

# Learning Goals and Related Course Outcomes Applied To 14 Core Requirements

## *Fundamentals (Normally to be taken during the first year of college study)*

### 1. Towson Seminar (3 credit hours)

#### Applicable Learning Goals

- 1. Students will display competency in essential skills required of a college graduate by:**
  - a. Writing clearly and persuasively for a variety of purposes and for different audiences, revising and improving such texts.
  - b. Making articulate, persuasive, and influential presentations.
  - c. Reading, interpreting, analyzing and evaluating written discourse.
  - f. Integrating ideas and concepts in order to make judgments based on evidence.
  - g. Researching a topic, develop an argument and organize supporting details.
  - h. Using software as appropriate for writing, for spreadsheets, for statistical analysis, for calculations, or for presentations.
- 3. Students will use inquiry and critical judgment to make decisions by:**
  - a. Reflecting and evaluating claims and evidence (rather than merely reporting information).
  - b. Thinking in complex terms that move beyond an either/or binary approach.

#### Course Outcomes (Must address first four, last two optional):

Students will be able to:

- Prepare and present a compelling substantive interpretation, argument, and/or analysis of a problem or issue in a research paper.
- Gather and use academic resources effectively and according to the standards and rules of academic integrity in formulating and presenting a substantive interpretation, argument, and/or analysis of a problem or issue.
- Understand and evaluate the nature and possible causes and implications of events, behavior, problems, and issues from an informed and intellectually balanced perspective.
- Connect concepts and empirical evidence in logically coherent, valid, and compelling ways.
- Understand and appreciate social and cultural differences among individuals, groups, and societies and to engage and learn from others with different backgrounds and perspectives in constructive ways, when appropriate to the topic.
- Participate responsibly and effectively in group efforts to address and solve problems, where appropriate within the course format.

## **2. English Composition (3 credit hours)**

### **Applicable Learning Goals (3b is optional)**

- 1. Students will display competency in essential skills required of a college graduate by:**
  - a. Writing clearly and persuasively for a variety of purposes and for different audiences, revising and improving such texts.
  - b. Making articulate, persuasive, and influential presentations.
  - c. Reading, interpreting, analyzing and evaluating written discourse.
  - f. Integrating ideas and concepts in order to make judgments based on evidence.
  - h. Using software as appropriate for writing, for spreadsheets, for statistical analysis, for calculations, or for presentations.
- 3. Students will use inquiry and critical judgment to make decisions by:**
  - a. Reflecting and evaluating claims and evidence (rather than merely reporting information).
  - b. Thinking in complex terms that move beyond an either/or binary approach.

### **Course Outcomes (Must deal with all)**

Students will be able to:

- Write academic essays that effectively and appropriately respond to specific rhetorical situations.
- Improve literacy skills, including the ability to read and analyze a variety of texts.
- Organize an essay around a sound central idea supported by relevant material.
- Organize supporting material with a discernable and logical plan.
- Present ideas in complex and effective sentences relatively free from mechanical errors.
- Support and share ideas and opinions with confidence.

### **3. Mathematics (3 credit hours)**

#### **Applicable Learning Goals**

- 1. Students will display competency in essential skills required of a college graduate by:**
  - d. Understanding mathematical principles and applications at or above the level of college algebra.
- 3. Students will use inquiry and critical judgment to make decisions by:**
  - a. Reflecting and evaluating claims and evidence (rather than merely reporting information).

#### **Course Outcomes (Must address all)**

Students will be able to:

- Construct and evaluate logical arguments.
- Apply and adapt a variety of appropriate strategies to solve mathematical problems.
- Recognize and apply mathematics in contexts outside of mathematics.
- Organize and consolidate mathematical thinking through written and oral communication.

