

UMBC UGC New Course Request: TRS 301 Transfer Student Success Seminar

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Proposed Effective Date: Summer/Fall 2010

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COURSE INFORMATION:

course number(s)	TRS 301
formal title	Transfer Student Success Seminar
transcript title (≤24c)	Same
prerequisite	Sophomore Standing
credits	1
max. repeat credits	
grading method(s)	X Reg (A-F) <input type="checkbox"/> Audit Pass-Fail

PROPOSED CATALOG DESCRIPTION:

This one credit course is designed to assist in the successful transition of transfer students from their previous college or university to UMBC. It focuses on developing and understanding the skills needed and the academic expectations to achieve success at an Honors University, inclusive of the use of resources that will support success. The material covered in this course will complement the work that is being done in identified upper-level courses in the major.

RATIONALE FOR NEW COURSE:

The Transfer Success Seminar course content parallels that of the IHU seminar and its content which was approved by the UGC in the fall of 2002. To date, the seminar has been connected to a core introductory course, so it has shared that course's number (ex. Engl 100Y). The Deans and others support expanding this opportunity because it provides a common experience for new students, and it is also the most cost effective option for expanding our First-Year Experience opportunities. Based on our data, we know that participation in this course, as well as other first-year initiatives, is effective in improving the success of our students and in retaining them. As this is particularly true for transfer students, the focus of the IHU topics has been adapted to meet the needs of transfer students who have 30 or more credits upon transferring to UMBC.

Based on our experience with the courses piloted in fall 2009, it is clear that we need a course number for a stand-alone seminar to enable us to offer this kind of experience to new transfer students in a variety of ways to accommodate and address the different needs and situations that impact transfer students. For example, it could be attached as a co-requisite with multiple sections of a course, such as IS 300 a course that was actually in our pilot. Computer Science also participated in the pilot, and their approach during the pilot was to open the course to any new transfer student taking an upper-level CMSC course. In both cases, the courses were piloted as Special Topics and as co-requisites to the identified core course(s). Although in all of the IHU options the goal is to connect the work in the seminar to the content in the academic course, there will be even more of an opportunity to do this in the transfer courses because the focus will more closely tie to, not just the course for which it is a co-req, but it will have a relationship to other courses the students take in their major.

ATTACH COURSE OUTLINE:

Topic outline attached.

Transfer Student Success Course: Introduction to an Honors University Goals, Topics & Outcomes (as of 4/09)

The proposal for a first-year student success seminar for transfer students is in response to a recommendation from the Honors University Task Force, 2000. The recommended elective one-credit course will extend to new transfer students an academic orientation similar to those offered by many UMBC scholarship programs and the UMBC Honors College. The success seminar will serve as a “bridge introducing students in transition to the demands and opportunities of an honors education at a research university (The Honors University Task Force Report, April 25, 2000).”

The course as proposed by the First-Year Experience Working Group* will:

1. Define the nature of UMBC’s academic environment,
2. Identify the essential academic skills for UMBC study,
3. Promote the importance of students’ active involvement with the UMBC community for their academic and personal development, and
4. Prepare students for their professional lives after graduation.

Course Topics and Learning Outcomes (Upon completion of this topic, students will be able to...)

1. Liberal Arts Education

- Describe the differences in missions between 2 year and 4 year colleges
- Describe the liberal arts requirements at UMBC
- Demonstrate how liberal arts coursework provides students with skills transferable to the business world
- Describe the value of undergraduate research at UMBC

2. Academic Skills/Expectations

- Identify where to find tutoring on campus
- Distinguish between a variety of approaches to test-taking
- Distinguish between a variety of approaches to note-taking and studying
- Use effective textbook reading skills
- Compare their learning style to their instructor’s teaching style
- Develop an academic plan for graduation

3. Library Skills

- Understand the UMBC library and its resources (both print and online)
- Properly cite papers and create bibliographies using APA format
- Accurately analyze the validity of various sources, particularly online
- Articulate the differences between search engines and databases, popular and scholarly press, etc.

4. Academic Integrity

- Describe the UMBC definitions of plagiarism, cheating, fabrication, and facilitating academic dishonesty
- Discuss the value of honesty and integrity in the classroom, in the workplace, and in life

5. Time Management

- Create a personal and social schedule and distinguish the time needed to study outside of class

- Indicate an amount of time for extra-curricular activities in addition to class, study time, work, and commuting
- Assess their habits within Stephen R. Covey's "Quadrant II Time Management System"

6. University Connections

- Explain the variety of social, educational, and leadership activities available on campus
- Understand the value of making connections with faculty and staff
- Know how to seek on-campus employment
- Know how to find out what events are scheduled on campus and in the surrounding area

7. Transitional Issues

- Utilize the transfer student demographics of UMBC in a class assignment.
- Compare and contrast the declining numbers of "traditional" college students to the increase in college students who are part-time, non-traditional aged, have multiple college transfers, or are concurrently enrolled in community colleges and universities
- Discuss the challenges of balancing work, school, and family responsibilities, and strategies for dealing with those challenges

8. Financial Management

- Understand their FICO credit score
- Deal with credit card debt and on-campus credit card temptations
- Understand the details of financial aid, scholarships, and work study
- Understand employer benefit packages

9. Healthy Living

- Use stress management and relaxation techniques
- Understand the impact of nutrition and proper sleep on their studies
- Understand the importance of exercise and the many options available at UMBC
- Know what University Health Services provides for students

10. Communication Skills

- Use effective presentation skills and demonstrate their value both in the classroom and in life
- Demonstrate responsible use of e-mail and internet and understand the repercussions of irresponsible use
- Apply the skills necessary for appropriate formal and social interaction in a diverse community

11. Internships and Major/Career Decision Making

- Understand the differences between internships, coops, and service learning, and the benefits of each
- Understand proper formats for resumes and cover letters
- Understand proper interview skills and etiquette
- Define their dependable strengths and their impact on career choice
- Define a "job" vs. a "career"
- Understand current career trends

Proposed by a Sub-committee of the FYE and Transfer Retention Work Groups (2008): Ramona Arthur, Melanie Berry, Dawn Block, Diane Crump-Fogle, Karen Law (chair), Karen Mattingly

Topic areas reviewed and updated 5/09 by the **2008-09 FYE Work Group**: Kim Leisey, Steve McAlpine, Lili Cui, Lisa Benjamin, Cassie Bichy, Ernestine Baker, Karen Law, Jill Randles (chair), Vickie Williams, Heather Linville