East Stroudsburg University

General Education Learning Outcomes

Upon earning an undergraduate degree from East Stroudsburg University, students will value creativity, diversity, ethical behavior, and professionalism. They will have achieved college-level proficiency in the following university-wide student learning outcomes:

  I.   Demonstrate an understanding of their role as citizens of a diverse, global society.
 II.   Utilize critical thinking skills.
III.   Communicate orally, in writing, and through other formats.
 IV.   Demonstrate information literacy and technological skills.
  V.   Apply scientific reasoning to solve problems.
 VI.   Create and critique various forms of artistic expression.
VII.   Understand various models for healthy development of the whole person.

I. Demonstrate an understanding of their role as citizens of a diverse, global society.

Expanded Definition and Key Skills: By the time an ESU student has graduated, a student, will understand the concept "citizen" as a civic and legal term; a sense of identification with a community; and, as a participant in political/social institutions and processes. The student will have an understanding of the roles and responsibilities of a citizen on all levels of the global society, including local, regional, national, and international levels. The student will develop an understanding of diverse views and perspectives and will demonstrate a tolerance for the multicultural beliefs and practices of various domestic and global cultures, which are common in our interconnected world. Specifically, students will be able to:

- Develop an understanding of local, state, national, and international political institutions and processes, and how they can engage in active civic participation in governmental, non-profit, or private organization to improve the quality of life.

- Develop a familiarity of world cultures by learning about historical, social, political, and economic institutions and processes.

- Demonstrate an awareness of their role and responsibilities as citizens of a global community and an understanding of global interconnectedness.

- Demonstrate tolerance for diverse views and perspectives.

- Promote human equality at the personal and societal level through participation in active methods.

II. Utilize critical thinking skills.

Expanded Definition and Key Skills: Critical thinking should be a hallmark of ESU graduates in order for them to be prepared to function in the quickly-changing, increasingly knowledge-based global society of the 21st century. It is a purposeful, creative, intellectual process that enables graduates to solve problems and address issues in ways that are responsive to their needs, those of the community, and those of the citizens of the world. Developing our students' critical thinking skills will involve an intentional effort on the part of the ESU community to address the objectives below. Specifically, students will be able to:

- **Accurately identify a problem or an issue.**

Identification of a problem or an issue requires that students can sort through information, understand overall themes, and recognize an issue or a problem. They will be able to verbalize or represent the problem/issue in an appropriate and concise manner, including expressing it in several ways.

- **Gather information for addressing a problem or an issue.**
  Gathering information includes collecting enough data from multiple perspectives and sources to address the problem/issue. It is important to include data that can support or alter current thinking and the thinker should be able to identify key elements and themes.

- **Analyze the information that has been gathered for addressing a problem or an issue.**
  At the core of critical thinking is the ability to think abstractly and to interpret, analyze and synthesize the gathered information. It is important for the thinker to be able to determine the credibility of the information and identify inconsistencies in reasoning. Understanding one's own perspectives and beliefs as well as those of others is essential.

- **Draw conclusions that are based on an analysis of the information.**
  Conclusions should be well-reasoned, creative, innovative, ethical, coherent, and consistent with the information. Multiple solutions should be offered and always be evaluated according to relevant criteria and standards.

- **Clearly communicate resulting conclusions.**
  The resulting solutions/arguments/positions, along with the theoretical bases (ethical, pragmatic, aesthetic) and thinking processes used, should be communicated using multiple formats that target a variety of audiences.