#### **4. Creativity and Creative Development (3 credit hours)**

##### **Applicable Learning Goals**

**2. Students will explore and integrate knowledge in order to understand how various disciplines interrelate by.**

- a. Articulating relevant basic assumptions, concepts, theoretical constructs and factual information of a discipline.
- b. Understanding and applying relevant discipline-specific methodologies and strategies of inquiry.
- c. Applying appropriate critical-thinking/problem-solving skills and communication skills in discipline specific contexts.

**3. Students will use inquiry and critical judgment to make decisions by:**

- b. Thinking in complex terms that move beyond an either/or binary approach.

**4. Students will identify, interpret, evaluate, and integrate human values by:**

- a. Demonstrating an understanding and application of human values (e.g., moral, ethical, aesthetic).
- b. Demonstrating an understanding of competing human values as evidenced by cultural, socio-economic or other differences.

##### **Course Outcomes (must address all)**

Students will be able to:

- Apply in practice a range of expression within a specific art while exhibiting rigorous standards of technique.
- Demonstrate content knowledge through an analysis and synthesis of representative examples, ideas and skills.
- Articulate by means appropriate to the discipline the ways in which theory and practice meet in the creation of the specific art form. These means may include verbal, written and observable products and or presentations.
- Show how history, aesthetics, form and composition, techniques and/or pedagogy contribute to the process of creative development.

## **Ways of Knowing**

### **5. Arts and Humanities (3 credit hours)**

*(The course meeting this requirement must be taken in a discipline different from the course meeting requirement 4. A foreign language course may be taken to meet requirement 5.)*

#### **Applicable Learning Goals**

##### **1. Students will display competency in essential skills required of a college graduate by:**

- a. Writing clearly and persuasively for a variety of purposes and for different audiences, revising and improving such texts.
- b. Making articulate, persuasive, and influential presentations.
- c. Reading, interpreting, analyzing and evaluating written discourse.
- f. Integrating ideas and concepts in order to make judgments based on evidence.
- g. Researching a topic, develop an argument and organize supporting details.
- h. Using software as appropriate for writing, for spreadsheets, for statistical analysis, for calculations, or for presentations.

##### **2. Students will explore and integrate knowledge in order to understand how various disciplines interrelate by:**

- a. Articulating relevant basic assumptions, concepts, theoretical constructs and factual information of a discipline.
- b. Understanding and applying relevant discipline-specific methodologies and strategies of inquiry.
- c. Applying appropriate critical-thinking/problem-solving skills and communication skills in discipline specific contexts.

##### **3. Students will use inquiry and critical judgment to make decisions by:**

- a. Reflecting and evaluating claims and evidence (rather than merely reporting information).
- b. Thinking in complex terms that move beyond an either/or binary approach.

##### **4. Students will identify, interpret, evaluate, and integrate human values by:**

- a. Demonstrating an understanding and application of human values (e.g., moral, ethical, aesthetic).
- b. Demonstrating an understanding of competing human values as evidenced by cultural, socio-economic or other differences.

#### **Course Outcomes (Must address all)**

Students will be able to:

- Discuss the context and structures of cultural traditions [in terms] of literature, art, music, culture, or society.
- Describe important movements and processes that have affected the cultural heritage of a particular group.
- Use methodologies associated with the study of cultural traditions in the arts and humanities to reflect on the experiences of a particular society.
- Engage in a critical assessment of how the student's own experience has been affected by particular cultural traditions in the arts and humanities.

## 6. Social and Behavioral Sciences

### Applicable Learning Goals

#### 1. Students will display competency in essential skills required of a college graduate by:

- a. Writing clearly and persuasively for a variety of purposes and for different audiences, revising and improving such texts.
- b. Making articulate, persuasive, and influential presentations.
- c. Reading, interpreting, analyzing and evaluating written discourse.
- f. Integrating ideas and concepts in order to make judgments based on evidence.
- g. Researching a topic, develop an argument and organize supporting details.
- h. Using software as appropriate for writing, for spreadsheets, for statistical analysis, for calculations, or for presentations.

