

## Draft General Education Reporting Matrix

| State-Level Goals<br><b>SKILL AREAS</b>  | Institutional Competencies   | Course(s) and<br>Credit Hours                     | Non-Course<br>Experiences | Associated<br>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.<br>analyze and evaluate their own and others' speaking and writing.   | SOC250 Social Disorganization<br>(3 hours credit) |                           | Students write a minute paper on a current issue or event of particular relevance to them. They orally explain and defend their position on this issue. |
|  | B.<br>Conceive of writing as a recursive process that involves many.   | SOC250 Social Disorganization<br>(3 hours credit) |                           | Using the 3 sociological perspectives, students write an exam essay on chapter issues.  |
|  | C.<br>make formal written and oral presentations employing correct diction, syntax, usage, grammar, and mechanics.   | SOC250 Social Disorganization<br>(3 hours credit) |                           | Students answer essay questions on exams, and participate in classroom discussions.   |
|  | D.<br>focus on a purpose (e.g., explaining, problem solving, argument) and vary approaches to writing and speaking based on that purpose.                              | SOC250 Social Disorganization<br>(3 hours credit) |                           | Students are assigned a specific social issue to present to the class for discussion. A brief 2 page documented paper is turned in.                     |
|  | E.<br>respond to the needs of different venues and audiences and choose words for appropriateness and effect.  | SOC250 Social Disorganization<br>(3 hours credit) |                           | Students are assigned a specific social issue to present to the class for discussion. A brief 2 page documented paper is turned in.                     |
|  | F.<br>communicate effectively in groups by listening, reflecting, and responding appropriately and in context.   | SOC250 Social Disorganization<br>(3 hours credit) |                           | Student participation in classroom discussions  |
|  | G.<br>use mathematical, statistical models, standard quantitative symbols, and various graphical tactics to present information with clarity, accuracy, and precision. | SOC250 Social Disorganization<br>(3 hours credit) |                           | Students are assigned a specific social issue to present to the class for discussion. A brief 2 page documented paper is turned in.                     |

| State-Level Goals  | Institutional Competencies  | Course (s) and Credit Hours                    | Non-Course Experiences | Associated Assessment (s)   |
|--|---|--|------------------------|---|
| <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. | SOC250 Social Disorganization (3 hours credit) |                        | The student will respond to an essay question comparing micro-level and macro-level analyses, and which level of analysis is used by each of the major perspectives.  |
|  | B. use linguistic, mathematical or other symbolic approaches to describe problems, identify alternative solutions, and make reasoned choices among those solutions. | SOC250 Social Disorganization (3 hours credit) |                        | Have students apply Durkheim's theory of Social Integration to explain gang violence or adolescent pregnancy in a minute paper.   |
|  | C. analyze and synthesize information from a variety of sources and apply the results to resolving complex situations and problems.                                 | SOC250 Social Disorganization (3 hours credit) |                        | Have students apply an individualistic theory to explain how an individual becomes a deviant in a minute paper.   |
|  | D. defend conclusions using relevant evidence and reasoned argument.  | SOC250 Social Disorganization (3 hours credit) |                        | Have students explain the relationships between urbanization and deviant attitudes in a minute paper.   |
|  | E. reflect on and evaluate their critical-thinking processes.   | SOC250 Social Disorganization (3 hours credit) |                        | Have students apply Durkheim's theory of Social Integration to explain gang violence or adolescent pregnancy in a minute paper.   |
| <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.                                | SOC250 Social Disorganization (3 hours credit) |                        | Students will maintain a notebook of articles found in news media and on the web that are associated with textbook chapters. A one page paper will explain the articles' association with the particular chapter. |
|  | B. evaluate information for its currency, usefulness, truthfulness, and accuracy.   | SOC250 Social Disorganization (3 hours credit) |                        | Students will maintain a notebook of articles found in news media and on the web that are associated with textbook chapters. A one page paper will explain the articles' association with the particular chapter. |

|   | C.<br>organize, store, and retrieve information efficiently.  | SOC250 Social Disorganization<br>(3 hours credit) |                        | Students will maintain a notebook of articles found in news media and on the web that are associated with textbook chapters. A one page paper will explain the articles' association with the particular chapter. |
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|   | D.<br>reorganize information for an intended purpose, such as research projects.  | SOC250 Social Disorganization<br>(3 hours credit) |                        | Students will maintain a notebook of articles found in news media and on the web that are associated with textbook chapters. A one page paper will explain the articles' association with the particular chapter. |
|   | E.<br>present information clearly and concisely, using traditional and contemporary technologies.   | SOC250 Social Disorganization<br>(3 hours credit) |                        | Students will maintain a notebook of articles found in news media and on the web that are associated with textbook chapters. A one page paper will explain the articles' association with the particular chapter. |
| 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.<br>Compare and contrast historical and cultural ethical perspectives and belief systems.   | SOC250 Social Disorganization<br>(3 hours credit) |                        | Students will answer an essay question that will explain and cite examples of why it is not easy to define deviant behavior.  |
|   | B.<br>Utilize cultural, behavioral, and historical knowledge to clarify and articulate a personal value system.                             | SOC250 Social Disorganization<br>(3 hours credit) |                        | Students will participate in a class discussion identifying instances of institutionalized racism, how the situation came about, what are some possible remedies and who pays the costs.                          |
|   | C.<br>Recognize the ramifications of one's value decisions on self and others.  | SOC250 Social Disorganization<br>(3 hours credit) |                        | Students will write a minute paper addressing "When people know you are in college, what does that tell them about you?"  |
|   | D.<br>Recognize conflicts within and between value systems and recognize and analyze ethical issues as they arise in a variety of contexts. | SOC250 Social Disorganization<br>(3 hours credit) |                        | Students will answer an essay question on an exam citing inadequacies of the individualistic theories of deviance.  |

