

UMBC Grand Challenge Scholars Program

Learning Objectives

Revised March 28, 2017

This document lists the full learning objectives for the overall program and each of the five program areas, including both the core learning objectives (underlined) and the optional learning objectives from which students select personalized learning objectives for each area.

1.1 Program-Wide Learning Objectives

Students will select two to four personalized program-wide learning objectives, in addition to the six core learning objectives (underlined).

- **Ethics And Integrity**
 - **Integrity:** Identify and be able to elaborate on and justify core beliefs and values; act consistently in accordance with those beliefs and values across contexts; regard themselves as accountable for those actions.
 - **Perspectivism:** Seek out and fairly consider ethical perspectives and concepts other than own, and ensures these perspectives and concepts appropriately inform their own actions and views.
- **Innovative Leadership**
 - **Practicality:** Implement plan steps effectively, ensuring that mission and goals are compatible with practical considerations.
 - **Realistic Vision:** Be imaginative in thinking about alternatives to the way things are, while being sensitive to the constraints of the real world.
 - **Capacity to inspire and persuade:** Have the capacity to inspire and persuade people to support and engage in a unified activity.
 - **Delegation and role identification:** Identify best roles for different people and delegate duties and tasks accordingly.
- **Teamwork**
 - **Interest Recognition:** Recognize the interests, goals and concerns of partners and team members, including their own, which are fully disclosed.
 - **Being a team member:** Identifies strengths and weaknesses of all members of a partnership or collaboration; empower group members to use their strengths, and support weaker team members. Both assign and accept duties and roles intelligently and flexibly.
- **Resilience And Adaptability**
 - **Persistence:** Confront difficulties resolutely, and persevere in trying to manage them. Reframe failures and mistakes as learning

- opportunities, and does not allow them to become disabling or discouraging. Follow through on commitments.
- **Flexibility:** Adapt quickly and thoughtfully to unexpected changes and developments and accommodate them fluidly in plans and projects. Incorporate new information to progress toward intended outcomes.
 - **Honest Self-Assessment:** Recognize their own strengths and limitations and seriously consider both positive and negative feedback. Seek assistance willingly when necessary.
 - **Sensitivity to context:** Recognize and credit the validity of the perspectives of others, and modify plans, projects and own perspective based on this sensitivity.
- **Self Awareness**
 - **Personal Accountability:** Internalize obligations to fulfill project goals, and holds themselves responsible to meet/exceed expectations.
 - **Emotional Intelligence:** Moderate emotions and reactions consciously and deliberately during a job. Know and manage their own triggers. Understand how others perceive self. Interpret the behavior of others accurately.
 - **Knowledge of Strengths and Weaknesses:** Know strengths and weaknesses and position self in projects to maximize contribution through strengths; seek help to improve skills that are weak.
 - **Self-Efficacy:** Self-direct, rely confidently on their own abilities and resources, but request help where necessary; constantly seek to improve and expand abilities.

1.2 Research

Students will select two to four personalized research learning objectives, in addition to the six core learning objectives (underlined).

- **Communication**
 - Use and understand professional and discipline-specific language.
 - Express ideas in an organized, clear, concise, and accurate manner.
 - Write clearly and effectively in discipline-specific formats.
- **Creativity**
 - Bring new insights to the problem at hand.
 - Show the ability to approach problems from different perspectives.
 - Combine information in new ways and/or demonstrate intellectual resourcefulness.
 - Effectively connect multiple ideas and approaches.
 - Demonstrate the ability to work independently and identify when input, guidance, and feedback are needed.
 - Accept constructive criticism and apply feedback effectively.
 - Display a high level of confidence in their ability to meet challenges.
 - Use time well to ensure work is accomplished and meets deadlines.

- **Practice and Process of Inquiry**
 - Demonstrate the ability to formulate questions and hypotheses within their discipline.
 - Demonstrate the ability to properly identify and/or generate reliable data.
 - Show understanding of how knowledge is generated, validated, and communicated.
- **Nature of Disciplinary Knowledge**
 - Show understanding of the way practitioners think within the discipline and view the world around them.
 - Show understanding of the criteria for determining what is valued as a contribution in the discipline.
 - Show understanding of important current individuals within the discipline.
- **Critical Thinking and Problem Solving**
 - Troubleshoot problems, search for ways to do things more effectively, and generate, evaluate, and select among alternatives.
 - Recognize discipline-specific problems and challenges established thinking when appropriate.
 - Recognize flaws, assumptions, and missing elements in arguments.
- **Understanding Ethical Conduct**
 - Show understanding and respect for intellectual property rights.
 - Predict, recognize, and weigh the risks and benefits of the project for others.
 - Recognize the severity of creating, modifying, misrepresenting or misreporting data including omission or elimination of data/findings or authorship.
- **Intellectual Development**
 - Demonstrate growth from basic to more complex thinking in the discipline.
 - Recognize that problems are often more complicated than they first appear to be and that the most economical solution is usually preferred over convoluted explanations.
 - Approaches problems from a perspective that there can be more than one right explanation or model, or no correct answer.
 - Display accurate insight into the extent of their own knowledge and understanding and an appreciation for what isn't known.
- **Culture of Scholarship**
 - Be involved in the scholarly community of the discipline and/or professional societies.
 - Behaves with a high level of collegiality and ethical responsibility.
- **Content Knowledge Skills and Methodology**
 - Display detailed and accurate knowledge of key facts and concepts.