#### 2. Students will explore and integrate knowledge in order to understand how various disciplines interrelate by:

- a. Articulating relevant basic assumptions, concepts, theoretical constructs and factual information of a discipline.
- b. Understanding and applying relevant discipline-specific methodologies and strategies of inquiry.
- c. Applying appropriate critical-thinking/problem-solving skills and communication skills in discipline specific contexts.

#### 3. Students will use inquiry and critical judgment to make decisions by:

- a. Reflecting and evaluating claims and evidence (rather than merely reporting information).
- b. Thinking in complex terms that move beyond an either/or binary approach.

#### 4. Students will identify, interpret, evaluate, and integrate human values by:

- a. Demonstrating an understanding and application of human values (e.g., moral, ethical, aesthetic).
- b. Demonstrating an understanding of competing human values as evidenced by cultural, socio-economic or other differences.

### Course Outcomes (Must address all)

Students will be able to:

- Articulate relevant basic assumptions, concepts, theoretical constructs and factual information of the social and behavior sciences.
- Demonstrate an understanding of relevant social and behavioral science methodologies.
- Apply appropriate problem-solving skills in discipline specific contexts.
- Apply disciplinary knowledge from the social and behavioral sciences to contemporary ethical or social issues.

**7. Biological and Physical Sciences with laboratory (4 credit hours)**

and

**8. Biological and Physical Sciences, with or without laboratory (3 or 4 credit hours)**

**Applicable Learning Goals**

**1. Students will display competency in essential skills required of a college graduate by:**

e. Demonstrating knowledge of methods used to collect, interpret, and apply scientific data.

**2. Students will explore and integrate knowledge in order to understand how various disciplines interrelate by.**

a. Articulating relevant basic assumptions, concepts, theoretical constructs and factual information of a discipline.

b. Understanding and applying relevant discipline-specific methodologies and strategies of inquiry.

c. Applying appropriate critical-thinking/problem-solving skills and communication skills in discipline specific contexts.

**3. Students will use inquiry and critical judgment to make decisions by:**

a. Reflecting and evaluating claims and evidence (rather than merely reporting information).

b. Thinking in complex terms that move beyond an either/or binary approach.

**Course Outcomes (Must address all)**

Students will be able to:

- Utilize scientific vocabulary and examples to describe major ideas appropriate to a specific scientific discipline.
- Use quantitative reasoning to analyze and/or support scientific information.
- Identify, describe critique, respond to, and construct the various components of the scientific process such as observations, inferences, operational definitions, aspects of scientific design, conclusions, control of variables, etc.
- Explain scientific issues of current importance to society within scientific, technological, historical, societal and ethical contexts.

## ***Writing in a Chosen Field***

### **9. Advanced Writing Seminar (3 credit hours)**

Courses in this category must address (1) the discourse models and practices important to a specific discipline and (2) techniques of formatting and reporting, validation and documentation, required to write with authority and authenticity within the discipline.

#### **Applicable Learning Goals**

**1. Students will display competency in essential skills required of a college graduate by:**

- a. Writing clearly and persuasively for a variety of purposes and for different audiences, revising and improving such texts.
- b. Making articulate, persuasive, and influential presentations.
- c. Reading, interpreting, analyzing and evaluating written discourse.
- f. Integrating ideas and concepts in order to make judgments based on evidence.
- g. Researching a topic, develop an argument and organize supporting details.
- h. Using software as appropriate for writing, for spreadsheets, for statistical analysis, for calculations, or for presentations.

**2. Students will explore and integrate knowledge in order to understand how various disciplines interrelate by.**

- d. Identifying some of the fundamental similarities and differences among various fields of study.
- e. Recognizing the complexity and multiplicity of methods and standards of inquiry as well as the diversity of opinion among informed inquirers within and among different fields of study.

**3. Students will use inquiry and critical judgment to make decisions by:**

- a. Reflecting and evaluating claims and evidence (rather than merely reporting information).
- b. Thinking in complex terms that move beyond an either/or binary approach.

