



EDCP489

Transfer2Terp Learning Community

Applying Your Strengths

at the University of Maryland and Beyond

Adele H. Stamp Student Union 0110

Spring 2017

LEARNING OBJECTIVES

The primary objective of this course is for students to identify their strengths and learn how to apply them both in and outside of the classroom. Students will work side-by-side with the faculty and staff in the Adele H. Stamp Student Union to learn about their strengths while applying them to leadership positions. Through the Transfer2Terp Learning Community experience, students will:

- Recognize personal strengths through analysis, dialogue and experiential learning
- Utilize the Adele H. Stamp Student Union Center for Campus Life and University resources to improve the transfer student experience
- Apply educational models and theories to explain the transfer student experience
- Develop a community within the transfer and off-campus student population(s)
- Construct a capstone project that will provide academic, civic engagement, or career resources to all fellow students

Required materials:

- StrengthsQuest: Discover and Develop Your Strengths in Academics, Career and Beyond. Second edition. 2006. ISBN 1595620117
 - Clifton StrengthsFinder profile is available in new StrengthsQuest books, but may also be [purchased separately for \\$10](#), in the event that a used book is purchased.

DEVELOPING A LEARNING COMMUNITY

The instructors will join the students in the learning process. Students enrolled in this course should be prepared to share their wisdom and insights with trust that their co-learners will benefit from their stories. An important goal of this course is to create a learning community by which each member feels safe to share their ideas and assumptions and to challenge each other with respect and care. Above all else, all learners should feel valued.

“Never mistake knowledge for wisdom. One helps you make a living; the other helps you make a life.”

Eleanor Roosevelt

COURSE POLICIES

Code of Academic Integrity

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit www.shc.umd.edu. In addition, students will sign the University's honor pledge during the first class which will hold true for all assignments, papers, and tests throughout the semester.

Religious or cultural observances

Because we are a diverse community and enroll students with many spiritual beliefs, we will be sensitive to students' requests for excused absences and make-up requests due to reasons of religious observances. Be mindful that it is the student's responsibility to inform instructors of any intended absences for religious observances in advance. Notice should be provided as soon as possible.

Video recording

Throughout the semester, students may engage in video recording using Google Hangouts and YouTube software. Minors must not be present when students are being recorded for University purposes. It is the students' responsibility to stop recording and relocate if a minor appears in a video recording for the University.

Limits to confidentiality in the classroom

While receiving instruction, advising, or other services at the University, Maryland state law requires advisors, educators and or employers to report any incident of past or current child abuse or neglect to Child Protective Services and to the University President's Designee, the University's Chief of Police. In addition, if an educator has reason to believe that a vulnerable adult (an adult who lacks the physical or mental capacity to provide for the adult's daily needs) over the age of 18 is in danger, the educator is required to make a report to law enforcement authorities. Health professionals, psychologists, psychotherapists, counselors and mental health professionals are not required to report child abuse or neglect to the President's Designee, but are required by law to make reports to Child Protective Services.

Sample Syllabus from Spring 2017 – Syllabus for Fall 2017 Subject to Change

Student well-being*

The University of Maryland offers a variety of services for students in need of either educational or psychological assistance:

Both in compliance with and in the spirit of the American with Disabilities Act (ADA), the instructors would like to work with students who have a disability that impacts learning in this class. Students with disabilities are encouraged to inform the instructors at the beginning of the course, to ensure reasonable accommodations can be made to assist learning and evaluation in the class. In addition, students should contact the **Office of Disability Support Services (DSS)** after orientation to document their disability and identify appropriate accommodations. DSS provides a variety of services to students with disabilities. Staff members are available to consult with students at any time. It is the student's responsibility to notify the instructor at the beginning of the semester of any documented disabilities.

Learning Assistance Services (LAS) offers services and programs on writing skills, English as a second language, study and time management skills, guided study sessions, math skill, and issues for students over 25 years of age. They also offer a range of handouts, available on-line. If you need other educational services or support, please contact your instructor for additional resources.

If you are experiencing personal stress that is interfering with your ability to succeed, please consider contacting the **Counseling Center or the Mental Health Service** at the **University Health Center** for an appointment. The Counseling Center also offers on-line resources on a series of topics.

Office of Disability Services
Shoemaker Hall
www.counseling.umd.edu/DSS
301-314-7682

Learning Assistance Services (LAS)
Shoemaker Hall 2nd Floor
www.counseling.umd.edu/LAS
301-314-7693

Counseling Center
2201 Shoemaker Hall
www.counseling.umd.edu
301-314-7651

University Health Center, Mental Health Service
Across from the Stamp
www.health.umd.edu/services/mentalhealth.html
301-314-8106

***For a more comprehensive list of services available to aid in transition, see our TOCSL Resource Guide.**

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GRADING POLICY

Students within the Transfer2Terp Learning Community (T2T) will complete assignments, attend programs and events, and access services which will promote successful transition into Maryland.

| | |
|------|-------------------------|
| 15% | Classroom Participation |
| 15% | Community Engagement |
| 20% | Reflection Papers |
| 10% | Campus Resource Project |
| 20% | Capstone Project |
| 20% | <u>Final</u> |
| 100% | |

| | | | | | |
|------------|------|------------|------|---------------|------|
| 97 – 100 | = A+ | 80 – 82.99 | = B- | 63 – 66.99 | = D |
| 93 – 96.99 | = A | 77 – 79.99 | = C+ | 60 – 62.99 | = D- |
| 90 – 92.99 | = A- | 73 – 76.99 | = C | 59.99 – below | = F |
| 87 – 89.99 | = B+ | 70 – 72.99 | = C- | | |
| 83 – 86.99 | = B | 67 – 69.99 | = D+ | | |

Classroom Participation- 15%

The quality of the T2T experience is determined by the interaction and exchange of ideas among students within the community. Each student's ability to meaningfully contribute to discussions and integrate course materials and experiences from Stamp and University events will be reflected in their grade. In order to optimize class participation, and community engagement, all assigned readings, videos, et cetera, must be completed prior to the beginning of class. Lack of preparation will be reflected in your grade.

