

Florida Agricultural and Mechanical University
General Education Courses with Descriptions

| Prefix | Level | Course Number | Lab | Course Title | Credit | General Ed Core Discipline Area | General Ed Discipline Area | On 2025-26 List | Course Description |
|--------|-------|---------------|-----|--|--------|---------------------------------|----------------------------|-----------------|---|
| AEB | 2 | 104 | | ECONOMICS OF AGRICULTURE | 3 | | Social Science | Yes | This course provides a comprehensive overview of economic principles as applied to agricultural production, marketing, demand, and finance. Students will explore the economic factors influencing farm prices and income, with a focus on developing high-level academic and critical thinking skills. The curriculum includes instruction on the historical role of agricultural economics in the development of the United States and other western economies. This course meets the general education requirements by promoting intellectual skills and habits essential for lifelong learning and informed citizenship. |
| AFA | 2 | 000 | | INTRO TO AFRICAN AMERICAN STUDIES | 3 | | Social Science | Yes | This course explores the broad and deep experiences of Africans in America, beginning in Africa, the birthplace of civilization and humanity. Utilizing an interdisciplinary approach, we will examine the political, cultural, economic, artistic, and social themes that have shaped African American realities. The curriculum emphasizes high-level academic and critical thinking skills, ensuring students develop a broad foundational knowledge. It includes historically accurate content that promotes an understanding of the constitutional republic, the historical background, and the philosophical foundations of Western civilization, including key documents such as the Declaration of Independence, the United States Constitution, and the Federalist Papers. This course meets the general education standards and competencies required for informed citizenship and lifelong learning. |
| AFA | 2 | 100 | | THE AFRICAN AMERICAN EXPERIENCE | 3 | | Social Science | Yes | This course utilizes an interdisciplinary approach to study the major texts, events, political, and historical movements of African Americans since the beginning of the slave trade. It emphasizes high-level academic and critical thinking skills, ensuring students develop a broad foundational knowledge. The curriculum includes historically accurate content that promotes an understanding of the constitutional republic, the historical background, and the philosophical foundations of Western civilization, including key documents such as the Declaration of Independence, the United States Constitution, and the Federalist Papers. This course meets the general education standards and competencies required for informed citizenship and lifelong learning. |
| AMH | 2 | 010 | | U.S. HISTORY: 1492-1865 | 3 | Social Science | Social Science | Yes | In this course students will examine United States history from before European contact to 1877. Topics will include but are not limited to Indigenous peoples, the European background, the Colonial Period, the American Revolution, the Articles of Confederation, the Constitution, issues within the new republic, sectionalism, manifest destiny, slavery, the American Civil War, and Reconstruction. |
| AMH | 2 | 020 | | U.S. HISTORY 1865 TO PRESENT | 3 | Social Science | Social Science | Yes | In this course, students will trace the history of the United States from the end of the reconstruction era to the contemporary era. Topics will include but are not limited to the rise of industrialization, the United States' emergence as an actor on the world stage, constitutional amendments and their impact, the progressive era, World War I, The Great Depression and New Deal, World War II, The Civil Rights Era, The Cold War, and the United States since 1989. |
| AMH | 2 | 091 | | INTRODUCTION TO AFRICAN AMERICAN HISTORY | 3 | | Social Science | Yes | This course provides an overview of African American history from the end of the Civil War to the present. Students will explore key events, movements, and figures that have shaped the African American experience in the United States. Topics include Reconstruction, the Great Migration, the Harlem Renaissance, the Civil Rights Movement, and contemporary social and political issues. The course emphasizes the contributions of African Americans to American society and the ongoing struggle for equality and justice. |
| AML | 2 | 010 | | AMERICAN LITERATURE I | 3 | | Humanities | Yes | This course surveys American literature from its beginnings to the Civil War. Students will explore a variety of genres, including poetry, fiction, and non-fiction, written by diverse authors. The course will emphasize the historical, cultural, and social contexts that influenced these works. Key themes such as identity, freedom, and the American experience will be examined through critical reading and discussion. |

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| ANT | 2 | 000 | | INTRODUCTION TO ANTHROPOLOGY | 3 | Social Science | Social Science | Yes | In this course, students will learn the foundations of anthropology as the study of human variation in its biological, social, and cultural dimensions. Students will learn about anthropological concepts, principles, and methodologies to understand and explore past and present human behavior. They will apply the anthropological approach to analyze issues pertaining to past and contemporary cultures and develop intellectual skills and habits to understand behavioral, social, and cultural issues from multiple disciplinary perspectives. |
| ARC | 2 | 701 | | ARCHITECTURAL HISTORY I | 3 | | Humanities | Yes | This course introduces the history of architecture from ancient times to the Renaissance. Students will explore significant architectural styles, movements, and structures from various cultures and periods, including key works and ideas that have shaped the foundation of architectural thought. The course emphasizes the social, cultural, and technological factors that influenced architectural design and construction. Through lectures, readings, and site visits, students will gain an understanding of the evolution of architectural forms and their impact on society. Additionally, the course will cover influential architectural theories and practices that are central to the traditional body of Western literature and thought. |
| ARH | 2 | 000 | | ART APPRECIATION | 3 | Humanities | Humanities | Yes | In this course, students will develop the ability to think critically about human culture and be provided with the tools to understand, analyze, and discuss works of visual art and material culture. |
| ARH | 2 | 050 | | ART HISTORY I: PREHIST. THROUGH RENAISS. (Introduction to Art History: Rise and Fall of Empires) | 3 | | Humanities | Yes | This course offers a survey of art history from prehistoric times through the Gothic period. Students will explore major works of art and architecture from various cultures and historical periods, focusing on their stylistic, cultural, and historical contexts. The course emphasizes the development of visual analysis skills and an understanding of the social and cultural factors that influenced artistic production, such as a global survey of art history from the Late Roman Empire in 337 AD to The Age of Discovery in the 16th century. The course includes a chronological and systematic approach; provides a basis for more detailed study of individual periods in upper-level art history courses, or a solid general foundation for a heightened appreciation of the heritage of art. |
| ARH | 2 | 051 | | ART HISTORY II: BAROQUE TO MODERN (Introduction to Art History: Cathedrals to Conquest) | 3 | | Humanities | Yes | This course continues the survey of art history, covering the period from the Renaissance to the present day. Students will examine major works of art and architecture, focusing on their stylistic, cultural, and historical contexts. The course emphasizes the development of visual analysis skills and an understanding of the social, political, and technological factors that have influenced artistic production over time. It may include a continuation of content related a global survey of art history from the Late Roman Empire in 337 AD to The Age of Discovery in the 16th century. The course includes a chronological and systematic approach; provides a basis for more detailed study of individual periods in upper-level art history courses, or a solid general foundation for a heightened appreciation of the heritage of art. |
| AST | 1 | 002 | | ASTRONOMY | 4 | Natural Science | Natural Science | Yes | This course provides a comprehensive look at modern astronomy, emphasizing the use of the scientific method and the application of physical laws to understand the Universe including Earth and its environment. Throughout this course, students will develop the ability to discern scientific knowledge from non-scientific claims by using critical thinking. |
| BOT | 1 | 010 | | ELEMENTARY BOTANY | 3 | | Natural Science | Yes | This course provides a comprehensive introduction to the study of plants, covering their structure, function, growth, reproduction, and diversity. Students will explore the fundamental principles of botany, including plant physiology, ecology, and the role of plants in the environment. The course includes opportunities for experiential learning in areas of plant identification. |

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| BOT | 1 | 010 | L | ELEMENTARY BOTANY LAB | 1 | | Natural Science | Yes | The laboratory provides students with a comprehensive introduction to the study of plants, covering their structure, function, growth, reproduction, and diversity. Students will explore the fundamental principles of botany, including plant physiology, ecology, and the role of plants in the environment. The course includes opportunities for experiential learning in areas of plant identification. |
| BSC | 1 | 005 | | BIOLOGICAL SCIENCE | 3 | Natural Science | Natural Science | Yes | This course applies the scientific method to critically examine and explain the natural world including but not limited to cells, organisms, genetics, evolution, ecology, and behavior. |
| BSC | 1 | 005 | L | BIOLOGICAL SCIENCE LAB | 1 | | Natural Science | Yes | The laboratory provides students with practical experience in the application of the scientific method to critically examine and explain the natural world including but not limited to cells, organisms, genetics, evolution, ecology, and behavior. |
| BSC | 1 | 010 | | GENERAL BIOLOGY I | 3 | Natural Science | Natural Science | Yes | In this course students will apply the scientific method to critically examine and explain the natural world. This course will cover molecular biology, cellular biology, genetics, metabolism, and replication. |
| BSC | 1 | 010 | L | GENERAL BIOLOGY I LAB | 1 | | Natural Science | Yes | The laboratory provides students with practical experience in the application of the scientific method to critically examine and explain the natural world. This course will cover molecular biology, cellular biology, genetics, metabolism, and replication. |
| BSC | 1 | 011 | | GENERAL BIOLOGY II | 2 | | Natural Science | Yes | This course continues the exploration of biological principles, with a focus on the diversity of life, evolutionary biology, and the structure and function of organisms. Students will delve into topics such as genetics, ecology, and the physiology of plants and animals. The course includes laboratory sessions that provide hands-on experience with biological techniques and experiments, enhancing the understanding of theoretical concepts. |
| BSC | 1 | 011 | L | GENERAL BIOLOGY II LAB | 2 | | Natural Science | Yes | The laboratory provides students with practical experience in the exploration of biological principles, with a focus on the diversity of life, evolutionary biology, and the structure and function of organisms. Students will delve into topics such as genetics, ecology, and the physiology of plants and animals. The course includes laboratory sessions that provide hands-on experience with biological techniques and experiments, enhancing the understanding of theoretical concepts. |

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| BSC | 2 | 085 | | ANATOMY AND PHYSIOLOGY I | 3 | Natural Science | Natural Science | Yes | This course is the first part of a two-semester sequence in which students examine human anatomy and physiology through a systems approach based on the interaction between form and function, from the microscopic components of cells and tissues to the organismal level. Emphasis is placed on histology and the integumentary, skeletal, muscular, and nervous systems. |
| BSC | 2 | 085 | L | ANATOMY AND PHYSIOLOGY LAB | 1 | | Natural Science | Yes | The laboratory provides students with the opportunity to examine human anatomy and physiology through a systems approach based on the interaction between form and function, from the microscopic components of cells and tissues to the organismal level. Emphasis is placed on histology and the integumentary, skeletal, muscular, and nervous systems. |
| BSC | 2 | 086 | | ANATOMY & PHYSIOLOGY II | 3 | | Natural Science | Yes | This course offers an in-depth study of the structure and function of the Nervous, Cardiovascular, Lymphatic, Digestive, respiratory, Urinary, and Reproductive systems. |
| BSC | 2 | 086 | L | ANATOMY AND PHYSIOLOGY II LAB | 1 | | Natural Science | Yes | The laboratory provides students with an in-depth study of the structure and function of the Nervous, Cardiovascular, Lymphatic, Digestive, respiratory, Urinary, and Reproductive systems. |
| CHM | 1 | 020 | | FUNDAMENTALS OF CHEMISTRY | 3 | Natural Science | Natural Science | Yes | This course provides students with an introduction to chemical principles and applications for the non-science major. Students will engage in problem solving and critical thinking while applying chemical concepts. Topics will include the scientific method of problem solving, classification of matter, atomic theory, the periodic table, gases, chemical reactions, energy, and chemical bonds. |
| CHM | 1 | 025 | | FUNDAMENTALS OF CHEMISTRY | 4 | | Natural Science | Yes | The course is designed to provide students with a solid foundation in the essential principles of chemistry. This course covers key topics such as atomic structure, chemical bonding, stoichiometry, states of matter, and basic thermodynamics. Additionally, students will delve into the historical and philosophical contexts of chemistry, exploring the significant works and ideas that have shaped the discipline and contributed to the broader body of scientific knowledge. |
| CHM | 1 | 030 | | INTRO CHEMISTRY FOR NON-SCIENCE MAJORS | 3 | | Natural Science | Yes | This introductory course is designed for non-science majors, particularly those in allied health, health-related, and nursing fields. It covers the basic principles of general chemistry, including systems of measurement, bonding, nomenclature, the mole concept, balanced equations and stoichiometry, solutions, kinetics, and equilibrium with an emphasis on acid-base behavior. The course aims to provide a foundational understanding of chemistry concepts applicable to everyday life and professional practice. |

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| CHM | 1 | 045 | | GENERAL CHEMISTRY I | 3 | Natural Science | Natural Science | Yes | This course is designed for students pursuing careers in the sciences or who need a more rigorous presentation of chemical concepts than is offered in an introductory course. Students will engage in problem solving and critical thinking while applying chemical concepts. Topics will include the principles of chemistry including atomic theory, electronic and molecular structure, measurement, stoichiometry, bonding, periodicity, thermochemistry, nomenclature, solutions, and the properties of gases. |
| CHM | 1 | 045 | L | GENERAL CHEMISTRY I LABORATORY | 1 | | Natural Science | Yes | This laboratory is designed for students pursuing careers in the sciences or who need a more rigorous presentation of chemical concepts than is offered in an introductory course. Students will engage in problem solving and critical thinking while applying chemical concepts. Topics will include the principles of chemistry including atomic theory, electronic and molecular structure, measurement, stoichiometry, bonding, periodicity, thermochemistry, nomenclature, solutions, and the properties of gases. |
| CHM | 1 | 046 | | GENERAL CHEMISTRY II | 3 | | Natural Science | Yes | This course is a continuation of General Chemistry I (CHM 1045). This course delves deeper into the fundamental principles of chemistry, covering topics such as intermolecular forces, chemical kinetics, chemical equilibrium, acids and bases, thermodynamics, and electrochemistry. Students will also explore the historical and philosophical contexts of these concepts, connecting modern scientific understanding to the influential works and ideas that have shaped the field of chemistry. |
| CHM | 1 | 046 | L | GENERAL CHEMISTRY II LABORATORY | 1 | | Natural Science | Yes | The laboratory provides students with an opportunity to delve deeper into the fundamental principles of chemistry, covering topics such as intermolecular forces, chemical kinetics, chemical equilibrium, acids and bases, thermodynamics, and electrochemistry. Students will also explore the historical and philosophical contexts of these concepts, connecting modern scientific understanding to the influential works and ideas that have shaped the field of chemistry. |
| ECO | 2 | 013 | | PRINCIPLES OF ECONOMICS I | 3 | Social Science | Social Science | Yes | In this course, students will learn the foundations of macroeconomics as the branch of economics concerned with how decision-making, in an environment of scarcity, maps onto the aggregate economy. Students will examine theories and evidence related to the following core set of topics: national income determination, money, monetary and fiscal policy, macroeconomic conditions, international trade and the balance of payments, and economic growth and development. |
| ECO | 2 | 023 | | PRINCIPLES OF ECONOMICS II | 3 | | Social Science | Yes | The course offers a detailed exploration of microeconomic principles, emphasizing the impact of individual choices on market outcomes. Major topics include supply and demand analysis, consumer and producer behavior, market structures, and the role of government. Through real-world examples, students will gain a practical understanding of microeconomic theory. |
| ENC | 1 | 101 | | FRESHMAN COMMUNICATION SKILLS I | 3 | Communication | Communication | Yes | This course introduces students to rhetorical concepts and audience-centered approaches to writing including composing processes, language conventions and style, and critical analysis and engagement with written texts and other forms of communication. |

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| ENC | 1 | 102 | | FRESHMAN COMMUNICATION SKILLS II | 3 | | Communication | Yes | This course is a continuation of Freshman Composition I, focusing on advanced writing, research, and critical thinking skills. Students will engage in more complex writing tasks, exploring various rhetorical strategies and genres. The course emphasizes the writing process, including drafting, revising, and editing, to produce clear, coherent, and persuasive essays. Additionally, students will learn to conduct academic research and integrate sources effectively into their writing. |
| ENC | 1 | 121 | | HONORS FRESHMAN COMPOSITION I | 3 | Communication | Communication | Yes | This honors course focuses on developing advanced writing, critical thinking, and research skills. Students will engage in intensive writing practice, exploring various rhetorical strategies and genres. The course emphasizes the process of writing, from brainstorming and drafting to revising and editing, with a strong focus on producing clear, coherent, and persuasive essays. Students will also learn to conduct academic research and integrate sources effectively into their writing. |
| ENC | 1 | 122 | | HONORS FRESHMAN COMPOSITION II | 3 | | Communication | Yes | This honors course builds on the skills developed in Honors Freshman Composition I, with a continued focus on advanced writing, critical thinking, and research. Students will engage in more complex writing tasks, exploring a variety of rhetorical strategies and genres. The course emphasizes the refinement of writing processes, including drafting, revising, and editing, to produce sophisticated and persuasive essays. Additionally, students will undertake in-depth research projects, learning to synthesize and critically evaluate sources. |
| ENY | 2 | 001 | | INSECTS, PEOPLE AND ENVIRONMENT | 3 | | Natural Science | Yes | This course provides a comprehensive overview of the study of insects, covering their biology, ecology, and importance to ecosystems and human society. This course explores the diversity of insect life, their evolutionary history, and their roles in various environments. Students will learn about insect anatomy, physiology, behavior, and the methods used in entomological research. The course also addresses the impact of insects on agriculture, health, and the environment. |
| ENY | 2 | 001 | L | INSECTS, PEOPLE AND ENVIRONMENT | 1 | | Natural Science | Yes | The laboratory provides students with an opportunity to apply theories learned related to study of insects, covering their biology, ecology, and importance to ecosystems and human society. This course explores the diversity of insect life, their evolutionary history, and their roles in various environments. Students will learn about insect anatomy, physiology, behavior, and the methods used in entomological research. The course also addresses the impact of insects on agriculture, health, and the environment. |
| ESC | 2 | 000 | | INTRO TO EARTH & SPACE SCIENCES | 3 | Natural Science | Natural Science | Yes | Using the scientific method, critical thinking skills, data analysis, this course will examine the fundamental processes of the Earth system, composed of an atmosphere, hydrosphere, lithosphere, biosphere, and exosphere, through time. The course will also explore interactions between these spheres, including critical analysis of scientific theories and emphasize Earth's connections with humans. |
| EVR | 1 | 001 | | ENVIRONMENTAL SCIENCE AND SUSTAINABILITY | 3 | Natural Science | Natural Science | Yes | This course is a survey of basic chemical, biological, physical, and political principles of environmental science and their applications to environmental issues and sustainability. This course is appropriate for students in a wide range of disciplines or programs. |

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| GEA | 2 | 000 | | WORLD REGIONAL GEOGRAPHY | 3 | | Social Science | Yes | This course provides an introductory survey of the major regions and countries of the world, focusing on their physical, cultural, economic, political, and environmental characteristics. This course emphasizes the use of geographic lenses to investigate contemporary and historical issues, helping students understand the dynamic nature of world regions. Through critical analysis and discussion, students will explore the connections and interactions between different regions and their global significance. |
| GLY | 2 | 001 | | INTRO TO EARTH & SPACE SCIENCES | 3 | | Natural Science | Yes | This course provides a comprehensive overview of the scientific principles and theories related to the Earth's structure, processes, and its place in the universe. This course covers topics such as the Earth's building blocks, internal processes, the global ocean, atmospheric phenomena, weather patterns, and the solar system. Students will gain an understanding of how these elements interact and influence each other, fostering a holistic view of Earth and space sciences. |
| GLY | 2 | 010 | C | PRINCIPLES OF GEOLOGY | 3 | Natural Science | Natural Science | Yes | Using the scientific method, critical thinking skills, data analysis, this course will examine the fundamental processes of the Earth system, composed of an atmosphere, hydrosphere, cryosphere, lithosphere, biosphere, and exosphere through time. The course will also explore interactions between these spheres, including critical analysis of scientific theories and emphasize lithospheric connections with humanity. |
| HUM | 2 | 020 | | HISTORICAL SURVEY I | 3 | Humanities | Humanities | Yes | In this course, students will learn about the creative ideas and accomplishments of various cultures in various fields of humanities that may include art, architecture, drama, history, music, literature, philosophy, and religion. The course will include cultural expressions from the Western canon and may also include expressions from around the globe. |
| HUM | 2 | 230 | | HISTORICAL SURVEY II | 3 | | Humanities | Yes | This course continues the exploration of cultural forms, practices, and expressions from the Medieval/Renaissance period to the late 19th century. This course emphasizes the contributions to and interplay between major cultures of the Global North in shaping the Western World's narrative of civilization. Students will engage with significant cultural traditions, including foundational texts from the Western literary heritage, as well as contemporary and global perspectives. Through this course, students will develop a deeper understanding of the human experience as expressed through historical and cultural developments. |
| HUM | 2 | 425 | | AFRICAN HUMANITIES | 3 | | Humanities | Yes | This course introduces students to the rich cultural history of key classical civilizations south of the Sahara, such as Mali, Asante, Dahomey, Yoruba, and Kongo. This course explores the art, music, and dance of these civilizations and their impact on the rise of New World cultural expressions. Students will engage with significant cultural traditions, including foundational texts from the Western literary heritage, as well as contemporary and global perspectives. The course also explores the cultural and historical contexts that have influenced the evolution of Western Humanities. Through this course, students will develop a deeper understanding of the human experience as expressed through African humanities. |
| HUN | 2 | 401 | | NUTRITION | 3 | | Natural Science | Yes | This course examines the principles of nutrition, focusing on the physiological functions and food sources essential for human development and growth throughout the life cycle. This course includes discussions on the dangers of over- and under-nutrition, as well as nutrition-related diseases. Students will explore the role of nutrients in maintaining health and preventing disease, and will learn to apply nutritional knowledge to make informed dietary choices. |

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| LIT | 2 | 000 | | INTRODUCTION TO LITERATURE I | 3 | Humanities | Humanities | Yes | In this course, students will be assigned readings representative of a broad range of literary genres and cultures. These readings will cover a variety of literary movements and historical eras. The readings will include, but are not limited to, selections from the Western canon. Written analysis of literary works may be required. Students will be provided with opportunities to practice critical interpretation. |
| MAC | 1 | 105 | C | COLLEGE ALGEBRA | 4 | Mathematics | Mathematics | No | This course develops student's ability to apply algebraic concepts to real-world situations, emphasizing practical problem-solving and critical thinking. It builds a strong foundation in algebra to support future mathematical learning and application. Students will explore relationships between quantities, enhancing their understanding of cause-and-effect through mathematical reasoning. The course integrates corequisite support to reinforce key skills and ensure student success. |
| MAC | 1 | 114 | | ALGEBRAIC AND TRIGONOMETRIC FUNCTIONS | 3 | | Mathematics | Yes | Algebraic and Trigonometric Functions offers a thorough exploration of algebraic and trigonometric principles essential for advanced mathematical studies. This course focuses on enhancing students' understanding of polynomial, rational, exponential, and logarithmic functions, alongside a detailed study of trigonometric functions and their applications. Students will learn to solve complex equations, analyze function behavior, and apply trigonometric identities to real-world problems. The course emphasizes problem-solving techniques and prepares students for higher-level mathematics and related disciplines. |
| MAC | 1 | 147 | | PRECALCULUS MATHEMATICS | 4 | | Mathematics | Yes | Precalculus Mathematics is designed to provide a comprehensive foundation in mathematical concepts essential for calculus and other advanced mathematical studies. This course covers a wide range of topics including functions, algebraic techniques, trigonometry, and analytic geometry. Students will explore various types of functions such as linear, quadratic, polynomial, rational, exponential, and logarithmic, as well as delve into trigonometric identities, equations, and applications. Emphasis is placed on problem-solving skills and analytical thinking to prepare students for success in calculus and other higher-level mathematics courses. |
| MAC | 2 | 233 | | CALCULUS FOR BUSINESS & SOCIAL SCIENCE I | 3 | | Mathematics | Yes | Calculus for Business & Social Science I provides an introduction to fundamental concepts of calculus with a focus on applications pertinent to business and social sciences. The course covers essential topics including functions, limits, derivatives, and integrals, emphasizing their practical use in analyzing and solving real-world problems. Students will explore techniques for optimizing functions, modeling economic and social phenomena, and interpreting graphical data. Through problem-solving and applied examples, this course aims to enhance students' quantitative reasoning and analytical skills necessary for decision-making in business and social science contexts. |
| MAC | 2 | 311 | | CALCULUS I | 4 | Mathematics | Mathematics | Yes | In this course, students will develop problem solving skills, critical thinking, computational proficiency, and contextual fluency through the study of limits, derivatives, and definite and indefinite integrals of functions of one variable, including algebraic, exponential, logarithmic, and trigonometric functions, and applications. Topics will include limits, continuity, differentiation and rates of change, optimization, curve sketching, and introduction to integration and area. |
| MAC | 2 | 312 | | CALCULUS II | 4 | | Mathematics | Yes | Calculus II extends the foundational concepts of calculus to more advanced topics, emphasizing their application to a range of scientific, engineering, and mathematical problems. This course explores techniques of integration, including advanced methods such as integration by parts, partial fractions, and trigonometric substitution. Students will also study sequences and series, including convergence tests and power series. The course emphasizes problem-solving and analytical skills through practical applications and theoretical understanding, preparing students for more complex studies in calculus and related fields. |

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| MAC | 1 | 105 | | COLLEGE ALGEBRA | 3 | Mathematics | Mathematics | Yes | In this course, students will develop problem solving skills, critical thinking, computational proficiency, and contextual fluency through the study of equations, functions, and their graphs. Emphasis will be placed on quadratic, exponential, and logarithmic functions. Topics will include solving equations and inequalities, definition and properties of a function, domain and range, transformations of graphs, operations on functions, composite and inverse functions, basic polynomial and rational functions, exponential and logarithmic functions, and applications. |
| MAD | 2 | 120 | | FINITE MATHEMATICS | 3 | | Mathematics | Yes | This course provides an introduction to finite mathematics with applications in various fields such as business, social sciences, and computer science. Students will explore topics including set theory, logic, probability, statistics, and linear programming. The course will emphasize how these mathematical concepts have developed and influenced Western analytical traditions, particularly in problem-solving and decision-making contexts. By applying these techniques to real-world problems, students will gain practical skills and an appreciation for the role of mathematics in contemporary Western thought and practice. |
| MAS | 2 | 103 | | LINEAR ALGEBRA | 3 | | Mathematics | Yes | This course provides a comprehensive introduction to the fundamental concepts and techniques of linear algebra. Students will engage in an in-depth investigation of linear systems, matrices, vector spaces, linear transformations, determinants, eigenvalues, and inner product spaces. The course is designed to develop both theoretical understanding and practical skills, preparing students for advanced studies and applications in various fields such as mathematics, engineering, computer science, and physics. |
| MGF | 1 | 130 | | Mathematical Thinking | 3 | Mathematics | Mathematics | Yes | In this course, students will utilize multiple means of problem solving through student-centered mathematical exploration. The course is designed to teach students to think more effectively and vastly increase their problem-solving ability through practical application and divergent thinking. This course is appropriate for students in a wide range of disciplines/programs. |
| MGF | 1 | 131 | | Mathematics in Contexts | 3 | | Mathematics | Yes | Through this course, students will experience the practicality of mathematics in a global society. Students will engage in the applications of tools and techniques of mathematics in a variety of contextual situations from everyday life. This course is appropriate for students in a wide range of disciplines/programs. |
| MMC | 2 | 000 | | INTRODUCTION TO MASS MEDIA | 3 | | Humanities | Yes | Introduction to Mass Media offers a comprehensive exploration of the origins, development, and influence of mass media within the context of Western cultural traditions. The course examines the historical evolution of various media platforms, including print, broadcast, digital, and social media, and their role in shaping public opinion, cultural norms, and societal values. By studying foundational works and key figures in media history, students will gain an understanding of the media's role in reflecting and shaping the cultural heritage of the Western world. The course also addresses the ethical, legal, and social implications of media production and consumption. |
| MTG | 2 | 206 | | COLLEGE GEOMETRY | 3 | | Mathematics | Yes | College Geometry offers a detailed exploration of geometric concepts and their applications. The course covers both Euclidean and non-Euclidean geometries, focusing on the properties and relationships of geometric figures, including points, lines, planes, and solids. Students will engage in deductive reasoning, proof writing, and the application of geometric principles to solve complex problems. This course also emphasizes the role of geometry in various fields such as architecture, engineering, and the natural sciences. |

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| MUH | 2 | 116 | | JAZZ HISTORY | 3 | | Humanities | Yes | Jazz History is a course that traces the development of jazz music from the turn of the century to present. The primary focus is to learn about the historically significant musicians who played an important role in developing the many facets of American Jazz music. This Jazz History course provides an overview of musical theory, including rhythm, melody, harmony, and form, while examining significant works and composers within the Western musical tradition. This course will examine how the western cannon influenced the improvisational framework for most musicians and formed the basis for most jazz compositions and other major works. |
| MUH | 2 | 560 | | AFRO-AMERICAN MUSIC | 3 | | Humanities | Yes | Afro-American Music is a chronological survey of origins, traditions, practices, and development of African American Music. This course also explores the cultural and historical contexts that have influenced the evolution of African and Western music. This course also emphasizes the foundational role of early music in shaping the trajectory of Western music traditions. |
| MUL | 2 | 010 | | MUSIC APPRECIATION | 3 | Humanities | Humanities | Yes | In this course, students will survey the history of classical music from Antiquity to the modern period, focusing on Western music. The curriculum may also integrate a variety of popular and global styles where appropriate. |
| OCE | 1 | 001 | | ELEMENTARY OCEANOGRAPHY | 3 | Natural Science | Natural Science | Yes | Using the scientific method, critical thinking skills, data analysis, this course will examine the fundamental processes of the ocean system, composed of an atmosphere, hydrosphere, lithosphere, and biosphere, through time. The course will also explore interactions between these spheres, including critical analysis of scientific theories and emphasize oceanic connections with humanity. |
| PHH | 2 | 102 | | ANCIENT AND MEDIEVAL PHILOSOPHY | 3 | | Humanities | Yes | In this course, students will be introduced to the foundation of western philosophical thought beginning with the cannon works of classical Greek philosophy and progressing through the philosophy of the Middle Ages. Students will strengthen their intellectual skills, become more effective learners, and develop broad foundational knowledge of ancient and medieval philosophy. |
| PHH | 2 | 403 | | MODERN PHILOSOPHY | 3 | | Humanities | Yes | In this course, students will be introduced to the major philosophers of the modern era. The course focuses on canon works of western philosophy by philosophers such as Hobbes, Descartes, Locke, Hume, Leibniz and Kant. Students will strengthen their intellectual skills, become more effective learners, and develop broad foundational knowledge of modern philosophers and their impact on western thought including the political philosophy of America's founding fathers. |
| PHI | 2 | 010 | | INTRODUCTION TO PHILOSOPHY | 3 | Humanities | Humanities | Yes | In this course, students will be introduced to the nature of philosophy, philosophical thinking, major intellectual movements in the history of philosophy, including topics from the western philosophical tradition, and various problems in philosophy. Students will strengthen their intellectual skills, become more effective learners, and develop broad foundational knowledge. |

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|--------|-------|---------------|-----|--------------------------------------|--------|---------------------------------|----------------------------|-----------------|--|
| PHI | 2 | 101 | | INTRODUCTION TO LOGIC | 3 | | Humanities | Yes | In this course, students will be introduced to the fundamentals of logic. The course focuses on developing the ability to think and communicate clearly and consistently while using the methods of formal and informal logic. Selections of works of logic from the western cannon, such as those of Aristotle, will be covered. Students will strengthen their intellectual skills, become more effective learners, and develop broad foundational knowledge of the nature and method of foundational logic. |
| PHI | 2 | 600 | | ETHICS | 3 | | Humanities | Yes | In this course, students will be introduced to foundational philosophical views in the field of ethics as well as moral reasoning. The course focuses on canon works of western moral thought, including those of Plato, Aristotle, Hobbes, Mill, and Kant. Students will strengthen their intellectual skills, become more effective learners, and develop broad foundational knowledge of ethics, especially in the context of foundational works of western moral philosophy. |
| PHY | 1 | 020 | | FUNDAMENTALS OF PHYSICS | 3 | Natural Science | Natural Science | Yes | This course offers a comprehensive survey of physics, covering a wide range of topics including motion, Newton's laws, energy, sound, heat, electricity, magnetism, and optics. Emphasizing a conceptual understanding of physics, the course integrates critical thinking skills and real-world applications. |
| PHY | 1 | 020 | L | FUNDAMENTALS OF PHYSICS - Laboratory | 1 | | Natural Science | Yes | The laboratory provides students with a comprehensive survey of physics, covering a wide range of topics including motion, Newton's laws, energy, sound, heat, electricity, magnetism, and optics. Emphasizing a conceptual understanding of physics, the course integrates critical thinking skills and real-world applications. |
| PHY | 2 | 048 | | GENERAL PHYSICS I | 4 | Natural Science | Natural Science | Yes | This calculus-based course serves as the first in a two-part series, covering topics like kinematics, dynamics, energy, momentum, rotational motion, fluid dynamics, oscillatory motion, and waves. Designed for science and engineering majors, the course integrates critical thinking, analytical skills, and real-world applications. |
| PHY | 2 | 048 | L | GENERAL PHYSICS I-LABORATORY | 1 | | Natural Science | Yes | The laboratory provides students with practical experience in topics like kinematics, dynamics, energy, momentum, rotational motion, fluid dynamics, oscillatory motion, and waves. Designed for science and engineering majors, the course integrates critical thinking, analytical skills, and real-world applications. |
| PHY | 2 | 049 | | GENERAL PHYSICS II | 4 | | Natural Science | Yes | This course is a continuation of General Physics I, providing an in-depth study of electricity, magnetism, optics, and modern physics. Students will explore the fundamental principles that govern these areas, building upon the foundational knowledge of classical mechanics. The course emphasizes problem-solving and experimental techniques, fostering an understanding of how these physical concepts have been developed and refined through significant contributions to the scientific tradition. Through theoretical analysis and practical experiments, students will gain insights into the application of these principles in various technological and scientific advancements. This course includes one credit hour of recitation. |

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|--------|-------|---------------|-----|-----------------------------------|--------|---------------------------------|----------------------------|-----------------|--|
| PHY | 2 | 049 | L | GENERAL PHYSICS II-LABORATORY | 1 | | Natural Science | Yes | The laboratory provides students with practical experience in the study of electricity, magnetism, optics, and modern physics. Students will explore the fundamental principles that govern these areas, building upon the foundational knowledge of classical mechanics. The course emphasizes problem-solving and experimental techniques, fostering an understanding of how these physical concepts have been developed and refined through significant contributions to the scientific tradition. Through theoretical analysis and practical experiments, students will gain insights into the application of these principles in various technological and scientific advancements. This course includes one credit hour of recitation. |
| PHY | 2 | 053 | | COLLEGE PHYSICS I | 3 | Natural Science | Natural Science | Yes | This course is the first in a two-part series intended for non-physics majors, offering an algebra and trigonometry approach to topics such as kinematics, dynamics, energy, momentum, rotational motion, fluid dynamics, oscillatory motion, and waves. The course fosters analytical and critical thinking skills to promote a scientific understanding of the real world. |
| PHY | 2 | 053 | L | COLLEGE PHYSICS I-LABORATORY | 1 | | Natural Science | Yes | The laboratory provides students with an algebra and trigonometry approach to topics such as kinematics, dynamics, energy, momentum, rotational motion, fluid dynamics, oscillatory motion, and waves. The course fosters analytical and critical thinking skills to promote a scientific understanding of the real world. |
| PHY | 2 | 054 | | COLLEGE PHYSICS II | 3 | | Natural Science | Yes | This course continues the study of algebra-based physics, focusing on the principles of electricity, magnetism, optics, and selected topics in modern physics. Students will explore the fundamental concepts and laws that govern these areas, building on the foundation established in College Physics I. The course emphasizes conceptual understanding and practical problem-solving skills, highlighting the impact of these principles on scientific and technological advancements. Students will examine the contributions of key figures to the scientific tradition, understanding how these discoveries have shaped modern perspectives in physics. |
| PHY | 2 | 054 | L | COLLEGE PHYSICS II-LABORATORY | 0 | | Natural Science | Yes | The laboratory provides students with practical experience in the study of algebra-based physics, focusing on the principles of electricity, magnetism, optics, and selected topics in modern physics. Students will explore the fundamental concepts and laws that govern these areas, building on the foundation established in College Physics I. The course emphasizes conceptual understanding and practical problem-solving skills, highlighting the impact of these principles on scientific and technological advancements. Students will examine the contributions of key figures to the scientific tradition, understanding how these discoveries have shaped modern perspectives in physics. |
| POS | 2 | 001 | | INTRODUCTION TO POLITICAL SCIENCE | 3 | | Social Science | Yes | This course offers a comprehensive introduction to the study of political science, exploring the fundamental concepts, theories, and institutions that shape political life. Students will examine the origins and development of political systems, with a focus on key ideas and texts that have influenced the understanding of governance and power within the Western intellectual tradition. The course covers various subfields of political science, including comparative politics, international relations, political theory, and public policy. Through critical analysis and discussion, students will gain a deeper understanding of how political structures and ideas impact society, both historically and in contemporary contexts. |
| POS | 2 | 041 | | AMERICAN NATIONAL GOVERNMENT | 3 | Social Science | Social Science | Yes | In this course, students will investigate how the national government is structured and how the American constitutional republic operates. It covers the philosophical and historical foundations of American government, including but not limited to the Declaration of Independence, the United States constitution and all its amendments, and The Federalist Papers. The course examines the branches of government and the government's laws, policies, and programs. It also examines the ways in which citizens participate in their government and ways their government responds to citizens. |

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|--------|-------|---------------|-----|---|--------|---------------------------------|----------------------------|-----------------|--|
| POS | 2 | 112 | | AMERICAN STATE AND LOCAL GOVERNMENTS | 3 | | Social Science | Yes | This course provides an in-depth examination of the structures, functions, and processes of state and local governments in the United States, with a special emphasis on the government of Florida. Students will explore the relationship between state and local governments and the federal system, analyzing how power and responsibilities are distributed across different levels of government. The course also examines key political theories and ideas that have influenced the development of American governance, particularly those that have shaped the understanding of state and local political institutions. Through case studies and analysis of contemporary issues, students will gain a comprehensive understanding of the role of state and local governments in the broader context of American democracy. |
| PSC | 1 | 121 | C | INTRODUCTION TO PHYSICAL SCIENCE | 4 | | Natural Science | Yes | This course provides an interdisciplinary introduction to the fundamental concepts of physical science, covering topics in physics, chemistry, astronomy, and earth science. Students will explore the principles and laws that govern the natural world, gaining a broad understanding of the physical processes that shape the universe. The course emphasizes the scientific method and the historical development of key scientific ideas, particularly those that have significantly influenced the scientific tradition. Through hands-on experiments and critical analysis, students will develop the ability to apply scientific reasoning to real-world phenomena and appreciate the role of physical science in shaping modern technological advancements. |
| PSY | 2 | 012 | | INTRO TO PSYCHOLOGY | 3 | Social Science | Social Science | Yes | In this course, students will gain an introduction to the scientific study of human behavior and mental processes. Topics may be drawn from historical and current perspectives in psychology. |
| QMB | 2 | 100 | | QUANTITATIVE METHODS & BUSINESS DECISIONS I | 3 | | Mathematics | Yes | This course introduces students to the quantitative methods and analytical tools used in business decision-making. Introductory statistics topics include descriptive statistics, probability, regression analysis, decision analysis, and basic optimization techniques. Students will learn how to apply these methods to solve real-world business problems, enhancing their ability to make informed decisions based on quantitative data. The course also explores the historical development of quantitative analysis in business, highlighting key concepts that have influenced modern business practices. Through practical applications and case studies, students will gain proficiency in using quantitative tools to improve business outcomes. |
| REL | 2 | 000 | | INTRODUCTION TO RELIGION | 3 | | Humanities | Yes | This course offers a broad introduction to the study of religion, exploring the fundamental concepts, beliefs, and practices of various religious traditions. Students will examine key religious themes, symbols, rituals, and texts, gaining insights into how these elements shape individual and collective identities. The course will also address how major religious traditions, particularly those central to Western intellectual and cultural heritage, have influenced and been influenced by one another. Through comparative analysis and critical discussions, students will develop a deeper understanding of the role of religion in human experience and its impact on global cultures. |
| REL | 2 | 135 | | BLACK RELIGION IN AMERICA | 3 | | Humanities | Yes | This course examines the development and impact of Black religious traditions in America, exploring how these traditions have shaped and been shaped by the broader socio-cultural and intellectual landscape. Students will study the historical evolution of Black religious practices, including Christianity, Islam, and other spiritual movements, within the context of their interactions with dominant Western religious and cultural norms. The course will also address the role of Black religion in social justice movements and its influence on American religious and cultural traditions. |
| REL | 2 | 210 | | INTRODUCTION TO THE OLD TESTAMENT | 3 | | Humanities | Yes | This course offers a comprehensive introduction to the Old Testament, examining its historical, literary, and theological dimensions. Students will explore the foundational texts of the Hebrew Bible, understanding their development and significance within the broader framework of Western intellectual and cultural traditions. The course covers key themes, historical contexts, and the impact of the Old Testament on Western religious thought and cultural practices. Through detailed analysis of the Pentateuch, Historical Books, Wisdom Literature, and Prophets, students will gain insights into the Old Testament's influence on Western religious and philosophical heritage. |

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|--------|-------|---------------|-----|--|--------|---------------------------------|----------------------------|-----------------|--|
| REL | 2 | 240 | | INTRODUCTION TO THE NEW TESTAMENT | 3 | | Humanities | Yes | This course provides an introduction to the New Testament, exploring its historical, literary, and theological dimensions. Students will examine the texts that are central to Christianity, focusing on their origins, development, and influence within the broader scope of Western intellectual and cultural traditions. The course covers key themes, historical contexts, and the impact of the New Testament on subsequent religious and philosophical thought. Through critical analysis of the Gospels, Acts, Epistles, and Revelation, students will gain an understanding of the New Testament's role in shaping Western religious and cultural heritage. |
| REL | 2 | 193 | | WOMEN IN RELIGION | 3 | | Humanities | Yes | In this course, students will be introduced to a history of the religious involvement of women in world religion over the past 2000 years. Students will analyze the work of social theorists explaining cross-cultural patterns and explore relevant topics, including those in the Western tradition. Students will strengthen their intellectual skills, become more effective learners, and develop their knowledge of this history. |
| REL | 2 | 352 | | EASTERN WORLD RELIGIONS | 3 | | Humanities | Yes | This course explores the major religious traditions of the Eastern world, including Hinduism, Buddhism, Taoism, and Confucianism. Students will examine the foundational texts, practices, and philosophical concepts of these religions, understanding their development and influence within the broader context of global intellectual traditions. The course also highlights how these Eastern religions have interacted with and contrasted against the ideas that have shaped Western thought. Through detailed analysis and comparison, students will gain insights into the diverse spiritual and philosophical landscapes of Eastern traditions and their impact on global culture. |
| STA | 2 | 023 | | INTRO. TO PROBABILITY AND STATISTICS I | 3 | Mathematics | Mathematics | Yes | In this course students will utilize descriptive and inferential statistical methods in contextual situations, using technology as appropriate. The course is designed to increase problem-solving abilities and data interpretation through practical applications of statistical concepts. This course is appropriate for students in a wide range of disciplines and programs. |
| SYG | 2 | 000 | | INTRODUCTION TO SOCIOLOGY | 3 | | Social Science | Yes | In this course, students will gain an understanding of the basic sociological concepts and vocabulary, including the methodological tools, sociological perspectives, and scientific procedures used by social scientists to collect data and conduct research. Topics generally include: society and culture, institutions, socialization, influences, crime, change, groups, sex, race and ethnicity, family, class and population. |
| THE | 2 | 000 | | INTRODUCTION TO THEATRE | 3 | Humanities | Humanities | Yes | In this course, students will explore dramatic structure, techniques, and various organizational elements. The course provides an introduction to theatre as a collaborative art form through the critical analysis of its historical context, production, theory, and connections to theatrical literature, including the Western cannon. |
| THE | 2 | 300 | | CRITICAL ANALYSIS OF DRAMA | 3 | | Humanities | Yes | This course offers a comprehensive exploration of drama through critical analysis, focusing on both classic and contemporary works. Students will study significant dramatic texts and playwrights, examining the elements of drama including plot, character, theme, and setting. The course will consider how these elements have been shaped by and have influenced the broader tradition of Western dramatic literature. Through detailed analysis and discussion, students will develop an understanding of the evolution of dramatic forms and their impact on cultural and intellectual traditions. |