**4. Students will identify, interpret, evaluate, and integrate human values by:**

- a. Demonstrating an understanding and application of human values (e.g., moral, ethical, aesthetic).
- b. Demonstrating an understanding of competing human values as evidenced by cultural, socio-economic or other differences.
- c. Demonstrating an understanding of the complexity and multiplicity of methods of inquiry and diversity of opinion among different disciplines.

#### **Course Outcomes**

Students will be able to:

- Recognize and employ models and practices of written communication specific to a particular discipline or profession.
- Recognize and employ techniques of formatting and documentation appropriate to a particular discipline or profession.
- Integrate material effectively from outside sources into their own prose.
- Analyze and evaluate complex discipline-based claims and current research questions.
- Demonstrate a developed ability to compose clear, effective prose, including through the practice of revision.
- Produce professional prose that follows accepted conventions of grammar, punctuation, and style.

## **Perspectives:**

One course under Perspectives must be taken in a discipline in the arts and humanities, different from the discipline in requirement 5

One course under Perspectives must be taken in a discipline in the social and behavioral sciences, different from the discipline in requirement 6

## **10. Metropolitan Perspectives (3 credit hours)**

### **Applicable Learning Goals Outcomes (Targeted elements in 1 and 2/all of 4 and 5):**

#### **1. Students will display competency in essential skills required of a college graduate by:**

- a. Writing clearly and persuasively for a variety of purposes and for different audiences, revising and improving such texts.
- b. Making articulate, persuasive, and influential presentations.
- c. Reading, interpreting, analyzing and evaluating written discourse.
- d. Understanding mathematical principles and applications at or above the level of college algebra.
- e. Demonstrating knowledge of methods used to collect, interpret, and apply scientific data.
- f. Integrating ideas and concepts in order to make judgments based on evidence.
- g. Researching a topic, develop an argument and organize supporting details.
- h. Using software as appropriate for writing, for spreadsheets, for statistical analysis, for calculations, or for presentations.

#### **2. Students will explore and integrate knowledge in order to understand how various disciplines interrelate by.**

- c. Applying appropriate critical-thinking/problem-solving skills and communication skills in discipline specific contexts.
- d. Identifying some of the fundamental similarities and differences among various fields of study.
- e. Recognizing the complexity and multiplicity of methods and standards of inquiry as well as the diversity of opinion among informed inquirers within and among different fields of study.

#### **3. Students will use inquiry and critical judgment to make decisions by:**

- a. Reflecting and evaluating claims and evidence (rather than merely reporting information).
- b. Thinking in complex terms that move beyond an either/or binary approach.
- c. Demonstrating knowledge of issues that affect people across multiple countries and continents.

### **Course Outcomes (Must address all)**

Students will be able to:

- Explain characteristic features of a metropolis and explore how persistent problems, institutional transformations, and creative expression may emerge from this environment.
- Demonstrate their ability to interpret, evaluate, compare, and critique the views and experiences of particular social, economic, and cultural groups in the metropolis.
- Articulate how an individual or a group may have access to influencing public decisions in the metropolis, how they may pursue collective ends, or how they may contribute to community well-being.
- Apply critical analysis to a specific topic or question in order to delineate constituent elements of the situation, to define challenges that are faced, and to examine the potential for constructive resolution or development.

- Recognize the different methods and standards of inquiry that lie behind the evidence they use to develop an argument and be able to relate that understanding to differences of opinion among informed commentators or across different fields of study.

