

Learning Outcomes

Table of Contents

Accounting	1
Biochemistry	1
Biology	2
Business	2
Business Information Systems	2
Communication	3
Computer Science	4
Early Childhood Education	4
Economics	5
Education	5
English	6
Environmental Earth Science	6
First Year Program.....	7
Health and Physical Education: Physical Education Teacher Certification	8
History	8
Labor Relations and Human Resource Management.....	9
Mathematics	10
Music	11
Organizational Management	11
Political Science	12
Psychology	12
Social Work	13
Sociology.....	13
Spanish	13
Sports and Leisure Management	14
Theatre	14
Visual Arts	15
Writing Programs	15

Accounting

1. Acquire knowledge of the principles, policies, and theories of accounting.
2. Develop critical thinking, ethical reasoning, effective communication, and technology skills.
 - a. Case Studies
 - b. Papers, presentations
 - c. Assignments that require the use of software programs and other technology common to the field.
3. Develop professional behavior and leadership skills through experiential learning.
 - a. Field Internship
 - b. Student clubs and organizations
 - c. Participation in professional meetings, workshops and conferences
4. Develop civic responsibility through community service
 - a. Volunteer program
 - b. Student clubs and organizations
 - c. Career fair

Biochemistry

1. Development of broad range of basic scientific knowledge, which is of critical importance in view of new scientific discoveries and information
 - a. Demonstration of achievement in advanced scientific coursework.
 - b. Performance on standardized assessment examinations
 - c. Post-graduation achievement
2. Development of outstanding laboratory skills
 - a. Performance in Inorganic analysis
 - b. Performance in Organic analysis
 - c. Performance in Molecular and Cell Biology techniques
3. Development of superior quantitative analysis skills
 - a. Ability to analysis and interpretation of data (Organic, Biochemistry, and chemical instrumentation labs)
 - b. Performance on standardized assessment examinations
4. Display ability to express scientific information in both verbal and written forms to colleagues, superiors, and general public
 - a. Aptitude writing Scientific Journal Style Laboratory reports
 - b. Capacity to deliver Oral presentations
 - c. Competence evaluating scientific research papers

Biology

1. Obtain a solid foundation in the basics of Biology.
 - a. Demonstrate a knowledge of the core material through oral and written assignments.
 - b. Complete a comprehensive course curriculum that covers cell/molecular biology, organismal biology, and ecology/population biology.
 - c. Provide evidence of increased understanding through annual Comprehensive Exams at each class level.
2. Develop competence in the techniques used in field and laboratory work.
 - a. Demonstrate the ability to use key scientific instruments and equipment via relevant hands-on lab and field experiences.
 - b. Show competence in data management and analysis, including proper preparation of laboratory reports.
 - c. Participate in independent inquiry through class projects and supervised research.
3. Become engaged in a meaningful liberal arts experience.
 - a. Students can explain how biology and its method of study are integrated into a multidisciplinary context.
 - b. Students attend/present at professional conferences and workshops.
 - c. Students act in an informed and ethical manner within the University and society at-large.

Business

1. Develop and foster ethical decision-making skills and behaviors.
2. Prepare for professional employment and/or graduate school acceptance.
3. Be fully integrated into/with Eastern's liberal arts perspective.
4. Competency in four of the business functional areas (management, finance, operations management, marketing).
 - a. Performance on a comprehensive examination
 - b. Performance on each section of a comprehensive examination
5. Pragmatic understanding of the four functional area core materials.
6. Multicultural/international awareness

