

CHICAGO STATE UNIVERSITY'S GENERAL EDUCATION PROGRAM

What is the general education curriculum?

The general education curriculum is designed to ensure that students graduate with the skills needed to succeed in their chosen careers and continue being life-long learners. During general education courses, students are exposed to methods of inquiry found in the humanities, physical and life sciences, and the social and behavioral sciences. These courses equip learners to think critically, read and write analytically about a broad range of topics, and appreciate cultural diversity and social interaction. Individuals who understand the world in which they live and who use that knowledge to solve problems or develop new and innovative approaches are more effective employees and citizens. Thus, the purpose of the university's general education curriculum is to prepare students for rich, productive lives after they leave Chicago State University (CSU).

General Education Program Mission Statement

Within the framework of a general education curriculum, Chicago State University students will be exposed to people, ideas, and events that have had important influences on society and the environment. Students will learn to master written and oral communication to enrich their own lives and to contribute effectively to society. Instruction within a general education curriculum will provide our students with an understanding of key sectors of contemporary life, and the confidence to critique these constructively. Students will gain insight into cultural diversity, learn to honor their own cultural heritage and those of others, form responsible convictions about the world around them, and become empowered to take thoughtful action. Above all, Chicago State University's general education curriculum will instill in our students the idea that learning is a continuous and life-long process grounded in critical reflection and analysis of the world around us. As such, it is an essential foundation for living a fulfilled life in a democratic society.

UNIVERSITY GENERAL EDUCATION OUTCOMES

COMMUNICATION

I. DEMONSTRATE EFFECTIVE ORAL AND WRITTEN COMMUNICATION SKILLS THROUGH

- Effective writing processes, for a variety of audiences and purposes, including the appropriate use of sources and supportive arguments.
- Awareness of the communication process by providing intentional, organizational and expressive strategies.
- Understanding of and adaptation to a variety of communication contexts; and emphasizing critical skills in listening, reading, thinking and speaking.
- Effective interpersonal and group communication skills in speaking, reading, comprehension, and writing.
- Ability to read, understand, and paraphrase complex ideas and arguments in written and oral form.
- Utilization of various media formats in presenting ideas.

DIVERSITY AND INTERACTION

II. DEMONSTRATE AN UNDERSTANDING OF CULTURAL DIVERSITY AND INTERRELATEDNESS AS WELL AS HUMAN AND ENVIRONMENT INTERACTION THROUGH

- Artistic expressions and the creative processes in the literary, visual, and performing arts.
- Understanding the relationship among arts, culture and cultural values.
- Exploring the interaction among human beings, human cultures, society, and the environment.
- Interrelatedness of culture, race, class, gender, and human identity and personality.
- Philosophical, religious, ethical, social, historical and political heritage of diverse cultures.

CRITICAL THINKING

III. DEMONSTRATE CREATIVE AND CRITICAL THINKING, ANALYTICAL REASONING, AND PROBLEM-SOLVING SKILLS THROUGH:

- Finding information, evaluating it critically in terms of reliability and using it appropriately in one's own thinking and writing.

- Recognizing the role of creativity in problem-solving, addressing issues and concerns and generating new knowledge.
- Applying analytical skills, including logical and mathematical reasoning, to the natural sciences, social sciences and the humanities.
- Evaluating the adequacy of solutions with regard to their social, economic, historical, political, philosophical and environmental impacts.

METHODS OF INQUIRY

IV. APPLY THE BASIC VOCABULARIES, QUESTIONS, AND METHODS OF THE HUMANITIES, SOCIAL SCIENCES, AND NATURAL SCIENCES TO THE PROCESS OF INQUIRY USING:

- The language of mathematics as a means of modeling and communicating ideas and information in verbal, analytical, numerical and graphical forms.
- The scientific method(s) including the formulation and testing of hypotheses using empirical observations and data collection.
- The methods of inquiry in the arts, humanities and social sciences.

RESPONSIBILITY AND SOCIAL JUSTICE

V. DEMONSTRATE AN UNDERSTANDING OF AND ENGAGEMENT WITH THE SOCIAL DIMENSIONS OF CIVIC LIFE THROUGH

- Recognizing the contribution of education toward the advancement of society.
- An awareness of the responsibility for the consequences of action and policy at the local, regional, national and global levels.

SCIENCE AND SOCIETY

VI. DEMONSTRATE AN UNDERSTANDING OF THE INTERACTION BETWEEN SCIENCE AND TECHNOLOGY, SOCIETY, AND THE ENVIRONMENT THROUGH:

- Appreciation how scientific inquiry affects our understanding of the natural world and the human condition.
- Recognition of the implications of the use of technology on society and the environment.
- Recognition of the implications of society on science and technology and the environment.

How will these general education outcomes help me achieve my career goals?

The general education outcomes presented in this brochure will help learners acquire knowledge and skills for a broad range of careers and interests. Taken together, these outcomes represent several core qualities that employers expect in those with a university education. While the academic preparation found in a student's major degree program will prepare them for specific fields, the University's general education courses prepare students to understand the ways that people in all fields come together to form a productive and vibrant society.

How does the University develop, monitor, and improve the General Education curriculum and how does it demonstrate students' achievement of the outcomes?

To ensure that the goals of the general education curriculum are met on a consistent basis, the general education assessment program was initiated in 1997. The outcomes were redesigned in 2012 by the General Education Committee and revised in 2024. The process and specific outcomes have been regularly monitored and revised over the years to reach this current configuration of outcomes. Faculty in each academic unit of the University that offer general education courses determine which outcomes each of their general education courses meet and develop assessment instruments and rubrics for demonstrating and monitoring student achievement. Based on assessment results, faculty members in individual departments revise their teaching, assignments, or examinations in order to ensure that all students are able to meet the outcomes that are being assessed. Student performance on assessment tests and what is being done to improve student learning are reported by each department/program through regular General Education Assessment reporting that is reviewed through the University Assessment Committee and the Provost's Office.

If you have any further questions about the University's General Education Curriculum or the assessment outcomes, please feel free to contact the assessment coordinator in your major degree program. You may also locate additional information about general education outcomes in your course syllabus.