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|  | E.<br>Consider multiple perspectives, recognize biases, deal with ambiguity, and take a reasonable position. | SOC250 Social Disorganization<br>(3 hours credit) |  | Students will write a minute paper addressing taking a stand on a social problem. Answers will be shared anonymously in a class discussion. |
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| State-Level Goals<br>KNOWLEDGE AREAS   | Institutional Competencies  | Course(s) and<br>Credit Hours                             | Non-Course<br>Experiences | Associated<br>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.<br/>Explain social institutions, structures, and processes across a range of historical periods and cultures.</p>                             | <p>SOC250 Social Disorganization<br/>(3 hours credit)</p> |                           | <p>Using the functional perspective, students will write a minute paper showing how the stability of social institutions affect society</p>                            |
|  | <p>B.<br/>Develop and communicate hypothetical explanations for individual human behavior within the large-scale historical and social context.</p> | <p>SOC250 Social Disorganization<br/>(3 hours credit)</p> |                           | <p>Students will participate in a class discussion addressing why poor children in peripheral countries do not have the luxury of a childhood or an education.</p>     |
|  | <p>C.<br/>Draw on history and the social sciences to evaluate contemporary problems.</p>  | <p>SOC250 Social Disorganization<br/>(3 hours credit)</p> |                           | <p>Students will write a minute paper entitled, "what role do multinational corporations play in keeping the dependent nations poor?"</p>                              |
|  | <p>D.<br/>Describe and analytically compare social, cultural, and historical settings and processes other than one's own.</p>                       | <p>SOC250 Social Disorganization<br/>(3 hours credit)</p> |                           | <p>Students will answer an essay question addressing how the position of a country in the world stratification system has a differential impact on the population.</p> |
|  | <p>E.<br/>Articulate the interconnectedness of people and places around the globe.</p>  | <p>SOC250 Social Disorganization<br/>(3 hours credit)</p> |                           | <p>Students will answer an essay question addressing how the position of a country in the world stratification system has a differential impact on the population.</p> |
|  | <p>F.<br/>Describe and explain the constitutions of the United States and Missouri.</p>   |   |                           |  |

| State-Level Goals   | Institutional Competencies   | Course(s) and Credit Hours                                | Non-Course Experiences | Associated Assessment(s)   |
|---|--|---|------------------------|--|
| <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>D. Develop a plausible understanding of the differences and relationships between formal and popular culture.</p>                                     | <p>SOC250 Social Disorganization<br/>(3 hours credit)</p> |                        | <p>Students will write a minute paper listing some of the problems Americans face in regard to the pace of social and cultural definitional changes.</p> |
|   | <p>E. Articulate a response based upon aesthetic standards to observance of works in the humanities and fine arts.</p>                                   |   |                        |  |

| State-Level Goals  | Institutional Competencies  | Course(s) and Credit Hours                                | Non-Course Experiences | Associated Assessment(s)  |
|--|---|---|------------------------|---|
| <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.<br/>Describe contributions to society from the discipline of mathematics.</p>   |   |                        |   |
|  | <p>B.<br/>Recognize and use connections within mathematics and between mathematics and other disciplines.</p>   |   |                        |   |
|  | <p>C.<br/>Read, interpret, analyze, and synthesize quantitative data (3.g., graphs, tables, statistics, and survey data) and make reasoned estimates.</p> | <p>SOC250 Social Disorganization<br/>(3 hours credit)</p> |                        | <p>Students will select a particular problem about which they are concerned and identify two groups or organizations that are associated with the problem. The student will write a research paper on the history of each and the activities to solve the problem including their expected success or failure rate.</p> |
|  | <p>D.<br/>Formulate and use generalizations based upon pattern recognition.</p>   |   |                        |   |
|  | <p>E.<br/>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.<br/>Explain how to use the scientific method and how to develop and test hypotheses in order to draw defensible conclusions.</p>                    |   |                        |   |
|  | <p>B.<br/>Evaluate scientific evidence and argument.</p>  |   |                        |   |
|  | <p>C.<br/>Describe the basic principles of the physical universe.</p>   |   |                        |   |
|  | <p>D.<br/>Describe concepts of the nature, organization, and evolution of living systems.</p>   |   |                        |   |

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|  | E.<br>Explain how human choices affect the earth and living systems. |  |  |  |
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