

New Directions for
Student Services

Understanding and Supporting Undocumented Students

Jerry Price
Editor

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Understanding And Supporting Undocumented Students New Directions For Student Services Number 131

Barbara Schneider



Understanding And Supporting Undocumented Students New Directions For Student Services Number 131:

New Directions for Student Services, 1997-2014: Glancing Back, Looking Forward Elizabeth J. Whitt, John H. Schuh, 2015-09-11 Student affairs has changed greatly in the almost twenty years that the series editors have been managing New Directions for Student Services This volume provides a look back at this period of time from 1997 through 2014 with topical chapters focused on trends in student affairs during the past two decades changes in students and the most effective student affairs responses progress and recommendations for assessment in student affairs and challenges with and skills needed for digital technologies finance and budgets and staff preparation The volume concludes with a look into the future of student affairs practice based in part on the lessons learned from looking at the recent past This is the 151st volume of this Jossey Bass higher education quarterly series An indispensable resource for vice presidents of student affairs deans of students student counselors and other student services professionals New Directions for Student Services offers guidelines and programs for aiding students in their total development emotional social physical and intellectual Understanding Equity in Community College Practice Erin L. Castro, 2015-12-01 What do equity oriented practices look like in different community college contexts Given the increasing role of the community college in realizing equitable outcomes for students examples of what practitioners are doing to move forward an equity agenda are urgently needed The diverse perspectives and issues in these chapters explicitly advance an equity agenda and offer Conceptual and empirical rationales to support equity oriented practices Examples of programming and practice that support the lives and livelihoods of underserved student populations and Examples of policy programming and thinking that emphasize the role of the community college in expanding educational opportunity for underserved students Driven by a change in thinking and imagination these examples show how practitioners can and should tailor programming in light of larger patterns of inequality This is the 172nd volume of this Jossey Bass quarterly report series Essential to the professional libraries of presidents vice presidents deans and other leaders in today's open door institutions New Directions for Community Colleges provides expert guidance in meeting the challenges of their distinctive and expanding educational mission College Completion for Latino/a Students: Institutional and System Approaches Melissa L. Freeman, Magdalena Martinez, 2015-12-04 Latino/as are the fastest growing demographic in the United States Despite recent gains in postsecondary enrollment the Latino/a population is severely underrepresented when it comes to baccalaureate attainment Hispanic serving institutions HSIs will play a critical role in turning the tide but there is little existing research about these institutions This volume synthesizes Existing research on HSIs emerging HSIs as well as research about Latino/a students themselves A wide range of best practices across institutional types and Examples of service to undocumented students in states where they do and do not qualify for in state tuition benefits Topics include Latino/a undergraduate student success graduate student success community colleges four year institutions financial aid and undocumented students This is the 172nd volume of the Jossey Bass quarterly report series New Directions for Higher

Education Addressed to presidents vice presidents deans and other higher education decision makers on all kinds of campuses it provides timely information and authoritative advice about major issues and administrative problems confronting every institution

College Students in the United States Kristen A. Renn, Robert D. Reason, 2012-11-05 College Students in the United States accounts for contemporary and anticipated student demographics and enrollment patterns a wide variety of campus environments and a range of outcomes including learning development and achievement Throughout the book the differing experiences needs and outcome of students across the range of traditional 18-24 years old full time students and non traditional for example adult and returning learners veterans recent immigrants are highlighted The book is organized for use as a stand alone resource around Alexander Astin's Inputs Environment Outputs I-E-O framework

How College Students Succeed Nicholas A. Bowman, 2023-07-03 Receiving a college education has perhaps never been more important than it is today While its personal societal and overall economic benefits are well documented too many college students fail to complete their postsecondary education As colleges and universities are investing substantial resources into efforts to counter these attrition rates and increase retention they are mostly unaware of the robust literature on student success that is often bounded in disciplinary silos The purpose of this book is to bring together in a single volume the extensive knowledge on college student success It includes seven chapters from authors who each synthesize the literature from their own field of study or perspective Each describes the theories models and concepts they use summarizes the key findings from their research and provides implications for practice policy and or research The disciplinary chapters offer perspectives from higher education public policy behavioral economics social psychology STEM sociology and critical and post structural theory

Understanding and Supporting Undocumented Students Jerry Price, 2010-10-19 This volume is about a student group whose particular needs are not well understood students without legal residency status better known as undocumented students Student affairs professionals may know that undocumented students are on campus but they often know little about them For many of these students this is by design they choose to exist in the campus shadows to avoid sharing their secret and jeopardizing their status Their fear of being discovered is understandable they believe that they could be deported if their residency status were disclosed This volume provides a broad overview of the factors that contribute to the experiences of undocumented students It examines the applicable federal and state laws and policies the students precollege experiences their academic and socioemotional experiences on campus and their lack of professional employment opportunities after college However when it comes to understanding the experiences of undocumented students the whole is greater than sum of its parts Understanding these students their experiences and their needs requires more than simply understanding the individual components of their social cultural and legal environment This volume also contains the actual stories of undocumented students graphically illustrating the cumulative effect their legal status has on their day to day lives This is the 130th volume of the Jossey-Bass higher education quarterly report series New Directions for Student

