

## Draft General Education Reporting Matrix

State-Level Goals <b>SKILL AREAS</b>	Institutional Competencies	Course(s) and Credit Hours	Non-Course Experiences	Associated Assessment(s)
<b>Communicating</b>				
<p>To develop students' effective use of the English language and quantitative and other symbolic systems essential to their success in school and in the world. Students should be able to read and listen critically and to write and speak with thoughtfulness, clarity, coherence, and persuasiveness.</p>	A. analyze and evaluate their own and others' speaking and writing.	ENG102H (3)		Faculty review guided oral and written peer responses.
	B. Conceive of writing as a recursive process that involves many.	ENG102H (3)		Faculty review guided oral and written peer responses. Faculty conduct one-on-one conferences.
	C. make formal written and oral presentations employing correct diction, syntax, usage, grammar, and mechanics.	ENG102H (3)		Students' share research proposals and research. Students and faculty respond to research presentations.
	D. focus on a purpose (e.g., explaining, problem solving, argument) and vary approaches to writing and speaking based on that purpose.	ENG102H (3)		Students in assigned compositions demonstrate an understanding of a broad range of rhetorical strategies and rhetorical modes.
	E. respond to the needs of different venues and audiences and choose words for appropriateness and effect.	ENG102H (3)		Faculty review students' written analyses of connotation, metaphor, allusions, and several other aspects of language.
	F. communicate effectively in groups by listening, reflecting, and responding appropriately and in context.	ENG102H (3)		Faculty observe group discussions. Students' respond in writing to group activities including content and process.
	G. use mathematical, statistical models, standard quantitative symbols, and various graphical tactics to present information with clarity, accuracy, and precision.			

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<b>Higher-Order Thinking</b>				
To develop students' ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; and to solve problems by applying evaluative standards.	A. recognize the problematic elements of presentations of information and argument and to formulate diagnostic questions for resolving issues and solving problems.			
	B. use linguistic, mathematical or other symbolic approaches to describe problems, identify alternative solutions, and make reasoned choices among those solutions.			
	C. analyze and synthesize information from a variety of sources and apply the results to resolving complex situations and problems.			
	D. defend conclusions using relevant evidence and reasoned argument.	ENG102H (3)		Students demonstrate an understanding of logical and well-developed arguments, in written and oral assignments.
	E. reflect on and evaluate their critical-thinking processes.			Faculty review students' written reflections on the assigned readings as well as on their progress as thinkers and writers.
<b>Managing Information</b>				
To develop students' abilities to locate, organize, store, retrieve, evaluate, synthesize, and annotate information from print, electronic, and other sources in preparation for solving problems and making informed decisions.	A. access and/or generate information from a variety of sources, including the most contemporary technological information services.	ENG102H (3)		In one-on-one conferences, class presentations, and written research projects, students demonstrate proficiency in the process and conventions of research.
	B. evaluate information for its currency, usefulness, truthfulness, and accuracy.	ENG102H (3)		In one-on-one conferences, class presentations, and written research projects, students demonstrate proficiency in the process and conventions of research.

	C. organize, store, and retrieve information efficiently.	ENG102H (3)		In one-on-one conferences, class presentations, and written research projects, students demonstrate proficiency in the process and conventions of research.
	D. reorganize information for an intended purpose, such as research projects.	ENG102H (3)		In one-on-one conferences, class presentations, and written research projects, students demonstrate proficiency in the process and conventions of research.
	E. present information clearly and concisely, using traditional and contemporary technologies.	ENG102H (3)		In one-on-one conferences, class presentations, and written research projects, students demonstrate proficiency in the process and conventions of research.
State-Level Goals	Institutional Competencies	Course(s) and Credit Hours	Non-Course Experiences	Associated Assessment(s)
<b>Valuing</b>				
To develop students' abilities to understand the moral and ethical values of a diverse society and to understand that many courses of action are guided by value judgments about the way things ought to be. Students should be able to make informed decisions through identifying personal values and the values of others and through understanding how such values develop. They should be able to analyze the ethical implications of choices made on the basis of these values.	A. Compare and contrast historical and cultural ethical perspectives and belief systems.	ENG102H (3)		Students demonstrate in writings/discussions the ability to read critically and analyze the works of great thinkers who have changed the way we view the world, our institutions, and ourselves.
	B. Utilize cultural, behavioral, and historical knowledge to clarify and articulate a personal value system.			
	C. Recognize the ramifications of one's value decisions on self and others.			
	D. Recognize conflicts within and between value systems and recognize and analyze ethical issues as they arise in a variety of contexts.	ENG102H (3)		Students demonstrate in writings/discussion the ability to read critically and analyze the works of great thinkers who have changed the way we view the world, our institutions, and ourselves.

