

STRAND I: ETHICS AND VALUES

Strand Definition: Make values-based decision grounded in an awareness of the ethical implications of one's actions.

IGED 140: Foundation Ethics

IGED 140 Foundation Ethics (3 Credits) Foundation Ethics seminars are Interdisciplinary General Education courses that focus on improving students' ethical reasoning skills while exploring a given academic theme. The goal of these courses is to teach students how to make values-based decisions that are grounded in an awareness of the ethical implications of one's actions. Students grapple with twenty-first century ethical problems and learn to argue from multiple perspectives to demonstrate that there is not always an absolute answer to every ethical question. They study an array of moral concepts, principles, and codes used frequently in the discussions of ethics and apply them to everyday issues. Prereq.: IGED 111 or ENGL 112C

Student Learning Outcomes: IGED 140 Foundation Ethics

The student will...

Articulate the personal sets of values they bring with them to college.

Explain (and utilize), different ethical theories (e.g., utilitarianism, Kantianism, contractarianism, etc.) when presented with different scenarios.

Demonstrate how ethical judgments and principles are to be justified; what is meant by saying that something is right, good, virtuous, just, and the like, such as how one is to treat another, under a wide variety of factual scenarios and differing circumstances.

Present clear, logical arguments both for and against multiple ethical principles applicable when considering a given situation such as civil war, economic sanctions, etc.

Critique and defend conventional ethical concepts, principles and in everyday political, professional, and personal situations.

Explain how moral theory purports to answer very general questions about what to do and how to be; i.e., the aims of moral theory, the notions of the right and the good, and how to evaluate theories' relative merits and deficiencies.

STRAND II: Civic Engagement

Strand Definition: Understand the importance of civic responsibility; demonstrate the ability to apply civic principles to a collaborative community project.

IGED 280: Discovery Civic Engagement (3 credits)

Discovery Civics seminars are Interdisciplinary General Education courses that give students the opportunity to practice good citizenship. The goal of these courses is to teach students to understand the importance of civic responsibility and demonstrate the ability to engage in teamwork and community service. Students study the role and impact of the institutional structures, powers, and practice of government at all governmental levels. Students learn about the rights, liberties, and intrinsic value of all persons living in a free society. Prereq.: IGED 210

IGED 280: Discovery Civic Engagement

Demonstrate knowledge of the political and societal context of a local, regional, national, and/or global problem.

Collaboratively design and implement an action plan to address the problem.

Evaluate the results of the action plan, both at the societal and individual scale.

STRAND III: ORAL COMMUNICATION

Strand Definition: Communicate orally with proficiency and ease in professional and interpersonal interactions; develop communication skills through practice, knowledge of the relationship between speech genres, performance and different cultural, institutional, ethical, and professional expectations for discursive proficiency.

IGED 130: Foundations of Oral Communications

IGED 130 Foundation Oral Communication (3 credits)

Foundation Oral Communication seminars are Interdisciplinary General Education courses that focus on improving students' interpersonal communication skills while exploring a given academic theme. The goal of these courses is to teach students how to communicate orally with confidence, proficiency, and ease in professional and interpersonal interactions. Students engage in extensive communication practice, with a focus on public speaking. They study the relationship between speech genres, performance, and the different cultural, institutional, ethical, and professional expectations for proficient communication.

Student Learning Outcomes: IGED 130 Foundations of Oral Communications

The student will...

Understand the relationship between speech genres, performance, and other verbal interactions.

Develop and refine different cultural, institutional, ethical, and professional expectations for 'discursive proficiency' through presentations, interviews, and speeches.

Recognize effective verbal and non-verbal communication techniques, including eye-contact, vocal projection, volume, mannerism, audiovisual support, manuscript reading, and personal expression.

Identify the components of spoken communication (audience, purpose, delivery method) appropriate for a variety of speech settings and situations: speeches, presentations, interviews, podcast/webinar, etc.