Business Information Systems

1. Technical competency
2. Presentation and communication skills

Communication

1. **Critical Thinking in the Discipline**
Theoretical Understanding - Abstract Thinking (conceptual skills) knowing how to decide when to apply a particular theory.
2. **Ethical Applications**
The ability to make ethical evaluations and act upon those evaluations within the context of the various exigencies of the field of Communication.
3. **Technical Conceptualization**
The ability to conceive a conceptual arc that will help create strategies for framing and solving problems in particular subfields of communication (Writing, Video Production, Audio Production, Advertising, Public Relations, Photography, and others)
4. **Devices Operated**
Machines such as video editing systems, microphones, cameras
5. **Software applications**
Computer applications that are used in a discipline (audio and video editing, Statistical evaluation software (SPSS), Print Production and design programs, (In-design).
6. **Vocabulary of the Field**
Virtually every discipline and sub-discipline has a specialized vocabulary that helps practitioners communicate effectively and efficiently.
7. **Ongoing Issues in the field**
Understanding the current events of any discipline is imperative if one is to operate effectively in that discipline. Being aware of current issues gives us an opportunity to put into practice the theoretical and conceptual skills that we have developed in the classroom.
8. **Writing in the Discipline**
This requires the ability to use the technical skills of grammar, sentence structure and syntax to pull together and express in writing one's understanding of all the other skills, goals and applications taught in the department.
9. **Pre-Professional Experience**
Offers service learning, student teaching, internships, political activity, civic engagement, and co-op service to the community.
10. **Global or International Perspectives**
Offers an awareness and understanding of the global nature of issues or with an international perspective through an understanding of a society and culture distinct from their own.

11. Diverse Perspectives

The curriculum incorporates diverse viewpoints, experiences, and cultures and promotes an enlightened understanding.

Computer Science

1. Students will acquire the fundamental computing knowledge and skills recommended by the Association for Computing Machinery (ACM) and the IEEE Computer Society for undergraduate computer science programs.
2. Students will be competitive for entry-level positions in a profession related to computer science and information technology.
3. Students will successfully write a scholarly paper that meet publication standards.

Early Childhood Education

1. Candidates will demonstrate their understanding of the professional standards for beginning teachers established by the National Association for the Education of Young Children (NAEYC) and Council for Exceptional Children (CEC).
 - a. ECE portfolio will document artifacts attesting to the understanding of all 5 standards of NAEYC.
 - b. ECE portfolio will document artifacts attesting to the understanding of all 10 standards of CEC.
 - c. Captions in the ECE portfolio show reflection and integration of knowledge from the NAEYC and CEC standards.
2. Candidates will demonstrate their understanding of and ability to observe, document and assess children by compiling a child assessment portfolio.
 - a. Child assessment portfolio demonstrates candidates' understanding of the goals, benefits and uses of assessment.
 - b. Child assessment portfolio demonstrates candidates' ability to use various forms of appropriate assessment tools.
 - c. Child assessment portfolio demonstrates candidates' understanding and reflection on practicing responsible assessment.
3. Candidates will demonstrate their understanding of the Connecticut Common Core of Teaching (CCCT) and engage in self-reflective teaching practices.
 - a. Candidates will demonstrate their ability to reflect on their teaching using a digital video editing process.
 - b. Candidates will demonstrate their understanding of key domains in teaching, according to the CCCT principles.
 - c. Candidates will compile a synthesis report that highlights their pedagogical strengths and identifies clear and focused goals and plans for improving their areas of weakness.

Economics

1. To acquire and learn the fundamentals of economics
Measures of student, professional-related involvement and academic success
2. To be able to communicate their understanding of economic issues in written and oral format
Measures of student, professional-related involvement and academic success
3. To be able to understand the working of the market economy and the role of government in the economy
Performances of students in the capstone course and in internships

Education

1. Pedagogical Knowledge
 - a. Candidates/Graduates are able to formulate developmentally appropriate learning goals and objectives for students based upon knowledge of subject matter, students, the community, curriculum goals (both state and national), and theories of human development, and to plan and implement instructional activities which foster individual and collective inquiry, critical thinking, and problem solving to facilitate learning for all students in a safe and nurturing environment
 - b. Candidates/Graduates use methods, activities, and grouping arrangements appropriate for lesson goals and objectives in an environment that is conducive to learning.
 - c. Candidates/Graduates conduct learning activities in a logical sequence and respond to the developmental needs, interests, ability, and background of students to promote their development of critical thinking, independent problem-solving, and collaborative inquiry.
 - d. Candidates/Graduates use multiple forms of assessment to evaluate student learning and modify instruction as appropriate to ensure the continuous intellectual, social, ethical, and physical development of the learner.
2. Integrate content and pedagogical knowledge
 - a. Candidates/Graduates demonstrate how different concepts, themes, and principles are interconnected within and across the discipline(s) and promote connections between content knowledge and pedagogical knowledge to help students learn concepts, principles, skills, tools of inquiry, and structure of the discipline(s) they teach.
 - b. Candidates/Graduates demonstrate an ability to integrate learning theories and other pedagogical knowledge in their clinical experiences and student teaching.
3. Technology as a Tool to Teach
Candidates/Graduates integrate appropriate digital and non-digital technology throughout their courses and clinical experiences to support student learning.