## 11. The United States as a Nation (3 credit hours)

### Applicable Learning Goals Outcomes (Targeted elements in 1 and 2/all of 4 and 5):

- 1. Students will display competency in essential skills required of a college graduate by:**
  - a. Writing clearly and persuasively for a variety of purposes and for different audiences, revising and improving such texts.
  - b. Making articulate, persuasive, and influential presentations.
  - c. Reading, interpreting, analyzing and evaluating written discourse.
  - d. Understanding mathematical principles and applications at or above the level of college algebra.
  - e. Demonstrating knowledge of methods used to collect, interpret, and apply scientific data.
  - f. Integrating ideas and concepts in order to make judgments based on evidence.
  - g. Researching a topic, develop an argument and organize supporting details.
  - h. Using software as appropriate for writing, for spreadsheets, for statistical analysis, for calculations, or for presentations.
- 2. Students will explore and integrate knowledge in order to understand how various disciplines interrelate by.**
  - a. Articulating relevant basic assumptions, concepts, theoretical constructs and factual information of a discipline.
  - b. Understanding and applying relevant discipline-specific methodologies and strategies of inquiry.
  - c. Applying appropriate critical-thinking/problem-solving skills and communication skills in discipline specific contexts.
  - d. Identifying some of the fundamental similarities and differences among various fields of study.
  - e. Recognizing the complexity and multiplicity of methods and standards of inquiry as well as the diversity of opinion among informed inquirers within and among different fields of study.
- 4. Students will identify, interpret, evaluate, and integrate human values by:**
  - d. Exploring the meaning of citizenship in the context of a society containing multiple groups, values, and objectives.
- 5. Students will reflect upon and demonstrate appreciation for the lives of people from cultures and situations other than their own, and they will exhibit global awareness, by:**
  - a. Engaging intellectually and seeking to understand the experiences and views of people with different cultural backgrounds and beliefs, whether in their own country or abroad.
  - b. Explaining their own cultural perspective as well as make a meaningful comparison with the perspectives of others.

### Course Outcomes (Must address all)

Students will be able to:

- Speak to what characterizes the United States as a nation, whether through consideration of American culture and society primarily as a distinctive tradition or through comparison and contrast with other societies and cultures.
- Define one or more major issues involving American experience past or present and to discuss more than one perspective on those issues.
- Demonstrate a reasonable command of specific knowledge pertinent to the central issues of the course and should demonstrate an ability to use that knowledge in a substantive analysis applying their own judgments and expressing their own understanding.

## 12. Global Perspectives (3 credit hours)

### Applicable Learning Goals (Targeted elements in 1 and 2/all of 5):

#### 1. Students will display competency in essential skills required of a college graduate by:

- a. Writing clearly and persuasively for a variety of purposes and for different audiences, revising and improving such texts.
- b. Making articulate, persuasive, and influential presentations.
- c. Reading, interpreting, analyzing and evaluating written discourse.
- d. Understanding mathematical principles and applications at or above the level of college algebra.
- e. Demonstrating knowledge of methods used to collect, interpret, and apply scientific data.
- f. Integrating ideas and concepts in order to make judgments based on evidence.
- g. Researching a topic, develop an argument and organize supporting details.
- h. Using software as appropriate for writing, for spreadsheets, for statistical analysis, for calculations, or for presentations.

#### 2. Students will explore and integrate knowledge in order to understand how various disciplines interrelate by.

- a. Articulating relevant basic assumptions, concepts, theoretical constructs and factual information of a discipline.
- b. Understanding and applying relevant discipline-specific methodologies and strategies of inquiry.
- c. Applying appropriate critical-thinking/problem-solving skills and communication skills in discipline specific contexts.
- d. Identifying some of the fundamental similarities and differences among various fields of study.
- e. Recognizing the complexity and multiplicity of methods and standards of inquiry as well as the diversity of opinion among informed inquirers within and among different fields of study.

#### 5. Students will reflect upon and demonstrate appreciation for the lives of people from cultures and situations other than their own, and they will exhibit global awareness, by:

- a. Engaging intellectually and seeking to understand the experiences and views of people with different cultural backgrounds and beliefs, whether in their own country or abroad.
- b. Explaining their own cultural perspective as well as make a meaningful comparison with the perspectives of others.
- c. Demonstrating knowledge of issues that affect people across multiple countries and continents.
- d. Creating or participating in projects and assignments in which they can demonstrate their ability to interpret, evaluate, compare, and critique the views and experiences of their own and other cultures.