Evaluate communication performances (speeches, interviews, presentations), in terms of setting and audience, using a standardized rubric.

Demonstrate mastery of adapting to audience feedback in both public/one-way communication (speeches, presentations) and interpersonal/two-way communication (interviews, conversations/conferences).

Deliver a reasoned argument with confidence and coherence (e.g. research, source vetting, organization, etc.).

STRAND IV: CRITICAL READING and WRITTEN LANGUAGE

Strand Definition: Read and write with skill and ease. Express ideas and thoughts using a range of written forms and consider content and audience and professional standards. Comprehend a variety of graphic and textual material using multiple approaches to reading, interpretation, and comprehension.

IGED 110 Foundation Writing in the Arts and Humanities (3 credits)

Foundation Writing I focuses on improving students' critical reading and writing skills while exploring academic themes related to the Arts and Humanities. The goal is to teach students how to read and write with skill and ease. Students learn to express ideas and thoughts using a range of written forms that consider content, audience, and professional standards. They study a variety of graphic and textual material using multiple approaches to reading, interpretation, and comprehension.

Student Learning Outcomes: IGED 110 Foundation Writing I

The student will:

Critically read, analyze, interpret, and evaluate a range of texts in the arts & humanities.

Demonstrate writing strategies (prewrite, outline, draft, revise, and cite) using a variety of essay conventions such as narration, comparison, persuasion, process analysis, cause and effect, definition, classification, and description.

Demonstrate research skills, integrate their ideas with those of others, and apply the conventions of attribution and citation correctly.

Use Standard Written English and revise and edit writing for appropriateness in format, syntax, grammar, punctuation, and spelling.

Understand the connection between writing and thinking and use writing and reading for inquiry, learning, thinking, and communicating in an academic setting.

Be proficient in Microsoft Word, or comparable platform, to present, edit, and submit written assignments (use Home, Page Layout, and Review features).

IGED 111: Foundation Writing II

IGED 111 Foundation Writing in the Social and Natural Sciences (3 credits)

Foundation Writing II focuses on improving students' critical reading and writing skills while exploring academic themes related to the Social and Natural Sciences. The goal is to teach students how to read and write with skill and ease. Students learn to express ideas and thoughts using a range of written forms that consider content, audience, and professional standards. They study a variety of graphic and textual material using multiple approaches to reading, interpretation, and comprehension. Prereq.: IGED 110 or ENGL 111C

Student Learning Outcomes: IGED 111 Foundation Writing II

The student will:

Critically read, analyze, interpret, and evaluate a range of academic texts in the natural and social sciences.

Demonstrate writing strategies (prewrite, outline, draft, revise, and cite) in strong, appropriately documented essays (APA format) that argue a position. The essays should be logically valid, rhetorically persuasive, and appropriate to the purpose and the audience addressed.

Demonstrate research skills, integrate their ideas with those of others, and apply the conventions of attribution and citation correctly.

Use Standard Written English and revise and edit writing for appropriateness in format, syntax, grammar, punctuation, and spelling.

Be proficient in Microsoft Word, or comparable platform, to present, edit, cite, and submit

written assignments (use Home, Page Layout, References, and Review features).

IGED 210: Discovery Writing

IGED 210 Discovery Writing (3 Credits) Discovery Writing seminars are Interdisciplinary General Education courses that build on the critical reading and writing skills attained in the Foundation Writing sequence. The goal of these courses is to teach students how to do scholarly research to answer questions and formulate arguments within a given academic subject. Students review the literature in scholarly journals and books, and use the information they discover to write academically rigorous and appropriately cited research papers. Prereq.: IGED 111 or ENGL 112C

Student Learning Outcomes: IGED 210 Discovery Writing

The student will:

Demonstrate ability to read and evaluate scholarly research and criticism from a variety of academic disciplines in the arts-and-humanities, social-sciences, natural-sciences, mathematics, and others.

