

FSC’s General Education and B.A./B.S. Requirements

The General Education Curriculum

Florida Southern College’s General Education Curriculum is designed to help students master and integrate the critical knowledge areas, skills, attitudes, and habits of mind that are necessary for success in life. As such, the General Education Curriculum forms the core of the College’s entire transformational approach to education, which is grounded in the philosophy of engaged learning.

Courses in each category of the General Education Curriculum provide students the opportunity for meaningful achievement of key learning outcomes in three broad areas— (i) knowledge of the cultural and natural world, (ii) intellectual and practical skills, and (iii) personal and social responsibility. Each broad learning outcome category includes one or more specialized sub-areas. Students may choose from a variety of courses to achieve the outcomes in each area.

Every student at Florida Southern College is expected to complete the General Education Curriculum requirements below, totaling 40 semester hours of academic credit, with passing grades. Up to 12 of the 40 hours of General Education courses may be completed in the student’s own major.

A note on using a course to satisfy multiple requirements (also known as “double-dipping”): The General Education Curriculum allows students to satisfy more than one curricular requirement with a single course if that course has been approved to satisfy the requirements. Such “double-dipping” (and even triple- or quadruple-dipping) is permissible unless there are regulations preventing it in the specific case. Thus a course may count towards the satisfaction of a both General Education and major (or minor) requirements. A course may also count towards the satisfaction of two or more General Education student learning outcomes (SLOs). However, there are limits to this practice: *a given course may never be used to satisfy both General Education and Bachelor of Arts degree requirements. Likewise, a given course may never be used to satisfy both General Education and Bachelor of Science degree requirements.*

The following pages list and define the SLO categories comprising the General Education Curriculum. The explanation of the SLO categories is followed by

General Education Curriculum 40 hours

I. Knowledge of Human Cultures and the Physical/Natural World

A. Meaning and Value 8 hours

Distribution: Only four (4) hours may be in the student’s own major. Students are encouraged to fulfill the Meaning and Value category through coursework in different disciplines when appropriate. .

Student Learning Outcomes – To empower students to develop an understanding of academically significant historical and contemporary systems of thought and value and to promote students’ own academically informed responses to these systems.

To fulfill the Meaning and Value requirement, students will need to explore and grapple intellectually with fundamental and enduring questions of human concern. Courses enabling students to satisfy the Meaning and Value outcome will develop student competencies in the following areas:

1. Ultimate questions: Students will demonstrate understanding of and ability to articulate questions about ultimate purposes in human life, that is, purposes that are not themselves taken to be merely instrumental.
2. Levels of inquiry: Students will demonstrate understanding of and ability to articulate explorations of ultimate questions on three levels: the universal, the communal, and the personal.
3. System diversity: Students will demonstrate appreciation and understanding of diverse systems of thought and/or value (e.g., religious, philosophical, ethical, political, aesthetic, literary), as well as the ability to articulate and interpret those systems. Such systems may be historical or contemporary.
4. Analysis and evaluation: Students will critically analyze, evaluate, and formulate academically informed responses to systems of thought and/or value.

B. The Social World 8 hours

Distribution: Courses must be drawn from at least two (2) different disciplines (prefixes) of which one (1) may be the student's major field of study. At least one course must have a global orientation.

Student Learning Outcomes – To have students develop an appreciation for and ability to articulate and interpret diverse, changing systems of human activity.

To fulfill The Social World requirement, students will need to demonstrate the following competencies:

- (a) Awareness and (b) either Analysis or Application (*i.e.*, one course from (a) and one from (b)).
1. Awareness of the social world: Competency in Awareness requires students to demonstrate general knowledge of the social, political, economic, personal, or cultural systems or historical development of their world.
 2. Analysis of the social world: Competency in Analysis requires students to demonstrate the ability to use discipline-specific empirical methodologies, quantitative or qualitative or both, to interpret information and articulate knowledge about the social, political, economic, personal, or cultural systems or historical development of their world.
 3. Application of knowledge about the social world: Competency in Application requires students to demonstrate mastery of discipline-specific, empirical methodologies, quantitative or qualitative or both, to investigate specific issues about the social, political, economic, personal, or cultural systems or historical development of their world.

C. The Natural World 4 hours

Laboratory requirement: Any course satisfying The Natural World requirement must include a laboratory component.

Distribution: Students are encouraged to fulfill the Natural World requirement through interdisciplinary coursework when appropriate.

Student Learning Outcomes – To empower students to develop an understanding of the scientific investigation of the natural world.

