



The Learning Community International

A private school offering
customized learning anywhere in the world

CONTACT INFORMATION

9085 Flamepool Way
Columbia, MD 21045
301-788-3571

CEEB Code: 210017

ADMINISTRATION

Manfred Smith, M.Ed

Principal Director
msmith@tlcischool.org

Nancy De Luca Stempel

Executive Director
nstempel@tlcischool.org

John Ghim, BS

Associate Director, Asia
jghim@tlcischool.org

Jeanne Smith, MLS

Associate Director

Romana Hughes, MAPD

Director

Academic Affairs

Harvey Stempel, PhD

Director

College Counseling & Advising

ADVISORY BOARD

Robert Boakai, B.S., M.S.

Strategic Edu. Innovation

Skip Downing, PhD

Faculty Development

Brie Entel, B.S., M.S.

Psychiatric Consultant

Suni Jani, MD

Psychiatric Consultant

Sophie V. Peters, MSc

Psychology, Special Education

Hercules Pinkney, PhD

Resource Development

Eric Reid, CEO

School Improvement

ACCREDITATION



Established 1984

www.tlcischool.org

Overview

The Learning Community International offers a K-12 program. Since its founding in 1984, TLCI has graduated over 1,300 students.

TLCI is a registered private school with the Maryland Department of Education, and accredited by Middle States Association of Colleges and Schools. Accreditation demonstrates TLCI's attention to curriculum, academic rigor, and ability to provide meaningful student engagement experiences. When future educational institutions or employers review a TLCI transcript, this accreditation offers evidence that TLCI represents a robust learning experience.

TLCI students come from all over the United States and the world. TLCI has dedicated partnerships in Indonesia, Israel, Korea and South Africa.

Mission and Philosophy

We are passionate about inspiring and nurturing learners to honor their natural thirst for learning by becoming expert questioners, reflective critical thinkers, and self-aware persons equipped with the means to create a satisfying, successful, and meaningful life.

TLCI empowers learners to create and achieve their educational goals through a customized and collaborative process of reflection, self-evaluation, and self-correction. We create lifelong learners through significant learning experiences that invite students to apply what they have learned, to connect knowledge and skills to other contexts, and to build self-awareness through reflecting on the learning process.

We are committed to remaining a small private school so that each learner receives individual focus and commitment from our educational team.

Community, Learners, and Program

Results: Learner Success

TLCI attracts learners with diverse needs and interests from around the world. These are learners who have ceased to thrive in traditional schools, the highly motivated who have a dedicated passion, and learners with disabilities and special needs.

Our customized program provides the opportunity for every learner to rediscover their love of learning by becoming aware of their responsibility for success, engaging with customized content that is meaningful to them, and working collaboratively with a dedicated advisor and other professionals to successfully achieve college or career goals.

Our learners have:

- Attended college at age 12 and entered medical school at 16
- Designed projects that earned finalist medals in the Intel International Science and Engineering Fair
- Played professional soccer while in high school
- Mastered an art or skill
- Published scientific research and books
- Pursued entrepreneurial endeavors
- Learned multiple languages and traveled internationally
- Successfully dealt with learning and physical disabilities

Although learners might be struggling when they first enroll, our unique process of ongoing personalized attention facilitates a culture of success. Our graduates have a near-perfect success rate being admitted to college or finding career placement upon graduation

Process: Learner Empowerment Program

Empowerment is the process of engaging learners with appropriate resources and facilitating the development of skills that allow them to make the best choices for college, their lives, and their careers.

TLCI advisors are trained in Dr. Skip Downing's On Course Student Success Strategies, a system developing skills such as personal accountability, lifelong learning, and belief in oneself. Our emphasis on collaborative goal-setting, self-reflection, developing student success skills, and making wise choices supports learners as they engage with course content and the learning process.

Our learners:

- Participate in the creation of a customized curriculum to meet their needs, interests, and goals
- Master the art of reflective learning: systematic reflection, self-evaluation, and self-correction
- Meet regularly with our advisors and other professionals and are held accountable in the process of achieving mutually agreed goals related to academics and student success skills
- Question themselves, what they learn, and the choices they make, and adjust accordingly when pursuing learning opportunities
- Seek out learning experiences that are memorable and worthwhile

Learners play a large role in creating their course learning objectives, self-assessing their progress toward these course learning objectives, and reflecting on the necessary adjustments to the learning process. As a result of this approach to learner empowerment, our graduates are self-motivated, adventurous, independent learners with years of experience in the process of self-reflection, evaluation, and self-correction. They are clear about their goals and highly motivated to achieve them.

