

Why College?

PRESENTER: SHERRIE BRANN
FORMAT: ZOOM™

DATE & TIME
Tuesday, July 1, 2024
2:00-3:00 PM



Learner Variability

PRESENTER: SHERRIE BRANN
FORMAT: BRIGHTSPACE

DATE & TIME
Asynchronous



Self-management

PRESENTER: SARA FLOWERS
FORMAT: ZOOM™

DATE & TIME
Tuesday, July 9, 2024
2:00-3:00 PM



SMART Goals

PRESENTER: SHERRIE BRANN
FORMAT: ZOOM™

Date & Time
Thursday, July 11, 2024
2:00-3:00 PM



Learning in Adulthood

PRESENTER: SARA FLOWERS
FORMAT: ZOOM™

Date & Time
Tuesday, July 16, 2024
2:00-3:00 PM



Grit & Growth

PRESENTER: SARA FLOWERS
FORMAT: ZOOM™

Date & Time
Thursday, July 18, 2024
2:00-3:00 PM



Impostor Syndrome

PRESENTER: SHERRIE BRANN
FORMAT: ZOOM™

Date & Time
Tuesday, July 23, 2024
2:00-3:00 PM



Whole Messages

PRESENTER: SARA FLOWERS
FORMAT: ZOOM™

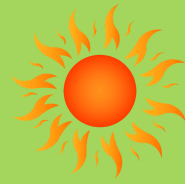
Date & Time
Thursday, July 25, 2024
2:00-3:00 PM



Emotional Intelligence

PRESENTER: SHERRIE BRANN
FORMAT: ZOOM™

Date & Time
Tuesday, July 30, 2024
2:00-3:00 PM



Campus Responders

PRESENTER: SARA FLOWERS
FORMAT: ZOOM™

Date & Time

Thursday, August 1, 2024
2:00-3:00 PM



V x E = Motivation

PRESENTER: SHERRIE BRANN
FORMAT: ZOOM™

Date & Time

Tuesday, August 6, 2024
2:00-3:00 PM



Research & Writing Skills

PRESENTER: SARA FLOWERS
FORMAT: BRIGHTSPACE

Date & Time

Thursday, August 8, 2024
2:00-3:00 PM



Microaggressions

PRESENTER: SARA FLOWERS
FORMAT: ZOOM™

Date & Time

Tuesday, August 13, 2024
2:00-3:00 PM



Wellness & Self-care

PRESENTER: SHERRIE BRANN
FORMAT: BRIGHTSPACE

Date & Time

Asynchronous



Privilege & Power

PRESENTER: SARA FLOWERS
FORMAT: ZOOM™

Date & Time

Thursday, August 15, 2024
2:00-3:00 PM

Adult Transitions, Learning, and Success

Join us for one-off workshops or register for the series
as part of a credit-bearing course!

UMA COL 123

UM|M FYS 101

UMFK HUM 102

uma.edu/atlas



Learning & the College Community: A First- and Entry-year Seminar Experience

Course Description: This course introduces students to the resources, practices, and habits of mind necessary for success in college. The focus will be on the role of educational skills/behaviors in preparing students to be successful in their civic and personal lives and gives particular attention to the topics of diversity and difference as a central characteristic of the contemporary world. Students will consider the relevance of this topic to their personal, academic, and civic lives. This course asks students to reflect upon their responsibilities as a member of the course, college, and community.

Credit Hours: 3.0 **Prerequisites:** None

Course Objectives: After taking this course, students will be able to:

1. Identify how structural-level inequities may affect higher education experiences and outcomes, as well as how individuals' social positions affects their challenges and opportunities for negotiating cultural differences;
2. Demonstrate growth of effective personal behaviors (e.g., learning preferences, time management, flexibility, goal-setting) and executive functions (e.g., memory, stress management) in college-level study and critically examine individual-level responses to systems of inequity;
3. Associate academic behaviors (e.g., test preparation, note taking, reading effectively, communication with college community) with accomplishment in assignments, courses, and programs of study;
4. Identify and utilize campus resources (e.g., libraries, academic advising, career resources) meaningfully toward academic accomplishment;
5. Articulate values and dispositions for college completion, campus community, and career planning (e.g., benefits of higher education, clarifying personal values).

 uma.edu/atlas/application

ATLaS Scholars Note: This section is for adult learners in their first and entry-year experience. If you are 25+ years of age, have fewer than 30 credits, and you are interested in taking this course for **free**, please contact sara.flowers@maine.edu for enrollment information. This is a cross-posted section. There is a 100% online section in addition to a synchronous Zoom™ section of this course. Students who register for either section will be combined into one class experience. Refer to course policies in the syllabus for further details on class participation for the separate sections. ATLaS is 100% funded by an FY23 \$945,000 Congressionally Directed Spending Grant through the U.S. Department of Education Secured by Maine Senators Collins and King at the request of the University of Maine System.