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|--------|-------|---------------|-----|------------------------------------|--------|---------------------------------|----------------------------|-----------------|---|
| WOH | 1 | 012 | | HISTORY OF CIVILIZATION | 3 | | Humanities | Yes | This course offers an overview of the history of human civilization from ancient times to the early modern period, examining the development of societies, cultures, and political structures. Students will explore key civilizations and their contributions to human history, with particular emphasis on how these civilizations have influenced and been influenced by the major ideas and traditions central to Western thought. The course will cover significant historical events, intellectual movements, and cultural achievements that have shaped the course of global history, providing a foundational understanding of the development of civilizations and their legacies. |
| WOH | 1 | 022 | | HISTORY OF CIVILIZATION SINCE 1500 | 3 | | Humanities | Yes | This course explores the development of global civilizations from 1500 to the present, focusing on key historical events, societal changes, and cultural transformations. Students will investigate how major global processes such as exploration, colonization, industrialization, and globalization have shaped civilizations around the world. The course will also examine how these developments have interacted with and been influenced by foundational ideas and historical narratives central to Western intellectual traditions. By analyzing these interactions and their impacts, students will gain a deeper understanding of the evolution of modern societies and their interconnectedness. |

PENDING APPROVAL

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|--------|-------|---------------|-----|--------------------------------------|--------|---------------------------------|----------------------------|-----------------|--|
| AMH | 2 | 010 | | UNITED STATES TO 1877 | 3 | Social Science | Social Science | Yes | IN THIS COURSE STUDENTS WILL EXAMINE UNITED STATES HISTORY FROM BEFORE EUROPEAN CONTACT TO 1877. TOPICS WILL INCLUDE BUT ARE NOT LIMITED TO INDIENOUS PEOPLES, THE EUROPEAN BACKGROUND, THE COLONIAL PERIOD, THE AMERICAN REVOLUTION, THE ARTICLES OF CONFEDERATION, THE CONSTITUTION, ISSUES WITHIN THE NEW REPUBLIC, SECTIONALISM, MANIFEST DESTINY, SLAVERY, THE AMERICAN CIVIL WAR, AND RECONSTRUCTION. |
| AMH | 2 | 010 | | HONORS U.S. HISTORY TO 1877 | 3 | Social Science | Social Science | Yes | IN THIS COURSE STUDENTS WILL EXAMINE UNITED STATES HISTORY FROM BEFORE EUROPEAN CONTACT TO 1877. TOPICS WILL INCLUDE BUT ARE NOT LIMITED TO INDIENOUS PEOPLES, THE EUROPEAN BACKGROUND, THE COLONIAL PERIOD, THE AMERICAN REVOLUTION, THE ARTICLES OF CONFEDERATION, THE CONSTITUTION, ISSUES WITHIN THE NEW REPUBLIC, SECTIONALISM, MANIFEST DESTINY, SLAVERY, THE AMERICAN CIVIL WAR, AND RECONSTRUCTION. |
| AMH | 2 | 020 | | HONORS U.S. HISTORY SINCE 1877 | 3 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL TRACE THE HISTORY OF THE UNITED STATES FROM THE END OF THE RECONSTRUCTION ERA TO THE CONTEMPORARY ERA. TOPICS WILL INCLUDE BUT ARE NOT LIMITED TO THE RISE OF INDUSTRIALIZATION, THE UNITED STATES' EMERGENCE AS AN ACTOR ON THE WORLD STAGE, CONSTITUTIONAL AMENDMENTS AND THEIR IMPACT, THE PROGRESSIVE ERA, WORLD WAR I, THE GREAT DEPRESSION AND NEW DEAL, WORLD WAR II, THE CIVIL RIGHTS ERA, THE COLD WAR, AND THE UNITED STATES SINCE 1989. |
| AMH | 2 | 020 | | UNITED STATES SINCE 1877 | 3 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL TRACE THE HISTORY OF THE UNITED STATES FROM THE END OF THE RECONSTRUCTION ERA TO THE CONTEMPORARY ERA. TOPICS WILL INCLUDE BUT ARE NOT LIMITED TO THE RISE OF INDUSTRIALIZATION, THE UNITED STATES' EMERGENCE AS AN ACTOR ON THE WORLD STAGE, CONSTITUTIONAL AMENDMENTS AND THEIR IMPACT, THE PROGRESSIVE ERA, WORLD WAR I, THE GREAT DEPRESSION AND NEW DEAL, WORLD WAR II, THE CIVIL RIGHTS ERA, THE COLD WAR, AND THE UNITED STATES SINCE 1989. |
| AML | 2 | 010 | | HONORS AMERICAN LITERATURE TO 1865 | 3 | | Humanities | Yes | AN OVERVIEW OF AMERICAN LITERATURE, INCLUDING REPRESENTATIVE WRITERS OF THE COLONIAL, ENLIGHTENMENT AND ROMANTIC PERIODS. INCLUDES CONTENT RELATED TO THE WESTERN CANON. |
| AML | 2 | 022 | | HONORS AMERICAN LITERATURE 1865-1945 | 3 | | Humanities | Yes | AN OVERVIEW OF AMERICAN LITERATURE FROM 1865 TO 1945, INCLUDING REPRESENTATIVE WRITERS OF THE COLONIAL, ENLIGHTENMENT, AND ROMANTIC PERIODS. INCLUDES CONTENT RELATED TO THE WESTERN CANON. |
| AML | 2 | 053 | | HONORS AMERICAN LIT 1945 TO PRESENT | 3 | | Humanities | Yes | AN OVERVIEW OF AMERICAN LITERATURE SINCE 1945. THIS COURSE IS WRITING INTENSIVE. INCLUDES CONTENT RELATED TO THE WESTERN CANON. |

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|--------|-------|---------------|-----|--|--------|---------------------------------|----------------------------|-----------------|--|
| ANT | 2 | 000 | | HONORS INTRODUCTION TO ANTHROPOLOGY | 3 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL LEARN THE FOUNDATIONS OF ANTHROPOLOGY AS THE STUDY OF HUMAN VARIATION IN ITS BIOLOGICAL, SOCIAL, AND CULTURAL DIMENSIONS. STUDENTS WILL LEARN ABOUT ANTHROPOLOGICAL CONCEPTS, PRINCIPLES, AND METHODOLOGIES TO UNDERSTAND AND EXPLORE PAST AND PRESENT HUMAN BEHAVIOR. THEY WILL APPLY THE ANTHROPOLOGICAL APPROACH TO ANALYZE ISSUES PERTAINING TO PAST AND CONTEMPORARY CULTURES, AND DEVELOP INTELLECTUAL SKILLS AND HABITS TO UNDERSTAND BEHAVIORAL, SOCIAL AND CULTURAL ISSUES FROM MULTIPLE DISCIPLINARY PERSPECTIVES. |
| ANT | 2 | 000 | | INTRODUCTION TO ANTHROPOLOGY | 3 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL LEARN THE FOUNDATIONS OF ANTHROPOLOGY AS THE STUDY OF HUMAN VARIATION IN ITS BIOLOGICAL, SOCIAL, AND CULTURAL DIMENSIONS. STUDENTS WILL LEARN ABOUT ANTHROPOLOGICAL CONCEPTS, PRINCIPLES, AND METHODOLOGIES TO UNDERSTAND AND EXPLORE PAST AND PRESENT HUMAN BEHAVIOR. THEY WILL APPLY THE ANTHROPOLOGICAL APPROACH TO ANALYZE ISSUES PERTAINING TO PAST AND CONTEMPORARY CULTURES, AND DEVELOP INTELLECTUAL SKILLS AND HABITS TO UNDERSTAND BEHAVIORAL, SOCIAL AND CULTURAL ISSUES FROM MULTIPLE DISCIPLINARY PERSPECTIVES. |
| ANT | 2 | 511 | | INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY | 3 | | Natural Science | Yes | AN INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY: THE STUDENT WILL LEARN ABOUT THE GENERAL TOPICS OF BIOLOGICAL ANTHROPOLOGY, INCLUDING GENETICS, PRIMATOLOGY, COMPARATIVE ANATOMY AND PALEOANTHROPOLOGY. TO BE TAKEN IN CONJUNCTION WITH ANT 2511L. |
| ANT | 2 | 511 | L | INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY LAB | 1 | | Natural Science | Yes | LABORATORY ACCOMPANYING ANT 2511. STUDENTS PERFORM PROCEDURES SIMILAR TO THOSE USED BY PROFESSIONAL ANTHROPOLOGICAL RESEARCHERS AND ENGAGE IN HANDS-ON ACTIVITIES DESIGNED TO REINFORCE THE MATERIAL PRESENTED IN THE LECTURE SECTION. TO BE TAKEN IN CONJUNCTION WITH ANT 2511. |
| ANT | 2 | 511 | | HONORS INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY | 3 | | Natural Science | Yes | COURSE COVERS ALL ASPECTS OF THE ORIGIN AND EVOLUTION OF HUMANKIND. SUBJECT MATTER INCLUDES CONCEPTS OF EVOLUTIONARY THOUGHT, MAMMALIAN OSTEOLOGY, GENETICS CONCERNING EVOLUTION, STATISTICS AND GEOMETRICS USED IN PHYSICAL ANTHROPOLOGY, WHAT MAKES A HOMININ, MODERN AND ANCIENT NON-HUMAN PRIMATES, THE PROGRESSION THROUGH HOMININ EVOLUTION AND MODERN HUMAN VARIATION. |
| ANT | 2 | 511 | L | HONORS INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY LAB | 1 | | Natural Science | Yes | HANDS-ON PROJECTS TO ACCOMPANY LESSONS FROM ANT 2511, INCLUDING METHODS FOR MEASURING HOMININ CRANIA, OTHER BONES AND DNA ANALYSIS. |
| ANT | 2 | 100 | | INTRODUCTION TO ARCHEOLOGY | 3 | | Social Science | No | THIS COURSE WILL PROVIDE A BASIC INTRODUCTION TO THE HISTORY, PRINCIPLES, AND METHODOLOGY OF ARCHAEOLOGY AS A SCIENTIFIC DISCIPLINE. THIS COURSE WILL EXAMINE ARCHAEOLOGY'S APPLICATION IN THE MODERN WORLD THROUGH ETHICAL ISSUES AND PRACTICAL CHALLENGES THAT CONFRONT ARCHAEOLOGISTS TODAY. |

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| ANT | 2 | 100 | C | HONORS INTRODUCTION TO ARCHEOLOGY | 3 | | Social Science | No | THIS COURSE WILL PROVIDE A BASIC INTRODUCTION TO THE HISTORY, PRINCIPLES, AND METHODOLOGY OF ARCHAEOLOGY AS A SCIENTIFIC DISCIPLINE. THIS COURSE WILL EXAMINE ARCHAEOLOGY'S APPLICATION IN THE MODERN WORLD THROUGH ETHICAL ISSUES AND PRACTICAL CHALLENGES THAT CONFRONT ARCHAEOLOGISTS TODAY. |
| ARC | 2 | 208 | | CULTURE & ARCHITECTURE: THE MASTER BUILDER | 3 | | Humanities | Yes | HOLISTIC APPROACH TO THE EVOLUTION OF ARCHITECTURE AS AN EMPIRICAL ELEMENT OF CULTURE FROM PREHISTORIC HUMANKIND TO THE PRESENT. COURSE IS BASED ON THE INTERACTION BETWEEN THE PRINCIPLES AND CONCEPTS OF ARCHITECTURAL DESIGN AND TECHNOLOGY AND THE WORLD CULTURES THAT PRODUCED AND UTILIZED THEM IN THEIR BUILT ENVIRONMENTS. INCLUDES CONTENT RELATED TO THE WESTERN CANON. |
| ARH | 2 | 000 | | ART APPRECIATION | 3 | Humanities | Humanities | Yes | IN THIS COURSE, STUDENTS WILL DEVELOP AN APPRECIATION OF AND THE ABILITY TO THINK CRITICALLY ABOUT CULTURE AND BE PROVIDED WITH THE TOOLS TO UNDERSTAND, ANALYZE, AND DISCUSS WORKS OF VISUAL ART AND MATERIAL CULTURE. INCLUDES CONTENT RELATED TO THE WESTERN CANON. |
| ARH | 2 | 000 | | HONORS ART APPRECIATION | 3 | Humanities | Humanities | Yes | IN THIS COURSE, STUDENTS WILL DEVELOP AN APPRECIATION OF AND THE ABILITY TO THINK CRITICALLY ABOUT CULTURE AND BE PROVIDED WITH THE TOOLS TO UNDERSTAND, ANALYZE, AND DISCUSS WORKS OF VISUAL ART AND MATERIAL CULTURE. INCLUDES CONTENT RELATED TO THE WESTERN CANON. |
| ARH | 2 | 050 | | HISTORY OF ART 1 | 3 | | Humanities | No | THIS ILLUSTRATED CLASS IS A GENERAL INTRODUCTION TO THE HISTORY OF ART ACROSS TIME AND SPACE: FROM PREHISTORIC TO THE GOTHIC; FROM EGYPT, GREECE, THE NEAR EAST, EUROPE, ASIA, TO MESOAMERICA. BY TAKING THIS CLASS, STUDENTS ARE EXPECTED TO DEVELOP AN UNDERSTANDING OF ART IN VARIOUS FORMS IN ITS HISTORICAL CONTEXT. INCLUDES CONTENT RELATED TO THE WESTERN CANON. |
| ARH | 2 | 051 | | HISTORY OF ART 2 | 3 | | Humanities | No | THIS ILLUSTRATED CLASS IS A GENERAL INTRODUCTION TO THE HISTORY OF ART ACROSS TIME AND SPACE: FROM RENAISSANCE TO THE CONTEMPORARY WORLD; FROM EUROPE, TO AFRICA, ASIA, AMERICA, AND THE PACIFIC. BY TAKING THIS CLASS, STUDENTS ARE EXPECTED TO DEVELOP AN UNDERSTANDING OF ART IN VARIOUS FORMS IN ITS HISTORICAL CONTEXT. INCLUDES CONTENT RELATED TO THE WESTERN CANON. |
| ARH | 2 | 050 | | HONORS HISTORY OF ART 1 | 3 | | Humanities | Yes | THIS ILLUSTRATED CLASS IS A GENERAL INTRODUCTION TO THE HISTORY OF ART ACROSS TIME AND SPACE: FROM PREHISTORIC TO THE GOTHIC; FROM EGYPT, GREECE, THE NEAR EAST, EUROPE, ASIA, TO MESOAMERICA. BY TAKING THIS CLASS, STUDENTS ARE EXPECTED TO DEVELOP AN UNDERSTANDING OF ART IN VARIOUS FORMS IN ITS HISTORICAL CONTEXT. INCLUDES CONTENT RELATED TO THE WESTERN CANON. |