Online International Community

All TLCI staff, learners, their parents, and associated professionals interact in TLCI's virtual community (a professional learning management system). This online resource provides a portal for coursework, assignment submissions, reflections, and the documentation of learning experiences and hours.

Assessment, Credits, and Grades

When designing an Individualized Learning Plan (ILP) for a student, we consider a variety of factors including their long-term goals, college prerequisites, gifts, talents, learning differences, and interests.

TLCI evaluates a learner's mastery of subject specific objectives and issues credits based upon the internationally recognized Carnegie Unit system. Grades are based on the extent to which a learner meets the course objectives they designed with their advisor. TLCI uses tests, projects, and other evaluative measures to determine whether a learner has met the course objective.

Learners complete a minimum 24 credits to graduate from high school.

English	4 Credits
Mathematics	1-4 Credits
Pure & Applied Sciences	1-4 Credits
History/Social Studies	1-4 Credits
Health/Physical Education	1 Credit
Selected Electives	7+ Credits

TLCI awards grades on a 4.0 GPA scale.
Grades are not weighted unless specifically noted on the learner's transcript.
Honors courses are designated "H".

Grading Scale:

A (90-100) B (80-89) C (70-79) D (60-69)

P = Successful completion of non-graded course.

TLCI accepts college course work for high school credit and awards .5 credit for a 3 credit college course.

Partial list of colleges and universities to which TLCI graduates have been accepted

Academies

US Air Force Academy
US Naval Academy
US Military Academy at West Point
US Coast Guard Academy

Ivy League / Seven Sisters

Brown University
Cornell University
Harvard University
Princeton University
Smith College
University of Pennsylvania
Yale University

Academy of Art University (Calif)
Auburn University
Arizona State University
Atlanta College of Art
Barnard College (Columbia Univ.)
Beloit College
Boston University
Brigham Young University
Butler University
Carnegie Mellon
Case Western Reserve University
City University of New York (First Accredited Acceptance)
Clemson University
Colorado College
Columbia University
Corcoran College of Art & Design
Cooper Union
Denison University
DeVry University
Dickinson College
Drexel University
Duke University
Earlham College
Elizabethtown College
Grinnell College
Goucher College
Hampshire College
Hampton College
Hillsdale College
Hofstra University
Howard University
Hood College

Johns Hopkins University
Kent State University
Kenyon College
Indiana University
Lake Forest College
Lincoln Technical Institute
Lehigh University
Lynchburg College
Lynn University
Marymount Manhattan College
Mary Baldwin College
Maryland Institute College of Art
Michigan State University
Milwaukee School of Engineering
Mitchell University
MIT
Montana State University
Montreat College
Moravian College
Morgan State University
New York University
NYU School of Film
NYU Tisch School of the Arts
Oberlin College
Old Dominion University
Pace University
Parsons University
Pennsylvania State University
Patrick Henry College
Pratt University
Purdue University
Rochester Institute of Technology
School of Visual Arts; NYC
Southern Methodist University
St. Johns College
St. Mary's College
St. Olaf College
Syracuse University
Thomas More
Towson University
University of Alabama
University of Alaska
University of Arizona
University of California (All)
University of Chicago
University of Delaware
University of Illinois
Univ of Maryland (All)
University of Miami
Univ. of North Carolina, Ashville

Univ. of North Carolina, Chapel Hill
University of Richmond
University of Rochester
University of Virginia
University of Washington
University of Wisconsin
Virginia Commonwealth University
Virginia Tech
Warren Wilson College
Washington College
Westminster College, Utah
Westwood College
Worcester Polytechnic Institute
Williams College
York College

Non-US Universities

Attenborough University (Scotland)
Capilano University (Canada)
Concordia University (Canada)
Douglas College Inter. (Canada)
Loughborough University (Eng.)
Mc Gill University (Canada)
Sorbonne Nouvelle - Université Paris 3
University of Pakistan
Yeshiva University (Israel)
Waseda University (Japan)

Other

TLCI: 2004 Intel Finalist School

TLCI does not discriminate on the basis of race, religion, creed, color, gender, nationality or ethnic origin.