4. Diversity

Candidates/Graduates demonstrate their ability to support the diverse needs of students in terms of exceptionalities, race, ethnicity, gender, culture, and socioeconomic status.

English

1. Outcome 1 (for reflective letter that accompanies exit portfolio) Overall, the reflective essay gives students the opportunity to present their work, to convince readers why it should be read in a particular way and that it shows particular strengths. It can also help them to see something they didn't realize before—specifically (we hope), that they really did learn a lot in the time they spent here.
 - a. Arranges papers in order from weakest to strongest, or vice versa (instead of chronologically). Student critically evaluates why one paper is stronger than another providing reasons and examples.
 - b. Describe the writing process that one or more of your papers went through.
2. Read analytically and engage intelligently with primary sources
Student contradicts, compromises, or agrees with primary source author or with situations in the primary source by suggesting alternative views or resolutions.
3. Read analytically and engage intelligently with secondary sources
 - a. Student contradicts, compromises, or agrees with secondary source author providing alternative evidence or concepts.
 - b. Student does not merely summarize secondary sources.
4. Have control of MLA style and documentation format (including use of bias-free language)
 - a. Documents in-text citations according to MLA Style Sheet accurately
 - b. Documents Works Cited according to MLA Style Sheet accurately

Environmental Earth Science

1. Identify and analyze applied geoscience problems
 - a. Identify issues of concern for common hydrological scenarios
 - b. Use standard methods to analyze data for given hydrological scenarios
 - c. Interpret results for given hydrological scenarios
2. Collect, analyze and interpret primary and secondary data
 - a. Use standard techniques to observe, map, and describe bedrock characteristics and surface topography.
 - b. Review and internalize associated readings on the approach, difficulties, and methods for examining geologic problems in the field.
 - c. Analyze field data to evaluate an applied problem and prepare a final report that draws upon this analysis

3. Apply quantitative and computer-based techniques
 - a. Use technology appropriate for geosciences problems
 - b. Use computational methods appropriate for geosciences problems
4. Present findings in written and/or oral formats
 - a. Present an analysis of data in written format similar to a professional published abstract
 - b. Use correct spelling and grammar on all written assignments (except tests)
 - c. Use an organization scheme appropriate for the abstract, test responses, and homework assignments.
 - d. Use appropriate references at all times
5. Understand the relevance of applied geosciences to society
 - a. Identify geoscience applications that currently or potentially may impact human health and welfare
 - b. Qualitatively analyze impacts of geoscience applications on society
 - c. Correctly carryout quantitative analysis of the impact of geoscience applications on society

First Year Program

1. Develop Intellectual and Academic Confidences

- a. Understand what it means to think critically
- b. Be able to apply knowledge to solving problems
- c. Practice effective college level skills in reading, writing, studying, library research and presenting oral reports
- d. Learn to reach out to the Academic Services Center for academic support
- e. Understand that there can be interconnections between all academic disciplines
- f. Practice academic honesty and exhibit ethical conduct

2. Establish and Maintain Interpersonal Relationships

- a. To be able to work closely with fellow students, faculty and a FYP Peer Mentor in small learning communities
- b. Work collaboratively with fellow students and faculty, both in and out of the classroom

3. Develop Multicultural Awareness

- a. Appreciate cultural, religious, racial and sexual orientation differences
- b. Learn to tolerate and affirm differences among all people
- c. Understand how a person's culture influences his/her view of the world

4. Develop College/Campus Survival Skills

- a. Practice good time management
- b. Learn about the advising and registration process
- c. Learn where to go for help

5. Increase Involvement and Time on Campus and the Community

- a. Participate in co-curricular activities such as University Hour, the Arts and Lecture Series, musical and theatrical productions, sports events
- b. Become familiar with the Windham/Willimantic community, perform volunteer community work
- c. Learn about and become active in student organizations

