

Draft General Education Reporting Matrix

| State-Level Goals SKILL AREAS | Institutional Competencies | Course(s) and Credit Hours | Non-Course Experiences | Associated Assessment(s) |
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| 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. | Hum 270: 3 credits Hum 270H: 3 credits | | Students participate in group discussions and respond to other's ideas. |
| | B. Conceive of writing as a recursive process that involves many. | Hum 270: 3 credits Hum 270H 3 credits | | Students complete reader response journals, exercises and formal analytical papers and answer essay questions on exams. |
| | C. make formal written and oral presentations employing correct diction, syntax, usage, grammar, and mechanics. | Hum 270: 3 credits Hum 270H: 3 credits | | Students write formal, analytical papers, answer essay exam questions, and participate in class discussions and oral presentations. |
| | D. focus on a purpose (e.g., explaining, problem solving, argument) and vary approaches to writing and speaking based on that purpose. | Hum 270: 3 credits Hum 270H: 3 credits | | Students write formal, analytical papers, answer essay exam questions, and participate in class discussions. |
| | E. respond to the needs of different venues and audiences and choose words for appropriateness and effect. | Hum 270: 3 credits Hum 270H: 3 credits | | Faculty monitors student oral presentations and written work for appropriateness and effectiveness. |
| | F. communicate effectively in groups by listening, reflecting, and responding appropriately and in context. | Hum 270: 3 credits Hum 270H: 3 credits | | Students participate in class discussions and respond to other's ideas. |
| | 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. | Hum 270: 3 credits Hum 270H: 3 credits | | Faculty reviews students' analytical papers. |
| | 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. | Hum 270: 3 credits Hum 270H: 3 credits | | Students read critical commentary to place literary, historical, artistic works in a critical context and write analytical papers. |
| | D. defend conclusions using relevant evidence and reasoned argument. | Hum 270: 3 credits Hum 270H: 3 credits | | Students demonstrate an understanding of different critical approaches to the humanities through class discussion, exam answers and written analyses. |
| | E. reflect on and evaluate their critical-thinking processes. | Hum 270: 3 credits Hum 270H: 3 credits | | Students keep reader response journals. |
| 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. | Hum 270: 3 credits Hum 270H: 3 credits | | Students research books, articles, and Internet sources for discussions and written assignments. |
| | B. evaluate information for its currency, usefulness, truthfulness, and accuracy. | Hum 270: 3 credits Hum 270H: 3 credits | | Faculty monitors student research to assure appropriateness of sources. |

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| | C. organize, store, and retrieve information efficiently. | Hum 270: 3 credits Hum 270H: 3 credits | | Students organize information for discussion and analytical papers. |
| | D. reorganize information for an intended purpose, such as research projects. | Hum 270: 3 credits Hum 270H: 3 credits | | Students assimilate information for analytical paper. |
| | E. present information clearly and concisely, using traditional and contemporary technologies. | Hum 270: 3 credits Hum 270H: 3 credits | | Students complete a formal critical paper. |
| State-Level Goals | Institutional Competencies | Course(s) and Credit Hours | Non-Course Experiences | Associated Assessment(s) |
| 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. | Hum 270: 3 credits Hum 270H: 3 credits | | In discussions and on exams, students demonstrate an understanding of historical, cultural, and ethical perspectives portrayed through literary and artistic works. |
| | B. Utilize cultural, behavioral, and historical knowledge to clarify and articulate a personal value system. | Hum 270: 3 credits Hum 270H: 3 credits | | Faculty assesses student writing and discussions as they reveal student awareness of varying cultural perspectives and their impact on students' personal views. |
| | C. Recognize the ramifications of one's value decisions on self and others. | Hum 270: 3 credits Hum 270H: 3 credits | | Faculty monitors class discussions and written work for civility and sensitivity to differing values and beliefs. |

| | D. Recognize conflicts within and between value systems and recognize and analyze ethical issues as they arise in a variety of contexts. | Hum 270: 3 credits Hum 270H: 3 credits | | In class discussions, papers, and exams, students reveal their understanding of different value systems and ethical issues as they are displayed in representative works. |
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| | E. Consider multiple perspectives, recognize biases, deal with ambiguity, and take a reasonable position. | Hum 270: 3 credits Hum 270H: 3 credits | | Students are presented with a variety of world views in their readings and film. In discussion and analytical papers, they must present and explain their positions on various ethical issues. |
| State-Level Goals KNOWLEDGE AREAS | Institutional Competencies | Course(s) and Credit Hours | 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. | Hum 270: 3 credits Hum270H: 3 credits | | Students discuss and write about social structures as they are revealed through readings and observation. |
| | B. Develop and communicate hypothetical explanations for individual human behavior within the large-scale historical and social context. | Hum 270: 3 credits Hum 270H: 3 credits | | Students engage in analyses of literary, artistic and philosophical works which examine and explain historical, social and behavioral issues/concerns. |
| | C. Draw on history and the social sciences to evaluate contemporary problems. | Hum 270: 3 credits Hum 270H: 3 credits | | Students compare historical problems as revealed through studies of the humanities to contemporary problems. |

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| | D. Describe and analytically compare social, cultural, and historical settings and processes other than one's own. | Hum 270: 3 credits Hum 270H: 3 credits | | Students analyze and discuss social, historical, cultural settings from the beginnings of ancient world to the twenty-first century. |
| | E. Articulate the interconnectedness of people and places around the globe. | Hum 270: 3 credits Hum 270H: 3 credits | | Students examine the humanities as a global phenomenon, dealing with universal social, political, behavioral concerns and issues. |
| | F. Describe and explain the constitutions of the United States and Missouri. | | | |

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| 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). | Hum 270: 3 credits Hum 270H: 3 credits | | Students read and discuss selected works as well as read critical commentary on the humanistic endeavors of people from the ancient world to the twenty-first century. |
| | B. Explain the historical, cultural, and social contexts of the humanities and fine arts. | Hum 270: 3 credits Hum 270H: 3 credits | | Students discuss, answer exam questions, and write about the historical, cultural and social backgrounds of various writers and artists. |
| | C. Identify the aesthetic standards used to make critical judgements in various artistic fields. | Hum 270: 3 credits Hum 270H: 3 credits | | Students demonstrate an awareness of critical theory and its application to literature, art, and other humanistic works through class discussions, exam questions and analytical papers. |

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| | D. Develop a plausible understanding of the differences and relationships between formal and popular culture. | Hum 270: 3 credits Hum 270H: 3 credits | | Students write and participate in discussions which compare and contrast historical phenomena with popular treatments of such. |
| | E. Articulate a response based upon aesthetic standards to observance of works in the humanities and fine arts. | Hum 270: 3 credits Hum 270H: 3 credits | | Student essays require evaluative assessments. |

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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 (3.g., graphs, tables, statistics, and survey data) and make reasoned estimates. | | | |
| | D. Formulate and use generalizations based upon pattern recognition. | | | |

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| | E. Apply and use mathematical models (e.g., algebraic, geometric, statistical) to solve problems. | | | |
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Life & Physical Sciences

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| 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. | | | |