III. Communicate orally, in writing, and through other formats.

Expanded Definition and Key Skills: Students will communicate effectively via oral, written, visual, and other formats in a clear and organized fashion with the target audience in mind. Students will communicate with others, through a variety of in-person, written, spoken, and technology-based methods, in order to effectively exchange thoughts and information. Students will develop skills in communicating through or about contributions in the arts. Specifically, students will be able to:

- Acquire relevant information from a variety of printed materials through active reading comprehension and accurate application of concepts.
- Use oral, written, visual, and other forms of communication to address a variety of audiences and effectively accomplish a variety of purposes.
- Use oral and written forms of communication to demonstrate the ability to engage in higher-order thinking skills such as evaluation, synthesis, and critique.
- Use logical argument, supported by data or theory, to advance ideas and propose solutions to problems.
- Employ a variety of organizational strategies before communicating, such as pre-writing or brainstorming, in order to effectively craft and convey a clear message.
- Present organized information effectively using pertinent facts, visual aids, and clear language for support.
- Engage in effective communication through various formats such as in-person, written, spoken, aesthetic, kinesthetic, and technology-based methods.
- Communicate effectively in interpersonal, small group, and public communication situations.
- Participate effectively in discussion by actively and openly listening to others, developing thoughtful questions and responses when appropriate, and explaining when necessary.
- Continually analyze and critique communication between yourself and others to maintain and increase effective communication.

IV. Demonstrate information literacy and technological skills.

***Expanded Definition and Key Skills*:** ESU students will be equipped with the appropriate information literacy and technology skills necessary to become more active participants in their learning and will be able to apply these skills to form the basis of self-directed, lifelong learning. Specifically, students will be able to:

- Recognize, define, articulate, and reevaluate the nature and extent of the information needed. This involves identifying the type(s) and scope of information needed from potentially multiple sources, locations, and formats as well as considering the benefits, feasibility, and costs of acquiring and applying the information needed.

- Select and implement appropriate research methods effectively and efficiently to extract information needed. This involves the ability to evaluate research results critically, implementing new or modified strategies to compile/extract information needed and utilizing appropriate mechanisms to extract, record, manipulate, and manage results.

- Read and understand factual/literal information to extract ideas and concepts, make inferences, and evaluate information critically. This involves identifying the accuracy, comprehensiveness, bias, currency, and context of information so that prior knowledge can be evaluated, challenged, reconciled, and expanded to construct new concepts while respecting the viewpoint's of others.

- Identify, select, adapt, and apply prior or newly learned information, technology, and other tools to accomplish a variety of tasks and communicate the finished product effectively in an appropriate format to a given audience.

- Recognize the economic, legal, ethical, and social issues surrounding the production and use of information and technology.

*East Stroudsburg University's core information literacy and technology skills are restatements of the Information Literacy Competency Standards for Higher Education (2000) as defined by the Association of College and Research Libraries.

V. Apply scientific reasoning to solve problems.

***Expanded Definition and Key Skills*:** Students will understand and be able to utilize discipline-specific methods and approaches to furthering academic knowledge, including inductive and deductive reasoning, qualitative and quantitative methodologies, experimentation, theory testing and building, critical evaluation of research reports, and other methods of inquiry when appropriate.

Students will be knowledgeable about the scientific method as one specific approach to a systematic inquiry, and will demonstrate the following abilities appropriate to their discipline:

- Recognize how research problems are identified, defined, and designed to test hypotheses.

- Formulate hypotheses based on observation.

- Utilize the appropriate tools and techniques for collecting, analyzing, and evaluating data.

- Apply the statistical methods and mathematical principles by which hypothesis are tested.

- Effectively communicate the results of scientific investigations in an appropriate format.

- Recognize the ethical implications of research on society.

VI. Create and Critique various forms of artistic expression. The student will:

- Critique forms of artistic expression in visual arts, music, dance, literature or theater using universal standards of excellence germane to that form of artistic expression.
- Create or develop a work in the visual arts, music, dance, poetry or theater, which expresses an original idea, theory, and aesthetic/humanitarian values.
- Communicate artistic/aesthetic values to an audience through the performance of music, dance, poetry, or theater productions.

VII. Understand various models for the healthy development of the whole person. The student will:

- Define health to encompass physical, mental, emotional, social and spiritual well being.

- Demonstrate a relationship between health and intentional (purposeful) choices in: nutrition, physical activity, rest and leisure activities, social support, safe environments, and lifelong education.

- Communicate or teach the values of healthy life choices to an audience through presentation, performance or publication.

- Identify the influence of developmental theories and various cultures on perceptions and expectations of healthy development.