higher education and student affairs professionals, scholars, and graduate students interested in students' success. New to this second edition: A refined theory of college students' sense of belonging and review of current literature in light of new and emerging theories; Expanded best practices related to fostering sense of belonging in classrooms, clubs, residence halls, and other contexts; Updated research and insights for new student populations such as youth formerly in foster care, formerly incarcerated adults, and homeless students; Coverage on a broad range of topics since the first edition of this book, including cultural navigation, academic spotting, and the "shared faith" element of belonging.

Miriam, a freshman Calculus student at Louisiana State University, made 37.5% on her first exam but 83% and 93% on the next two. Matt, a first year General Chemistry student at the University of Utah, scored 65% and 55% on his first two exams and 95% on his third—These are representative of thousands of students who decisively improved their grades by acting on the advice described in this book. What is preventing your students from performing according to expectations? Sandra McGuire offers a simple but profound answer: If you teach students how to learn and give them simple, straightforward strategies to use, they can significantly increase their learning and performance. For over a decade Sandra McGuire has been acclaimed for her presentations and workshops on metacognition and student learning because the tools and strategies she shares

have enabled faculty to facilitate dramatic improvements in student learning and success. This book encapsulates the model and ideas she has developed in the past fifteen years, ideas that are being adopted by an increasing number of faculty with considerable effect. The methods she proposes do not require restructuring courses or an inordinate amount of time to teach. They can often be accomplished in a single session, transforming students from memorizers and regurgitators to students who begin to think critically and take responsibility for their own learning. Saundra McGuire takes the reader sequentially through the ideas and strategies that students need to understand and implement. First, she demonstrates how introducing students to metacognition and Bloom's Taxonomy reveals to them the importance of understanding how they learn and provides the lens through which they can view learning activities and measure their intellectual growth. Next, she presents a specific study system that can quickly empower students to maximize their learning. Then, she addresses the importance of dealing with emotion, attitudes, and motivation by suggesting ways to change students' mindsets about ability and by providing a range of strategies to boost motivation and learning; finally, she offers guidance to faculty on partnering with campus learning centers. She pays particular attention to academically unprepared students, noting that the strategies she offers for this particular population are equally beneficial for all students. While stressing that there are many ways to teach effectively, and that readers can be flexible in picking and choosing among the strategies she presents, Saundra McGuire offers the reader a step-by-step process for delivering the key messages of the book to students in as little as 50 minutes. Free online supplements provide three slide sets and a sample video lecture. This book is written primarily for faculty but will be equally useful for TAs, tutors, and learning center professionals. For readers with no background in education or cognitive psychology, the book avoids jargon and esoteric theory.

Bullying Amongst University Students is a pioneering collection of knowledge and evidence exploring the under-researched phenomenon of bullying in universities. Abusive behaviour amongst young people is a serious and pervasive problem that is exacerbated by the rapid advances in electronic communication, and in this book the authors highlight the problem and proceed to facilitate new practices and policies to address it. This book brings together an international team of authors from a range of disciplines, encompassing education, psychology, criminology, law and counselling, who have carried out research in the area of university bullying. Addressing critical dialogues and debates, the authors explore peer on peer violence, intimidation and social exclusion before considering its effects on students and making recommendations for action and further research. Key topics include: Cyberbullying and cyber aggression Rape culture across the university Homophobic and transphobic bullying The impact of bullying on mental health The role of bully and victim across the lifespan Policies and procedures to address bullying International in authorship and scope, this book will be an invaluable resource for students and researchers in fields such as education, psychology, sociology, health studies and criminology. It is also essential reading for university policy-makers and union representatives responsible for the emotional and physical well-being of students.

