

## *Draft General Education Reporting Matrix*

State-Level Goals SKILL AREAS	Institutional Competencies	Course(s) and Credit Hours	Non-Course Experiences	Associated Assessment(s)
<b>Communicating</b>				
<b>The communications goal encompasses</b>				
Two discrete areas with a specifically defined sequence in two disciplines: Oral Communication and College level writing				
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.	I. Oral Communications:			
	A. Examine the role of self and perception and how it influences communication	SPE 101		Portfolio/Capstone Course Program Assessment (video/common assignment/rubric)
	B. Research, organize and deliver a persuasive speech	SPE 101		Same as Above
	C. Identify the components of the transactional model of human communication in a variety of communication contexts (interviews, small group, interpersonal and public speaking)	SPE 101		Same as Above
Communication	II. College Level Writing:			
	A. Students will learn how to view writing as a way to discover knowledge, not just record it	ENG 101		
	B. Students develop critical thinking, reading and responding skills	ENG 101		
	C. Students learn how to form a thesis by thinking about their reading and developing that idea into an essay with appropriate mode of development	ENG 101		

	D. Students learn how to manage information locating, evaluating and using sources to effectively substantiate their ideas and support assertions	ENG 101		
	E. Students will demonstrate careful documentation of sources, in both formal and informal styles	ENG 101		
	F. Students will learn drafting, revising, and editing skills	ENG 101		
	<i>College Level Writing (Second semester)</i>	ENG 102		Portfolio Assessment (Capstone) Standardized Assessment Test Department Assessment
	A. Students' writing will reflect the varying perspectives on events both globally and locally as reflected in both literature and expository essays	ENG 102		
	B. Students will be able to reconcile diverse opinions and reactions	ENG 102		
	C. Students will learn to support an interpretive stance using logic and sources	ENG 102		
	D. Students will polish formal research and documentation skills and will be able to locate, identify and use standard academic sources including computerized sources	ENG 102		

<b>Valuing/Multicultural Understanding</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. Students should be able to identify, analyze and articulate their own values as well as those of others and recognize how these values affect opinions, decisions, and behaviors	ANT 102 BUS 205 GEO 101, 102, 201 HIS 145, 201 POL 201, 210 Any Foreign Language course LIT 200, 241, 270 PHL 201 GLC courses		Program Assessment Capstone Course: Portfolio Standardized Test (i.e. CAAP)
	B. Consider multiple perspectives inherent in other cultures, recognize distinctive viewpoints and biases, deal with ambiguity, and take a reasonable position	All Courses Listed Above		
	C. Demonstrate an understanding of the relationship between the practices/products and perspectives of the cultures studied	All Courses Listed Above		
	D. Demonstrate an understanding of the evolving nature of societies and the interdependence among all peoples	All Courses Listed Above		

<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.	<i>Students will demonstrate in general education courses the ability to:</i> A. Make observations, recognize problematic elements, and to organize information
	B. Analyze and synthesize information from a variety of sources and apply the results to resolving complex situations
	C. Make and defend conclusions using relevant evidence and reasoned argument
	D. Reflect on and evaluate their critical-thinking processes
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<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.	<i>Students will demonstrate in general education courses the ability to:</i> A. Frame appropriate questions and recognize the need for information
	B. Obtain information for a variety of sources and be able to critically analyze and evaluate the information for accuracy and relevance
	C. Organize, synthesize, and integrate information efficiently into their knowledge base
	D. Apply information for effective decision making and problem solving
	E. Apply principles of academic honesty in use and presentation of information
	F. Present information clearly, concisely, and with respect.
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\*Not all courses demonstrate all competencies. All competencies will be met at completion of the general education requirements.

State-Level Goals KNOWLEDGE AREAS	Institutional Competencies	Course(s)	Non-Course Experiences	Associated Assessment(s)
<b>Social &amp; Behavior Sciences</b> Two discrete groups within the knowledge area exist.				
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.)	<b>Group I</b>  Describe and explain the constitutions of the US and MO.	HIS 101, 102, 115 POL 101, 102		Program Assessment Capstone Course Portfolio Standardized Test
	<b>Group II</b>  A. Explain social institutions, structures, and processes across a range of historical periods and cultures	HIS 101, 102, 115 POL 101, 102 SOC 101 CRJ 140, 175 ANT 102		Program Assessment Capstone Course Portfolio Standardized Test
	B. Develop and communicate hypothetical explanations for individual human behavior within the large-scale historical and social context	PSY 101 SOC 101 ANT		Program Assessment Capstone Course Portfolio Standardized Test
	C. Draw on history and social sciences to evaluate contemporary problems, describe and analytically compare social, cultural, and historical settings and processes other than one's own. Articulate the interconnectedness of people and places around the globe	GEO 100, 101, 102, 115, 201, 299 ECO 100, 110, 120 SOC 101		Program Assessment Capstone Course Portfolio Standardized Test