Health and Physical Education: Physical Education Teacher Certification

1. Content knowledge

- a. Basic principles motor learning,
- b. Basic principles of child development
- c. Basic principles of anatomy and physiology

2. Planning & Management

- a. Basic principles of curriculum construction
- b. Basic principles of testing & measuring
- c. Basic principles of organization & administration of programs

3. Communication

- a. Basic competency in writing
- b. Basic competency in oral presentation(university classroom)
- c. Basic competency in oral presentation(school setting)

4. Technology

- a. Basic competency in developing computer driven lesson outlines
- b. Basic competency in developing power point presentations
- c. Basic competency in the use of fitness measuring devices

History

1. Historical literacy: understanding the diversity of historical experience and the fundamental principles of historical understanding, including, for example, the identification of types of sources, the concept of periods and other forms of historical organization.

- a. Demonstrate knowledge of basic historical periods and chronological terms.
- b. Distinguish between primary and secondary sources.
- c. Locate places on world map.
- d. Understanding the difference between historical fact and historical interpretation based on primary sources.

2. Information Literacy: Effective use of library and on-line resources to locate appropriate material for historical research and understanding of appropriate citation methods

- a. Demonstrate ability to locate materials in ECSU library catalog and on-line databases.
- b. Understand proper citation of sources.
- c. Distinguish between appropriate and inappropriate sources for historical research.

3. Historical Research in Primary Sources: Understanding how to analyze and effectively use primary historical sources, both published and archival, for historical research.
 - a. Understanding of the importance of the context of primary sources.
 - b. Demonstrate ability to read and analyze primary sources in an appropriate way.
 - c. Demonstrate the ability to write analytically about historical topics using primary sources.

4. Historiography: Evaluating historical writing and understanding that different historians may interpret events and documents differently
 - a. Understanding of the basic concept of historiography and the role of changing historical interpretation.
 - b. Demonstrate the ability to evaluate secondary sources in terms of thesis, appropriate audience etc.
 - c. Demonstrate the ability to write critically about secondary sources.

5. Historical Writing: Properly using the conventions of good historical writing
 - a. Knowledge of basic conventions such as appropriate tense, voice etc.
 - b. Understanding the different forms of historical writing and the appropriate conventions for each form. Demonstrating this understanding through writing of reviews, research papers, etc.
 - c. Understanding the importance of proper citation to prevent plagiarism.

Labor Relations and Human Resource Management

1. The Labor Relations and Human Resource Management program provides students with an interdisciplinary course of study that is firmly grounded in the liberal arts.

Students will demonstrate the ability to critically evaluate issues related to work and the employment relationship and discuss these topics in both historic and contemporary contexts, in the U.S. and globally.

2. The Labor Relations and Human Resource Management major provides students with knowledge about the business, legal, and economic context of the employment relationship and of the issues related to psychology that play a role in the workplace.

Students will acquire knowledge of the current context of work in the U.S. They will demonstrate understanding of economic, business, sociological and psychological theories and evidence about labor and the workplace.

3. The Labor Relations and Human Resource Management major provides students with a critical perspective and understanding of the historical development and current nature of the roles of workers, work, employers, unions, institutions, and laws related to work in the U.S. and in other countries

Students will demonstrate understanding of the history of work and the employment relationship in the U.S. and in other countries and will be able to assess theories of social stratification as they relate to work and employment. Students will demonstrate understanding of institutional dynamics and social and cultural factors related to work.

4. The Labor Relations and Human Resource Management major provides students with a course of study in which they will acquire research, writing, quantitative, and oral communication skills.
Students will acquire quantitative or methodological skills appropriate to Labor Relations and Human Resource Management and they will demonstrate the ability to communicate orally and in writing at a professional level.
5. The Labor Relations and Human Resource Management major prepares students for employment in human resource management, labor relations, union administration, and employee assistance.
Students will acquire knowledge and professional skills that prepare them for employment in human resource management, personnel, union administration including an understanding of the legal and institutional context of work in the U.S.
6. The Labor Relations and Human Resource Management major prepares students for further study in human resource management, industrial and labor relations, labor studies, psychology, business, law or other social sciences or professional fields.
Students will be introduced to the research methodologies generally used in social sciences and will acquire critical thinking and communication skills as well as knowledge related to labor and the workplace.