This book provides an introduction to the study of theology and its various methods of investigation. While most theological texts focus on one facet of study, The College Student's Introduction to Theology introduces the whole rich and complex area of theological studies. It is written from a Roman Catholic perspective, but the book is consciously ecumenical in its approach. Part I: Foundations examines the nature of theology as both a science and a work of the Church (and the resulting tension between theologians and bishops), the Hebrew Scriptures, and development of the New Testament canon, and an overview of the Church history. Part II: Systematic Questions tackles Christian faith, Christian anthropology, moral theology, and the sacramental and liturgical life of the Christian. Part III: Contemporary Issues introduces the concept and various expressions of spirituality, the Second Vatican Council, and two post conciliar issues: ecumenism and feminism. Contributors include Christopher Key Chapple, PhD; John R. Connolly, PhD; Michael Downey, PhD; Mary M. Garascia, CPPS, PhD; Marie Ann Mayeski, PhD; Mary Milligan, RSHM, STD; John R. Popiden, PhD; Thomas P. Rausch. SJ, PhD; Herbert J. Ryan, SJ, STD; Jeffrey S. Siker, PhD; and Daniel L. Smith-Christopher, D. Phil.

This e-book offers an insightful look into the way today's students think about and use technology in their academic and social lives. It will help institutional leaders help their students to become more successful and satisfied.

Keep students engaged and actively learning with focused, relevant discussion Second only to lecture as the most widely used instructional strategy, there's no better method than classroom discussion to actively engage students with course material. Most faculty are not aware that there is an extensive body of research on the topic from which instructors can learn to facilitate exceptional classroom discussion. Discussion in the College Classroom is a practical guide which utilizes that research, frames it sociologically, and offers advice, along with a wide variety of strategies, to help you spark a relevant conversation and steer it toward specific learning goals. Applicable across a spectrum of academic disciplines both online and on campus, these ideas will help you overcome the practical challenges and norms that can undermine discussion, and foster a new atmosphere of collaborative learning and critical thinking. Higher education faculty are increasingly expected to be more intentional and reflective in their pedagogical practice, and this guide shows you how to meet those expectations, improve student outcomes, and tackle the perennial problem of lagging engagement. Thoroughly grounded in the scholarship of teaching and learning, this book gives you concrete guidance on integrating discussion into your courses. You'll learn to: Overcome the challenges that inhibit effective discussion Develop classroom norms that facilitate discussion Keep discussion focused, relevant, and productive Maximize the utility of online student discussions The kind of discussion that improves learning rarely arises spontaneously. Like any pedagogical technique, careful planning and smart strategy are the keys to keeping students focused, engaged, and invested in the conversation. Discussion in the College Classroom helps you keep the discussion applicable to the material at hand while serving learning goals.

Beyond Free College outlines an audacious national agenda—consistent with, but far more comprehensive than, the current “free college” movement—that builds on the best of US higher education's populist history such as the G.I. Bill and the community college transfer function. The authors align a wide constellation of higher education trends—online learning, prior learning assessment, competency-based learning, high school college-credit— with a rapidly shifting student transfer environment that privileges college credit as the pivotal educational catalyst to boost access and completion. The book's agenda seeks greater productive investment in postsecondary education by privileging a single metric—lower-cost-per-degree-granted—as the animating driver of a transfer pathway that will fulfill the potential of its historical, progressive innovators. Beyond Free College's goal is as simple as it is urgent: To galvanize higher education advocates in an effort to reorganize, reorient, and reignite the transfer function to

serve the needs of a neotraditional student population that now constitutes the majority of college-goers in America; and in ways that advance completion, not just access to higher education.

