General Education Committee (GEC) and General Education Assessment Committee (GEAC)

All courses that are designated “general education courses” at Chicago State University provide an appreciation for the complexity and interdependence of knowledge and a common pool of knowledge needed to understand and approach problems in a globally interconnected and culturally diverse world. Eligible courses must be offered at the introductory level (1000 and 2000-level courses with 1000 preferred).

To submit a course proposal, please follow the checklist of items provided below and submit all required materials. Incomplete submissions will delay the process. If you have any questions, please contact the Chair of the GEC for more information. For 2015-2016, the chair of the GEC is Shaila Christofferson (schristo@csu.edu) and the chair of the GEAC is Mark Sudeith (msudeith@csu.edu).

For all course proposals:
- Submit an electronic copy of the entire proposal in PDF format to the Chair of the GEC and to the Chair of the GEAC.
- Attach one copy of the “Course Proposal Form” complete with required signatures. If the course is being proposed for the Critical Thinking or Diversity requirements, attach a completed copy of the appropriate addendum form.
- Attach a narrative describing how the proposed course meets the general education outcomes listed on page 2.
- Attach a copy of a sample syllabus in which the General Education outcomes, among additional outcomes for the course, that will be assessed are listed. Include a list of the required text(s) on this syllabus as well.
- Attach a copy of the Table of Contents from the required texts.
- Attach assessment instrument(s) and grading rubrics; the instrument(s) must be administered for all sections of the course (on-campus, online, hybrid, extension) taught each long semester.
- Attach any additional information, instrument(s), sample document(s), course outline, or any other supplementary material that you want the GEC and the GEAC to consider.
General Education Committee (GEC) and General Education Assessment Committee (GEAC)

General Education Course Proposal Form

The general education curriculum is designed to ensure that students graduate with the skills they need to succeed in their chosen careers. As they take their general education courses, students are exposed to methods of inquiry found in the humanities, physical and life sciences, and the social and behavioral sciences in order to equip them to think critically, read and write analytically about a broad range of topics, and appreciate cultural diversity and social interaction. Employers have told us that they value employees who understand the world in which they live and who use that knowledge to solve problems or develop new business plans for their companies. 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).

Upon completion of the General Education requirements at Chicago State University, students should be able to:

1. Demonstrate effective oral and written communication skills;
2. Demonstrate an understanding of cultural diversity and interrelatedness as well as human and environment interaction;
3. Demonstrate creative and critical thinking, analytical reasoning, and problem solving skills;
4. Apply the basic vocabularies, questions, and methods of the humanities, social sciences, and natural sciences to the process of inquiry;
5. Demonstrate an understanding of and engagement with the social dimensions of civic life;
6. Demonstrate an understanding of the interaction between science and technology, society, and the environment.

I. Please check one or more of these General Education outcomes that the proposed course will meet:

1) __________  2) __________  3)_________  4)__________  5)_________  6)__________

II. Explain how the general education outcome(s) identified above will be assessed (attach copy of assessment instrument(s) and the grading rubric to be used):

III. Please supply evidence of IAI course equivalencies from other public institutions of higher education in Illinois:
[please use the following website for help in this regard: http://www.itransfer.org/IAI/GenEd/ ]

IV. Please add any additional information relevant to the committees' review process:

V. For courses to be considered for the embedded requirements – critical thinking, diversity, & fine arts – please complete the appropriate addendum to the course proposal form.
General Education Committee (GEC) and General Education Assessment Committee (GEAC)
General Education Course Proposal Form
Please complete appropriate entries; attach additional pages if necessary.