- Display a thorough grasp of relevant research methods and is clear about how these methods apply to the research project being undertaken.
- Demonstrates an advanced level of requisite skills.
- **Critical Agency**
 - **Awareness:** Recognize the effect, on self and on what is being taught/learned, of environmental influences, cultural influences, and their and others' assumptions.
 - **Vision:** Envisage futures and possibilities that differ from the systemic arrangements of the present.
 - **Understanding of Role Within Systems:** Imagine themselves contributing to systemic change, including in the system in which learning is taking place.
 - **Inquiry:** Seek and develop problem-specific knowledge in order to identify and appropriately evaluate potential responses.
 - **Linking Theory to Practice:** Link theory and academic concepts to lived and practical experiences (of themselves and others). Inform academic and theoretical work with insights from practice and experience. Track constantly between theory and practice, testing them against each other.

1.3 Interdisciplinarity

There are three core learning objectives (underlined); students do not select personalized learning objectives in the Interdisciplinarity area.

- Identify the different disciplines that contribute to the solution of a complex problem.
- Describe and apply strategies for creating common ground between different disciplinary perspectives.
- Describe and apply bridging strategies that facilitate the conscious integration of different disciplines.

1.4 Entrepreneurship

In addition to the four core learning objectives (underlined), students will select one personalized Entrepreneurship learning objective.

- Apply creative and innovative thinking to solve problems.
- Understand successful organizations and effective leadership strategies.
- Develop strategies for recognizing opportunities and identifying the tools for quality risk assessment.
- Exhibit skills for communicating ideas in a concise and logical way.
- Work effectively in teams focused on entrepreneurship-related projects.
- Apply entrepreneurial thinking to social issues and social problems.
- Demonstrate an understanding of real-world entrepreneurship, including business plans, startups, and other projects.

- Network effectively with area entrepreneurs.

1.5 Global Perspectives

In addition to the four core learning objectives (underlined), students will select two personalized Global Perspectives learning objectives.

- **Working With Diverse Teams:** Exhibit proficiency working in or directing a team with ethnic or cultural diversity.
- Demonstrate knowledge of the history, government, and economic systems of several target countries.
- Identify and address ethical issues arising from cultural or national differences.
- Be aware of cultural differences relating to product design, manufacture, and use.
- Exhibit consciousness of the connectedness of the world and the workings of the global economy.
- Understand the international aspects of topics such as supply chain management, intellectual property, liability and risk, and business practices.
- **Global Citizenship:** Show self-awareness as “citizens of the world” as well as citizens of a particular country, and appreciation of the challenges facing mankind, such as sustainability, environmental protection, poverty, security, and public health.
- **Intercultural Development And Perspective**
 - **Cultural Awareness:** Identify the broad attitudes, beliefs, values, assumptions, histories and communication styles of themselves and others and their relationship with others. Support and validate the cultural experiences of others, and incorporate multiple, potentially conflicting, perspectives into evaluative and analytical work.
 - **Openness to Difference:** Welcome personal and cultural difference, seek to maximize the community of relevant stakeholders, and interact non-judgmentally with these stakeholders.
 - **Interpersonal Communication:** Communicate effectively with different stakeholders and promote productive intercultural dialogue.
 - **Situational Awareness:** Read, evaluate, and respond appropriately to specific contexts and their demands.

1.6 Service

In addition to the three core learning objectives (underlined), students will select one personalized Service learning objective.

- **Community Engagement:** Participate in community action, including campus community, neighborhood/city/state community, national community, global community, and others.

- **Civic Agency:** Regard themselves as connected to communities and social groups, and as able to proactively interact with them. Seek ways to make positive change.
- **Capacity for Social Analysis:** Identify and understand systems and structures at work in society.
- **Commitment:** Appreciate the importance of activism and involvement, and dedicate time and energy to them.
- **Capacity for Reflection:** Consider role as social actor, impact on community, and effect of community involvement on self. Seek to strengthen and multiply skills for sustainable social solutions.