Analyze textual material to evaluate expertise of authorship, validity of support, and implications of claims.

Use texts to compare, synthesize and analyze information.

Demonstrate writing strategies (prewrite, outline, draft, revise, and cite) in a scholarly argument that is logically valid, rhetorically persuasive, and appropriate to the subject and the audience addressed; summarizing, paraphrasing, and quoting from academic sources.

Demonstrate research skills, integrate their ideas with those of others, and apply the conventions of attribution and citation correctly.

Use Standard Written English and revise and edit writing for appropriateness in format, syntax, grammar, punctuation, and spelling.

Be proficient in Microsoft Word, or comparable platform, to present, edit, cite, and submit written assignments (use Home, Page Layout, References, and Review features).

STRAND V: QUANTITATIVE REASONING

Strand Definition: Understand and infer using the language of mathematics. Demonstrate connections among and between quantitative reasoning skills through solving equations and scenario based problems. Analyze data in a variety of contexts including applications demonstrating personal economic and financial literacy.

IGED 120: Foundation Quantitative Reasoning

IGED 120 Foundation Quantitative Reasoning (*3 credits*)

Foundation Quantitative Reasoning seminars are Interdisciplinary General Education courses that focus on improving students' quantitative reasoning skills while exploring a given academic theme. The goal of these courses is to teach students how to reason using the language and strategies of mathematics. Students analyze data, find connections among and between quantitative relationships, and communicate their findings using a variety of formats within different settings and to diverse audiences. By using a variety of strategies, students solve problems in a variety of real-world contexts.

Student Learning Outcomes: IGED 120 Foundation Quantitative Reasoning

The student will:

Collect, organize, and analyze data using various methods.

Use inductive or deductive reasoning to reach logical conclusions.

Communicate processes and findings using a variety of formats within different settings and to diverse audiences.

Establish connections between real-world and quantitative excursions.

Represents and reports relationships (similarities and differences) between different data sets using charts, graphs, tables, etc.

IGED 220: Discovery Quantitative Reasoning

IGED 220 Discovery Quantitative Reasoning (3 Credits)

Discovery Quantitative Reasoning seminars are Interdisciplinary General Education courses that focus on improving students' quantitative reasoning skills while exploring a given academic theme. The goal of these courses is to extend students' abilities to reason using the language and strategies of mathematics, particularly in the use of statistics. Students solve problems and analyze data in various contexts including applications demonstrating personal economic literacy. Prereq.: IGED 120

Student Learning Outcomes: IGED 220 Discovery Quantitative Reasoning

The student will:

Understand the basic concepts of statistics and probability and their uses.

Express rates, ratios, and proportions in real-world examples.

Comprehend concepts and topics of percentages and compute in their use in statistical reasoning.

Apply problem-solving strategies to understand basic personal finances and basic economic issues.

Represent and report relationships (similarities and differences) between different data sets using statistical applications and analysis of charts, graphs, tables, etc.

STRAND VI: EFFECTIVE USE OF TECHNOLOGY

Strand Definition: Understand and demonstrate effective use of (basic and specialized) technologies to obtain, evaluate, organize, and present information.

IGED 250: Discovery Technology

IGED 250 Discovery Technology (3 credits)

Discovery Technology seminars are Interdisciplinary General Education courses that focus on improving students' technological skills. The goal of these courses is to teach students how to use technology effectively to obtain, evaluate, organize, and present information obtained from a variety of sources. Students learn how to apply strategies for secure and ethical use of the Internet, as well as how to apply appropriate technology to solve problems.

Student Learning Outcomes: IGED 250: Discovery Technology

The student will...

Discuss, select, and apply appropriate technology for given (general and specific) tasks.

Locate, retrieve, and evaluate information obtained from a variety of sources and present appropriately cited research findings.

Select and apply new and current software and digital platforms to present, assemble, and disseminate information effectively.