Mathematics

1. Be able to write clear and correct mathematical proofs;
2. Be able to utilize technology, such as graphing calculators and symbolic manipulation software, as an aid for solving mathematical problems;
3. Be able to convert from symbolic to graphical or pictorial representations, and be able to utilize these representations to solve mathematical problems;
4. Be proficient in computational and symbolic manipulation;
5. Be able to formulate models corresponding to “real-world” problems, including “ill-posed” problems, and be able to solve the mathematical problems arising from such models;
6. Be able to write clear and correct mathematical proofs

Music

1. Performance Concentration
Students will be evaluated on their ability to perform alone and with others a varied repertoire of music.
 - a. Understand and demonstrate proper technique as required by chosen instrument and repertoire
 - b. Melodic and/or Rhythmic accuracy
 - c. Ability to sing or play accurately within defined tuning systems: intonation
 - d. Creative expression as demonstrated through interpretation of music from a varied repertoire
2. Theory/Electronic Music/Composition Concentration
 - a. Read, write and analyze notational systems
 - b. Gather data from a variety of sources (oral/aural and written) and perform theoretical analysis
 - c. Demonstrate familiarity with electronic technology as applied to the creation and performance of musical composition
3. Global Perspectives in Music History and Criticism Concentration
 - a. Demonstrate an understanding of the issues associated with historical and/or socio-cultural research
 - b. Be familiar with different approaches to research, and the methods and techniques that best match these
 - c. Conduct independent original research within a specific field of interest, analyze and report on the results

Organizational Management

1. Students will be able to understand and apply current management research and theoretical frameworks, and they will be able to conduct original and secondary research into management topics
 - a. Understand and apply current management research
 - b. Understand and apply current theoretical frameworks
 - c. Conduct original and secondary research into management topics
2. Students will develop organizational management, leadership, and team skills.
 - a. Develop organizational management skills
 - b. Develop leadership skills
 - c. Develop team skills
3. Students will develop their capacities to use critical, creative, analytical, and statistical thinking.
Develop their capacities to use critical, creative, analytical, and statistical thinking.
4. Students will improve their verbal communication and presentation skills.
 - a. Verbal communication
 - b. Presentation skills

Political Science

1. Broad knowledge of field of Political Science and its subfields
 - a. Knowledge of general theories in Political Science and subfields
 - b. Knowledge of the workings of political systems (domestic and international) with regard to institutions and inputs.
 - c. Knowledge of theories of political behavior
2. Engage, understand, and critically evaluate the literature in Political Science.
 - a. Ability to understand the theories and hypotheses being tested in both quantitative and qualitative works.
 - b. Ability to understand the ways in which hypotheses are tested in both quantitative and qualitative works.
 - c. Ability to critique overall research designs and understand conclusions of the author(s).
3. Ability to conduct scholarly research appropriate to the field of Political Science.
 - a. Ability to formulate a research question, drawn from an appropriate existing literature.
 - b. Ability to develop testable hypotheses, drawn from an existing literature.
 - c. Ability to conduct tests of those hypotheses and develop conclusions.

Psychology

1. Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
 - a. ETS Major Field Test subscore for Memory and Thinking
 - b. ETS Major Field Test subscore for Sensory and Physiology,
 - c. ETS Major Field Test subscore for Developmental
 - d. ETS Major Field Test subscore for Clinical and Abnormal
 - e. ETS Major Field Test subscore for Social
 - f. ETS Major Field Test subscore for Measurement and Methodology
2. Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
 - a. Identify critical concepts in a brief research article.
 - b. Successful completion of an independent research project.
3. Students will respect and use critical and creative thinking, skeptical inquiry, and the scientific approach to solve problems related to behavior and mental processes.
Identify logical/design flaws in a research article.

Social Work

1. Graduates will have knowledge of theories of human behavior, the principles and practice methods of the social work profession, as well as a socio-historical understanding of the social welfare system and the struggle for social justice.
2. Graduates will be ethical practitioners committed to the values and ethics of the social work profession. Graduates will value human rights, social and economic justice, and the richness that diversity brings to the human condition.
3. Graduates will employ the strengths perspective in the skillful use of social work roles in practice with individuals, families, groups, organizations, communities, and society to promote human well-being and social and economic justice.

