

## ***Draft General Education Reporting Matrix***

<b>State-Level Goals SKILL AREAS</b>	<b>Institutional Competencies</b>	<b>Course(s) and Credit Hours</b>	<b>Non-Course Experiences</b>	<b>Associated Assessment(s)</b>
<b>Communicating</b>				
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.	A. analyze and evaluate their own and others' speaking and writing.	ENG 105: 3 credits ENG 106: 3 credits		Faculty evaluate students' literary analyses and oral presentations.
	B. Conceive of writing as a recursive process that involves many.	ENG 105: 3 credits ENG 106: 3 credits		Faculty review prewriting and rough drafts of literary analyses, making suggestions.
	C. make formal written and oral presentations employing correct diction, syntax, usage, grammar, and mechanics.	ENG 105: 3 credits ENG 106: 3 credits		Faculty evaluate oral skills in group workshops, as well as in a formal oral presentation.
	D. focus on a purpose (e.g., explaining, problem solving, argument) and vary approaches to writing and speaking based on that purpose.	ENG 105: 3 credits ENG 106: 3 credits		Faculty evaluate literary analyses and an oral presentation, all of which have a thesis statement.
	E. respond to the needs of different venues and audiences and choose words for appropriateness and effect.			
	F. communicate effectively in groups by listening, reflecting, and responding appropriately and in context.	ENG 105: 3 credits ENG 106: 3 credits		Students merit participation credit for active participation in small group discussion.
	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.	ENG 105: 3 credits ENG 106: 3 credits		Oral presentations, evaluated by faculty, require students to organize their material and present it convincingly.
	B. use linguistic, mathematical or other symbolic approaches to describe problems, identify alternative solutions, and make reasoned choices among those solutions.	ENG 105: 3 credits ENG 106: 3 credits		Prewriting for literary analyses, evaluated informally by faculty, allow the student to identify multiple thesis statements for a work.
	C. analyze and synthesize information from a variety of sources and apply the results to resolving complex situations and problems.	ENG 105: 3 credits ENG 106: 3 credits		Some literary analyses, evaluated by faculty, allow the student to compare or contrast several works of literature.
	D. defend conclusions using relevant evidence and reasoned argument.	ENG 105: 3 credits ENG 106: 3 credits		Literary analyses, evaluated by faculty, require defending conclusions using standard rhetorical forms and utilizing information from primary sources.
	E. reflect on and evaluate their critical-thinking processes.			
<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.			
	B. evaluate information for its currency, usefulness, truthfulness, and accuracy.			

	C. organize, store, and retrieve information efficiently.			
	D. reorganize information for an intended purpose, such as research projects.	ENG 105: 3 credits ENG 106: 3 credits		In faculty-evaluated literary analyses, students may synthesize several primary works.
	E. present information clearly and concisely, using traditional and contemporary technologies.	ENG 105: 3 credits ENG 106: 3 credits		Students make oral presentations, which may include Powerpoint files, that faculty evaluate.
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<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.	ENG 105: 3 credits ENG 106: 3 credits		Faculty evaluate reading checks and literary analyses, as well as group workshop, on multicultural works.
	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.			
	E. Consider multiple perspectives, recognize biases, deal with ambiguity, and take a reasonable position.			

State-Level Goals <b>KNOWLEDGE AREAS</b>	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>E. Articulate the interconnectedness of people and places around the globe.</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>ENG 105: 3 credits ENG 106: 3 credits</p>		<p>Faculty evaluate literary analyses and group workshop discussion over a variety of literary genres.</p>
	<p>B. Explain the historical, cultural, and social contexts of the humanities and fine arts.</p>	<p>ENG 105: 3 credits ENG 106: 3 credits</p>		<p>Group workshop, informally evaluated by faculty, deals with the cultural settings of works.</p>
	<p>C. Identify the aesthetic standards used to make critical judgements in various artistic fields.</p>	<p>ENG 105: 3 credits ENG 106: 3 credits</p>		<p>Literary analyses, evaluated by faculty, analyze aesthetic qualities of the literary works.</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>ENG 105: 3 credits ENG 106: 3 credits</p>		<p>Literary analyses and group discussion evaluated by faculty, provide student response to aesthetic standards.</p>

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<b>Mathematics</b>				
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.)	A. Describe contributions to society from the discipline of mathematics.			
	B. Recognize and use connections within mathematics and between mathematics and other disciplines.			
	C. Read, interpret, analyze, and synthesize quantitative data (3.g., graphs, tables, statistics, and survey data) and make reasoned estimates.			
	D. Formulate and use generalizations based upon pattern recognition.			
	E. Apply and use mathematical models (e.g., algebraic, geometric, statistical) to solve problems.			
<b>Life &amp; Physical Sciences</b>				
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	A. Explain how to use the scientific method and how to develop and test hypotheses in order to draw defensible conclusions.			

understand that science is shaped by historical and social contexts.				
	B. Evaluate scientific evidence and argument.			
	C. Describe the basic principles of the physical universe.			
	D. Describe concepts of the nature, organization, and evolution of living systems.			
	E. Explain how human choices affect the earth and living systems.			