

**UNIVERSITY OF BALTIMORE
Academic Policy Cover Sheet**

(See Process for Academic Policy Development, Revision or Discontinuance)

INITIATING GROUP / UNIT: LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input type="checkbox"/> UFS <input type="checkbox"/> Office of the Provost LDEIC <input checked="" type="checkbox"/>
CONTACT NAME: Marilyn Oblak; Peggy Potthast PHONE: x 5260 x5342
POLICY TITLE: University of Baltimore Undergraduate Learning Goals
APPLIES TO: LAW <input type="checkbox"/> MSB x YGCLA x
SPECIFIC PROGRAM (if applicable):
PROPOSED IMPLEMENTATION DATE / SEMESTER: Fall 2007

Box 1: ACTION ITEM (check appropriate box)	DOCUMENTS REQUIRED (see box 2 below)	REVIEW / APPROVAL SEQUENCE (see box 3 below)
<input type="checkbox"/> 1. New Policy	AB – others as appropriate	ABCDE – varies
X 2. Policy Revision	AB – others as appropriate	ABCDE – varies
<input type="checkbox"/> 3. Discontinuance of Existing Policy	AB	ABCDE – varies

Box 2: DOCUMENTATION (check boxes of documents included) (may include documents in addition to required ones)			
X	A. AP Cover Sheet (this document)	D. Additional Forms (as may be needed to support procedures)	F. Other (please list)
X	B. AP Proposal Summary	E. Samples of Similar Policies	
	C. Procedures (as appropriate)		

Box 3: REVIEW / APPROVAL SEQUENCE	SIGNATURES (as appropriate)	DATE
A. School / College Dean	<i>Susan Zelen</i>	3/29/07
B. Policy Coordinator	<i>Staw Levine</i>	4/4/07
C. Academic Policy Review Committee Chair (UFS subcommittee--CRC)		
D. University Faculty Senate Chair (UFS option)	<i>Field</i>	4/11/07
E. Provost and Senior Vice President for Academic Affairs	<i>John Marshall</i>	4/13/07
F. Attorney General's Office	Signature not required. If AG review is necessary, the date of approval may be received via e-mail and would be added by the Policy Coordinator.	
G. 10-Day Open Comment Period		
H. President		
I. USM / Board of Regents – approval	Signature not required. If USM review is necessary, the date of approval would be added by the Policy Coordinator.	

Academic Policy Proposal Summary

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I. Statement of Purpose:

With the creation of four-year degree programs, the existing statement of UB undergraduate learning goals was expanded to ensure that there were appropriate learning goals for general education. The revised statement includes:

- a definition of each learning goal
- a set of outcomes for each learning goal
- the addition of a learning goal for quantitative and scientific knowledge and skills.

II. Policy (including authority for policy waiver, exclusions, or sanctions, if any) can be attached if too lengthy for this box.

See attached

III. Reason(s) for Proposed Policy

To have well-defined learning goals that will allow for assessment of both general education outcomes and certain degree program outcomes.

Academic Policy Proposal Summary (Page 2)

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CONTACT NAME:	Marilyn Oblak; Peggy Potthast				PHONE:	x5260; x5342
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IV. Current Policy (if proposal is a revision or discontinuance), including date of adoption if available, can be attached if too lengthy for this box.

No learning goals have been printed in the catalog. The UB learning goals used as the basis for the attached proposed learning goals were originally developed in 2004.

V. Other (who was consulted, definition of terms, etc.)

Expanded by the Lower-Division Education Implementation Committee (LDEIC).

The University of Baltimore Undergraduate Learning Goals (3-09-07)

1. Communicating effectively in various media

Definition: The ability of students to write, read, speak, and listen.

Outcomes: This set of skills is demonstrated by the ability

- a) to express ideas and facts to others effectively in a variety of written formats,
- b) to communicate orally in one-on-one and group settings,
- c) to make efficient use of information resources and technology for personal and professional communication, and
- d) to comprehend, interpret, and analyze texts.

2. Developing a knowledge and skills base

Definition: The ability of students to examine and organize ways of knowing from varying perspectives and to apply them to specific issues and problems.

Outcomes: This set of skills is demonstrated by the ability

- a) to acquire substantial knowledge and understanding of at least one field of study (**intellectual depth**),
- b) to compare and contrast approaches to knowledge in different disciplines (**intellectual breadth**),
- c) to modify one's approach to an issue or problem based on the contexts and requirements of particular situations (**adaptiveness**), and
- d) to understand the broader societal context within which one lives and works (**cultural literacy**).

3. Engaging with others to take responsibility for our local and global communities

Definition: The ability of students to make judgments with respect to individual conduct and citizenship in local and global communities.

Outcomes: This skill is demonstrated by the ability

- a) to make informed and principled choices regarding conflicting situations in their personal and public lives and to foresee the consequences of these choices,
- b) to recognize the importance of civic engagement in their personal lives and to society,
- c) to compare and contrast the range of diversity and universality in human history, societies, and ways of life, and
- d) to understand the interconnectedness of global, local, and personal concerns.

4. Growing in enthusiasm for the pursuit of excellence throughout a lifetime of learning

Definition: The ability of students to adapt to and thrive in a complex and changing world.

Outcomes: This skill is demonstrated by the ability

- a) to develop broad interests and intellectual curiosity,
- b) to access and evaluate needed information,
- c) to make effective use of information resources and technology, and
- d) to recognize the importance of aesthetics in their personal lives and to society.

5. Maturing in interpersonal behavior and professional conduct

Definition: The ability of students to apply information and concepts from studies in multiple disciplines responsibly in their interpersonal and professional interactions.

Outcomes: This skill is demonstrated by the ability to apply knowledge

- a) to enhance their personal lives,
- b) to meet professional standards and competencies,
- c) to work in teams and assume different roles as members of a team,
- d) to develop their capacity for leadership,

- e) to maintain civility in all interactions with others.

6. Thinking critically and creatively, analyzing and synthesizing information to solve problems

Definition: The ability of students to analyze carefully and logically information and ideas from multiple perspectives.

Outcomes: This skill is demonstrated by the ability of students

- a) to analyze complex issues and make informed decisions,
- b) to synthesize information in order to arrive at reasoned conclusions,
- c) to evaluate the logic, validity, and relevance of data,
- d) to solve challenging problems, and
- e) to use knowledge and understanding in order to generate and explore new questions.

7. Attaining quantitative and scientific knowledge and skills

Definition: The ability of students to perform quantitative and scientific analysis.

Outcomes: This set of skills is demonstrated by the ability

- a) to solve problems that are quantitative in nature and appreciate the ways of thinking in mathematics,
- b) to use mathematical concepts and techniques that can be applied in other disciplines,
- c) to discriminate science from non-science and demonstrate an understanding of the scientific method, and
- d) to attain knowledge of some of the tools of science and to gather and process data.