

Draft General Education Reporting Matrix

State-Level Goals SKILL AREAS	Institutional Competencies	Course(s) and Credit Hours	Non-Course Experiences	Associated Assessment(s)
Communicating				
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	ENG228: 3 credits ENG229: 3 credits		Students read representative writers from the Colonial through the Romantic literary periods. Students answer discussion questions orally and in writing and respond to other's ideas.
	B. conceive of writing as a recursive process that involves many strategies, including generating material, evaluating sources when used, drafting, revising, and editing	ENG 228: 3 credits ENG 229: 3 credits		Students must write one formal essay and one research paper. Students answer essay questions on exams.
	C. make formal written and oral presentations employing correct diction, syntax, usage, grammar, and mechanics	ENG 228: 3 credits ENG 229: 3 credits		Students write a formal essay and one research paper, answer essay questions on exams, give an oral group presentation on a literary work, and participate in classroom and small group discussions.
	D. focus on a purpose (e.g., explaining, problem solving, argument) and vary approaches to writing and speaking based on that purpose	ENG 228: 3 credits ENG 229: 3 credits		Students write one formal essay and one research paper, answer essay questions on exams, give an oral group presentation on a literary work, and participate in classroom and small group discussions.
	E. respond to the needs of different venues and audiences and choose words for appropriateness and effect	ENG 228: 3 credits ENG 229: 3 credits		Students write one formal essay and one research paper, answer essay questions on exams, give an oral group presentation on a literary work, and participate in classroom and small group discussions.
	F. communicate effectively in groups by listening, reflecting, and responding appropriately and in context	ENG 228: 3 credits ENG 229: 3 credits		Students participate in classroom discussions.

	G. use mathematical, statistical models, standard quantitative symbols, and various graphical tactics to present information with clarity, accuracy, and precision			
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Higher-Order Thinking				
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	ENG 228: 3 credits ENG 229: 3 credits		Students demonstrate an understanding of the general theme of each work. They begin to see the connection of historic themes, ideas, philosophies, and concerns with their descendants in the world today.
	E. reflect on and evaluate their critical-thinking processes	ENG 228: 3 credits ENG 229: 3 credits		
Managing Information				
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	ENG 228: 3 credits ENG 229: 3 credits		Students must find information from books, articles, electronic databases, and the internet for their research projects.
	B. evaluate information for its currency, usefulness, truthfulness, and accuracy	ENG 228: 3 credits ENG 229: 3 credits		Students must determine which books, articles, electronic databases, and internet sites are most appropriate for their research projects.
	C. organize, store, and retrieve information efficiently	ENG 228: 3 credits ENG 229: 3 credits		Students must organize information from books, articles, electronic databases, and the internet for research projects.
	D. reorganize information for an intended purpose, such as research projects	ENG 228: 3 credits ENG 229: 3 credits		Students must assimilate and prepare information from a variety of sources for research project.

	E. present information clearly and concisely, using traditional and contemporary technologies	ENG 228: 3 credits ENG 229: 3 credits		Students complete a formal research project.
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Valuing				
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 228: 3 credits ENG 229: 3 credits		In discussions and on exams, students demonstrate an understanding of the historical context in which each work was written.
	B. utilize cultural, behavioral, and historical knowledge to clarify and articulate a personal value system	ENG 228: 3 credits ENG 229: 3 credits		In discussions and on exams, students make connections between literary themes, ideas, philosophies, and concerns, and their own world views.
	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	ENG 228: 3 credits ENG 229: 3 credits		In discussion and on exam, students explore value systems from one period to the next and discuss ethical issues and their influence on literature.
	E. consider multiple perspectives, recognize biases, deal with ambiguity, and take a reasonable position	ENG 228: 3 credits ENG 229: 3 credits		Students are presented with a variety of world views and philosophical positions as represented in literature. They must take a position and explain their views in discussions and on exams.

State-Level Goals KNOWLEDGE AREAS	Institutional Competencies	Course(s)	Non-Course Experiences	Associated Assessment(s)
Social & Behavior Sciences				
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.)	A. explain social institutions, structures, and processes across a range of historical periods and cultures			
	B. develop and communicate hypothetical explanations for individual human behavior within the large-scale historical and social context	ENG 228: 3 credits ENG 229: 3 credits		In discussions, in essays, and on exams, students analyze character motivation.
	C. draw on history and the social sciences to evaluate contemporary problems			
	D. describe and analytically compare social, cultural, and historical settings and processes other than one's own	ENG 228: 3 credits ENG 229: 3 credits		Students analyze and discuss cultural influences on literary works.
	E. articulate the interconnectedness of people and places around the globe			
	F. describe and explain the constitutions of the United States and Missouri			
Humanities & Fine Arts				
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.	A. describe the scope and variety of works in the humanities and fine arts (e.g., fine and performing arts, literature, and speculative thought)	ENG 228: 3 credits ENG 229: 3 credits		Students read representative works in each literary period: Old English; Middle English; Modern English. Students answer discussion questions aloud and respond to other's ideas.
	B. explain the historical, cultural, and social contexts of the humanities and fine arts	ENG 228: 3 credits ENG 229: 3 credits		Students discuss, research, and write about social problems and historical contexts for such.
	C. identify the aesthetic standards used to make critical judgments in various artistic fields	ENG 228: 3 credits ENG 229: 3 credits		In discussions and on exams, students demonstrate an understanding of shifting aesthetic standards for each major literary movement.
	D. develop a plausible understanding of the differences and relationships between formal and popular culture			

	E. articulate a response based upon aesthetic standards to observance of works in the humanities and fine arts	ENG 228: 3 credits ENG 229: 3 credits		Students write essays which contain evaluative statements regarding literature.
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Mathematics				
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 (e.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			
Life & Physical Sciences				
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.	A. explain how to use the scientific method and how to develop and test hypotheses in order to draw defensible conclusions			
	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			