Services An indispensable resource for vice presidents of student affairs deans of students student counselors and other student services professionals New Directions for Student Services offers guidelines and programs for aiding students in their total development emotional social physical and intellectual

Disability in Higher Education Nancy J. Evans, Ellen M. Broido, Kirsten R. Brown, Autumn K. Wilke, 2017-03-06 Create campuses inclusive and supportive of disabled students staff and faculty Disability in Higher Education A Social Justice Approach examines how disability is conceptualized in higher education and ways in which students faculty and staff with disabilities are viewed and served on college campuses Drawing on multiple theoretical frameworks research and experience creating inclusive campuses this text offers a new framework for understanding disability using a social justice lens Many institutions focus solely on legal access and accommodation enabling a system of exclusion and oppression However using principles of universal design social justice and other inclusive practices campus environments can be transformed into more inclusive and equitable settings for all constituents The authors consider the experiences of students faculty and staff with disabilities and offer strategies for addressing ableism within a variety of settings including classrooms residence halls admissions and orientation student organizations career development and counseling They also expand traditional student affairs understandings of disability issues by including chapters on technology law theory and disability services Using social justice principles the discussion spans the entire college experience of individuals with disabilities and avoids any single issue focus such as physical accessibility or classroom accommodations The book will help readers Consider issues in addition to access and accommodation Use principles of universal design to benefit students and employees in academic cocurricular and employment settings Understand how disability interacts with multiple aspects of identity and experience Despite their best intentions college personnel frequently approach disability from the singular perspective of access to the exclusion of other important issues This book provides strategies for addressing ableism in the assumptions policies and practices organizational structures attitudes and physical structures of higher education

Supporting College Students of Immigrant Origin Blake R. Silver, Graziella Pagliarulo McCarron, 2024-05-31 Over 5 million college students in the United States nearly one in three students currently enrolled are of immigrant origin meaning they are either the children of immigrant parents or guardians and or immigrants themselves These students accounted for almost 60% of the growth in higher education enrolment in the 21st century Nevertheless there is very little research dedicated to this student population s specific experiences of postsecondary education with similar absences discernible within the realms of higher education policy and practice Although college campuses are making important progress in building more inclusive spaces conversations about climate and student care rarely account for the journeys of students of immigrant origin Featuring 20 chapters written by more than 50 contributors this book addresses this glaring omission The authors examine how students of immigrant origin experience the road to through and beyond higher education while simultaneously speaking to evidence based implications for policy research and practice

Handbook of the

Sociology of Education in the 21st Century Barbara Schneider, 2018-10-10 This handbook unifies access and opportunity two key concepts of sociology of education throughout its 25 chapters It explores today's populations rarely noticed such as undocumented students first generation college students and LGBTQs and emphasizing the intersectionality of gender race ethnicity and social class Sociologists often center their work on the sources and consequences of inequality This handbook while reviewing many of these explanations takes a different approach concentrating instead on what needs to be accomplished to reduce inequality A special section is devoted to new methodological work for studying social systems including network analyses and school and teacher effects Additionally the book explores the changing landscape of higher education institutions their respective populations and how labor market opportunities are enhanced or impeded by differing postsecondary education pathways Written by leading sociologists and rising stars in the field each of the chapters is embedded in theory but contemporary and futuristic in its implications This Handbook serves as a blueprint for identifying new work for sociologists of education and other scholars and policymakers trying to understand many of the problems of inequality in education and what is needed to address them

Latinx Experiences in U.S. Schools Margarita Jiménez-Silva, Janine Bempechat, 2021-11-08 This edited volume brings together voices of Latinx students teachers teacher educators and education allies in Latinx communities to reveal ways in which today's sociopolitical context has given rise to politically sanctioned hateful anti immigrant rhetoric Contributors key stakeholders in the education of immigrant Latinx children youth and college students share how this rhetoric has exacerbated existing systemic injustices within K Higher Education They draw attention to counternarratives that speak to leadership and strength of community Contributors include high school and college students and faculty community organizers and early career academics whose voices are too often underrepresented in academic conversations This book highlights professional and personal acts of courage community organization and the transformation of students and educators who are stepping into leadership roles to affect change Understanding that teaching and learning are political acts we call all those vested in Latinx communities to engage in small and large acts of agency to collectively impact change in our K Higher Education systems

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