For students whose major does not require a strong natural science component (see below), the course must emphasize the following:

1. Philosophical understanding: To fulfill this outcome, students will demonstrate knowledge of the natural world by investigating how scientific inquiry is different from other types of investigation, focusing on the philosophy of science and notions of skepticism.
2. Scientific methodology: To fulfill this outcome, students will demonstrate knowledge of the natural world by utilizing scientific methodology, including experimental design and data interpretation and analysis (including quantitative components).
3. Investigation: To fulfill this outcome, students will demonstrate knowledge of the natural world by demonstrating proficiency in the basic skills necessary for lab or field work and using the tools of scientific inquiry to investigate real world problems.
4. Evolving systems: To fulfill this outcome, students will demonstrate knowledge of the natural world by applying the tenets of evolution as they pertain to the scientific discipline being studied (e.g., cosmological or biological evolution, evolutionary psychology, etc.).
5. Evaluation: To fulfill this outcome, students will demonstrate knowledge of the natural world by critically evaluating evidence pertaining to current scientific findings.
6. Practical relevance: To fulfill this outcome, students will demonstrate knowledge of the natural world by articulating how scientific discoveries and processes enhance everyday life.

It is expected that students whose majors require a significant number (16 or more) hours in the natural sciences will fulfill all these learning outcomes through their requirements. Therefore, no one course will need to fulfill all the above learning outcomes.

D. Fine Arts Appreciation 4 hours

Student Learning Outcomes – To empower students to develop appreciation for and ability to communicate about and interpret diverse expressions of artistic creativity.

To fulfill the Fine Arts Appreciation requirement, students must meet at least one of the two outcomes below:

1. Interpretation: To fulfill this outcome, students will demonstrate through writing or verbal discussion their understanding of creative works of art, literature, theatre, and/or music.
2. Expression: To fulfill this outcome, students will demonstrate through the completion of a sequence of their own creative productions and through the discussion of these productions their understanding of creative works of art, literature, theatre, and/or music.

II. Intellectual and Practical Skills

A. Systematic and Creative Thinking 8 hours

Student Learning Outcomes – To empower students to develop and refine their abilities to reason systematically and creatively.

To fulfill the Systematic and Creative Thinking component of Florida Southern College’s general education requirement, students must take at least two courses, one course with a qualitative emphasis and one course with a quantitative emphasis, that promote competencies in

the areas of critical and creative thinking. These courses will enable the student to recognize the distinction between qualitative and quantitative methods, understand their strengths and limitations, and apply each method in the appropriate context.

▪ **Qualitative Course** **4 hours**

A qualitative course in Systematic and Creative Thinking requires students to develop key critical and creative thinking skills by teaching basic awareness and application of these skills. The course also empowers students to develop their own creative projects. The course promotes competencies in these two areas:

1. Critical thinking: To fulfill this outcome, students will demonstrate the capacity to reason logically (e.g., deductively, inductively, analogically, and abductively) about qualitative data, using appropriate qualitative methods, and to apply reasoning to solve concrete problems.
2. Creative thinking: To fulfill this outcome, students will demonstrate the capacity to develop original creative projects related to their application of critical reasoning.

▪ **Quantitative Course** **4 hours**

A quantitative course in Systematic and Creative Thinking requires students to refine the development of key critical, quantitative, and creative thinking skills. Quantitative reasoning should include the use of quantitative modeling, calculation, and data analysis to solve applied problems in a variety of disciplines. The quantitative course must address competencies in the areas below:

1. Students will be able to interpret quantitative information presented in formulas, graphs, tables, and schematics, and draw inferences from them.
2. Students will be able to express quantitative information symbolically, visually, numerically, and verbally.
3. Students will be able to use quantitative tools to solve problems, estimate solutions, and check answers for reasonableness.
4. Students will be able to recognize and describe limitations of quantitative methods.

B. Effective Communication **12 hours**

Distribution: At least one course from each category (A, B, C), no more than two courses within the major. One course is to be taken within the first year of a student's FSC career.

Student Learning Outcomes – To empower students to communicate effectively in English in both oral and written form.

Placement: Before fulfilling Effective Communication requirements, students must successfully complete a college-recognized placement process or complete an introductory English course (Introduction to College English (ENG 1000)).

▪ **Category A: Effective Written Communication Skills Development** **4 hours**

A course fulfilling Category A will require a minimum of 3,000 written words in assignments with specific feedback. The course will provide students the opportunity to achieve the following competencies:

1. Students will identify and apply multiple approaches to the study of language, usage, grammar, diction, and style of standard written English.
2. Students will demonstrate knowledge of grammar and punctuation including: pronoun case and pronoun antecedent; verbs (forms, tenses, moods, voice, subject-verb agreement); adjectives and adverbs; avoiding common sentence flaws (sentence

fragments, comma splices, fused sentences, shifts and dangling modifiers); diction and word choice.

