WEBSTER UNIVERSITY’S TAP PROGRAM:
MAKING INTENTIONAL PEDAGOGICAL CHOICES THAT FOSTER INCLUSION

WHAT IS THE TAP PROGRAM?

The TAP program is a 10-day residential program for students accepted to Webster University through the Transitions program. The Transitions program serves freshmen and transfer students with fewer than 30 credit hours who are admitted with conditions to Webster.

TAP PROGRAM GOALS:
1. Attend courses and receive two university credits toward a Webster University degree.
2. Meet new students at Webster University.
3. Receive additional and early orientation to the campus.
4. Discover how a college course is structured with an introduction to university coursework.
5. Participate in social activities, including off-campus visits.

WHO ARE OUR STUDENTS?
- 2% International
- 54% Female
- 46% Male
- 51% First Gen

INCLUSIVITY THROUGH CURRICULUM

WRIT 1000 LEARNING OUTCOMES
1. Identify writing resources on campus.
2. Demonstrate two writing strategies to engage with the text.
3. Organize and develop a short essay that demonstrates the ability to form a clear and focused thesis with specific, detailed support.
4. Demonstrate basic proofreading skills.
5. Correctly cite a source in APA style.
6. Describe the impact of plagiarism and academic integrity.

EDUC 1500 LEARNING OUTCOMES
1. Demonstrate financial resource management knowledge by completing Financial Literacy 101.
2. Identify key campus resources such as counseling, health services, career services, student affairs, and academic resources.
3. Build mutually supportive relationships with peers and faculty/staff at Webster University.
4. Demonstrate the ability to employ successful time management tools.
5. Clearly define strengths, opportunities, and academic goals.

INCLUSIVITY THROUGH CAMPUS PARTNERS AND CO-CURRICULUM

WRIT 1500 BASIC WRITING WORKSHOP
- Exposed students to ideas and conversations about privilege, oppression, and advocacy.
- Students were asked to write about how they have overcome adversity in a personal narrative and through the development of their own ant-oppression principle statement.

POSTER AND FINAL PRESENTATIONS
- EDUC 1500 Webster 101: required students to design posters to visually tell their Webster stories. Through this assignment, students reflected on their roles, their experiences during the TAP program, and their plans for becoming successful Webster students.

FROM THEORY TO PRACTICE: WHAT IS THE ITERATIVE PROCESS IN ACTION?

DISCOVERY
- Students reflect on their learning experience and their position in the community.

EVALUATION
- In the DISCOVERY process, students reflect on their experiences and their statements.

REFLECTION
- How can I apply what I have learned in the community?

INTEGRAL COURSEWORK ALIGNED WITH BLOOM’S TAXONOMY

WRIT 1000: PERSONAL NARRATIVES
- EDUC 1500: FINAL PAPER AND PRESENTATIONS

READINGS

PRODUCTS OF THE ITERATIVE PROCESS

PERSONAL NARRATIVES
- WRIT 1000 Basic Writing Workshop exposed students to ideas and conversations about privilege, oppression, and advocacy.
- Students were asked to write about how they have overcome adversity in a personal narrative and through the development of their own ant-oppression principle statement.

ANTI-OFFENSE STATMENTS
- Appreciation and gratitude. It is important to appreciate everybody and show respect to everyone regardless of where they come from, their sexual identity, race, age, and gender. Listening and being sympathetic towards other people and truly wanting to help and make a difference is key. — Elaine X
- Leadership: Each of us are leaders of a movement toward change. We stand separately but are united together under a common goal of acceptance. It is our generation’s responsibility to spread knowledge of all forms of oppression, not only to those who are ignorant, but also to each other as leaders in order to pave the way and make a difference. — Beth W
- We lock at those around us and recognize physical differences. Our job is to detach those differences from hate and attach them to acceptance. — Hayley A.