<b>Humanities &amp; Fine Arts</b>		<b>Humanities Group I (Art, Music , Theater)</b>		
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.	<i>Students will demonstrate the ability to:</i> A. Describe the scope and variety of works in the fine and performing arts (i.e. Art, Music and Theater)	ART 101, 150, 160, 170 MUS 111, 231, 232, 234 THE 122, 123, 124		Program Assessment Capstone Course Portfolio Standardized Test
	B. Identify the aesthetic standards used to make critical judgments in various artistic fields	All Courses Listed Above		Same as Above
	C. Articulate a personal response based upon aesthetic standards to observance of works in the fine arts	All Courses Listed Above		Same as Above
	D. Explain the historical, cultural, and social contexts of the fine arts	All Courses Listed Above		Same as Above
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<b>Humanities &amp; Fine Arts</b>		<b>Humanities Group II (Foreign Language, Philosophy, Literature)</b>		
	<i>Students will be able to:</i> A. Describe the scope and variety of works in the humanities (e.g. literature, philosophy and language)	Any LIT Any PHL Foreign Language (any)		Program Assessment Capstone Course Portfolio Standardized Test (i.e. CAAP)
	B. Describe the historical, cultural, and social contexts of philosophy, literature or language	All Courses Listed Above		
	C. Describe typical criteria that are used for making informed judgments in various fields of the humanities	All Courses Listed Above		
	D. Articulate an informed response to popular or classical works in the humanities	All Courses Listed Above		
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\*Not all courses demonstrate all competencies.

<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.	A. Students will demonstrate the ability to read, interpret, analyze, and synthesize quantitative data and make reasoned estimates	MAT 160 College Algebra (4) MAT 165 Contemporary College Math (3)		Departmental Test Capstone Course/Portfolio Standardized Test to be determined
	B. Students will demonstrate the ability to formulate and use generalizations based upon pattern recognition	MAT 160 College Algebra (4) MAT 165 Contemporary College Math (3)		Departmental Test Capstone Course/Portfolio Standardized Test to be determined
	C. Students will demonstrate the ability to apply and use mathematical models to solve problems	MAT 160 College Algebra (4) MAT 165 Contemporary College Math (3)		Departmental Test Capstone Course/Portfolio Standardized Test to be determined
	D. Students will demonstrate the ability to describe contributions to society from the discipline of mathematics	MAT 160 College Algebra (4) MAT 165 Contemporary College Math (3)		Departmental Test Capstone Course/Portfolio Standardized Test to be determined
	E. Students will demonstrate the ability to recognize and use connections within mathematics and between mathematics and other disciplines	MAT 160 College Algebra (4) MAT 165 Contemporary College Math (3)		Departmental Test Capstone Course/Portfolio Standardized Test to be determined

<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 understand that science is shaped by historical and social contexts.	A. Students should understand the history and the methods of scientific inquiry	Intro Biology (BIO 100-*) General Biology (BIO 101-103) Intro to Ecology (BIO 120-*) Human Biology (BIO 110-113) Botany (BIO 125-127) Intro to Phys Science (PHY 111-113) Intro to Physical Geology (PHY 125-127) Astronomy (PHY 130-*) General Physics (PHY 150-153) College Physics (PHY240-243) Intro to Chemistry (CHM101-103) General Chemistry (CHM 110-113)		National Test such as CAAP scientific reasoning section AP Academic Profile-scientific reasoning  Department assessment
	B. Students should learn the principles of the physical universe and the physical laws governing it	Intro to Physical Science (PHY 111-113) Intro to Physical Geology (PHY 125-127) Astronomy (PHY 130-*) General Physics (PHY 150-153) College Physics (PHY240-243) Intro to Chemistry (CHM101-103) General Chemistry (CHM 110-113)		National Test such as CAAP scientific reasoning section AP Academic Profile-scientific reasoning  Department assessment
	C. Students should learn the principles of life sciences such as: organization, classification, genetics, evolution, and interrelations of living systems	Intro Biology (BIO 100-*) General Biology (BIO 101-103) Ecology (BIO 120-*) Human Biology (BIO 110-113) Botany (BIO 125-127)		National Test such as CAAP scientific reasoning section AP Academic Profile-scientific reasoning  Department assessment

	D. Students should understand the influences on scientific inquiry and the consequences of science and technology on society	Intro to Biology (BIO 100-*) General Biology (BIO 101-103) Intro to Ecology (BIO 120-*) Human Biology (BIO 110-113) Botany (BIO 125-127) Intro to Physical Science (PHY 111-113) Astronomy (PHY 130-*) General Physics (PHY 150-153) College Physics (PHY240-243) Intro to Chemistry (CHM101-103) General Chemistry (CHM 110-113)		National Test such as CAAP scientific reasoning section AP Academic Profile-scientific reasoning
	E. Students should know how human choices affect nature and the responsibilities of individual citizens and communities to preserve global natural resources	Intro Biology (BIO 100-*) General Biology (BIO 101-103) Intro to Ecology (BIO 120-*) Human Biology (BIO 110-113) Botany (BIO 125-127) Intro to Physical Science (PHY 111-113) Intro to Physical Geology (PHY 125-127) Astronomy (PHY 130-*) General Physics (PHY 150-153) College Physics (PHY240-243) Intro to Chemistry (CHM101-103) General Chemistry (CHM 110-113)		National Test such as CAAP scientific reasoning section AP Academic Profile-scientific reasoning

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