Sociology

1. Students will understand and apply sociological theory.
 - a. Understanding broad sociological theory and its role in building knowledge
 - b. Comparing and contrasting theoretical orientations
2. Students will understand and apply basic research methods in sociology.
 - a. Accessing and using reliable sources of sociological data and analysis
 - b. Conducting and assessing social research and data analysis
3. Students will understand the internal diversity of American Society
 - a. Understanding and appreciation of racial and ethnic diversity
 - b. Understanding and appreciation of gender diversity
 - c. Understanding and appreciation of class diversity
 - d. Understanding and appreciation of sexual diversity
4. Students will understand the interrelationships between individuals and society.
Understanding how societal and structural factors influence individual behavior.
5. Students will appreciate how social interaction and the self influences society and social structure

Spanish

1. Be able to read at the appropriate level of proficiency (American Council on the Teaching of Foreign Languages (ACTFL) Guidelines)
 - a. Understand the main idea of a text
 - b. Show an author's supporting arguments
 - c. Understand sequence of argumentation
 - d. Judge the effectiveness of an argument
 - e. Draw inferences from the text, giving examples
 - f. Rebut an argument with insightful questions or commentary

2. Be able to write at the appropriate level of proficiency (ACTFL guidelines)
3. Be able to carry on a conversation at the appropriate level of proficiency (ACTFL guidelines)

Sports and Leisure Management

1. Content knowledge
 - a. Basic principles of anatomy & physiology
 - b. Basic principles of sport
 - c. Basic principles of Health & Fitness
2. Planning & Management
 - a. Basic principles of leadership
 - b. Basic principles of planning
 - c. Basic principles of management
3. Communication
 - a. Basic competency in writing
 - b. Basic competency in oral presentation (university classroom)
 - c. Basic competency in oral presentation in practicum and internship experiences
4. Technology
 - a. Basic competency in developing computer assisted presentations
 - b. Basic competency in developing power point presentations
 - c. Basic competency in the use of fitness measuring devices

Theatre

1. Creatively put theory into practice
2. Develop written communication skills.
 - a. Ideas & Organization
 - b. Research & citation
 - c. Structure & mechanics
3. Pathways to Leadership: Leadership roles in performance/research areas
 - a. Field of study or emphasis:
 - i. Design: Set, Lighting; Costume;
 - ii. Stage Management
 - iii. Play Direction
 - iv. History, criticism, and dramaturgy

Visual Arts

1. Technical competency
 - a. Computer skills with Adobe software
 - b. Presentation skills: Trimming, mounting, binding, paste-up
 - c. Preparation of computer files for print and online use. Preparation of artwork for exhibition
2. Good grasp of design process and concept development
 - a. Research skills to inform concept development.
 - b. Understand how to use research to develop concepts using research gathered from various sources.
 - c. Thorough knowledge of brainstorming techniques.
3. Effectively communicate ideas visually
 - a. Effective use of typography
 - b. Effective use of imagery
 - c. Effective use of layout strategies and computer software
4. Acquisition of presentation skills: written, verbal, technical (mounting, binding, preparing files for digital displays, etc.)
 - a. Effective use of technical and artistic vocabulary
 - b. Ability to write effectively about digital art and design projects.
 - c. Effective use of DA&D skills and knowledge to develop an independent project for the senior show, and/or work on professional quality projects in the community, and a portfolio (either for professional purposes or to apply to grad school)

Writing Program

1. First-Year Writing: Demonstrate the ability to write effectively in different genres in preparation for future writing
 - a. Awareness of rhetorical situation/genre
 - b. Ability to conduct research and synthesize sources
 - c. Ability to perform/conduct critical analysis
 - d. Self assessment/reflection
2. Intermediate Writing Competency: Demonstrate the ability to begin adapting to the conventions of discipline-specific writing and/or articulate discipline-specific concepts.
3. Advanced Writing-Intensive Courses: Write effectively in discipline-specific genres Understand the kinds of writing people do in the student's major field
 - a. Become a better writer in the student's major field
 - b. Receive comments from instructor in conference, which in turn help improve writing
 - c. Receive written comments from instructor, which in turn help improve writing