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| ARH | 2 | 051 | | HONORS HISTORY OF ART 2 | 3 | | Humanities | Yes | THIS ILLUSTRATED CLASS IS A GENERAL INTRODUCTION TO THE HISTORY OF ART ACROSS TIME AND SPACE: FROM RENAISSANCE TO THE CONTEMPORARY WORLD; FROM EUROPE, TO AFRICA, ASIA, AMERICA, AND THE PACIFIC. BY TAKING THIS CLASS, STUDENTS ARE EXPECTED TO DEVELOP AN UNDERSTANDING OF ART IN VARIOUS FORMS IN ITS HISTORICAL CONTEXT. INCLUDES CONTENT RELATED TO THE WESTERN CANON. |
| ARH | 2 | 701 | | HONORS STILL IMAGE/MOVING IMAGE | 3 | | Humanities | Yes | THIS COURSE DEVELOPS THE STUDENT'S UNDERSTANDING AND APPRECIATION OF THE VISUAL ARTS THROUGH CRITICAL STUDY OF CONTEMPORARY ISSUES IN THE VISUAL ARTS AND RIGOROUS EXAMINATION OF THE IDEAS OF "PAINTING" AND THE "FINE ARTS" IN OUR IMAGE-SATURATED ERA. THE COURSE WILL DEVELOP STUDENTS' UNDERSTANDING OF THE CONNECTIONS BETWEEN CONTEMPORARY IMAGES AND ART HISTORY AND HELP STUDENTS BECOME MORE SOPHISTICATED VIEWERS AND ARTICULATE CRITICS OF THE VISUAL ARTS AND OTHER VISUAL MEDIA. INCLUDES SELECTIONS FROM THE WESTERN CANON. |
| ART | 1 | 014 | | HONORS ELEMENTS OF VISUAL THINKING | 3 | | Humanities | Yes | THIS COURSE DEVELOPS THE STUDENT'S UNDERSTANDING OF THE VISUAL ARTS THROUGH CRITICAL STUDY OF THE FUNDAMENTALS OF PERCEPTION AND VISUAL COMPOSITION, AND THROUGH VERY ACTIVE PARTICIPATION IN THE ART-MAKING PROCESS. DIVERSE MATERIALS AND PROCESSES WILL BE EXPLORED, INCLUDING TWO-DIMENSIONAL AND THREE-DIMENSIONAL FORMS. IDEAS OF CONTENT ARE ALSO ADDRESSED. INCLUDES SELECTIONS FROM THE WESTERN CANON. |
| ART | 1 | 202 | C | HONORS DESIGN AND COLOR PHENOMENA | 4 | | Humanities | Yes | IN THIS STUDIO COURSE, THE FUNDAMENTALS OF COLOR AND DESIGN AND THEIR EFFECTS ON 2-D AND 3-D SPACE WILL BE EXPLORED. INCLUDES SELECTIONS FROM THE WESTERN CANON. |
| ART | 1 | 300 | C | HONORS DRAWING I | 3 | | Humanities | Yes | IN THIS COURSE STUDENTS LEARN TO TRANSLATE 3-DIMENSIONAL SPACE INTO A 2-DIMENSIONAL PLANE. INCLUDES SELECTIONS FROM THE WESTERN CANON. |
| ART | 1 | 602 | C | HONORS PHOTOSHOP | 3 | | Humanities | Yes | COURSE SERVES AS A FUNDAMENTAL INTRODUCTION TO PHOTOSHOP BASICS. STUDENTS ARE INTRODUCED TO DIGITAL MANIPULATION, LAYERS AND OTHER DIGITAL EDITING TOOLS THAT ARE PART OF THIS GRAPHIC SOFTWARE. INCLUDES SELECTIONS FROM THE WESTERN CANON. |
| ART | 1 | 661 | C | HONORS DIGITAL ART PHOTOGRAPHY | 3 | | Humanities | Yes | AN INTRODUCTORY COURSE DESIGNED TO EXPLORE THE MULTIPLE WAYS IN WHICH DIGITAL ENHANCEMENT AND OTHER SPECIAL EFFECTS CAN BE USED TO CREATE FINE ART PHOTOGRAPHIC IMAGES. STUDENTS WILL LEARN PHOTOGRAPHIC BASICS SUCH AS DEPTH OF FIELD, LIGHTING AND COMPOSITION. INCLUDES SELECTIONS FROM THE WESTERN CANON. |

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|--------|-------|---------------|-----|----------------------------------|--------|---------------------------------|----------------------------|-----------------|--|
| ART | 2 | 500 | C | HONORS PAINTING I | 3 | | Humanities | Yes | THIS COURSE IS AN INTRODUCTION TO THE PROCESS OF OIL PAINTING, ITS MATERIAL PROPERTIES, ITS SAFE HANDLING, ITS HISTORICAL USE, AND ITS FUTURE AS AN ART MEDIUM. PROBLEMS OF FORMAT, COMPOSITION, AND CONTENT WILL BE ADDRESSED. STUDENTS BECOME ARTICULATE MAKERS OF PAINTINGS AND ARTICULATE CRITICS OF THOSE OBJECTS. INCLUDES SELECTIONS FROM THE WESTERN CANON. |
| ART | 2 | 540 | C | HONORS WATERCOLOR | 4 | | Humanities | Yes | COURSE STRESSES MATERIAL AND CONCEPTUAL CONCERNs RELATIVE TO WATERCOLOR AND OTHER WATER-BASED MEDIA, INCLUDING WASH, MARK, TRANSPARENCY, LUMINOSITY, AND ISSUES IN COMPOSITION AND CONTENT. STUDENTS WILL DEVELOP THEIR PERCEPTUAL SKILLS BY WORKING IN THE STUDIO AND ON SITE. STUDENTS WILL DEVELOP THEIR CRITICAL SKILLS DURING IN-CLASS CRITIQUE AND DISCUSSION, AS WELL AS THROUGH READINGS AND RESEARCH. INCLUDES SELECTIONS FROM THE WESTERN CANON. |
| AST | 2 | 002 | | HONORS INTRODUCTION TO ASTRONOMY | 3 | Natural Science | Natural Science | Yes | THIS COURSE PROVIDES A COMPREHENSIVE LOOK AT MODERN ASTRONOMY, EMPHASIZING THE USE OF THE SCIENTIFIC METHOD AND THE APPLICATION OF PHYSICAL LAWS TO UNDERSTAND THE UNIVERSE INCLUDING EARTH AND ITS ENVIRONMENT. THROUGHOUT THIS COURSE, STUDENTS WILL DEVELOP THE ABILITY TO DISCERN SCIENTIFIC KNOWLEDGE FROM NON-SCIENTIFIC CLAIMS BY USING CRITICAL THINKING. |
| AST | 2 | 002 | | INTRODUCTION TO ASTRONOMY | 3 | Natural Science | Natural Science | Yes | THIS COURSE PROVIDES A COMPREHENSIVE LOOK AT MODERN ASTRONOMY, EMPHASIZING THE USE OF THE SCIENTIFIC METHOD AND THE APPLICATION OF PHYSICAL LAWS TO UNDERSTAND THE UNIVERSE INCLUDING EARTH AND ITS ENVIRONMENT. THROUGHOUT THIS COURSE, STUDENTS WILL DEVELOP THE ABILITY TO DISCERN SCIENTIFIC KNOWLEDGE FROM NON-SCIENTIFIC CLAIMS BY USING CRITICAL THINKING. |
| BSC | 1 | 005 | | HONORS LIFE SCIENCE | 2 | Natural Science | Natural Science | Yes | THIS COURSE APPLIES THE SCIENTIFIC METHOD TO CRITICALLY EXAMINE AND EXPLAIN THE NATURAL WORLD INCLUDING BUT NOT LIMITED TO CELLS, ORGANISMS, GENETICS, EVOLUTION, ECOLOGY, AND BEHAVIOR. |
| BSC | 1 | 005 | | LIFE SCIENCE | 2 | Natural Science | Natural Science | Yes | THIS COURSE APPLIES THE SCIENTIFIC METHOD TO CRITICALLY EXAMINE AND EXPLAIN THE NATURAL WORLD INCLUDING BUT NOT LIMITED TO CELLS, ORGANISMS, GENETICS, EVOLUTION, ECOLOGY, AND BEHAVIOR. |
| BSC | 1 | 005 | L | LIFE SCIENCE LABORATORY | 1 | Natural Science | Natural Science | Yes | THIS COURSE APPLIES THE SCIENTIFIC METHOD TO CRITICALLY EXAMINE AND EXPLAIN THE NATURAL WORLD INCLUDING BUT NOT LIMITED TO CELLS, ORGANISMS, GENETICS, EVOLUTION, ECOLOGY, AND BEHAVIOR. A SURVEY OF THE DIVERSITY OF LIFE, INCLUDING FIELD TRIPS AND AN INTRODUCTION TO FIELD BIOLOGY. |

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|--------|-------|---------------|-----|----------------------------------|--------|---------------------------------|----------------------------|-----------------|--|
| BSC | 1 | 005 | L | HONORS LIFE SCIENCE LAB | 1 | Natural Science | Natural Science | Yes | THIS COURSE APPLIES THE SCIENTIFIC METHOD TO CRITICALLY EXAMINE AND EXPLAIN THE NATURAL WORLD INCLUDING BUT NOT LIMITED TO CELLS, ORGANISMS, GENETICS, EVOLUTION, ECOLOGY, AND BEHAVIOR. A SURVEY OF THE DIVERSITY OF LIFE, INCLUDING FIELD TRIPS AND AN INTRODUCTION TO FIELD BIOLOGY. |
| BSC | 1 | 010 | | BIOLOGICAL PRINCIPLES | 3 | Natural Science | Natural Science | Yes | IN THIS COURSE STUDENTS WILL APPLY THE SCIENTIFIC METHOD TO CRITICALLY EXAMINE AND EXPLAIN THE NATURAL WORLD. THIS COURSE WILL COVER MOLECULAR BIOLOGY, CELLULAR BIOLOGY, GENETICS, METABOLISM, AND REPLICATION. |
| BSC | 1 | 010 | L | BIOLOGICAL PRINCIPLES LAB | 1 | | Natural Science | Yes | AN INTRODUCTION TO GENERAL LABORATORY PROCEDURES TO DEMONSTRATE THE BASIC PRINCIPLES OF BIOLOGY. |
| BSC | 1 | 010 | | HONORS BIOLOGICAL PRINCIPLES | 3 | Natural Science | Natural Science | Yes | IN THIS COURSE STUDENTS WILL APPLY THE SCIENTIFIC METHOD TO CRITICALLY EXAMINE AND EXPLAIN THE NATURAL WORLD. THIS COURSE WILL COVER MOLECULAR BIOLOGY, CELLULAR BIOLOGY, GENETICS, METABOLISM, AND REPLICATION. |
| BSC | 1 | 010 | L | HONORS BIOLOGICAL PRINCIPLES LAB | 1 | | Natural Science | Yes | IN THIS COURSE STUDENTS WILL APPLY THE SCIENTIFIC METHOD TO CRITICALLY EXAMINE AND EXPLAIN THE NATURAL WORLD. THIS COURSE WILL COVER MOLECULAR BIOLOGY, CELLULAR BIOLOGY, GENETICS, METABOLISM, AND REPLICATION. AN INTRODUCTION TO GENERAL LABORATORY PROCEDURES TO DEMONSTRATE THE BASIC PRINCIPLES OF BIOLOGY |
| BSC | 1 | 011 | | BIODIVERSITY | 3 | | Natural Science | Yes | AN INTRODUCTION AND SURVEY OF ORGANISMAL DIVERSITY, INCLUDING FUNGI, PROTISTS, PLANTS AND ANIMALS. PHYLOGENETIC RELATIONSHIPS, EVOLUTIONARY MECHANISMS, AND ECOLOGICAL PROCESSES ARE EMPHASIZED. ORIGINS OF LIFE AND HUMAN EVOLUTION. |
| BSC | 1 | 011 | L | BIODIVERSITY LAB | 1 | | Natural Science | Yes | A SURVEY OF THE DIVERSITY OF EUKARYOTIC ORGANISMS. |

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|--------|-------|---------------|-----|--|--------|---------------------------------|----------------------------|-----------------|--|
| BSC | 1 | 011 | | HONORS BIODIVERSITY | 3 | | Natural Science | Yes | AN INTRODUCTION TO ECOLOGY, EVOLUTION, BIODIVERSITY, AND ENVIRONMENTAL SCIENCE; HISTORY OF LIFE, FORCES THAT HAVE SHAPED THE DIVERSITY OF LIFE, CHANGES IN THE BIOSPHERE DUE TO HUMAN ACTIVITY, AND HOW DETERIMENTAL THE IMPACT OF THESE CHANGES MAY BE. |
| BSC | 1 | 011 | L | HONORS BIODIVERSITY LAB | 1 | | Natural Science | Yes | A SURVEY OF THE DIVERSITY OF LIFE, INCLUDING FIELD TRIPS AND AN INTRODUCTION TO FIELD BIOLOGY. |
| BSC | 2 | 085 | | HONORS ANATOMY AND PHYSIOLOGY I | 3 | Natural Science | Natural Science | No | THIS COURSE IS THE FIRST PART OF A TWO-SEMESTER SEQUENCE IN WHICH STUDENTS EXAMINE HUMAN ANATOMY AND PHYSIOLOGY THROUGH A SYSTEMS APPROACH BASED ON THE INTERACTION BETWEEN FORM AND FUNCTION, FROM THE MICROSCOPIC COMPONENTS OF CELLS AND TISSUES TO THE ORGANISMAL LEVEL. EMPHASIS IS PLACED ON HISTOLOGY AND THE INTEGUMENTARY, SKELETAL, MUSCULAR, AND NERVOUS SYSTEMS. |
| BSC | 2 | 085 | L | HONORS ANATOMY AND PHYSIOLOGY I LABORATORY | 1 | Natural Science | Natural Science | No | LABORATORY EXPERIMENTS TO AUGMENT TEACHING IN BSC 2085. |
| BSC | 2 | 085 | | ANATOMY AND PHYSIOLOGY I | 3 | Natural Science | Natural Science | Yes | THIS COURSE IS THE FIRST PART OF A TWO-SEMESTER SEQUENCE IN WHICH STUDENTS EXAMINE HUMAN ANATOMY AND PHYSIOLOGY THROUGH A SYSTEMS APPROACH BASED ON THE INTERACTION BETWEEN FORM AND FUNCTION, FROM THE MICROSCOPIC COMPONENTS OF CELLS AND TISSUES TO THE ORGANISMAL LEVEL. EMPHASIS IS PLACED ON HISTOLOGY AND THE INTEGUMENTARY, SKELETAL, MUSCULAR, AND NERVOUS SYSTEMS. |
| BSC | 2 | 085 | L | ANATOMY AND PHYSIOLOGY I LABORATORY | 1 | Natural Science | Natural Science | Yes | LABORATORY EXPERIMENTS TO AUGMENT TEACHING IN BSC 2085. |
| CCJ | 2 | 002 | | LAW, CRIME, AND CRIMINAL JUSTICE | 3 | | Social Science | Yes | AN INTRODUCTORY COURSE DESIGNED TO PROVIDE STUDENTS WITH AN UNDERSTANDING OF LAW, CRIME, AND THE CRIMINAL JUSTICE SYSTEM IN AMERICA. THIS IS A GENERAL EDUCATION COURSE. |