	E. Consider multiple perspectives, recognize biases, deal with ambiguity, and take a reasonable position.	ENG102H (3)		Students demonstrate in writing/discussions the ability to read critically and analyze the works of great thinkers who have changed the way we view the world, our institutions, and ourselves.
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State-Level Goals KNOWLEDGE AREAS	Institutional Competencies	Course(s) and Credit Hours	Non-Course Experiences	Associated Assessment(s)
<b>Social &amp; Behavior Sciences</b>				
<p>To develop students' understanding of themselves and the world around them through study of content and the processes used by historians and social and behavioral scientists to discover, describe, explain, and predict human behavior and social systems. Students must understand the diversities and complexities of the cultural and social world, past and present, and come to an informed sense of self and others. (Students must fulfill the state statute requirements for the United States and Missouri constitutions.)</p>	<p>A. Explain social institutions, structures, and processes across a range of historical periods and cultures.</p>			
	<p>B. Develop and communicate hypothetical explanations for individual human behavior within the large-scale historical and social context.</p>			
	<p>C. Draw on history and the social sciences to evaluate contemporary problems.</p>			
	<p>D. Describe and analytically compare social, cultural, and historical settings and processes other than one's own.</p>	<p>ENG102H (3)</p>		<p>Students demonstrate in writings/discussion the ability to read critically and analyze the works of great thinkers who have changed the way we view the world, our institutions, and ourselves.</p>
	<p>E. Articulate the interconnectedness of people and places around the globe.</p>	<p>ENG102H (3)</p>		<p>Students demonstrate in writings/ discussions the ability to read critically and analyze the works of great thinkers who have changed the way we view the world, our institutions, and ourselves.</p>
	<p>F. Describe and explain the constitutions of the United States and Missouri.</p>			

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<b>Humanities &amp; Fine Arts</b>				
<p>To develop students' understanding of the ways in which humans have addressed their condition through imaginative work in the humanities and fine arts; to deepen their understanding of how that imaginative process is informed and limited by social, cultural, linguistic, and historical circumstances; and to appreciate the world of the creative imagination as a form of knowledge.</p>	<p>A. Describe the scope and variety of works in the humanities and fine arts (e.g., fine and performing arts, literature, and speculative thought).</p>			
	<p>B. Explain the historical, cultural, and social contexts of the humanities and fine arts.</p> <p>C. Identify the aesthetic standards used to make critical judgements in various artistic fields.</p>	<p>ENG102H (3)</p> <p>ENG102H (3)</p>		<p>Students demonstrate in writings/discussions the ability to read critically and analyze the works of great thinkers who have changed the way we view the world, our institutions, and ourselves.</p> <p>In writings/discussions students analyze the quality of endurance in the assigned readings and demonstrate an understanding of the fundamental techniques and rhetorical strategies of the writers.</p>
	<p>D. Develop a plausible understanding of the differences and relationships between formal and popular culture.</p>			
	<p>E. Articulate a response based upon aesthetic standards to observance of works in the humanities and fine arts.</p>	<p>ENG102H (3)</p>		<p>In writings/discussions students analyze the quality of endurance in the assigned readings and demonstrate an understanding of the fundamental techniques and rhetorical strategies of the writers.</p>

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<b>Mathematics</b>				
<p>To develop students' understanding of fundamental mathematical concepts and their applications. Students should develop a level of quantitative literacy that would enable them to make decisions and solve problems and which could serve as a basis for continued learning. (The mathematics requirement for general education should have the same prerequisite(s) and level of rigor as college algebra.)</p>	<p>A. Describe contributions to society from the discipline of mathematics.</p>			
	<p>B. Recognize and use connections within mathematics and between mathematics and other disciplines.</p>			
	<p>C. Read, interpret, analyze, and synthesize quantitative data (3.g., graphs, tables, statistics, and survey data) and make reasoned estimates.</p>			
	<p>D. Formulate and use generalizations based upon pattern recognition.</p>			
	<p>E. Apply and use mathematical models (e.g., algebraic, geometric, statistical) to solve problems.</p>			
<b>Life &amp; Physical Sciences</b>				
<p>To develop students' understanding of the principles and laboratory procedures of life and physical sciences and to cultivate their abilities to apply the empirical methods of scientific inquiry. Students should understand how scientific discovery changes theoretical views of the world, informs our imaginations, and shapes human history. Students should also understand that science is shaped by historical and social contexts.</p>	<p>A. Explain how to use the scientific method and how to develop and test hypotheses in order to draw defensible conclusions.</p>			
	<p>B. Evaluate scientific evidence and argument.</p>			
	<p>C. Describe the basic principles of the physical universe.</p>			
	<p>D. Describe concepts of the nature, organization, and evolution of living systems.</p>			
	<p>E. Explain how human choices affect the earth and living systems.</p>			