The essential guide to getting ahead once you've gotten in—proven strategies for making the most of your college years, based on winning secrets from the country's most successful students “Highly recommended because it is full of practical tips that will help high school grads take the next step in life.”—Money How can you graduate with honors, choose exciting activities, build a head-turning resume, gain access to the best post-college opportunities, and still have a life? Based on interviews with star students at universities nationwide, from Harvard to the University of Arizona, How to Win at College presents seventy-five simple rules that will rocket you to the top of your class. These often surprising strategies include: • Don't do all your reading • Drop classes every term • Become a club president • Care about your grades, Ignore your GPA • Never pull an all-nighter • Take three days to write a paper • Always be working on a “grand project” • Do one thing better than anyone else you know Proving you can be successful and still have time for fun, How to Win at College is the must-have guide for making the most of these four important years—and getting and edge on life after graduation. “This deliberately provocative book is a good way for a smart student to see how out-of-the-box thinking can lead to success in college.”—Seattle Times

The basic premise of neurodiversity is that there is no “normal” baseline for brain processes, but that all individual brains vary and therefore are diverse. The CAST organization estimates that 11% of college students enrolling in post-secondary campuses having a learning disability or learning difference. As neurodiverse students enroll in post-secondary education, the environments within which these students learn, can either support or impede their ability to succeed. Simply put, a neurodiverse campus population means that educators recognize that all students process and learn differently and must adapt our approaches and services in order to reach and support all students enrolled on our campuses. Neurodiverse students are a growing population on today's college campus. Their growing presence prompts new approaches to support their success and change traditional student services and collegiate experiences. This practical guide: Assists readers in better understanding neurodiverse students and the way campus services can create welcoming environments Explores the role Universal Design for Learning (UDL) and Executive Functioning (EF) plays in student success, and Focuses on specific collegiate offices and services that effectively address the needs of neurodiverse learners. Chapters cover tutoring, learning supports, academic coaching, academic advising, career services, residential living, and classroom experiences that impact and assist neurodiverse college students.

This practical resource offers a much-needed introduction to the why, what, and how of supporting college students through mindfulness and stress-releasing strategies. Higher education professionals are in a unique position to support, coach, and teach strategies with students to manage anxiety and emotional distress and improve well-being. Drawing on experience from the disciplines of Mental Health, Counseling, and Student Affairs, the authors provide evidence-based practices and tangible techniques supported by the latest brain-based research and neuroscience. Full of tools that college students can use daily to assist with their relaxation, meditation, focus, and stress management, this book helps higher education professionals who are not trained mental health practitioners to effectively and confidently incorporate activities to support the whole student.

Where did the Holy Trinity originate as a doctrine? Why did this doctrine develop? How can Christians speak of God as three persons and also worship one God? The College Student's Introduction to the Trinity examines how the doctrine of the Trinity has been interpreted in Eastern Christianity, Western Christianity, and by contemporary theologians, including feminists and process theologians.

One of the challenges many mathematics students face occurs after they complete their study of basic calculus and linear algebra, and they start taking courses where they are expected to write proofs.

Historically, students have been learning to think mathematically and to write proofs by studying Euclidean geometry. In the author's opinion, geometry is still the best way to make the transition from elementary to advanced mathematics. The book begins with a thorough review of high school geometry, then goes on to discuss special points associated with triangles, circles and certain associated lines, Ceva's theorem, vector techniques of proof, and compass-and-straightedge constructions. There is also some emphasis on proving numerical formulas like the laws of sines, cosines, and tangents, Stewart's theorem, Ptolemy's theorem, and the area formula of Heron. An important difference of this book from the majority of modern college geometry texts is that it avoids axiomatics. The students using this book have had very little experience with formal mathematics. Instead, the focus of the course and the book is on interesting theorems and on the techniques that can be used to prove them. This makes the book suitable to second- or third-year mathematics majors and also to secondary mathematics education majors, allowing the students to learn how to write proofs of mathematical results and, at the end, showing them what mathematics is really all about.