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|--------|-------|---------------|-----|---|--------|---------------------------------|----------------------------|-----------------|--|
| CHM | 1 | 020 | C | CONTEMPORARY CHEMICAL ISSUES | 3 | Natural Science | Natural Science | Yes | THIS COURSE PROVIDES STUDENTS WITH AN INTRODUCTION TO CHEMICAL PRINCIPLES AND APPLICATIONS FOR THE NON-SCIENCE MAJOR. STUDENTS WILL ENGAGE IN PROBLEM SOLVING AND CRITICAL THINKING WHILE APPLYING CHEMICAL CONCEPTS. TOPICS WILL INCLUDE THE SCIENTIFIC METHOD OF PROBLEM SOLVING, CLASSIFICATION OF MATTER, ATOMIC THEORY, THE PERIODIC TABLE, GASES, CHEMICAL REACTIONS, ENERGY, AND CHEMICAL BONDS. |
| CHM | 1 | 020 | C | HONORS CONTEMPORARY CHEMICAL ISSUES | 3 | Natural Science | Natural Science | Yes | THIS COURSE PROVIDES STUDENTS WITH AN INTRODUCTION TO CHEMICAL PRINCIPLES AND APPLICATIONS FOR THE NON-SCIENCE MAJOR. STUDENTS WILL ENGAGE IN PROBLEM SOLVING AND CRITICAL THINKING WHILE APPLYING CHEMICAL CONCEPTS. TOPICS WILL INCLUDE THE SCIENTIFIC METHOD OF PROBLEM SOLVING, CLASSIFICATION OF MATTER, ATOMIC THEORY, THE PERIODIC TABLE, GASES, CHEMICAL REACTIONS, ENERGY, AND CHEMICAL BONDS. |
| CHM | 2 | 032 | | GENERAL CHEMISTRY FOR THE HEALTH SCIENCES | 3 | | Natural Science | Yes | AN INTRODUCTION TO THE FUNDAMENTAL CONCEPTS OF CHEMISTRY: SCIENTIFIC MEASUREMENTS; ATOMIC THEORY; MOLECULES AND CHEMICAL BONDS; CHEMICAL REACTIONS; AQUEOUS SOLUTIONS; SALTS AND ELECTROLYTES; ACID-BASE THEORY; RADIOACTIVITY AND NUCLEAR CHEMISTRY. ORIENTATION TOWARD MAJORS IN THE ALLIED HEALTH FIELDS. |
| CHM | 2 | 032 | L | GENERAL CHEMISTRY FOR THE HEALTH SCIENCES LAB | 1 | | Natural Science | Yes | INTERMEDIATE EXPERIMENTAL STUDIES OF CHEMICAL PRINCIPLES. |
| CHM | 2 | 045 | | GENERAL CHEMISTRY 1 | 3 | Natural Science | Natural Science | Yes | THIS COURSE IS DESIGNED FOR STUDENTS PURSUING CAREERS IN THE SCIENCES OR WHO NEED A MORE RIGOROUS PRESENTATION OF CHEMICAL CONCEPTS THAN IS OFFERED IN AN INTRODUCTORY COURSE. STUDENTS WILL ENGAGE IN PROBLEM SOLVING AND CRITICAL THINKING WHILE APPLYING CHEMICAL CONCEPTS. TOPICS WILL INCLUDE THE PRINCIPLES OF CHEMISTRY INCLUDING ATOMIC THEORY, ELECTRONIC AND MOLECULAR STRUCTURE, MEASUREMENT, STOICHIOMETRY, BONDING, PERIODICITY, THERMOCHEMISTRY, NOMENCLATURE, SOLUTIONS, AND THE PROPERTIES OF GASES. |
| CHM | 2 | 045 | L | GENERAL CHEMISTRY LAB I | 1 | Natural Science | Natural Science | Yes | AN INTRODUCTION TO EXPERIMENTAL TECHNIQUES IN CHEMISTRY DESIGNED TO DEMONSTRATE BASIC CHEMICAL PRINCIPLES. |
| CHM | 2 | 045 | | HONORS GENERAL CHEMISTRY I | 3 | Natural Science | Natural Science | Yes | THIS COURSE IS DESIGNED FOR STUDENTS PURSUING CAREERS IN THE SCIENCES OR WHO NEED A MORE RIGOROUS PRESENTATION OF CHEMICAL CONCEPTS THAN IS OFFERED IN AN INTRODUCTORY COURSE. STUDENTS WILL ENGAGE IN PROBLEM SOLVING AND CRITICAL THINKING WHILE APPLYING CHEMICAL CONCEPTS. TOPICS WILL INCLUDE THE PRINCIPLES OF CHEMISTRY INCLUDING ATOMIC THEORY, ELECTRONIC AND MOLECULAR STRUCTURE, MEASUREMENT, STOICHIOMETRY, BONDING, PERIODICITY, THERMOCHEMISTRY, NOMENCLATURE, SOLUTIONS, AND THE PROPERTIES OF GASES. |

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|--------|-------|---------------|-----|---|--------|---------------------------------|----------------------------|-----------------|---|
| CHM | 2 | 045 | L | HONORS GENERAL CHEMISTRY I LAB | 1 | Natural Science | Natural Science | Yes | AN INTRODUCTION TO EXPERIMENTAL TECHNIQUES IN CHEMISTRY DESIGNED TO DEMONSTRATE BASIC CHEMICAL PRINCIPLES. THIS COURSE IS DESIGNED FOR STUDENTS PURSUING CAREERS IN THE SCIENCES OR WHO NEED A MORE RIGOROUS PRESENTATION OF CHEMICAL CONCEPTS THAN IS OFFERED IN AN INTRODUCTORY COURSE. STUDENTS WILL ENGAGE IN PROBLEM SOLVING AND CRITICAL THINKING WHILE APPLYING CHEMICAL CONCEPTS. TOPICS WILL INCLUDE THE PRINCIPLES OF CHEMISTRY INCLUDING ATOMIC THEORY, ELECTRONIC AND MOLECULAR STRUCTURE, MEASUREMENT, STOICHIOMETRY, BONDING, PERIODICITY, THERMOCHEMISTRY, NOMENCLATURE, SOLUTIONS, AND THE PROPERTIES OF GASES. |
| COP | 1 | 031 | C | COMPUTER PROGRAMMING AND DATA LITERACY FOR EVERYONE | 3 | | Mathematics | Yes | THIS COURSE INTRODUCES STUDENTS FROM OUTSIDE THE COLLEGE OF ENGINEERING AND COMPUTER SCIENCE TO COMPUTATIONAL THINKING AND THE ART OF COMPUTER PROGRAMMING USING EXCEL AND PYTHON. NO PRIOR PROGRAMMING BACKGROUND IS REQUIRED. THIS IS A GENERAL EDUCATION COURSE. |
| DAN | 2 | 100 | | APPRECIATION OF DANCE | 3 | | Humanities | Yes | A STUDY OF DANCE'S AESTHETICS, ORIGINS, AND DEVELOPMENT INSPIRED BY THE WESTERN CANON AND OTHER CULTURAL TRADITIONS THROUGH LECTURES, DISCUSSIONS, VIDEOS, AND, WHEN POSSIBLE, LIVE PERFORMANCES. |
| ECO | 2 | 013 | | HONORS MACROECONOMIC PRINCIPLES | 3 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL LEARN THE FOUNDATIONS OF MACROECONOMICS AS THE BRANCH OF ECONOMICS CONCERNED WITH HOW DECISION-MAKING, IN AN ENVIRONMENT OF SCARCITY, MAPS ONTO THE AGGREGATE ECONOMY. STUDENTS WILL EXAMINE THEORIES AND EVIDENCE RELATED THE FOLLOWING CORE SET OF TOPICS: NATIONAL INCOME DETERMINATION, MONEY, MONETARY AND FISCAL POLICY, MACROECONOMIC CONDITIONS, INTERNATIONAL TRADE AND THE BALANCE OF PAYMENTS, AND ECONOMIC GROWTH AND DEVELOPMENT. |
| ECO | 2 | 013 | | MACROECONOMIC PRINCIPLES | 3 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL LEARN THE FOUNDATIONS OF MACROECONOMICS AS THE BRANCH OF ECONOMICS CONCERNED WITH HOW DECISION-MAKING, IN AN ENVIRONMENT OF SCARCITY, MAPS ONTO THE AGGREGATE ECONOMY. STUDENTS WILL EXAMINE THEORIES AND EVIDENCE RELATED THE FOLLOWING CORE SET OF TOPICS: NATIONAL INCOME DETERMINATION, MONEY, MONETARY AND FISCAL POLICY, MACROECONOMIC CONDITIONS, INTERNATIONAL TRADE AND THE BALANCE OF PAYMENTS, AND ECONOMIC GROWTH AND DEVELOPMENT. |
| ECO | 2 | 023 | | MICROECONOMIC PRINCIPLES | 3 | | Social Science | Yes | AN INTRODUCTION TO INDIVIDUAL ECONOMIC DECISION-MAKING BY EXPLORING CONCEPTS SUCH AS SUPPLY AND DEMAND; COSTS, BENEFITS, AND MARGINAL ANALYSIS; PRODUCTION CHOICES AND BEHAVIOR; AND MARKET INEFFICIENCY AND PUBLIC POLICY. |
| ECO | 2 | 023 | | HONORS MICROECONOMICS PRINCIPLES | 3 | | Social Science | Yes | AN INTRODUCTION TO INDIVIDUAL ECONOMIC DECISION-MAKING BY EXPLORING CONCEPTS SUCH AS SUPPLY AND DEMAND; COSTS, BENEFITS, AND MARGINAL ANALYSIS; PRODUCTION CHOICES AND BEHAVIOR; AND MARKET INEFFICIENCY AND PUBLIC POLICY. |

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|--------|-------|---------------|-----|--------------------------------------|--------|---------------------------------|----------------------------|-----------------|--|
| EME | 2 | 620 | | DIGITAL LITERACY | 3 | | Social Science | Yes | IN THIS COURSE, STUDENTS LEARN HOW TO ACCESS, EVALUATE, APPLY, PARTICIPATE, AND INTERACT WITH THE EDUCATIONAL AND PROFESSIONAL DIGITAL ENVIRONMENTS TO SOLVE COMPLEX SOCIETAL CHALLENGES. |
| ENC | 1 | 101 | | COLLEGE WRITING I | 3 | Communication | Communication | Yes | THIS COURSE INTRODUCES STUDENTS TO RHETORICAL CONCEPTS AND AUDIENCE-CENTERED APPROACHES TO WRITING INCLUDING COMPOSING PROCESSES, LANGUAGE CONVENTIONS AND STYLE, AND CRITICAL ANALYSIS AND ENGAGEMENT WITH WRITTEN TEXTS AND OTHER FORMS OF COMMUNICATION. |
| ENC | 1 | 101 | | HONORS COLLEGE WRITING | 3 | Communication | Communication | Yes | THIS COURSE INTRODUCES STUDENTS TO RHETORICAL CONCEPTS AND AUDIENCE-CENTERED APPROACHES TO WRITING INCLUDING COMPOSING PROCESSES, LANGUAGE CONVENTIONS AND STYLE, AND CRITICAL ANALYSIS AND ENGAGEMENT WITH WRITTEN TEXTS AND OTHER FORMS OF COMMUNICATION. |
| ENC | 1 | 102 | | COLLEGE WRITING II | 3 | | Communication | Yes | A CONTINUATION OF COLLEGE WRITING I. |
| ENC | 2 | 135 | | RESEARCH AND THE WRITING PROCESS | 3 | | Communication | No | THIS COURSE IS DESIGNED TO ENABLE STUDENTS TO DEVELOP INDEPENDENT RESEARCH SKILLS THROUGH ACCESS TO FAU'S LIBRARY SYSTEM AS WELL AS THROUGH ACCESS TO A VARIETY OF INTERNET RESOURCES. EMPHASIS WILL BE ON THE STUDENT'S DEVELOPMENT OF THE FIRST DRAFT OF A RESEARCH PAPER. THIS PAPER WILL SERVE TO DEMONSTRATE THE STUDENT'S UNDERSTANDING OF THE INVESTIGATIVE PROCESS AND OF THE DEMANDS OF THIS MODE OF ANALYTIC DISCOURSE THAT IS FOCUSED, SUBSTANTIVE, APTLY ORGANIZED, AND ATTENTIVE TO A GIVEN AUDIENCE. INSTRUCTIONAL CONTENT INCLUDES BUT IS NOT LIMITED TO THE DEMANDS OF RESEARCH WRITING AND DOCUMENTATION. |
| ENL | 2 | 012 | | HONORS BRITISH LITERATURE TO 1798 | 3 | | Humanities | Yes | MAJOR WORKS, WRITERS, AND MOVEMENTS OF EARLY BRITISH LITERATURE. INCLUDES CONTENT RELATED TO THE WESTERN CANON. |
| ENL | 2 | 022 | | HONORS BRITISH LITERATURE SINCE 1798 | 3 | | Humanities | Yes | MAJOR WORKS, WRITERS AND MOVEMENTS OF MODERN BRITISH LITERATURE. INCLUDES CONTENT RELATED TO THE WESTERN CANON. |

