

# CSI General Education Goals

Preamble: To develop foundations for life-long learning, promote engagement with important local and global issues, and foster intellectual knowledge, practical skills, and ethical judgment, we propose the following as the College of Staten Island's General Education Goals, **not as a substitute for our distribution requirements**, but as an opportunity to broaden the scope of general education throughout the College.

<b>Knowledge</b>	<p><b>Intercultural Knowledge</b></p> <ul style="list-style-type: none"> <li>• knowledge of human cultures through study in the social sciences, humanities, histories, languages, the arts, science and mathematics</li> <li>• engagement with overarching questions, both contemporary and enduring</li> <li>• analyzing and addressing transnational issues, including the role of the United States in the world</li> <li>• skills and knowledge that support effective and appropriate interaction in a variety of cultural contexts</li> </ul> <p><b>Knowledge of the Physical and Natural World</b></p> <ul style="list-style-type: none"> <li>• knowledge of the physical and natural world through study in the sciences, mathematics, social sciences, humanities, and the arts</li> <li>• addressing important real-world questions, both contemporary and enduring</li> <li>• engagement with global issues</li> <li>• exposure to the experimental method of science</li> </ul>
<b>Skills</b>	<p><b>Critical and Creative Thinking</b></p> <ul style="list-style-type: none"> <li>• capacity to adapt knowledge, skills and responsibilities to new settings and questions</li> <li>• analytical and statistical reasoning, including computational thinking</li> <li>• exploration of issues, ideas, artifacts, and/or events before accepting or formulating an opinion or conclusion</li> <li>• creativity and innovation</li> </ul> <p><b>Quantitative and Mathematical Reasoning</b></p> <ul style="list-style-type: none"> <li>• mathematical reasoning</li> <li>• complex problem solving</li> <li>• solving quantitative problems from an array of contexts and situations</li> <li>• understanding and creating arguments supported by quantitative evidence</li> </ul> <p><b>Written and Oral Communication and Performance</b></p> <ul style="list-style-type: none"> <li>• capacity to understand, develop and express ideas through writing and speech in clear, grammatical and appropriate ways</li> <li>• ability to present ideas using a <b>variety of texts</b>, information, styles, images <b>and performances</b></li> <li>• producing effective communications while working individually or collaboratively</li> <li>• responsible and effective use of technological communications tools</li> </ul> <p><b>Information and Technological Literacy</b></p> <ul style="list-style-type: none"> <li>• application of knowledge in real-world settings</li> <li>• ability to determine the need for information</li> <li>• ability to recognize appropriate technological and other informational tools, and use them effectively and ethically</li> <li>• ability to identify, locate, evaluate, effectively and ethically use and share information</li> </ul>
<b>Ethics</b>	<p><b>Ethical Judgment and Personal Development</b></p> <ul style="list-style-type: none"> <li>• ability to assess ethical values and the social context of issues</li> <li>• application of different ethical perspectives and consideration of the ramifications of alternative actions</li> <li>• an open and aware attitude toward the self and others and awareness of the ethical dimensions of human action whether individual or collective</li> <li>• critical engagement with issues such as beliefs, race, class, ethnicity, gender, ability, and sexuality, both locally and globally</li> </ul> <p><b>Social Responsibility and Civic Engagement</b></p> <ul style="list-style-type: none"> <li>• civic knowledge and engagement, both local and global</li> <li>• principled participation in activities of personal and public concern</li> <li>• engagement with global issues, including the role of the United States in the world</li> <li>• exposure to service-based learning</li> </ul>

Approved by the General Education Committee: 2/14/2011, 4/11/2011, 5/9/2011, 10/3/2011;  
 Approved by the Faculty Senate: 10/20/2011.