WINNER of 2017 AERA DIVISION J OUTSTANDING PUBLICATION AWARD This is both a personal book that offers an account of the author's own trans* identity and a deeply engaged study of trans* collegians that reveals the complexities of trans* identities, and how these students navigate the trans* oppression present throughout society and their institutions, create community and resilience, and establish meaning and control in a world that assumes binary genders. This book is addressed as much to trans* students themselves – offering them a frame to understand the genders that mark them as different and to address the feelings brought on by the weight of that difference – as it is to faculty, student affairs professionals, and college administrators, opening up the implications for the classroom and the wider campus. This book not only remedies the paucity of literature on trans* college students, but does so from a perspective of resiliency and agency. Rather than situating trans* students as problems requiring accommodation, this book problematizes the college environment and frames trans* students as resilient individuals capable of participating in supportive communities and kinship networks, and of developing strategies to promote their own success. Z Nicolazzo provides the reader with a nuanced and illuminating review of the literature on gender and sexuality that sheds light on the multiplicity of potential expressions and outward representations of trans* identity as a prelude to the ethnography ze conducted with nine trans* collegians that richly documents their interactions with, and responses to, environments ranging from the unwittingly offensive to explicitly antagonistic. The book concludes by giving space to the study's participants to themselves share what they want college faculty, staff, and students to know about their lived experiences. Two appendices respectively provide a glossary of vocabulary and terms to address commonly asked questions, and a description of the study design, offered as guide for others considering working alongside marginalized population in a manner that foregrounds ethics, care, and reciprocity.

Why did some people want Jesus dead, while others came to honor him as the Christ? What does it mean to say that he was raised," and how did this belief get started? What about the classical expressions of Jesus' religious significance? Where did they come from and what do they mean? What does belief in Jesus have to do with justice for the poor, the women's movement, concern for the environment, and respect for other world religions? These are just a few of the questions that have given Christology a whole new shape in recent years. Through the process of inquiry, conversation, and debate, students, clergy, and other professional ministers receive a complete introduction into the current thinking about Jesus' religious significance the present stage of Christology. In The College Student's Introduction to Christology, Loewe focuses on Christology today, especially the religious significance of Jesus for culture and society. By surveying Jesus' life in light of the Easter experience and by tracing the Christological process the process whereby Christians seek to capture and communicate in words Jesus' salvific impact this work grasps current Christian, and especially Catholic, theological reflection on the significance of Jesus. Loewe focuses on becoming familiar with issues regarding how people discuss Jesus today; grasping the historical and cultural background from which these issues emerged; and developing an understanding of the methods for resolving them. Part One deals with the question of the historical Jesus, Part Two examines the origin and meaning of Christian belief in Jesus' resurrection, and Part Three

uncovers the Christological process as it unfolds through the New Testament, classical patristic dogma, and today. The ways in which Christians have sought to express Jesus' religious significance offer insight for what those exThe College Student's Introduction to Christology offers individuals a method for encountering Christ in the world. William P. Loewe, Ph.D., is associate professor and former chair of the Department of Religion and Religious Education at The Catholic University of America. His teaching and writing focus on Christology, soteriology, and Lonergan studies. "

In this book, the authors bring together in one place essential information about college students in the US in the 21st century. Synthesizing existing research and theory, they present an introduction to studying student characteristics, college choice and enrollment patterns, institutional types and environments, student learning, persistence, and outcomes of college. Substantially revised and updated, this new edition addresses contemporary and anticipated student demographics and enrollment patterns, a wide variety of campus environments (such as residential, commuter, online, hybrid), and a range of outcomes including learning, development, and achievement. The book is organized around Alexander Astin's Inputs-Environment-Outputs (I-E-O) framework. Student demographics, college preparation, and enrollment patterns are the "inputs." Transition to college and campus environments are the substance of the "environment." The "outputs" are student development, learning, and retention/persistence/completion. The authors build on this foundation by providing relevant contemporary information and analysis of students, environments, and outcomes. They also provide strategies for readers to project forward in anticipation of higher education trends in a world where understanding "college students in the United States" is an ongoing project. By consolidating foundational and new research and theory on college students, their experiences, and college outcomes in the US, the book provides knowledge to inform policies, programs, curriculum and practice. As a starting point for those who seek a foundational understanding of the diversity of students and institutions in the US, the book includes discussion points, learning activities, and further resources for exploring the topics in each chapter.

How our colleges and universities can respond to the changing hopes and needs of society In recent decades, cognitive psychologists have cast new light on human development and given colleges new possibilities for helping students acquire skills and qualities that will enhance their lives and increase their contributions to society. In this landmark book, Derek Bok explores how colleges can reap the benefits of these discoveries and create a more robust undergraduate curriculum for the twenty-first century. Prior to this century, most psychologists thought that creativity, empathy, resilience, conscientiousness, and most personality traits were largely fixed by early childhood. What researchers have now discovered is that virtually all of these qualities continue to change through early adulthood and often well beyond. Such findings suggest that educators may be able to do much more than was previously thought possible to teach students to develop these important characteristics and thereby enable them to flourish in later life. How prepared are educators to cultivate these qualities of mind and behavior? What do they need to learn to capitalize on the possibilities? Will college faculties embrace these opportunities and make the necessary changes in their curricula and teaching methods? What can be done to hasten the process of innovation and application? In providing answers to these questions, Bok identifies the hurdles to institutional change, proposes sensible reforms, and demonstrates how our colleges can help students lead more successful, productive, and meaningful lives.

More than simply a vital collection development tool, this book can help librarians help young adults grow into the kind of independent readers and thinkers who will flourish at college.

Practical solutions for improving higher education opportunities for disadvantaged students Too many disadvantaged college students in America do not complete their coursework or receive any college credential, while others earn degrees or certificates with little labor market value. Large numbers of these students also struggle to pay for college, and some incur debts that they have difficulty repaying. The authors provide a new review of the causes of these problems and offer promising policy solutions. The circumstances affecting disadvantaged students stem both from issues on the individual side, such as weak academic preparation and financial pressures, and from institutional failures. Low-income students disproportionately attend schools that are underfunded and have weak performance incentives, contributing to unsatisfactory outcomes for many students. Some solutions, including better financial aid or academic supports, target individual students. Other solutions, such as stronger linkages between coursework and the labor market and more structured paths through the curriculum, are aimed at institutional reforms. All students, and particularly those from disadvantaged backgrounds, also need better and varied pathways both to college and directly to the job market, beginning in high school. We can improve college outcomes, but must also acknowledge that we must make hard choices and face difficult tradeoffs in the process. While no single policy is guaranteed to greatly improve college and career outcomes, implementing a number of evidence-based policies and programs together has the potential to improve these outcomes substantially.

At last, a brief, readable introduction to the unique purpose and value of a Christian college education. This book draws on the insights of a wide range of Christian philosophers, historians, scientists, and theologians, but communicates key concepts in straightforward language and analogies that will connect with today's college students. Brief enough to be paired with other 'first-year' texts, it is an ideal introduction to the Christian college experience for students, faculty, and staff.

The importance of higher education has never been clearer. Educational attainment—the number of years a person spends in school—strongly predicts adult earnings, as well as health and civic engagement. Yet relative to other developed nations, educational attainment in the United States is lagging, with young Americans who heretofore led the world in completing postsecondary degrees now falling behind their global peers. As part of a broader national college completion agenda aimed at increasing college graduation rates, higher education researchers and policy makers are exploring the role of intrapersonal and interpersonal competencies in supporting student success. Supporting Students' College Success: The Role of Assessment of Intrapersonal and Interpersonal Competencies identifies 8 intrapersonal competencies (competencies involving self-management and positive self-evaluation) that can be developed through interventions and appear to be related to persistence and success in undergraduate education. The report calls for further research on the importance of these competencies for college success, reviews current assessments of them and establishes priorities for the use of current assessments, and outlines promising new approaches for improved assessments.

Dr. Loewe focuses on Christology today, especially the religious significance of Jesus for culture and society. By surveying Jesus's life in light of the Easter experience, and by tracing the Christology process--the process whereby Christians seek to capture and communicate in words Jesus's impact--this work grasps current Christian, and especially Catholic, theological reflection on the significance of Jesus.