3. Students will demonstrate mastery of elements of good writing, including paragraphing, composing essays, prewriting, outlining, drafting, revising, editing and proofreading, and the ability to organize ideas around a thesis or focal point using current relevant technologies.

▪ **Category B: Effective Oral Communication Skills Development 4 hours**

A course fulfilling Category B will require a minimum of two presentations, for a combined total of no less than 15 minutes. The course will provide students the opportunity to achieve the following competencies:

Students will demonstrate the ability to organize ideas around a thesis statement through a prepared speech.

1. Students will be able to identify a minimum of three types of organizational patterns for speeches, and properly utilize one (for example: chronological/historical; sequential; problem, cause, solution).
2. Students will demonstrate the ability to develop a polished speech presentation through the process of research, outlining, revision, and delivery, using relevant presentation technologies.
3. Students will be able to define the difference between informative and persuasive speaking and demonstrate the ability to construct a persuasive message with an audience-centered call to action.

▪ **Category C: Effective Written and Oral Communication Skills Application 4 hours**

Prerequisite: Students must complete courses to meet the requirements for Category A and Category B before taking a course in Category C. A course fulfilling Category C will require a minimum of 3,000 written words in assignments with specific feedback and at least one presentation totaling no less than 7 minutes. The course will provide students the opportunity to achieve the following competencies:

1. Students will demonstrate the ability to organize ideas around a thesis or focal point and incorporate relevant content and evidence in written work and/or oral presentations using current relevant technologies.
2. Students will demonstrate mastery of elements of good writing, knowledge of field-specific vocabulary, and the ability to use major specific documentation in text (MLA, APA, Chicago, etc.) and/or properly cite materials in oral presentations.
3. Students will evaluate successful field-specific works (for example, peer reviewed academic journal articles) or successful field-specific oral presentations (for example, conference presentations, testimony, speeches, sermons, etc.).
4. Students will demonstrate the ability to construct an informative presentation or persuasive argument (oral or written) based on real quantitative and/or qualitative data, and create and receive peer evaluation of oral presentations.

III. Personal and Social Responsibility

▪ **Personal Wellness 2 hours**

Student Learning Outcomes – Courses satisfying the Personal Wellness category will empower students to meet at least three of the four outcomes below:

1. Lifestyle programs: To fulfill this outcome, students will participate in healthy lifestyle programs that incorporate mind, body, or spirit in order to enhance quality of life.

2. Risk factor control: To fulfill this outcome, students will demonstrate how to control various risk factors, thereby showing an understanding of how to promote healthy lifestyle behaviors.
3. Nutrition: To fulfill this outcome, students will demonstrate knowledge and practice of proper nutritional habits.
4. Reflection: To fulfill this outcome, students will demonstrate ability to reflect on how physical, psychological, social and/or spiritual well-being contributes to overall health.

Other Degree Requirements

Candidates for the Bachelor of Arts and Bachelor of Science degrees must fulfill additional degree requirements listed below.

A note on using a course to satisfy multiple requirements (also known as “double-dipping”): If a course required for a student’s major (or minor) field of study also satisfies Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree requirements, the student may use the course to fulfill both sets of requirements. Such “double-dipping” is permissible unless there are regulations preventing it in the specific case. However, double-dipping is not permitted between Bachelor degree requirements and General Education requirements: *A given course may never be used to satisfy both General Education and Bachelor of Arts degree requirements. Likewise, a given course may never be used to satisfy both General Education and Bachelor of Science degree requirements.*

Bachelor of Arts Degree Requirements 20 hours

1. Foreign Language (12 hours of a single language, or competency through 2203 in a modern or classical language*)
2. Additional hours in two different disciplines in the humanities, fine arts, performing arts, or other courses approved in the area of humanities by the Curriculum Committee (8 hours)

*Competency in the language requirement for the Bachelor of Arts degree is understood to be equivalent to successful completion of the second year of a foreign language accepted by Florida Southern College (proficiency at the 2203 level). For further information about meeting the requirement, contact the Dean of Arts and Sciences.

Bachelor of Science Degree Requirements..... 12 hours

1. Computer Science, Mathematics, or other course approved as quantitative by the General Education or Curriculum Committee (4 hours)
2. Natural Science (4 hours)
3. Social Science: One course selected from CRM, ECO, GEO, HIS, POS, PSY, or SOC or other course approved as social science by the Curriculum Committee (4 hours)