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|--------|-------|---------------|-----|---|--------|---------------------------------|----------------------------|-----------------|---|
| ESC | 2 | 000 | | THE BLUE PLANET | 3 | Natural Science | Natural Science | Yes | USING THE SCIENTIFIC METHOD, CRITICAL THINKING SKILLS, AND DATA ANALYSIS, THIS COURSE WILL EXAMINE THE FUNDAMENTAL PROCESSES OF THE EARTH SYSTEM, COMPOSED OF AN ATMOSPHERE, HYDROSPHERE, LITHOSPHERE, BIOSPHERE, AND EXOSPHERE, THROUGH TIME. THE COURSE WILL ALSO EXPLORE INTERACTIONS BETWEEN THESE SPHERES, INCLUDING CRITICAL ANALYSIS OF SCIENTIFIC THEORIES AND EMPHASIZE EARTH'S CONNECTIONS WITH HUMANS. |
| ETG | 2 | 831 | | NATURE: INTERSECTIONS OF SCIENCE, ENGINEERING, AND THE HUMANITIES | 3 | | Natural Science | Yes | THIS COURSE WILL FOCUS ON THE RECIPROCAL INFLUENCES OF SCIENCE, IN ITS ENDEAVOR TO UNDERSTAND NATURE; ENGINEERING, IN ITS ATTEMPTS TO HARNESS NATURE; AND THE HUMANITIES, IN THEIR ESSENTIAL ROLE AS THE SHAPERS OF VALUES, THROUGH AN EXCITING COMBINATION OF LEARNED READINGS, PENETRATING DISCUSSIONS, AND COMPUTER MODELS AND TOOLS. |
| EUH | 2 | 341 | | HONORS 20TH CENTURY EUROPE | 3 | | Social Science | Yes | EUROPE'S 20TH CENTURY WAS ONE OF THE BLOODIEST AND MOST TRAGIC AS WELL AS THE MOST OPTIMISTIC AND PROGRESSIVE ERAS IN WORLD HISTORY. THIS WRITING ACROSS CURRICULUM (WAC; GORDON RULE) INTRODUCTORY COURSE EXPLORES HOW SUCH CONTRADICTORY IMPULSES PLAYED OUT OVER THE SPACE OF TEN DECADES. |
| EVR | 1 | 001 | | ENVIRONMENTAL SCIENCE AND SUSTAINABILITY | 3 | Natural Science | Natural Science | Yes | THIS COURSE IS A SURVEY OF BASIC CHEMICAL, BIOLOGICAL, AND PHYSICAL PRINCIPLES OF ENVIRONMENTAL SCIENCE AND THEIR APPLICATIONS TO ENVIRONMENTAL ISSUES. THIS COURSE IS APPROPRIATE FOR STUDENTS IN A WIDE RANGE OF DISCIPLINES OR PROGRAMS. |
| EVR | 1 | 001 | | HONORS ENVIRONMENTAL SCIENCE AND SUSTAINABILITY | 3 | Natural Science | Natural Science | Yes | THIS COURSE IS A SURVEY OF BASIC CHEMICAL, BIOLOGICAL AND PHYSICAL PRINCIPLES OF ENVIRONMENTAL SCIENCE AND THEIR APPLICATIONS TO ENVIRONMENTAL ISSUES. THIS COURSE IS APPROPRIATE FOR STUDENTS IN A WIDE RANGE OF DISCIPLINES OR PROGRAMS. |
| EVR | 1 | 110 | | HONORS HUMAN DIMENSIONS OF ENVIRONMENTAL CHANGE | 3 | | Social Science | No | THIS COURSE DISCUSSES HOW HUMAN BEHAVIOR IS AFFECTED BY CHANGES IN THE ENVIRONMENT, HOW PEOPLE UNDERSTAND THOSE CHANGES AND, IF AT ALL, HOW INDIVIDUAL ACTIONS CAN AFFECT ENVIRONMENTAL CHANGE. |
| EVR | 1 | 110 | | HUMAN DIMENSIONS OF ENVIRONMENTAL CHANGE | 3 | | Social Science | Yes | THIS COURSE DISCUSSES HOW HUMAN BEHAVIOR IS AFFECTED BY CHANGES IN THE ENVIRONMENT, HOW PEOPLE UNDERSTAND THOSE CHANGES AND, IF AT ALL, HOW INDIVIDUAL ACTIONS CAN AFFECT ENVIRONMENTAL CHANGE. |

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|--------|-------|---------------|-----|---|--------|---------------------------------|----------------------------|-----------------|---|
| EVR | 2 | 017 | | ENVIRONMENT AND SOCIETY | 3 | | Social Science | Yes | BROAD INTRODUCTION TO ENVIRONMENTAL IMPACTS ON SOCIETAL, ECONOMIC, TECHNOLOGICAL, AND POLITICAL PROCESSES WITH HISTORICAL PERSPECTIVES |
| EVR | 2 | 017 | | HONORS ENVIRONMENT AND SOCIETY | 3 | | Social Science | Yes | BROAD INTRODUCTION TO ENVIRONMENTAL IMPACTS ON SOCIETAL, ECONOMIC, TECHNOLOGICAL, AND POLITICAL PROCESSES WITH HISTORICAL PERSPECTIVES |
| FIL | 2 | 000 | | FILM APPRECIATION | 3 | | Humanities | Yes | INTRODUCTION TO THE BASIC TERMINOLOGY, TECHNIQUES, AND CONTRIBUTORS OF FILM-MAKING AND CRITICAL ANALYSIS SKILLS OF FILM FORM AND CONTENT. INCLUDES CONTENT RELATED TO THE WESTERN CANON. THIS IS A GENERAL EDUCATION COURSE |
| FRT | 2 | 510 | | HONORS FRANCOPHONE CULTURES AND CIVILIZATIONS | 3 | | Humanities | Yes | EXAMINES THE EVOLUTION OF THE FRENCH STATE AND CULTURAL IDENTITY, THE CREATION AND DISSOLUTION OF THE FRANCOPHONE COLONIAL EMPIRE, AND THE ASPECTS OF ANTI- AND POST-COLONIAL THOUGHT AND LETTERS IN FRENCH CULTURE AND FRANCOPHONE CULTURES OF AFRICA, THE CARIBBEAN, AND VIETNAM. INCLUDES CONTENT RELATED TO THE WESTERN CANON. |
| GEA | 2 | 000 | | WORLD GEOGRAPHY | 3 | | Social Science | Yes | EXAMINATION OF CONTEMPORARY WORLD PROBLEMS THROUGH GEOGRAPHICAL ANALYSIS OF PHYSICAL, ECONOMIC, SOCIAL, AND POLITICAL SYSTEMS OF MAJOR COUNTRIES AND WORLD REGIONS. CREDIT WILL NOT BE GIVEN FOR BOTH GEA 2000 AND EITHER GEA 3190 OR GEA 3003. |
| GEA | 2 | 000 | | HONORS WORLD GEOGRAPHY | 3 | | Social Science | Yes | EXAMINATION OF CONTEMPORARY WORLD PROBLEMS THROUGH GEOGRAPHICAL ANALYSIS OF PHYSICAL, ECONOMIC, SOCIAL, AND POLITICAL SYSTEMS OF MAJOR COUNTRIES AND WORLD REGIONS. CREDIT WILL NOT BE GIVEN FOR BOTH GEA 2000 AND EITHER GEA 3190 OR GEA 3003. |
| GLY | 2 | 010 | C | PHYSICAL GEOLOGY/EVOLUTION OF THE EARTH | 4 | Natural Science | Natural Science | Yes | USING THE SCIENTIFIC METHOD, CRITICAL THINKING SKILLS, AND DATA ANALYSIS, THIS COURSE WILL EXAMINE THE FUNDAMENTAL PROCESSES OF THE EARTH SYSTEM, COMPOSED OF AN ATMOSPHERE, HYDROSPHERE, CRYOSPHERE, LITHOSPHERE, BIOSPHERE, AND EXOSPHERE THROUGH TIME. THE COURSE WILL ALSO EXPLORE INTERACTIONS BETWEEN THESE SPHERES, INCLUDING CRITICAL ANALYSIS OF SCIENTIFIC THEORIES AND EMPHASIZE LITHOSPHERIC CONNECTIONS WITH HUMANITY. |

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|--------|-------|---------------|-----|-----------------------------------|--------|---------------------------------|----------------------------|-----------------|--|
| GLY | 2 | 100 | | THE HISTORY OF EARTH AND LIFE | 3 | | Natural Science | Yes | AN INTRODUCTION TO HISTORICAL GEOLOGY. THE STUDY OF ANCIENT CONTINENTS AND LIFE FORMS, WITH SPECIAL EMPHASIS ON THE GEOLOGIC HISTORY OF THE NORTHAMERICAN CONTINENT. |
| HIS | 2 | 050 | | WRITING HISTORY | 3 | | Communication | Yes | THIS COURSE INTRODUCES STUDENTS TO THE DISCIPLINE OF HISTORY BY WORKING WITH THEM ON DEVELOPING THEIR SKILLS IN CRITICAL THINKING, READING AND WRITING. THE FOCUS IN WRITING HISTORY IS ON HISTORICAL INQUIRY AND THE PRODUCTION OF CLEAR, EFFECTIVE WRITTEN PROSE. AS SUCH, IT ACTS AS AN OFFICIAL SUBSTITUTE FOR ENC 1102. |
| HUM | 2 | 020 | | HONORS INTRODUCTION TO HUMANITIES | 3 | Humanities | Humanities | Yes | IN THIS COURSE, STUDENTS WILL LEARN ABOUT THE CREATIVE IDEAS AND ACCOMPLISHMENTS OF VARIOUS CULTURES IN VARIOUS FIELDS OF HUMANITIES THAT MAY INCLUDE ART, ARCHITECTURE, DRAMA, HISTORY, MUSIC, LITERATURE, PHILOSOPHY, AND RELIGION. THE COURSE WILL INCLUDE CULTURAL EXPRESSIONS FROM THE WESTERN CANON AND MAY ALSO INCLUDE EXPRESSIONS FROM AROUND THE GLOBE. |
| HUM | 2 | 020 | | INTRODUCTION TO HUMANITIES | 3 | Humanities | Humanities | No | IN THIS COURSE, STUDENTS WILL LEARN ABOUT THE CREATIVE IDEAS AND ACCOMPLISHMENTS OF VARIOUS CULTURES IN VARIOUS FIELDS OF HUMANITIES THAT MAY INCLUDE ART, ARCHITECTURE, DRAMA, HISTORY, MUSIC, LITERATURE, PHILOSOPHY, AND RELIGION. THE COURSE WILL INCLUDE CULTURAL EXPRESSIONS FROM THE WESTERN CANON AND MAY ALSO INCLUDE EXPRESSIONS FROM AROUND THE GLOBE. |
| IDS | 2 | 382 | | HUMAN MISSION TO MARS | 3 | | Natural Science | Yes | THIS COURSE IS DESIGNED TO EXPLORE THE CHALLENGES AND OPPORTUNITIES OFFERED BY THE PLANNED HUMAN MISSIONS TO MARS. COVERING TOPICS SUCH AS HUMAN SPACE TRAVEL TO THE RED PLANET, THE IMPACT OF SPACEFLIGHT ON THE HUMAN BODY, THE EFFECTS OF LONG-TERM SPACEFLIGHT ON HUMAN CONSCIOUSNESS, HUMAN RELATIONSHIPS AND GROUPS OF HUMANS, THE KEY COMPONENTS OF BUILDING A FUNCTIONING MARTIAN HABITATION MODULE, GROWING FOOD ON MARS AND THE ETHICAL AND POLITICAL ISSUES RELATED TO A HUMAN MISSION TO MARS. TO ADDRESS PROBLEMS AND CHALLENGES ASSOCIATED WITH THESE TOPICS, THE STUDENTS EXPLORE THE PROCESS OF SCIENTIFIC INQUIRY AND CREATIVITY APPLYING THE SCIENTIFIC METHOD TO PROPOSE SOLUTIONS TO PROBLEMS IN THESE VARIOUS AREAS ALL WHILE EMBRACING THE UNCERTAINTY ASSOCIATED WITH THE CRITICAL EVALUATION OF THESE PROBLEMS AND CHALLENGES. THIS IS A GENERAL EDUCATION COURSE. |
| INR | 2 | 002 | | INTRODUCTION TO WORLD POLITICS | 3 | | Social Science | Yes | INTRODUCES LANGUAGE AND FORMS OF POLITICS IN A VARIETY OF SOCIAL, ECONOMIC AND NATIONAL CONTEXTS AND PROVIDES THE FOUNDATION FOR UNDERSTANDING THE STRUCTURE AND DYNAMICS OF THE INTERNATIONAL POLITICAL SYSTEM. |

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|--------|-------|---------------|-----|---------------------------------------|--------|---------------------------------|----------------------------|-----------------|---|
| INR | 2 | 002 | | HONORS INTRODUCTION TO WORLD POLITICS | 3 | | Social Science | Yes | INTRODUCES LANGUAGE AND FORMS OF POLITICS IN A VARIETY OF SOCIAL, ECONOMIC AND NATIONAL CONTEXTS AND PROVIDES THE FOUNDATION FOR UNDERSTANDING THE STRUCTURE AND DYNAMICS OF THE INTERNATIONAL POLITICAL SYSTEM. |
| LIN | 2 | 001 | | INTRODUCTION TO LANGUAGE | 3 | | Social Science | Yes | THIS COURSE EXPLORES LANGUAGE AS A HUMAN BEHAVIOR AND ITS EFFECT ON CONTEMPORARY SOCIETAL, POLITICAL AND ECONOMIC ISSUES. |
| LIN | 2 | 607 | | PERSPECTIVES ON LANGUAGE | 3 | | Humanities | Yes | THIS COURSE ADDRESSES THE COMPLEX RELATIONSHIP BETWEEN LANGUAGE AND CULTURE, EMPHASIZING THE ROLE OF ENGLISH AS A WORLD LANGUAGE. IT ALSO EXAMINES THE U.S. AS A MULTILINGUAL SOCIETY AS THIS RELATES TO HUMAN CULTURE. INCLUDES CONTENT RELATED TO THE WESTERN CANON. |
| LIT | 2 | 000 | | HONORS INTRODUCTION TO LITERATURE | 3 | Humanities | Humanities | Yes | IN THIS COURSE, STUDENTS WILL BE ASSIGNED READINGS REPRESENTATIVE OF A BROAD RANGE OF LITERARY GENRES AND CULTURES. THESE READINGS WILL COVER A VARIETY OF LITERARY MOVEMENTS AND HISTORICAL ERAS. THE READINGS WILL INCLUDE SELECTIONS FROM THE WESTERN CANON. WRITTEN ANALYSIS OF LITERARY WORKS MAY BE REQUIRED. STUDENTS WILL BE PROVIDED WITH OPPORTUNITIES TO PRACTICE CRITICAL INTERPRETATION. |
| LIT | 2 | 000 | | INTRODUCTION TO LITERATURE | 3 | Humanities | Humanities | No | IN THIS COURSE, STUDENTS WILL BE ASSIGNED READINGS REPRESENTATIVE OF A BROAD RANGE OF LITERARY GENRES AND CULTURES. THESE READINGS WILL COVER A VARIETY OF LITERARY MOVEMENTS AND HISTORICAL ERAS. THE READINGS WILL INCLUDE SELECTIONS FROM THE WESTERN CANON. WRITTEN ANALYSIS OF LITERARY WORKS MAY BE REQUIRED. STUDENTS WILL BE PROVIDED WITH OPPORTUNITIES TO PRACTICE CRITICAL INTERPRETATION. |
| LIT | 2 | 010 | | INTERPRETATION OF FICTION | 3 | | Humanities | Yes | AN INTRODUCTION TO CLOSE READING OF FICTION. INCLUDES CONTENT RELATED TO THE WESTERN CANON. |
| LIT | 2 | 010 | | HONORS INTERPRETATION OF FICTION | 3 | | Humanities | Yes | AN INTRODUCTION TO CLOSE READING OF FICTION. INCLUDES CONTENT RELATED TO THE WESTERN CANON. |