Demonstrate the ability to apply ethical standards to data and information collection and use; applies secure and ethical practices to technology use.

Apply skills using new and current software and digital platforms for lifelong learning and to address real-world problems

STRAND VII: LOCAL AND GLOBAL DIVERSITY

Strand Definition: Demonstrate an understanding and appreciation of the global and local diversity of people, ideas, languages, and cultures.

IGED 270: Discovery Diversity

IGED 270 Discovery Diversity (3 credits) Discovery Diversity seminars are Interdisciplinary General Education courses that focus on exposing students to the rich diversity of our city and the world. The goal of these courses is teach students to understand and appreciate the global and local diversity of people, ideas, languages, and cultures. Students examine diverse social groups and compare cultural variations among them. They learn to identify and critique ideas and behaviors based on stereotypes, as well as recognize cues that signal intercultural misunderstanding. Prereq.: IGED 210

Student Learning Outcomes: IGED 270 Discovery Diversity

The student will...

Identify and evaluate competing definitions of culture.

Demonstrate complex, multidimensional knowledge of diverse cultural groups.

Recognize and critique own stereotyping behavior.

Correctly analyze, in case analysis, cues and causes of intercultural misunderstanding.

Compare and contrast elements of a variety of traditions across cultures.

STRAND VIII: ENVIRONMENTAL CONSCIOUSNESS

Strand Definition: Develop an awareness of the interrelationships of humanity and the natural world and the impact of those relationships on a sustainable planet.

IGED 260: Discovery Science & Environmental Consciousness

IGED 260 Discovery Science (4 credits)

Discovery Science seminars are Interdisciplinary General Education courses that focus on improving students' scientific reasoning skills and raising their environmental consciousness. Goals of these courses include developing students' awareness of the interrelationships of humanity and the natural world and the impact of those relationships on a sustainable planet. Students study the relationship between humans and the natural environment. They use scientific inquiry to collect, analyze, and evaluate information related to practices and policies that affect the environment.

Student Learning Outcomes: IGED 260 Discovery Science

The students will...

Discuss basic environmental principals that controls or influences behaviors and actions within the ecosystem such as carbon emission, etc.

Discuss the uses of natural resources with respect to renewability, depletion and recyclability.

Identify opportunities and obstacles for collective action in support of the environment.

Utilize scientific inquiry to collect, analyze, and discuss information related to practices and policies that impact the environment.

STRAND IX: EXPLORATION OF NEW IDEAS ACROSS THE LIFESPAN

Strand Definition: Demonstrate effective skills in new situations, information, and experiences using critical thinking, problem solving and creativity. Following exposure to a wide variety of scholarly subjects, demonstrate through collaborative work, the ability to access and appropriately utilize information applied to a group project. Develop an ongoing intellectual curiosity connected to critical thinking, inquiry, information literacy, problem solving, and civic engagement.

IGED 391/392 Frontier Capstone

IGED 391-392 Frontier Capstone (3 credits) Frontier Capstone seminars are Interdisciplinary General Education courses that offer students the opportunity to pursue an in-depth project on a subject of deep interest. Students focus on identifying solutions to problems and the integration of knowledge across the IGED curriculum and majors to design and test those solutions. Students learn how to cope effectively with new situations, information, and experiences, using skills in critical thinking, problem solving, and creativity. Prerequisites: all Foundation and Discovery Interdisciplinary General Education courses.

Student Learning Outcomes: IGED 391/392 Frontier Capstone

The student will...

Construct clear, achievable goals/objectives for a project that investigates a problem or issue in society.

Critically identify, utilize, and properly cite multiple sources in addressing project goals.

Maintain effective working relationships within the project team and with the project advisor(s).

Demonstrate the ability to write clearly, critically, persuasively and reflectively (individually and collectively).

Demonstrate strong oral communication skills, using effective visual aids.

Create and communicate quantitative data.

Identify and articulate the ethical dimensions of project work.