Please do not use this form to propose changes in academic degree programs

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<th>PROPOSAL DATE</th>
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1. Course: ________________________________________________________________________________________
   Course Prefix & Number Full Title
2. Credit Hours: _____________
3. Prerequisites:
4. Please check one: ☐ New Course ☐ Existing Course
5. Area of General Education: ☐ Core ☐ Humanities ☐ Social Science ☐ Physical and Life Science
   ☐ Critical Thinking ☐ Diversity ☐ Fine Arts
   (Please note that fine arts, critical thinking, and diversity requirements are embedded requirements.)
7. Catalog description:
8. Course characteristics (check the appropriate boxes and fill in the blanks):
   • How often will it be offered? ☐ each term ☐ once a year ☐ other ___________________
   • How many students will it serve each term? (total all sections) _______ Recommended class size: ______
   • Check all planned delivery methods: ☐ Classroom ☐ Hybrid ☐ On-line ☐ Video-conferencing
     ☐ Extension ☐ Contract ☐ Other ___________________
9. Name(s) of Presenter(s) at Proposal Hearing: ______________________________________________________
10. Name(s) of Instructors who will teach course (required): __________________________________________
11. Effective term for proposed course (if approved): _____________ [Course must be offered every r thereafter]

Approvals:

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<tr>
<th>Dept. Curriculum Committee</th>
<th>Date</th>
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Date Received by GEC: ________________ Submission Complete? Y N
Approved by GEC: ________________ Date: ______ Approved by GEAC ________________ Date: ______
Chair, GEC Chair, GEAC
Instructions: The purpose of the critical thinking requirement is to assist in the realization of the core goals, competencies, and outcomes of the general education curriculum at Chicago State University. All critical thinking courses must have as their primary focus and major objective the development of each of the core competencies associated with critical thinking listed below. Although “critical thinking” in its broadest sense cannot be captured by a single heuristic device or definition; nonetheless, the core competencies and criteria developed above do represent the foundational skills recognized for academic success. These competencies are independent of disciplinary affiliation. The committee recognizes that some discipline-specific course materials can be effective at developing critical thinking skills. Thus, interdisciplinary courses designed with these competencies as their primary focus will qualify as “critical thinking” courses at Chicago State University.

The core competencies associated with all CSU courses taught with the “critical thinking” designation include the analysis, interpretation, explanation, and evaluation of information as well as the related abilities of self-regulation and the ability to draw proper inferences from reliable information involving natural language. Please describe how these core competencies will be established in the proposed course using the attached rubric as a guide.

1. Analysis of Information:

2. Interpretation of Information:

3. Explanation:

4. Evaluation:

5. Self-Regulation:

6. Inferential Reasoning:

7. Natural Language:

8. Explain how the course is designed to teach practical and fundamental reasoning skills at an entry level:

9. Explain how the course will enable students to become effective thinkers capable of evaluating the merits or faults of any issue irrespective of discipline:

10. Please add any additional information relevant to the committee's review process:
Instructions: The purpose of the diversity requirement is to complement the core goals, competencies, and outcomes of the general education curriculum at Chicago State University. All courses that meet the diversity requirement must have as their primary focus the development of the general competencies associated with diversity listed below. Although the terms “diversity” and “multiculturalism” are often misinterpreted or politicized, the importance of developing a sensitivity and historical awareness of issues related to race, class, gender, religion, ethnicity, and sexuality in society cannot be understated. An educated citizen in the twenty-first century should have an appreciation not only of their own culture and heritage, but of the myriad ways in which group privilege functions generally in society. A course that fulfills the CSU diversity requirement will attempt to conscious effort not to privilege any single group and to actively de-privilege existing advantages within groups. Courses designed with these competencies as their primary focus will qualify as fulfilling the diversity requirement at Chicago State University.

The core competencies associated with all courses that fulfill the diversity requirement at CSU include developing an awareness of multiculturalism and respect for cultural diversity, and an ability to identify the personal, public, and global aspects of cultural diversity within one's ancestor culture as well as other cultures, develop an attitude of respect for persons of other cultural backgrounds, and an articulation of the conditions necessary for an interracial and intercultural society. Please describe how these general competencies may be established in the proposed course.

1. Multiculturalism:

2. Cultural Diversity:

3. Personal and Public Dimension:

4. Global Dimension:

5. Ancestor Culture:

6. Respect for Difference:

7. Interracial and Intercultural Aspects:

8. Explain how the course is designed to articulate the goal of cultural diversity at an entry level:

9. Explain how the course will enable students to identify historical biases and contemporary challenges with living in a multicultural society:

10. Please add any additional information relevant to the committee's review process: