

**General Education Core Course Options
Florida College System Institution Feedback**

Category	Institution	Subject Area	Feedback
Subject Area	Santa Fe College	All	<p>In the interest of full disclosure and transparency, I submit a compendium of our institutional responses, so that the chorus of faculty voices may be expressed.</p> <p>1. The choices made for the courses in the five categories send a message from the state about what it values and some areas feel left out. Speech is not included in communication and performing arts other than music are nowhere to be found.</p> <p>2. There were some questions and some uncertainty about the status of the Gordon Rule. Any clarification in this regard would be greatly appreciated. This could have multiple implications that need to be investigated.</p> <p>3. The move from 36 to 30 credits frees up 6 credits that could be used for electives and help students stay closer to the cap on the number of credits that need to take. An important consideration for financial aid.</p> <p>4. At the same time, some courses that survived through the enrollment of non-majors could be affected by a limited choice of Gen Ed courses. Some courses in Fine Arts were used as examples, but other courses in natural sciences could be similarly affected. [However, each individual institution will have the discretion to include such courses as it sees fit.]</p>
Subject Area	Santa Fe College	All	<p>5. In addition to a list of categories and a set of courses for each category, the state provided learning outcomes for each course. Our understanding is that the remaining 15 credits of Gen Ed left to the institution should be aligned with these categories. It would then make more sense to align the GELOs used in the latter with the learning outcomes of the former. It would not make sense to have one set of courses follow the learning outcomes provided by the state and a different set of learning outcomes for the institution's courses.</p>

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Subject Area	Santa Fe College	All	<p>7. The committee also felt that more information about the final set of courses would be needed before we start realigning our courses and categories. Given the timeline of the pending "glitch bill" this means that we could be looking at meeting extending to the summer 2013. This could be needed if the implementation date remains fall 2014 and SF needs to have all its work done by December 2013 (for inclusion of our catalog).</p>
Subject Area	Santa Fe College	All	<p>8. The first thing that jumps out at me is the “unfunded mandate” associated with a language requirement that adds hours without providing credit for those hours within general education. This is not new; it is what we have currently but it is once more not recognizing the general education value associated with learning another language. Beyond that, a foreign language and the understanding and respect it can foster for other cultures in students is at the core of “Internationalizing” their education. Our Title VI grant project recognizes the need for our graduates to expand their focus to include other parts of the world, especially Asia. If we cannot incorporate that into the required general education distribution, then students are likely to see it as an extra burden and quite possibly go elsewhere in order to avoid it. [Not likely; this will be a statewide requirement.]</p>

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Subject Area	Santa Fe College	All	10. Although math & science is pretty much the same math & science everywhere in the world in terms of content, the approaches taken and the depth of their penetration into the fabric of society are not the same in all cultures. This may be more obvious in the Humanities but is still important even for us more obsessive types. That begs the question “what is General Education?” This version of a General Education distribution is a set of skills more applicable to the early 20th century (the three R’s plus a little Science and History). It does include science but, while it includes communication as a category, it does not specifically require the technical and digital skills that are growing in importance. Perhaps it assumes that English and Speech departments know what future students will need but this does not provide a vision for that.
Subject Area	Santa Fe College	All	11. Taken as a whole, this is no longer a foundation for a Liberal Arts education. Moreover, it is not even a complete list of the “training” a successful graduate needs because it <u>does not include any requirements for an expanded view of the student’s own culture (Social Diversity), or of its place in the wider world (Global Diversity or International Focus).</u> [Such a requirement could be added at the institutional level.]

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Subject Area	Santa Fe College	All	<p>12. I know I am preaching to the choir but... how can we – as a State – present this to students as the minimum required distribution outside their major area of focus? Do we now have to depend on each major to provide that distribution within the context of the applications appropriate to them? That is obviously not anticipated when each major is limited to a set number of hours and perhaps most obvious in highly technical service fields (Nursing, Pharmacy, Physical Therapy, Veterinary Medicine, etc.). Business programs and those service fields are perhaps the most obvious areas where a more global perspective and an expanded understanding of different social structures is required for success. I do not expect to see the upper division hours in Economics, Resource Management, Nursing, etc. to change or expand in order to include these needs. Do we have to return to a set of common core course for each of the five areas in order to ensure that these needs are met? I still remember the days of the 100's. Those courses were wonderful and valuable but they were also not respected by upper division colleges and they left no room for personal choice, something students in our society seem to value more than the specifics of any choice</p>
Subject Area	Santa Fe College	All	<p>In summary, I find this attempt to curtail what our students experience and focusing them on what they need for entry-level employment tantamount to pushing them deeper into the Working Class and reducing the opportunity for advancement. It is a different version of attempts made in other cultures to preserve the power shared by a few in their own hands at the expense of the rest of us.</p>

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Subject Area	Santa Fe College	All	13. The glaring absence of a separate category for International Studies and/or diversity or multicultural studies not only weakens the proposal but virtually renders it unacceptable. Of course, other GE courses will be "internationalized" and/or "Asianized" by Title VIA and there will be a GE international studies certificate, but such courses will not be specifically in this core of the core. This absence makes this proposal apt for the 20th century at best but in no way whatsoever appropriate for the 21st century. If "international" is not part and parcel of a "general" education program, then on what are we centering our students' education? It's as if no historical paradigm shift has occurred since the atom bomb or Steve Jobs or whatever.
Subject Area	Santa Fe College	All	14. I would like to see a separate document with a fully rationalized explication and explanation of the discussion and decision behind each category and each of the courses in each category. Without such documentation discussion is really moot.
Subject Area	Santa Fe College	All	15. From HFL's perspective and my own view of a balanced "general" education, I applaud the retention of a category called "humanities," as I applaud the other categories, which, roughly equally and seemingly fairly cover our arts and sciences fields; however, how is it possible, says I, that the digital universe (that is, multimedia, computer, digital literacy, etc.) we all swim in--this is totally true of our current and future students if faculty members of my vintage--is not represented specifically in either a separate category or even in a dedicated single course in any category?

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Subject Area	Santa Fe College	All	16. From the HFL perspective, REL and SPC are as significant and separate "humanities" fields as HUM, PHI, or those fields listed (appropriately) in the Humanities category. I'm concerned about both disciplines for educational reasons, not staffing reasons, though I understand that REL and SPC can be in SF's full GE list later on. However, as above, I'm concerned that in our oral global village world, and with SF having signed and committed itself to the goals of the Charter for Compassion, religion and oral communication would not be listed alongside comp (which, obviously needed to have some kind of primacy), so long as the structure of English is incorporated into a new SPC Common Course Outline, perhaps not as SPC2608, but its own area.
General	Seminole State College	All	The following feedback regarding the proposed General Education Core Courses is based on both my experience serving as a faculty member on the Humanities Core Committee and feedback from my colleagues (faculty and staff) here at Seminole State College. There is a consensus among faculty and staff that the implementation of a list of core courses is antithetical to the concept of a General Education. The American Association of Colleges & Universities (AAC&U) defines General Education as: The part of a liberal education curriculum shared by all students. It provides broad learning in liberal arts and science disciplines, and forms the basis for developing important intellectual, civic, and practical capacities. General education can take many forms, and increasingly includes introductory, advanced, and integrative forms of learning (http://www.aacu.org/leap/what_is_liberal_education.cfm)
General	Seminole State College	All	The proposed list of core courses places limits on the education our students will receive, rather than broadening their intellectual experience. This core will confine our students to an unsystematic list that may not support their best academic interests. The proposed General Education core courses will make it more difficult for students to complete an A.A. in 2 years/B.A. in 4 years. Given that a large number of the proposed core courses do not contribute to most academic major requirements, it is almost certain that that an increasing number of students will be unable to complete their major degree requirements within 4 years. Therefore, these core courses conflict with the federal and state goal to increase completion rates while also making appropriate use of student aid.

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General	Seminole State College	All	These courses do not consistently support our goal to improve workforce readiness and employability of our students. Since these courses do not consistently prepare students for advanced course work and do not all assist our students in meeting their major requirements. Our experiences in higher education have demonstrated that a rigid set of requirements do not increase graduation rates or preparedness of students. Rather, the proposed core established in each curriculum will impede our students' progress and complicate higher education at a time when federal and state institutions are attempting to make higher education more transparent. The proposed core courses lack consistency across each discipline area.
General	Seminole State College	All	While a few disciplines appear to have taken academic major requirements into consideration, other disciplines did not (as they were instructed to disregard major requirements in developing their core list). It is problematic that each core list reflects a different rationale, and this indicates that more thought and planning should be put into this process to establish consistency. The proposed General Education core courses do not all "contain high-level academic and critical thinking skills" (§1007.25, Florida Statute).
General	Seminole State College	All	As a representative on the Faculty Humanities Core Committee, I can attest to the fact that academic standards and integrity were not consistently taken into account when developing the proposed core lists. Given the wide variation in the availability of faculty and resources at institutions throughout the state, it became most expedient to choose the broadest, most generalized courses with little to no regard for the academic rigor of the proposed course. This does a disservice to students in the state of Florida and contradicts important trends in higher education.

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General	Seminole State College	All	The AAC&U has been working toward “strengthening general education for transfer students, embedding high expectations and meaningful assessment of student learning, and general education as essential for enhancing curricula and pedagogy” (AAC&U Website). This not only calls into question the list of proposed courses, but, as previously stated, conflicts with the limitations a list of core courses would impose. Many colleges in FCS do not have the labor and resources to meet the potential demand for these core courses. Overall, the concept of a core list of General Education courses statewide, conflicts with the important cultures that have developed at each institution in the state and ignores the unequal distribution of resources, particularly the disparity between colleges and universities. This core list will prevent colleges from competing for student enrollment and, consequently, decrease the quality of education in the state as institutions will no longer invest in improvements that benefit students.
General	Seminole State College	All	Thank you for the opportunity to provide feedback regarding these proposed CORE classes. Up until the last couple of years, when I became a full time speech professor for Seminole State, I lived a double-life as a speech adjunct here and a political science professor associate faculty member at Valencia. I have been teaching both speech and political science college classes for 20 years now. Besides my graduate studies in speech and political science, I also have graduate degrees in history and psychology, so I hope I am welcome to comment on a few of these areas. Let me begin by saying I am cheering for the “glitch” bill. The current CORE proposals have some significant flaws. This whole CORE debate prompted me to review the Seminole State liberal arts requirements, and they are very good. It is a well-designed program for students and well-balanced. To me, it seems likely that the current CORE proposal will reduce the quality of our A.A., not improve it.
General	Seminole State College	All	Do readmit students who have been out of school for one year or more follow the old 36 or the new 30 required credit rule?
General	Seminole State College	All	These changes will affect all readmit students who have already started working on their gen eds. With the new excess credits and stricter FA rules, these changes would affect these students negatively.

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General	Seminole State College	All	Exactly how will the 30 credits be broken down? We are clear on the 5 different subject areas, but it only seems to state that one from each area is required, which would total 15 credits, where do the remaining 15 credits fall?
General	Seminole State College	All	What additional foreign language courses will be offered? Will American Sign Language count? If so, will count towards all majors or only certain ones?
General	Seminole State College	All	What happens to students already working towards the completion of 36 credits of Gen Ed Courses, will they be able to finish out their AA under the old rules or will they adopt the new rules?
General	Seminole State College	All	How does this affect the elective requirements for an AA?
General	Seminole State College	All	Many programs have specific pre-requisites that fall under the gen eds (eg: business majors have to take ECO2013 and ECO2023). By narrowing the list of gens eds and being so specific, a large number of students are going to end up having to take additional courses (e.g.: economics was not listed under social sciences on that draft, so it sounds like students would have to select from the list and also have to take ECO2013 and ECO2023.
General	Seminole State College	All	Clarification between General Education Requirements vs. Graduation requirements.
General	Seminole State College	All	Clarification between General Education requirements as required by the state vs. general education requirement required by program of study.
Subject Area	Brevard Community College	Communications	Communications feels very strongly that Comm 1, Comm 2 and Speech should all be required
Subject Area	Daytona State College	Communications	English – ENC1101 is the obvious choice

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Subject Area	Edison State College	Communications	<p>Written and oral communication skills are ranked as top skills sought after by future employers. SACS recommends, and it is supported, that faculty teach within their credentialed disciplines. Faculty who are in the English discipline are credentialed to teach and assess written communication skills; while faculty in the speech communication discipline are credentialed to teach and assess oral communication skills.</p> <p>It is agreed that ENC 1101 should be selected as the COM course that all students throughout the state of Florida are required to take to fulfill one of the two courses in the six-hour communication core requirements. However, Edison faculty feel strongly that institutions be mandated to investigate options to incorporate a basic communication course emphasizing oral communication skills into their general education core requirements. Furthermore, that course should be taught by faculty who are credentialed to teach courses focusing on the development of oral communication competencies.</p>
Subject Area	Lake-Sumter State College	Communications	<p>Faculty comments: An additional communication course should be required (Comp I & II series or COMP I and Speech.) English 1101 doesn't encompass all areas of communication.</p> <p>Communications – ENC X101 – Absolutely!</p> <p>ENC 1101 is good choice, ENC 1102 should be second but course should be revamped to make sure argument analytical skills are taught as well as MLA for students who might have CLEP'd 1101.</p> <p>second course in required 15 should also give option for Speech, Tech Writing or Literature.</p> <p>ENC 1101 is appropriate for the communication area.</p> <p>We feel that the ENC 1101 class is the choice our department is comfortable with together.</p>

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Subject Area	Lake-Sumter State College	Communications	<p>We feel that the ENC 1101 class is the choice our department is comfortable with together.</p> <p>ENC X101 – keep this course as initial requirement.</p> <p>Of course ENC 1101 should be required as core English course. If we still want Communication – Oral to be a learning outcome and we will only be requiring two English courses with oral competency as required. Otherwise we are assessing and expecting students to know a skill that they have not been trained in.</p> <p>ENC 1101 is good with us. Concerned about student using CLEP or AP credit to avoid 1101.</p>
Subject Area	Lake-Sumter State College	Communications	<p>ENC 1101 as first choice; 2nd choices include ENC 1102, Speech, Technical Writing.</p> <p>Make modifications to ENC 1102 to include more research and critical thinking for students who test out of ENC 1101.</p> <p>ENC 1101 first choice; course with oral component second choice.</p> <p>Second English class – ENC 1102 (if an oral component is required?) Technical Writing? or Speech? Graduation requirements.</p> <p>If oral communication is a statewide outcome shouldn't a speech class be a required course by the state?</p> <p>I would recommend requiring ENC 1102 in communications and more upper level English classes in humanities. These classes help with critical thinking and social responsibility. ENC 1101 should be the first requirement for communications.</p> <p>We should require 1101 for all students. Any student who test out of 1101 should take 1102. It should be clear to faculty that all 1102 sections include research, assignment, and demonstration.</p> <p>ENC 1101 would be the logical choice for a gen ed requirement for communication. Would students still have to take 1102 as a graduation requirement? Could students test out?</p> <p>Communication – would like to see Comp II – writing skills – APA style.</p>
Subject Area	North Florida Community College	Communications	agreement on recommended ENC 1101

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Subject Area	St. Petersburg College	Communications	Given that the mission of State Colleges is to graduate students who are not only proficient in their study areas, but also ready to perform professionally in the occupations they seek, the selection of only ONE communication course (English Comp1) seriously short-changes their career readiness
Subject Area	Valencia College	Communications	<ul style="list-style-type: none"> • Our faculty believe that speech should be included. If not included and we can't fit it into the core, or our institutional Gen Ed hours because of Gordon Rule requirement, it may have to be a graduation requirement, so that students will be able to meet Valencia's general education learning outcomes. • Communications area is not left with any options, because ENC 1101 is a course that all students have to take. • Not requiring Speech has an impact on AS programs as well as AA—speech is very valuable to AS degree programs • Valencia will not be able to meet its own Gen Ed outcomes if SPC 1608 is not in either the core or the institutional hours. • Communications faculty must emphasize the fact that communication (both written and oral) prepares students for jobs just as much as an algebra or a chemistry course. • The outcome written for communications does not demonstrate oral proficiency.
Subject Area	Seminole State College	Communications	Communications- not including SPC1608 Introduction to Oral Communication. We have statewide and college-wide student learning outcomes for communication "Students will demonstrate the ability to communicate effectively. Students will demonstrate the ability to analyze communication critically." We need a communications course included in the statewide core in order to achieve this outcome. Further most of our employer surveys indicate that communication is a critical skill in the workplace. We need to have curriculum available to ensure that our students are competent in communication.

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Subject Area	Seminole State College	Communications	The new requirements put forth by the state I know affect all groups in our academic realm. I would like to make the case for keeping our public speaking course, SPC 1608 as part of our core contingent for the student requirements. Our course is one that will impact all students, regardless of their planned certification, degree, or major. Although written skills certainly have their place, without the entire package of both verbal and written proficiency, we send forth a student population that lacks the very skills necessary to be successful in the world they wish to excel in. Let me make the case for why this course should stay in our core curriculum as a most necessary part of a college education.
Subject Area	Seminole State College	Communications	Students need to read and write effectively, that is true. But even if a person has a fantastic resume, if they cannot sell themselves in the interview, they will not get the job. Time and time again, employers rate excellent communication skills as the number one requirement for success for their employees. But this is not just a skill that our students will be using to get the job, they will also be using it within their employment. Face to face interactions with fellow employees and customers require students to know how to do audience analysis, a skill taught within our course. They will need to make reasoned arguments and use appropriate media, again skills taught within our course. They will need to know the communication model to best create and then present effective communication that will bring in revenues and relationships where they work; once more, a skill taught within our course. But these skills are not limited to the boardroom. They are skills which they will use every day of their lives, be it giving a wedding toast or a eulogy, reasoning their way out of a ticket with a police officer, or petitioning the school board to rezone their children to a better school. They will not be able to do this effectively without having this course.

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Subject Area	Seminole State College	Communications	We are not just teaching students how to give effective presentations that will impact every aspect of their lives. We also teach them to be savvy consumers of information, so they will know the good from the bad and learn from the mistakes of others, so they do not make the same faux pas themselves. We have them analyze speeches and media to look for the messages that they are bombarded with so they can decide for themselves whether or not the information is effective and relevant to them. By learning about how to dissect these messages, they become a better informed populace, able to pick out solid arguments versus fallacies and attacks. This course provides these students with the opportunity to understand how communication works on the individual level as well as all the way up to the large media audience level so they can learn to tailor their words and ideas effectively.
Subject Area	Seminole State College	Communications	Finally, this course is one of the few that does not require prerequisites. This opens the doors to many students who have never had previous college experience or have been in ESOL or EAP classes prior to taking the course. We are a gateway course and when students have a positive experience, they are more likely to continue on and complete their degrees. At the National Communication Association conference this past November, a panel I attended stated that students who do well in a public speaking course have a 50% higher chance of going on and finishing their degrees, as many of their subsequent courses will require them to do oral presentations as part of their work. Learning the basics in this course prepares them to be successful in all of their other classes as well as in life. We would be terribly remiss if we took away this course in the Core curriculum as it is a stepping stone for almost all other courses necessary to succeed.
Subject Area	Seminole State College	Communications	I strongly suggest that we continue to leave public speaking as a part of the core curriculum. If students only have written skills, they are missing an integral second half of their communication training. Only by integrating and using both methods will we best be able to serve our community of students now and in the future. Thanks for your attention to this matter.

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Subject Area	Seminole State College	Communications	The CORE requirement proposals don't adequately emphasize the importance of communication. The Enc x101 should be a requirement, but not THE requirement. Last week, I reviewed countless surveys of employers and hiring managers, and communication skills are nearly always at the top of the list of desired skills for incoming employees. I was not surprised to see that while both written and oral communication were highly regarded, oral communication was always listed as a more (usually the top) skill than written communication (on the many surveys I read). Usually, team and small group communication, which is part of our speech communication field, is also right near the top.
Subject Area	Seminole State College	Communications	Here is a fairly typical example of what I found in my review of recent surveys. CNBC reported these NACE results: Following is the list of the employer ratings from the <i>Job Outlook 2013</i> report: Employers rate the importance of candidate skills/qualities
Subject Area	Seminole State College	Communications	Skill/Quality Weighted Average Rating
Subject Area	Seminole State College	Communications	Ability to verbally communicate with persons inside and outside the organization 4.63
Subject Area	Seminole State College	Communications	Ability to work in a team structure 4.60
Subject Area	Seminole State College	Communications	Ability to make decisions and solve problems 4.51
Subject Area	Seminole State College	Communications	Ability to plan, organize, and prioritize work 4.46
Subject Area	Seminole State College	Communications	Ability to obtain and process information 4.43
Subject Area	Seminole State College	Communications	Ability to analyze quantitative data 4.30
Subject Area	Seminole State College	Communications	Technical knowledge related to the job 3.99
Subject Area	Seminole State College	Communications	Proficiency with computer software programs 3.95
Subject Area	Seminole State College	Communications	Ability to create and/or edit written reports 3.56
Subject Area	Seminole State College	Communications	Ability to sell or influence others 3.55
Subject Area	Seminole State College	Communications	*5-point scale, where 1=Not at all important; 2=Not very important; 3=Somewhat important; 4=Very important; and 5=Extremely important - Source: CNBC, <i>Job Outlook 2013</i> , National Association of Colleges and Employers

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Subject Area	Seminole State College	Communications	Just to make it clear, I value both oral communication and written communication for our students, and I think we currently have quality requirements for our students at Seminole State. I am concerned that the proposed CORE changes may actually reduce the emphasis on communication skills, which seems unwise in today's world. Employers and organizations are looking for those who can communicate. Oral Communication is commonly listed as the most desired skill by future employers, so it concerns me that oral communication may somehow be relegated to "elective" status.
Subject Area	Seminole State College	Communications	In reviewing this document are we to understand that ENC1102 English II and SPC1608 Oral Communications will not be required any longer? If so, this is something that our advising staff disagree with, we find that both courses are valuable, especially SPC1608.
Subject Area	Miami Dade College	Communications, Humanities, Mathematics & Natural Sciences	MDC is in support of the Statewide discipline committee and Steering Committee recommendations for four of the subject areas: Communications, Humanities, Mathematics and Natural Sciences.
Subject Area	Daytona State College	Humanities	In the Humanities category, the ARH X000, LIT X000 and MUL X010 are redundant if a general humanities course is offered as it covers Art, Literature, and Music so why not just offer it?
Subject Area	Daytona State College	Humanities	a. There is concern for Art and Music majors (including AS Photography students) and the courses they must take. The "Appreciation" courses are not considered rigorous enough for Art or Music majors so they would like higher level courses like ARHX050 or MULX110 to be able to substitute for the appreciation courses.
Subject Area	Daytona State College	Humanities	b. Music and Art Appreciation course are among the most popular humanities courses so it is not clear how this will affect the enrollment in the proposed HUM, PHI and LIT courses offered in this category.

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Subject Area	Edison State College	Humanities	1) The HUM X020 (Introduction to Humanities) course selected as one of the five core courses presents the challenge of needing to create the course. From our perspective, the challenge may be more easily addressed if two considerations are adequately factored into the final details of that course. First, it is preferable that the HUM X020 allows for a HUM 1020 or a HUM 2020 solution at individual institutions. Second, and more substantively, the HUM X020 course description, topic outline, and learning outcomes should be general enough to avoid unnecessary prescriptivism and allow for a variety of approaches to this multidisciplinary course. For example, these elements should allow for either a topical or an historical approach. The benefit to this would be to allow a range of institutional and individual approaches. Ultimately, this would permit the same breadth of basic methodologies and areas of focus within the Humanities coming from scholars with different specializations within that range.
Subject Area	Edison State College	Humanities	2) We understand the limitations of the five courses, but Introduction to Theater represents the equivalent to the two other fine arts courses contained within the five core courses currently listed. It seems unfortunate to have to leave it out, although we will push to include it within the Gen Ed core at our institution.
Subject Area	Edison State College	Humanities	3) MUL 1110 Music History and Appreciation should suffice for the numbers found in the current list (MUL X010).
Subject Area	Hillsborough Community College	Humanities	HCC concurs with the recommendations for the core course selections in each of the discipline areas with the exception of Humanities. In the Humanities selection, HCC faculty would prefer to have either HUM X210 or X230 instead of HUM X020. The consensus was that the X020 course would be so broad as to be difficult to design while the HCC suggested courses would limit the time span being covered. The HCC Humanities faculty also expressed a concern that not all areas of the Humanities appeared to have been represented by the faculty on the state subcommittee. They expressed a concern that certain areas such as dance and theatre had no representation and are not represented in the core.

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Subject Area	Lake-Sumter State College	Humanities	<p>Faculty comments: HUM X020 Intro to Humanities – we do not have this class and it is a single survey course. Too much to do. HUM 1211 and HUM 1230 already do this. We are all concerned with the combination of too much into one course, i.e.; Ancient Humanities – Ren. + a second course in Ren/Modern is better than cramming everything into a single survey course. HUM X020 – don't have; THE 2020, TPP 2110 FIL 2001, REL 2300 could be added. LIT X100 – Could other Lits count? ARH X000 Art Appreciation – add: HUM 1211 and HUM 1230 Music, Theatre, Foreign Language – there are so many disciplines within humanities that a complete list of suggestions would destroy any credit hour limit. ARH X000 – ARH 2051 Art History & Appreciation II Humanities – ARH X000, HUM X020, LIT X100, MUL X010, PHI X010 - I like this combination/group.</p> <p>Humanities – this would include literature courses. Humanities – I'm not sure but we would like to pick Ethics (not on list); Music if Ethics not an option, Philosophy okay, too.</p>
Subject Area	North Florida Community College	Humanities	<p>courses seem to cover the broad range of the humanities realm and are similar to courses we currently offer and therefore we can adapt. Agreement on recommended core.</p>
Subject Area	Northwest Florida State College	Humanities	<p>5) A World Religions course should be a cornerstone of humanities. Not to diminish the significance Music Appreciation, Philosophy, or Art History, but students and society at large benefit in prodigious ways when an appreciation of various world religious traditions are shared in communal--local to international--and academic settings.</p>
Subject Area	Northwest Florida State College	Humanities	<p>11) My argument is with the five courses selected in the state "bucket" for the Humanities area. I think that no course is more valuable for Global Social-Cultural Understanding today than World Religions. It should substitute for either philosophy or music on the list.</p>

**General Education Core Course Options
Florida College System Institution Feedback**

Category	Institution	Subject Area	Feedback
Subject Area	Pensacola State College	Humanities	I don't know how to phrase this without sounding like a spoiled teacher who is in danger of having his degree program taken away from him; I want to sound like the scholar artist that I am who feels his art form is being threatened by those who are not looking at the real world big picture and business truths. I am speaking of the exclusion of Theatre from the Humanities. What is the top tourist draw in New York City? Broadway. What is one of the largest exports of the United States of America? Movies. What is one of the biggest tax generators and money makers in small to mid-size American city businesses? Touring shows and regional theatre.
Subject Area	Pensacola State College	Humanities	The exclusion of Theatre from gen ed Humanities is a great injustice and ignores the value of Theatre not only to our culture and the development of critical thinking skills, it is a great injustice to the teaching of communication skills to our students. Theatre is an art form that depends 100% on communication. The playwright writes a script; the director reads and analyzes the script for the central theme/main idea. The director communicates his/her interpretation of the script to the actors and the technical artists; the actors and tech artists communicate the director's vision to the audience using a collaboration of all other art forms. The writer, the painter, the musician, the fashion designer, all of these artists may be successful working in their studios alone. Theatre depends on artists working as a unified team and communicating their work to the live audience, who also communicates to the Theatre team how successful their efforts are or are not. For these reasons and others I cry for Theatre to not be excluded in the State's plan. We have value, both culturally and monetarily, and without Theatre, our state will be much poorer in all ways.
Subject Area	Polk State College	Humanities	We offer Art History not Art Appreciation, would that count if a student took it as in the "state bucket" - So would ART1050 count for Art1000 – as it turns out, this may not be an issue for us since we require all to take HUM2020

**General Education Core Course Options
Florida College System Institution Feedback**

Category	Institution	Subject Area	Feedback
Subject Area	St. Petersburg College	Humanities	<p>I. Inclusion of World Lit in the proposed “core” is concerning for these reasons:</p> <p>a. World Literature is a 2nd-level course, with ENC 1101 pre-req. Others in core are 1st level.</p> <p>b. Writing requirement in World Lit is more advanced than other proposed core courses.</p> <p>II. Regarding the inclusion of HUM 1020, Introduction to Humanities:</p> <p>ARH, MUL, PHI, LIT are single-discipline focus; HUM 1020 is multi-discipline focus.</p>
Subject Area	Seminole State College	Humanities	Humanities- Seminole does not offer HUMX020 Introduction to Humanities or LITX100 Introduction to World Literature. Requiring us to offer these courses would have costs in curriculum development and possibly hiring additional faculty.
Subject Area	Seminole State College	Humanities	I am not sure I am a fan of the “five” choices students may have for their first requirement within some CORE areas; it seems to limit equally credible options, which leads to the picking of “winners and losers”. For example, I was active in the theater in college, so it really stands out to me that there is no theater survey listed under the “Humanities” CORE options. Again, I see the importance of art, literature, music, and philosophy studies, but theater studies are equally deserving. During my college experience, I was moved and changed by my study of theater, and I continue to be moved by theater today. For me it was theater, for others it will be philosophy, art, music, or even religion studies. We should not pick “winners” and subject other humanistic areas of study to a second class or elective status.
Subject Area	Seminole State College	Humanities	Will there be more choices for the humanities section? The list seems quite limited now.
Subject Area	Daytona State College	Humanities & Social Sciences	Asterisks be added to the Humanities and Social Sciences categories because, like Mathematics and natural Sciences, there are higher level courses that could substitute for courses that fulfill those General Education requirements. Without higher level courses being acceptable substitutes, students could easily run into excess hours.
Subject Area	Brevard Community College	Mathematics	Math is OK with the changes from the steering committees

**General Education Core Course Options
Florida College System Institution Feedback**

Category	Institution	Subject Area	Feedback
Subject Area	Daytona State College	Mathematics	Mathematics – The only concern was with MGF X106. DSC require either MGF X107 or MAC X105 as a pre-requisite to Statistics.
Subject Area	Edison State College	Mathematics	Support recommendations of the FLDOE.
Subject Area	Lake-Sumter State College	Mathematics	<p>Faculty Comments: Application of Math courses – can student use these courses on paper as well as Excel?</p> <p>Mathematics - MAC X105, STA X023, MGF X106, MGF X107 - I like these choices – all would be appropriate for core preparation.</p> <p>We have discussed the initial draft recommendations and agreed with the committee recommendations for Mathematics. Regarding the footnote about prerequisite courses, if a student completes a course that is part of a prerequisite chain in a subject area, and if one of the general education core courses is part of the chain and is below the completed course, then the student should be considered to have completed that core course.</p> <p>Math – Some like College Algebra; some like Statistical methods.</p>
Subject Area	North Florida Community College	Mathematics	– agreement if more advanced courses can be considered as meeting core requirement. Acceptable advanced courses should be state defined and not based solely on a core course as being a prerequisite.
Subject Area	Northwest Florida State College	Mathematics	Concern was expressed that Algebra and Statistics were in the same “bucket”.
Subject Area	Polk State College	Mathematics	We’d just like to see what the math committee has done follow in the other areas regarding the higher numbers
Subject Area	Seminole State College	Mathematics	Mathematics- need “or higher level MAC course statement” added to accept higher levels of math in lieu of the 4 courses listed.
General	Seminole State College	Mathematics, Natural Science	On the Note re: math and natural science needs to be clarified. It seems to depend on pre-requisites which at this point are not mandated by SCNS but are at the discretion of the institution. Using pre-reqs could cause institutions to simply add many pre-requisites to existing courses to. Perhaps a better approach to ensure statewide consistency would be to rely on SCNS course prefix and course number (eg ENC1102 is a higher level course than ENC1101) even if SCNS course numbering changes needed to be made.
Subject Area	Daytona State College	Natural Science	a. There is a lack of balance between the Physical and Biological Sciences

**General Education Core Course Options
Florida College System Institution Feedback**

Category	Institution	Subject Area	Feedback
Subject Area	Daytona State College	Natural Science	b. Staffing to offer ESC – Earth Science and EVR – Environmental Science will be an issue
Subject Area	Daytona State College	Natural Science	c. Higher level STEM major language is needed so students do not need to take lower level courses if they are a STEM major.
Subject Area	Edison State College	Natural Science	The primary concerns raised by Edison science faculty over the proposed Gen Ed science recommendations mirror the General Education Project committee concerns identified in the meeting notes for the natural sciences from the October 25, 2012 meeting. A top concern remains the lack of a required laboratory component with any of the five listed courses. The difficulty appears to be due to the additional credit needed to cover the lab component. The addition of a lab requirement in the second tier of courses will still throw off the GE credit count, making a lab requirement unfeasible. An option for including the lab component, which faculty feel is important to accomplishing the competencies listed for the natural sciences, is to consider ‘C’ courses in these disciplines for 3 credits. Some comparable course offerings are already available (i.e. ISC 1001C for ESC 000; ISC 1002C for PHY 020). Additionally, the policy stated for natural science course options allows for courses similar to the core courses, but at an advanced level, to satisfy the core requirement for that subject area. If we already have courses with similar descriptions to the five listed in the first tier, how is ‘similar content’ evaluated to establish acceptability at each/all
Subject Area	Lake-Sumter State College	Natural Science	Faculty Comments: X005 General Biology is better described currently by Introduction & Life Science content at LSSC for a generally education course. Require a class with a lab component for the natural sciences curriculum. Any science course that is required as part of core curriculum must be a lab science. Natural Sciences – CHM X020 – I think this is too specific for a core choice. Natural Science – All concur Biology works for nursing. Some would like to see Chemistry.
Subject Area	North Florida Community College	Natural Science	agreement if more advanced courses can be considered as meeting core requirements. Acceptable advanced courses should be state defined and not based solely on a core course being a prerequisite.
Subject Area	Northwest Florida State College	Natural Science	Another group was concerned that a geography course was not included.

**General Education Core Course Options
Florida College System Institution Feedback**

Category	Institution	Subject Area	Feedback
Subject Area	Northwest Florida State College	Natural Science	3) The lack of geography as a general education core will leave students unprepared for a global society. The lack of American history will deprive students of a common cultural reference as American citizens. You cannot limit the study of history to only 20th C world history.
Subject Area	Northwest Florida State College	Natural Science	12) Ensure college buckets for lower division include required content courses and sequenced courses for degrees in Elementary, Middle Grades Math and Science. Include Geography, American History sequence, Math sequence, Science sequence, English Composition sequences.
Subject Area	Polk State College	Natural Science	Also, do you interpret this to mean that the Science course that Polk offers as “C” need to be split into lecture and Lab?
Subject Area	Seminole State College	Natural Science	Natural Sciences- current list does not include and “C” combined lecture lab or laboratory courses. Many fields (including education) require a lab. Further an “or higher level science course” statement should be included. Seminole does not offer ESCX000 Intro to Earth Science or EVR X001 Intro to Environmental Science. Requiring us to offer these courses would have costs for curriculum development and hiring faculty.
Subject Area	Seminole State College	Natural Science	The core biology should be “Concepts of Biology” not General Biology.

**General Education Core Course Options
Florida College System Institution Feedback**

Category	Institution	Subject Area	Feedback
Subject Area	Lake-Sumter State College	Social & Behavioral Science	<p>Faculty Comments: WHO X040 20th Century World History – we do not currently teach this; why 20th Century History – too specific. Students need something more than just the last 100 years. EUH1000 and EUH 1001 would be more helpful. WHO X040 – can we offer a choice between our various history offerings, AMH 2010, AMH 2020. Why does this suggested HIS course only cover the 20th century? What about the Civil War? American Revolution?</p> <p>PSY X012 – SOP 4732 Psychology of Women?</p> <p>Since LSSC does not offer WHO X040, CPO X001 and ANT X000, add American Government.</p> <p>American Government should/could replace Comparative Politics. Learn the U.S. system where we live before expanding</p> <p>Please consider nutrition as part of the other 15 credits the college is putting together. Nutrition is needed as part of the requirement to examine behavioral social and cultural issues affectively:</p> <ul style="list-style-type: none"> • Learning • Health – general • Disease process development • Aging • Pediatric • Young adults <p>This is such a problem with all communities.</p>
Subject Area	Lake-Sumter State College	Social & Behavioral Science	<p>POS 2041 – American Government not included. We don't currently offer Comparative Politics though we could.</p> <p>American History, American Government – Students should understand our own system prior to comparing it to the world.</p> <p>Social Science Core should include one or both economic courses #1 Macro #2 Micro</p> <p>Social Science needs to recognize economics as a core need for students.</p> <p>Social Science – CPO X001 – I think this is too specific for core choices especially the Politics – how can one understand politics without having taken a more generalized topic (like Intro to Psych or Intro to Sociology?)</p> <p>Social Sciences – Introduction to Psychology fits well for nursing students.</p>

**General Education Core Course Options
Florida College System Institution Feedback**

Category	Institution	Subject Area	Feedback
Subject Area	Daytona State College	Social Science	In the Social Science Category: the recommendation is to replace WOHx040 with a 20 th Century U.S. History course, no proposed number given.
Subject Area	Daytona State College	Social Science	a. Data show that DSC students prefer the US History course over the World History option.
Subject Area	Daytona State College	Social Science	b. Anthropology is a staffing issue. We have a faculty member who would need six hours of graduate credit to teach Anthropology or we would need to hire a new faculty member.
Subject Area	Daytona State College	Social Science	c. Not including Economics could place students in Business of having to take extra courses.
Subject Area	Edison State College	Social Science	Economics should be included as one of the common courses. According to Chapter 1007.25, Articulation and Access, the course must contain high-level academic and critical thinking skills, etc. Economics meets these parameters. Economics in a broad sense is the study of human action.
Subject Area	Hillsborough Community College	Social Science	HCC supports having History as an area within the Social Sciences and not within the Humanities.
Subject Area	Miami Dade College	Social Science	In the area of Social Sciences MDC supports the inclusion of introductory courses in Psychology and Sociology. MDC expresses formal concern about the other courses in the proposed list of Social Science courses, especially the exclusion of Economics, American History, and American Government. We ask that the list be reviewed and that the addition of these courses be seriously considered.

**General Education Core Course Options
Florida College System Institution Feedback**

Category	Institution	Subject Area	Feedback
Subject Area	North Florida Community College	Social Science	<p>1. agreement for currently recommended Psychology and Sociology courses.</p> <p>2. Suggest replacing WOH x040 20th Century World History with WOH x022 World History II Since 1600 as the recommended core course. Twentieth Century World History doesn't include 21st century nor prior to 1900 events, thus is a bit short sighted. The current core recommendation of WOH x040 does not address behavioral, and cultural issues past and present to the same degree as a course that encompasses a broader time period.</p> <p>3. Suggest replacing CPO x001 Comparative Politics with American National Government which would also fulfill the stated learning outcomes including global aspects. While still providing a view of global aspects of politics, POS x041 covers American politics and government in more depth than CPO course.</p> <p>4. Faculty did not approve ANT x000 and suggests replacing with ECO x013 Macro Economics and felt it to be a much more relevant course for today's students. As well is it is prerequisite for many majors.</p>
Subject Area	Northwest Florida State College	Social Science	One group specifically objected to the inclusion of 20 th Century World History versus another World History or American History Course.
Subject Area	Northwest Florida State College	Social Science	<p>10) 1. If the State "bucket" of Social Science classes stays as it is, none of the five classes matches a high school requirement. This will affect Dual Enrolled and CHS students. 2. The impact on NWFSC Gordon Rule requirements needs to be addressed. For instance, students pursuing an AA degree are required to take two Social Science courses. One must be a Gordon Rule course. Will the State bucket include a course that meets our Gordon Rule requirement? If not, it will affect what courses they can select from the NWFSC bucket). I don't know if the same issue applies to the Humanities.</p>

General Education Core Course Options
Florida College System Institution Feedback

Category	Institution	Subject Area	Feedback
Subject Area	Pensacola State College	Social Science	Comparative politics was chosen instead of POS2041/American Government. While a global perspective is necessary, many students are not familiar enough with our own form of government. In order to understand how one system compares to another, students must first have an understanding of their own system first. Also, dual enrollment students must take American Natl. Government to fulfill a half-credit high school graduation requirement. Currently, dual enrollment students can fulfill a high school requirement while simultaneously earning 3 credits of social sciences general education. Ultimately, dual enrollment students may not enroll in any political science courses at the college.
Subject Area	Pensacola State College	Social Science	We are also concerned that students will not have the pre-requisite knowledge to fully understand 20th Century World History without a good grasp of their own history or the history of western civilization. Furthermore, dual enrollment students will be disadvantaged because they will not be able to fulfill their high school history requirement (American History) with the college general education history course.
Subject Area	St. Petersburg College	Social Science	Students will demonstrate the ability to examine behavioral, social, and cultural issues from a variety of points of view. Students will demonstrate an understanding of basic social and behavioral science concepts and principles used in the analysis of behavioral, social, and cultural issues, past and present, local and global. PSY X012 Introduction to Psychology SYG X000 Principles of Sociology WOH X040 20th Century World History CPO X001 Comparative Politics <u>POS X041 American National Government</u> ANT X000 Introduction to Anthropology <u>ECO X013 Principles of Macroeconomics</u>

General Education Core Course Options
Florida College System Institution Feedback

Category	Institution	Subject Area	Feedback
Subject Area	St. Petersburg College	Social Science	Each Social Science course presented by the State Committee has its place in the overall college curriculum. However, we believe that responsible citizenship is vital for all Americans and a key fabric to our democracy. General Education course requirements should include American Government and Principles of Economics as key contributors to developing a framework for responsible citizens. POS 2041 American Nation Government is a prerequisite to Comparative Government. It is reasonable by every measure to conclude that everyone should understand his or her own government before seeking to compare it to other governments. It is also reasonable by every measure to conclude that every healthy American should understand and participate in producing the output of the American economy from which we all benefit. Therefore, both courses should be included on the general education requirement list.
Subject Area	Valencia College	Social Science	<ul style="list-style-type: none"> American students are deficient in U.S. History.
Subject Area	Valencia College	Social Science	<ul style="list-style-type: none"> History, to be understood well, demands context. The 20th century simply cannot be understood well without grasping the philosophical shift that occurred in the 19th century.
Subject Area	Valencia College	Social Science	<ul style="list-style-type: none"> It makes no academic sense to have an arbitrary start date implied by the title 20th Century World.
Subject Area	Valencia College	Social Science	<ul style="list-style-type: none"> A U.S. Government class guarantees that our students will have one last chance to learn about their government, enhance their civic engagement, and produce more informed voters.
Subject Area	Valencia College	Social Science	<ul style="list-style-type: none"> The course provides students with critical information that, unfortunately, he/she has not likely acquired in middle school and/or high school; second, the course is integral for the strengthening of our country's democracy.
Subject Area	Valencia College	Social Science	<ul style="list-style-type: none"> Finding from the 2010 National Assessment of Educational Progress demonstrate a fundamental lack of civics competence on the part of U.S. high-school students. Three out of four U.S. high school graduates lack a basic understanding of democracy, do not comprehend how the U.S. political system works and cannot adequately identify what it means to be a citizen of this country. Moreover, a vast majority high school graduates could not identify a single government power granted to the U.S. Congress from the U.S. Constitution or define the term "melting pot."
Subject Area	Valencia College	Social Science	<ul style="list-style-type: none"> Civic knowledge promotes support for democratic values.

**General Education Core Course Options
Florida College System Institution Feedback**

Category	Institution	Subject Area	Feedback
Subject Area	Valencia College	Social Science	· Civic knowledge promotes political participation.
Subject Area	Valencia College	Social Science	· Civic knowledge helps citizens understand their interests as individuals and as members of groups.
Subject Area	Valencia College	Social Science	· Civic knowledge helps citizens learn more about civic affairs
Subject Area	Valencia College	Social Science	· The more knowledge we have of civic affairs, the less we have a sort of generalized mistrust and fear of public life Ignorance is the father of fear, and knowledge is the mother of trust.
Subject Area	Valencia College	Social Science	· Civic knowledge improves the consistency of citizens' views as expressed on public opinion surveys.
Subject Area	Valencia College	Social Science	· Civic knowledge can alter our opinion on specific civic issues.
Subject Area	Valencia College	Social Science	· Can we introduce a course that integrates comparative politics and US Government?
Subject Area	Valencia College	Social Science	· While I appreciate the need to "globalize" the perspectives of our students, we first need to provide a basis for their understanding of what it is to be "American" before we can expect them to compare, contrast, and evaluate (i.e. critically think about) other systems and their historical development. If we believe that such grounding occurred at the secondary level, we are sadly mistaken.
Subject Area	Valencia College	Social Science	· Few of our adjuncts are qualified to teach Comparative Government, Principles of Sociology, and Introduction to Anthropology.
Subject Area	Valencia College	Social Science	· It is hard to believe that Economics is left off the core list. The world is based almost entirely on economics: elections, prices, interest rates, personal choices, etc.
Subject Area	Valencia College	Social Science	· If we leave Economics off the list, students may have to take additional hours to meet common prerequisites since they may not be part of a Gen Ed experience.
Subject Area	Valencia College	Social Science	· Our job is to give students a wide range of exposure to topics that have a real bearing on their lives such as Economics or Political Science.
Subject Area	Valencia College	Social Science	· We currently use the BSC 1050 number for our environmental science course. How is this course different from the EVR course?
Subject Area	Valencia College	Social Science	· The EVR is a more specialized course # for environmental studies leading to a career in the field, whereas the BSC 1050 (called man & the environment in the state catalog) is more appropriate for a non-majors science Gen Ed option.
Subject Area	Valencia College	Social Science	· What are the credentialing requirements for EVR?

**General Education Core Course Options
Florida College System Institution Feedback**

Category	Institution	Subject Area	Feedback
Subject Area	Valencia College	Social Science	I would limit the list to BIO, CHM, and PHY prefixes-the three major disciplines. Any Earth Science or Environmental courses require some chemistry/biology/physics, and I do not see why Earth Science is more important for the State of Florida than Oceanography...
Subject Area	Valencia College	Social Science	I do not understand how chosen learning outcomes in Natural Sciences can be delivered without a lab or another similar experience; it is the application of the scientific method.
Subject Area	Seminole State College	Social Science	Social Science- List needs to be expanded.
Subject Area	Seminole State College	Social Science	a. ECO Micro and Macro Economics are statewide common pre-requisites for many programs including business and are not included as core courses on the list.
Subject Area	Seminole State College	Social Science	b. Seminole does not offer WOHX040 20 th Century World History and would have curriculum development and faculty costs.
Subject Area	Seminole State College	Social Science	c. Concern over only offering 1 History (20 th Century World History) course in Social Science Area. This really limits the scope of our student's knowledge (does this mean American History or Pre- 20 th Century History does not matter?)
Subject Area	Seminole State College	Social Science	d. We offer limited sections of CPOX001 and ANTX000 and this would require additional faculty hiring.
Subject Area	Seminole State College	Social Science	I know that some schools place history in their social science departments, but I strongly disagree with this. Therefore, I oppose having history courses placed under the Social Science CORE course options. I have master's degrees in both political science and history, and they each teach a different approach to thinking and learning. In my Intro to Oral Communication class, I teach students how speech communication has moved from being primarily a humanities field to a social/behavioral science; and along the way we briefly discuss scientific learning. Within that lecture, I work to help students get an appreciation for the different types of learning and thinking they will be exposed to as part of their A.A. degree: Humanistic Learning, Scientific Learning, and Social Scientific Learning. I have two concerns. First, I don't think history is a social science, so students who take history classes in order to fulfill the social science CORE classes will not be exposed to the process of social scientific thinking and learning, which is why we require students to take such courses for their A.A. degree. Second, my preference would be to use history courses to teach students how to think and learn humanistically. Based on what a history colleague told me regarding the

**General Education Core Course Options
Florida College System Institution Feedback**

Category	Institution	Subject Area	Feedback
Subject Area	Seminole State College	Social Science	Specific Course Options: I am not qualified to comment on the Math or Science courses, and I have already discussed Communication and Humanities CORE options, but I do have some final comments regarding the Social Science options. I am very surprised by the choice of CPO x001 Comparative Politics as a political science option. In my experience, traditionally, core political science course options are usually Intro to U.S. Government, Intro to U.S. Politics, or Intro to Politics/Political Science.
Subject Area	Seminole State College	Social Science	According to the FLDOE Statewide Course Numbering System website, there are only seven Florida colleges or universities that currently offer CPO x001 (The CORE proposal), and they are all numbered as CPO 2001, not CPO1001. Comparatively, POS X041 American Government is offered by 46 Florida colleges and universities. To me, this suggests that up to this point, state colleges and universities have viewed POS X041 as a more fundamental course for students.
Subject Area	Seminole State College	Social Science	As I mentioned above, I disagree with placing history courses in the Social Science CORE option. If one history class is going to be required, though, I question the choice of “20 th Century World History”. Perhaps it is just that, again, a “winner” is chosen here. I am not going to say that one period of history is more important than another, or one historical study is more important. At the heart of this, I hope the goal is to teach students how to <i>learn how to learn</i> about all types of history. I think “20 th Century World History” sounds like a great class. However, is it a better choice than other historical studies?
Subject Area	Seminole State College	Social Science	Using the FLDOE Statewide Course Numbering System website, it shows that currently only six schools offer WHO X040 (20 th Century World History”, and they are all listed as 2040, not 1040. Comparatively, the same website shows that 45 colleges currently offer AMH (American History) x010, 45 colleges currently offer AMH X020, 29 colleges offer EUH (European History) X000, and 28 schools offered EUH X001
Subject Area	Seminole State College	Social Science	Will there be more choices for the social science area? For example economics (ECO) and American history (AMH) options.
General	Brevard Community College		Prefer to stay at 36 hours

**General Education Core Course Options
Florida College System Institution Feedback**

Category	Institution	Subject Area	Feedback
General	Daytona State College		The State should consider using Competencies for the five categories of courses rather than a prescribed list of courses. Institutions could then determine the courses that fulfilled those competencies.
General	Daytona State College		The state should consider adding at least one additional Category to the current five. Health and wellness, computer technology and Speech are not listed. The tradeoffs of not requiring these courses are unacceptable to us (faculty senate) from an educational perspective.
General	Daytona State College		Implementation should be delayed so institutions have adequate time to determine what courses will go into the institutional component of the general education curriculum.
General	Daytona State College		1. Excess hours can be a problem for health related fields, business, and mathematics with existing general education curriculum. 2. Dual Enrollment: Few of the courses in the General Education satisfy high school graduation requirements.
General	Daytona State College		Higher level language is needed for all subject areas. Proposed statement: "If a student completes a course in a subject area that is a parallel course that is at a more advanced level, the more advanced, parallel course will be considered to have completed the portion of the core in that subject area."
General	Daytona State College		The core course should be determined or driven by Competencies not content.

General Education Core Course Options
Florida College System Institution Feedback

Category	Institution	Subject Area	Feedback
General	Gulf Coast State College		While the faculty reject the necessity and efficacy of a reduction in the General Education requirement, faculty response is equally non-enthusiastic with regard to the state-wide steering committee's selection of course offerings in the five areas of Communications, Humanities, Mathematics, Natural Science, and Social Sciences. Some areas, e.g. Communications and Mathematics, are acceptable; however, concerns arise about a Natural Science course menu that favors physical science over biological science and in the Humanities area, a failure to recognize the comparable general education value of theatre arts to music and art. The course suggestions in the areas of Humanities and Social Sciences raise questions, beginning with the arbitrary classification of some courses by area, proceeding to concerns that some course options, e.g. LITX100, WOHX040, and CPOX001, are too limited in focus or too narrow in content and thus not in the best interest of students in acquiring a general education.
General	Hillsborough Community College		HCC supports having the proposed policy for math and sciences, allowing for the substitution of higher level math or science courses in place of those listed in the core.
General	Hillsborough Community College		While the faculty and administration of Hillsborough Community College (HCC) do not oppose the development of a common core, we are strongly in favor of preserving the current 36 hour requirement for general education and feel that reducing our general education requirement by six hours will have a negative impact on our students' academic experience. The HCC general education program is designed to provide students with the knowledge, skills, and vision necessary to allow our students to become valued participants in a complex and culturally diverse world. As students plan for the world that is ahead of them, the general education program gives them an appreciation of the world that preceeded them, as well as a frame of reference for the world in which they live. Even at 36 hours, these are ambitious but valuable purposes. With a reduction of six hours, the goals will be much more difficult to accomplish.
General	North Florida Community College		All cited approvals of and recommended changes to the currently proposed General Education core courses were unanimously approved by the NFCC Faculty Senate as well as the General Education Committee comprised of Faculty and are agreed to by the CAO.

**General Education Core Course Options
Florida College System Institution Feedback**

Category	Institution	Subject Area	Feedback
General	North Florida Community College		<ul style="list-style-type: none"> • Of the courses which NFCC most objected to, WOH x040 and CPO x001 are currently offered at less than 10 institutions for general education credit thus requiring many institutions the burden of developing these courses. As all institutions either need to or seek to offer courses that students need to take for prerequisite completion the fact that very few offer these courses to meet general education requirements currently suggests that they are likely not prerequisites for many, if any, degree programs.
General	North Florida Community College		<ul style="list-style-type: none"> • Although enrollment data and satisfaction of prerequisites for majors should not be the only consideration for the selection of general education core classes, we do have an excess hour rule, 120 credit hour limit on baccalaureate degrees (with some exception) and as well enrollment data suggests students enroll in those general education courses that are also prerequisites for their intended major when given options. Although ANT x000 is offered at many institutions, the total FCS and SUS enrollment in this course is low and the course is a pre-requirement for only 2 programs. ECO x013 a high enrollment course offered as general education at every institution and is a pre-requirement for 49 degree programs . By enrolling in a general education course that also is a program prerequisite students are “killing two birds with one stone”. In a time where we are being challenged to make a college education more affordable including courses that not only address the outcomes of general education but also meet major requirements makes good sense.
General	North Florida Community College		<ul style="list-style-type: none"> • ECO x013 is about making decisions. It helps students understand how our society works by looking at decisions made by individuals, firms and governments both domestically and globally. It meets General Education competencies by providing a broad spectrum that ties together the psychology of decision-making, the impacts of such decisions on society, how economic events affect history and politics. Students also learn to use the scientific method and mathematical analysis to critically analyze past situations to understand why an event occurred. If students do not know about and understand the economy, how can they improve it?

General Education Core Course Options
Florida College System Institution Feedback

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General	Northwest Florida State College		Concern was expressed for students who will transfer outside of the state of Florida. Many students who plan to attend a university outside of Florida are required to complete sequences in general education coursework and many of the state "buckets" do not include the first course in a sequence thus requiring students to utilize elective hours to take additional general education coursework.
General	Northwest Florida State College		Much concern was voiced over being able to structure course selection to meet Speaking Across the Curriculum and Technology Across the Curriculum requirements.
General	Northwest Florida State College		1) "Intro" courses seem to be order of the day. These are courses which have a smattering of surface generalities but give the student no real sense of the discipline.
General	Northwest Florida State College		2) The reform of general education requirements selects from existing courses to patch together a general education and does a reasonably decent job. But this approach is a lost opportunity to design new courses (for example, interdisciplinary courses) and really rethink general education. Comparative religion should have been included in the state's "bucket." I would like to have heard from historians their view of the state's selection (and non-selection) of history courses. The history courses that made it into the state's "bucket" seem somewhat episodic or piecemeal to me. Restructuring general education requirements will have to take account of the Gordon Rule. Maybe it does though that wasn't evident from the state's materials or summaries of them I've seen.
General	Northwest Florida State College		4) Will the college system holistically lose its niche, therefore, prompting a costly rethinking of institutional philosophies statewide? With proposed classes lacking in rigor, what challenges will be incurred by students? If we fail to engage students, will there be a retention issue resulting in a loss of revenue?
General	Northwest Florida State College		6) Will we meet Gordon rule requirements? Will we be able to continue to have the faculty necessary to teach program prerequisites necessary for transfer?
General	Northwest Florida State College		7) There is no room for exploration in these new gen ed requirements. Student transfers out of Florida will have problems complying to gen ed requirements of universities.

**General Education Core Course Options
Florida College System Institution Feedback**

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General	Northwest Florida State College		8) Students are currently arriving in my classes with (language - my area of concern) a skills and knowledge base far lower than they were a quarter century ago. Given this stark reality, this revamping - which seems more focused on budgetary trimming than on educational goals - seems unwise. However, as my career is four semesters from its end, I offer this only as an opinion, not as a challenge. Just had to share!
General	Northwest Florida State College		9) Compliance with SACS guidelines in general. We need to make sure how this revised list will impact the overall accreditation of the college. How will the college's selection of the additional 15 hours be transferable for our students? In the communications block, we are only stressing English Composition; however, our students need speech skills as well. Is it possible to actually give students a choice for the 2nd bucket that would include speech?
General	Northwest Florida State College		13) Reducing the scope and variety in education is not a way to reduce the cost of education. This approach will only lower the already diminishing standards and kill creativity, among students, garnered by interdisciplinary courses.
General	Santa Fe College		In general, the institutional response to the state's identification of core classes has been moderate. Both the College-wide arts and sciences curriculum committee and individual departments have reviewed the preliminary core course selections and have little to offer in the way of direct and specific feedback, though much to say about the philosophy and scope of the entire statewide process. The courses proposed will require minimal curriculum development or revision at Santa Fe, except for in the Science category, where our alignment of courses and disciplines within gen ed is somewhat different.

General Education Core Course Options
Florida College System Institution Feedback

Category	Institution	Subject Area	Feedback
General	South Florida State College		<ul style="list-style-type: none"> • Overall, the collective faculty do not see a need to legislate the reduction of six hours of general education changing it from 36 to 30 hours of required gen ed. They prefer to have the legislation removed or rescinded if possible. • Small colleges such as SFSC will not have credentialed faculty to offer every course selection in the currently proposed general education core. Faculty propose that smaller institutions be required to offer only 3 of the 5 core courses. • It is suggested that Introduction to Anthropology and Introduction to Sociology be replaced with Economics, American Government or a history class. • There is a strong belief that our students need a required Speech course in the 30 hours of required general education. • Our Science faculty are committed to at least one of the required science courses being one that has a companion lab requirement. • There is concern that the A.S. and A.A.S. general education core will be the required 15 hours mandated for these degrees.
General	South Florida State College		<p>During our discussions it was also noted that we have Gordon Rule requirements to meet as well as the new foreign language for the A.A. The continuous legislation of college curriculum requirements is a great concern for the faculty. These mandated requirements leave little remaining room for the institution's own general education selection.</p>