Community Engagement 15%

Students will collect community engagement points through participation in various outside the classroom activities. Students will share their experiences in class and connect their co-curricular and curricular experience.

Please see the attached rubric for participation point breakdown.

Reflective Papers- 20%

Each student will write two reflective papers reflecting on their understanding of community and engagement over the course of the semester. Each paper will be evaluated with regard to: grammar, coherence and cohesiveness, as well as the extent to which the paper reflects the assigned topic.

Papers must be type-written, double-spaced in 12pt font with one inch margins and should be at least three (3), no more than five (5) pages. Papers must be uploaded to ELMS before the start of the class in which the paper is due. Papers received after the start of class are considered late and will be accepted with a letter grade deduction each day thereafter. This policy is intended to ensure that all students may receive timely feedback on their writing.

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Campus Resource Project 10%

Each student will be assigned to a group, who will be responsible for discovering the various offerings of designated University offices/departments. Each group will present their findings to their class and will be graded on the following:

- **Informative**
- **Creative**
- **Collaborative**
- **Cohesive**
- Ability to **field questions**
- Your **contribution** to the project will be evaluated by your group members

Capstone Project 20%

Each class will plan, propose and implement a program, activity or service that will benefit the transfer and off-campus student population. The Capstone Project must fall under one of three categories:

1. Outreach/community service
2. Academic success/educational
3. Career development

Students will continue their work from the campus resource project. They will design a program that will build on their resource project and promote/market to their fellow students.

Final 20%

The final paper will be a culmination of reflective papers, programs, and transition theory learned in class. Students will be able to choose between student development theories and transition theories to develop this final paper. The final paper will be eight (8) to ten (10) pages in length and should incorporate experiences over the course of the semester and at least one developmental theory. Students should use their strengths and challenges as the basis for this paper.

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| TRANSFER2TERP LEARNING COMMUNITY FALL 2017 | | | |
|---|---|--------------------------------|--|
| <i>Class Activity</i> | | <i>Reading(s)</i> | <i>Assignment(s)</i> |
| 1 | Syllabus Day | | |
| 2 | What is a learning community? And why are we based in a student union? | | Take the StrengthsFinder profile to discover your top five, signature themes. |
| Labor Day/No Class | | | |
| 3 | Introduction to Strengths | StrengthsQuest pp. 1-70 | Be prepared to discuss your top five signature themes. |
| 4 | How do Strengths work? Discussion on the nature of talent, skill, and knowledge. | StrengthsQuest pp. 73-137 | |
| 5 | Strengths: engagement over involvement Discussion of developing leadership strengths in college. Explain the concept of StampFest/First Look Fair and strategies to connect with people, organizations and causes. | StrengthsQuest: pp. 141-215 | |
| 6 | Strengths in numbers: community over crowd Discussion of relationships and community. Why are you in a learning community? | StrengthsQuest pp. 219-277 | Reflective Paper #1 |

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|----|--|------------------|--------------------|
| 7 | Transfer Student Ambassador panel | | |
| 8 | Campus Resource Project | | Class Presentation |
| 9 | Campus Resource Project | | Class Presentation |
| 10 | Introduction to Student Development Theory | Subway map (PDF) | |
| 11 | Demographics of Transfer student population. Why does it matter? Who are our students? | | |

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|----|---|---|-------------------------------------|
| 12 | Student Development Theory: Identity Development | Chickering's Theory (PDF) | Reflective Paper #2 |
| 13 | Student Development Theory: Intersectionality | Perry's Theory (PDF) | |
| 14 | Introduction to Transition Theory | Schlossberg's Theory (PDF) | |
| 15 | What is transfer shock and how do we support each other? | Transfer Shock (pdf) Challenge and support (pdf) | |
| 16 | Program proposal Class Developing a successful program including learning outcomes | SMART Goals | Capstone Proposal |
| 17 | Group dynamics | Stages of Group Development (pdf) | |
| 18 | Program planning Class Spend class time planning and organizing your program. | Practice to Theory to Practice Model (PDF) | Provide SMART Goals for the program |

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|-----------------------------|--|---------------------|-----------------------|
| 19 | Communication in a group of diverse participants | | |
| 20 | Creating and Sustaining Diversity and Inclusion in a group | Holvino (PDF) | |
| 21 | Group Dynamics and Resolving Conflict | SWOT analysis (PDF) | Capstone Program |
| 22 | Why a learning community? Class reflection at the labyrinth | | Capstone Program |
| 23 | Class chooses the discussion topic Current Event Focus | | Capstone Program |
| 24 | Day off before Thanksgiving | | |
| Thanksgiving Holiday | | | |
| 25 | Program Assessment Students will reflect on how their programs and services met their expectations as well as the needs of their target audience. | | SMART Goal Assessment |
| 26 | Strong Transitions: Looking forward to next semester. Strategies to successful Spring Semester. (co-curricular and curricular) | | |
| 27 | Class assessment and learning community assessment | | Final Paper Due |
| 28 | Final Day of Class Potluck/lunch | | |