

VII-5.8 UB Undergraduate Graduation Requirements Policy

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Implementation for Fall 2017; revisions Fall 2022

Periodic review: Policy statements are reviewed at least once every three years Area responsible: Academic Affairs; Responsible Administrator: Interim Provost; Policy Contact: Associate Provost

See also Middle States, COMAR, and USM requirements for undergraduates; UB General Education requirements and UB Learning Goals

I. **Purpose:**

To ensure all students meet UB's undergraduate learning goals and thereby have a solid foundation of skills and knowledge for careers that may be characterized by many roles, UB undergraduates fulfill a series of graduation requirements that may be met through general education courses or courses in their major.

Graduation requirements provide opportunities for overlapping requirements to promote timely degree completion while ensuring that all students meet the expectations of MSCHE accreditation, the State of Maryland, and our own UB undergraduate learning goals. The distinction between graduation requirements and general education requirements allows programs the flexibility to flag currently offered courses as satisfying Graduation Requirements (and ensures student flexibility) without requiring additional credit hours of General Education.

II. **Policy Statements:**

1. **INFORMATION LITERACY**

1. **Area Definition:**

Students will learn the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in personal and professional environments.

2. **Student Learning Outcomes:**

Students who satisfy this requirement will demonstrate that they are able to do all of the following:

1. Apply knowledge of different search methods, including their limitations, to retrieve information from sources to meet an information need.
2. Analyze two or more sources to discuss a scholarly idea.

2. **ORAL COMMUNICATION**

1. **Area Definition:**

Students will learn the craft of transmitting ideas clearly and concisely to a range of audiences. Coursework in this area will build theoretical knowledge and skills in expressing ideas verbally and nonverbally; listening; communicating in one-on-one and group settings; conveying informative and persuasive messages; and making effective use of information resources and visual aids.

Student Learning Outcomes:

Students who satisfy this requirement will demonstrate that they are able to do all of the following:

1. Deliver an effective oral presentation for which the selected topic, organizational strategy, supporting materials, and language are appropriate to the audience and occasion.
2. Employ appropriate delivery techniques before an audience.
3. Apply theoretical components of oral communication in evaluating their own and others' messages.

GLOBAL AWARENESS AND DIVERSE PERSPECTIVES

Area Definition:

Students will learn to recognize diverse perspectives and to identify the components of global systems that may influence their own experience so that they may learn to bridge traditional boundaries to collaborate in reaching common goals.

Student Learning Outcomes:

Students who satisfy this requirement will demonstrate that they are able to do all of the following:

1. Reflect critically how an understanding of both differences and commonalities among cultures can transform individual perspectives and increase respect for diversity.
2. Analyze how global systems or cultures interact to shape people or institutions.
(*”Global” here modifies both systems and cultures.)

TECHNOLOGICAL FLUENCY

Area Definition:

Students will discuss key components in information technology and examine its limitations and societal impacts. Students will develop general or discipline-specific strategies to identify, access, and apply relevant technologies. Courses in this area will build skills in using digital technologies to communicate, manipulate, and create artifacts such as documents, graphics, or computer programs, and apply theories for effective, ethical use of technology for personal and professional problem-solving.

Student Learning Outcomes:

Students who satisfy this requirement will demonstrate that they are able to do all of the following:

1. Demonstrate proficiency in multiple digital tools.
2. Create a digital artifact at a level of complexity appropriate to the course.

CAPSTONE

Area Definition:

In multiple models as appropriate to the discipline, the capstone offers both a culminating experience and a bridge to application of the student's education beyond the university. The capstone provides a springboard to the beginning of a professional career in which students can develop an integrated and specialized knowledge and skills base relevant to their career goals. Capstone courses include opportunities to consolidate learning from previous courses, integrating this in a problem-based, experiential, collaborative, authentic learning experience that may include research, internship or other professional preparation, or producing a discipline-based work product.

Student Learning Outcomes:

Students who satisfy this requirement will demonstrate that they are able to do all of the following

1. Apply self-directed strategies to examine disciplinary concepts, problems, or needs.
2. Produce a discipline-based work product.

*Each offering of a capstone course will also include at least one explicit Student Learning Outcome related to a major or a discipline.