### Course Outcomes (Must address all)

Students will be able to:

- Learn how to examine the influence of major forces of global change such as social, cultural, religious, economic, political, and technological processes and patterns in the world.
- Acquire an understanding of the global or world context and of the major processes and patterns in the world that are transforming relations among different nations and/or cultural groups.
- Develop a better understanding of how their own society relates to the global context and become better prepared to make decisions that reflect this understanding.

### **13. Diversity and Difference (3 credit hours)**

#### **Applicable Learning Goals (Targeted elements in 1 and 2/all of 3):**

- 1. Students will display competency in essential skills required of a college graduate by:**
  - a. Writing clearly and persuasively for a variety of purposes and for different audiences, revising and improving such texts.
  - b. Making articulate, persuasive, and influential presentations.
  - c. Reading, interpreting, analyzing and evaluating written discourse.
  - d. Understanding mathematical principles and applications at or above the level of college algebra.
  - e. Demonstrating knowledge of methods used to collect, interpret, and apply scientific data.
  - f. Integrating ideas and concepts in order to make judgments based on evidence.
  - g. Researching a topic, develop an argument and organize supporting details.
  - h. Using software as appropriate for writing, for spreadsheets, for statistical analysis, for calculations, or for presentations.
- 2. Students will explore and integrate knowledge in order to understand how various disciplines interrelate by.**
  - a. Articulating relevant basic assumptions, concepts, theoretical constructs and factual information of a discipline.
  - b. Understanding and applying relevant discipline-specific methodologies and strategies of inquiry.
  - c. Applying appropriate critical-thinking/problem-solving skills and communication skills in discipline specific contexts.
  - d. Identifying some of the fundamental similarities and differences among various fields of study.
  - e. Recognizing the complexity and multiplicity of methods and standards of inquiry as well as the diversity of opinion among informed inquirers within and among different fields of study.
- 3. Students will use inquiry and critical judgment to make decisions by:**
  - a. Reflecting and evaluating claims and evidence (rather than merely reporting information).
  - b. Thinking in complex terms that move beyond an either/or binary approach.

#### **Course Outcomes (Must address all)**

Students will be able to:

- Discuss some of the ways in which group distinctiveness is defined in social contexts.
- Demonstrate understanding of a perspective other than their own (even if they are members of a group whose experience is emphasized in the course).
- Present and respond to a position with which they differ in a fair and balanced argument.
- Define at a general level some of the challenges and opportunities presented by the existence of diversity and difference.
- Articulate their own outlook in relation to the topics discussed and to make explicit their associated beliefs and assumptions.

## **14. Ethical Issues and Perspectives (3 credit hours)**

### **Applicable Learning Goals (Targeted elements in 1 and 2/all of 3 and 4):**

#### **3. Students will use inquiry and critical judgment to make decisions by:**

- a. Reflecting and evaluating claims and evidence (rather than merely reporting information).
- b. Thinking in complex terms that move beyond an either/or binary approach.

#### **4. Students will identify, interpret, evaluate, and integrate human values by:**

- a. Demonstrating an understanding and application of human values (e.g., moral, ethical, aesthetic).
- b. Demonstrating an understanding of competing human values as evidenced by cultural, socio-economic or other differences.

### **Course Outcomes (Must address all)**

Students will be able to:

- Gather and analyze evidence from a variety of sources pertinent to the issue under study, including materials that might support opposing points of view.
- Evaluate the logic of persuasive rhetoric in arguments for all major positions on a topic and formulate cogent counter-arguments to each one.
- Articulate an understanding of the ethical dimensions of significant issues or dilemmas under study.
- Construct and assess possible solutions to problems or dilemmas within an informed ethical and societal context.
- Communicate arguments and conclusions effectively and clearly.