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|--------|-------|---------------|-----|---------------------------------------|--------|---------------------------------|----------------------------|-----------------|---|
| LIT | 2 | 030 | | INTERPRETATION OF POETRY | 3 | | Humanities | Yes | AN INTRODUCTION TO CLOSE READING OF POETRY. INCLUDES CONTENT RELATED TO THE WESTERN CANON. |
| LIT | 2 | 030 | | HONORS INTERPRETATION OF POETRY | 3 | | Humanities | Yes | AN INTRODUCTION TO CLOSE READING OF POETRY. INCLUDES CONTENT RELATED TO THE WESTERN CANON. |
| LIT | 2 | 040 | | INTERPRETATION OF DRAMA | 3 | | Humanities | Yes | AN INTRODUCTION TO CLOSE READING OF DRAMA. INCLUDES CONTENT RELATED TO THE WESTERN CANON |
| LIT | 2 | 040 | | HONORS INTERPRETATION OF DRAMA | 3 | | Humanities | Yes | AN INTRODUCTION TO CLOSE READING OF DRAMA. INCLUDES CONTENT RELATED TO THE WESTERN CANON |
| LIT | 2 | 070 | | INTERPRETATION OF CREATIVE NONFICTION | 3 | | Humanities | Yes | DESIGNED AS AN INTRODUCTION TO THE HISTORY AND INTERPRETATION OF NONFICTION WHILE SHARPENING STUDENTS SKILLS IN CRITICAL THINKING AND WRITING. FOCUSING ON A VARIETY OF SUB-GENRES OF CREATIVE NONFICTION, SUCH AS AUTOBIOGRAPHY AND MEMOIR, LITERARY JOURNALISM AND THE ESSAY (INCLUDING NON-TRADITIONAL FORMS LIKE THE LYRIC OR GRAPHIC ESSAY), THIS COURSE PROVIDES STUDENTS WITH THE TOOLS TO READ, ANALYZE, THINK CRITICALLY AND WRITE ABOUT CREATIVE NONFICTION AND TO COMMUNICATE THEIR INSIGHTS IN ORAL AND WRITTEN FORMS. INCLUDES CONTENT RELATED TO THE WESTERN CANON. |
| LIT | 2 | 100 | | INTRODUCTION TO WORLD LITERATURE | 3 | | Humanities | Yes | AN INTRODUCTION TO MAJOR WORKS OF PROSE AND POETRY AND THEIR AUTHORS WITH AN EMPHASIS ON THE LITERATURE AS A REFLECTION OF AND CONTRIBUTION TO THE POLITICAL, CULTURAL, SOCIAL, AND ECONOMIC CONTEXT OF EACH AGE. INCLUDES CONTENT RELATED TO THE WESTERN CANON. THIS IS A GENERAL EDUCATION COURSE |
| MAC | 1 | 105 | | COLLEGE ALGEBRA | 3 | Mathematics | Mathematics | Yes | IN THIS COURSE, STUDENTS WILL DEVELOP PROBLEM SOLVING SKILLS, CRITICAL THINKING, COMPUTATIONAL PROFICIENCY, AND CONTEXTUAL FLUENCY THROUGH THE STUDY OF EQUATIONS, FUNCTIONS, AND THEIR GRAPHS. EMPHASIS WILL BE PLACED ON QUADRATIC, EXPONENTIAL, AND LOGARITHMIC FUNCTIONS. TOPICS WILL INCLUDE SOLVING EQUATIONS AND INEQUALITIES, DEFINITION AND PROPERTIES OF A FUNCTION, DOMAIN AND RANGE, TRANSFORMATIONS OF GRAPHS, OPERATIONS ON FUNCTIONS, COMPOSITE AND INVERSE FUNCTIONS, BASIC POLYNOMIAL AND RATIONAL FUNCTIONS, EXPONENTIAL AND LOGARITHMIC FUNCTIONS, AND APPLICATIONS. |

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|--------|-------|---------------|-----|--|--------|---------------------------------|----------------------------|-----------------|--|
| MAC | 1 | 114 | | TRIGONOMETRY | 3 | | Mathematics | Yes | THEORY OF TRIGONOMETRIC FUNCTIONS AND THEIR INVERSES, GRAPHS, IDENTITIES AND CONDITIONAL EQUATIONS, SOLUTIONS OF TRIANGLES, COMPLEX NUMBERS AND POLAR REPRESENTATION. ADDITIONAL TOPICS AS TIME PERMITS. |
| MAC | 1 | 140 | | PRECALCULUS ALGEBRA | 3 | | Mathematics | Yes | POLYNOMIAL, RATIONAL, AND OTHER ALGEBRAIC FUNCTIONS; EXPONENTIAL AND LOGARITHMIC FUNCTIONS; PIECEWISE-DEFINED FUNCTIONS. PROPERTIES AND GRAPHS OF FUNCTIONS. POLYNOMIAL AND RATIONAL INEQUALITIES. CONIC SECTIONS. MATRICES AND DETERMINANTS. SEQUENCES AND SERIES. MATHEMATICAL INDUCTION. BINOMIAL THEOREM. APPLICATIONS. |
| MAC | 1 | 147 | | HONORS PRECALCULUS ALGEBRA & TRIGONOMETRY | 5 | | Mathematics | Yes | POLYNOMIAL, RATIONAL, AND OTHER ALGEBRAIC FUNCTIONS; TRIGONOMETRIC, INVERSE TRIGONOMETRIC, EXPONENTIAL AND LOGARITHMIC FUNCTIONS; PIECEWISE-DEFINED FUNCTIONS. PROPERTIES AND GRAPHS OF FUNCTIONS. POLYNOMIAL AND RATIONAL INEQUALITIES. TRIGONOMETRIC IDENTITIES. CONDITIONAL TRIGONOMETRIC EQUATIONS. CONIC SECTIONS. SOLUTIONS OF TRIANGLES. VECTOR ALGEBRA. PARAMETRIC EQUATIONS. POLAR COORDINATES. MATRICES AND DETERMINANTS. SEQUENCES AND SERIES. MATHEMATICAL INDUCTION. BINOMIAL THEOREM. APPLICATIONS. THIS IS A GENERAL EDUCATION COURSE |
| MAC | 1 | 147 | | PRECALCULUS ALGEBRA AND TRIGONOMETRY | 4-5 | | Mathematics | Yes | POLYNOMIAL, RATIONAL, AND OTHER ALGEBRAIC FUNCTIONS; TRIGONOMETRIC, INVERSE TRIGONOMETRIC, EXPONENTIAL AND LOGARITHMIC FUNCTIONS; PIECEWISE-DEFINED FUNCTIONS. PROPERTIES AND GRAPHS OF FUNCTIONS. POLYNOMIAL AND RATIONAL INEQUALITIES. TRIGONOMETRIC IDENTITIES. CONDITIONAL TRIGONOMETRIC EQUATIONS. CONIC SECTIONS. SOLUTIONS OF TRIANGLES. VECTOR ALGEBRA. PARAMETRIC EQUATIONS. POLAR COORDINATES. MATRICES AND DETERMINANTS. SEQUENCES AND SERIES. MATHEMATICAL INDUCTION. BINOMIAL THEOREM. APPLICATIONS. |
| MAC | 2 | 210 | | INTRODUCTION TO CALCULUS WITH APPLICATIONS | 4 | | Mathematics | Yes | THIS COURSE PROVIDES AN OVERVIEW OF THE SALIENT MATH TOPICS MOST HEAVILY USED IN THE CORE SOPHMORE-LEVEL STEM COURSES. THESE INCLUDE ALGEBRAIC MANIPULATION, TRIGONOMETRY, VECTORS AND COMPLEX NUMBERS, SINUSOIDS AND HARMONIC SIGNALS, SYSTEMS OF EQUATIONS AND MATRICES, DIFFERENTIATION, INTEGRATION AND DIFFERENTIAL EQUATIONS. ALL MATH TOPICS ARE PRESENTED WITHIN THE CONTEXT OF APPLICATIONS. |
| MAC | 2 | 233 | | METHODS OF CALCULUS | 3 | | Mathematics | Yes | A DESCRIPTIVE AND INTUITIVE INTRODUCTION TO THE METHODS AND APPLICATIONS OF DIFFERENTIATION AND INTEGRATION. PRIMARILY FOR SOCIAL SCIENCE AND BUSINESS ADMINISTRATION MAJORS. |
| MAC | 2 | 241 | | LIFE SCIENCE CALCULUS 1 | 4 | | Mathematics | Yes | THIS COURSE IS AN INTRODUCTION TO THE METHODS AND APPLICATIONS OF DIFFERENTIAL AND INTEGRAL CALCULUS FOR STUDENTS IN THE LIFE SCIENCES. TOPICS INCLUDE LIMITS, CONTINUITY, DERIVATIVES OF BASIC FUNCTIONS IN MATHEMATICS, DIFFERENTIATION RULES, OPTIMIZATION PROBLEMS, THE DEFINITE INTEGRAL AND AREA UNDER A CURVE, BASIC THEORY OF DIFFERENTIAL EQUATIONS AND MODELING WITH DIFFERENTIAL EQUATIONS IN THE LIFE SCIENCES. THIS IS A GENERAL EDUCATION COURSE AND COUNTS TOWARD THE GORDON RULE COMPUTATION REQUIREMENT. |

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|--------|-------|---------------|-----|--|--------|---------------------------------|----------------------------|-----------------|--|
| MAC | 2 | 311 | | CALCULUS WITH ANALYTIC GEOMETRY 1 | 4 | Mathematics | Mathematics | Yes | IN THIS COURSE, STUDENTS WILL DEVELOP PROBLEM SOLVING SKILLS, CRITICAL THINKING, COMPUTATIONAL PROFICIENCY, AND CONTEXTUAL FLUENCY THROUGH THE STUDY OF LIMITS, DERIVATIVES, AND DEFINITE AND INDEFINITE INTEGRALS OF FUNCTIONS OF ONE VARIABLE, INCLUDING ALGEBRAIC, EXPONENTIAL, LOGARITHMIC, AND TRIGONOMETRIC FUNCTIONS, AND APPLICATIONS. TOPICS WILL INCLUDE LIMITS, CONTINUITY, DIFFERENTIATION AND RATES OF CHANGE, OPTIMIZATION, CURVE SKETCHING, AND INTRODUCTION TO INTEGRATION AND AREA. |
| MAC | 2 | 311 | | HONORS CALCULUS WITH ANALYTIC GEOMETRY I | 4 | Mathematics | Mathematics | Yes | IN THIS COURSE, STUDENTS WILL DEVELOP PROBLEM SOLVING SKILLS, CRITICAL THINKING, COMPUTATIONAL PROFICIENCY, AND CONTEXTUAL FLUENCY THROUGH THE STUDY OF LIMITS, DERIVATIVES, AND DEFINITE AND INDEFINITE INTEGRALS OF FUNCTIONS OF ONE VARIABLE, INCLUDING ALGEBRAIC, EXPONENTIAL, LOGARITHMIC, AND TRIGONOMETRIC FUNCTIONS, AND APPLICATIONS. TOPICS WILL INCLUDE LIMITS, CONTINUITY, DIFFERENTIATION AND RATES OF CHANGE, OPTIMIZATION, CURVE SKETCHING, AND INTRODUCTION TO INTEGRATION AND AREA. |
| MAC | 2 | 312 | | CALCULUS WITH ANALYTIC GEOMETRY 2 | 4 | | Mathematics | Yes | CONTINUATION OF MAC 2311. LOGARITHMIC, EXPONENTIAL, HYPERBOLIC, AND INVERSE TRIGONOMETRIC FUNCTIONS, TECHNIQUES OF INTEGRATION, PARTIAL FRACTIONS, AREA, TRAPEZOID AND SIMPSON'S RULES, VOLUME, WORK; ANALYTIC GEOMETRY; TAYLOR APPROXIMATIONS; SEQUENCES AND SERIES; POLAR REPRESENTATION OF COMPLEX NUMBERS. |
| MAC | 2 | 312 | | HONORS CALCULUS WITH ANALYTIC GEOMETRY 2 | 4 | | Mathematics | Yes | CONTINUATION OF MAC 2311. LOGARITHMIC, EXPONENTIAL, HYPERBOLIC, AND INVERSE TRIGONOMETRIC FUNCTIONS, TECHNIQUES OF INTEGRATION, PARTIAL FRACTIONS, AREA, TRAPEZOID AND SIMPSON'S RULES, VOLUME, WORK; ANALYTIC GEOMETRY; TAYLOR APPROXIMATIONS; SEQUENCES AND SERIES; POLAR REPRESENTATION OF COMPLEX NUMBERS. |
| MAC | 2 | 313 | | HONORS CALCULUS WITH ANALYTIC GEOMETRY 3 | 4 | | Mathematics | Yes | VECTOR SPACE, INNER PRODUCT, LENGTH, CROSS PRODUCT, CURVES IN SPACE; FUNCTIONS OF SEVERAL VARIABLES: DIFFERENTIABILITY, GRADIENT, TANGENT PLANES, DIFFERENTIAL APPROXIMATION, SURFACES, OPTIMIZATION WITH CONSTRAINTS, MULTIPLE INTEGRALS, THEOREMS OF GREEN, STOKES AND GAUSS. |
| MAD | 2 | 104 | | HONORS DISCRETE MATHEMATICS | 3 | | Mathematics | Yes | A PROOF-ORIENTED APPROACH TO AND APPLICATIONS OF PROPOSITIONAL LOGIC, SETS, FUNCTIONS, RELATIONS, COMBINATORICS, GRAPHS AND TREES. |

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|--------|-------|---------------|-----|---|--------|---------------------------------|----------------------------|-----------------|--|
| MAP | 2 | 491 | | MATH FOR BIOLOGICAL SCIENCES 1 | 3 | | Mathematics | Yes | THIS COURSE IS AN INTRODUCTION TO THE FUNDAMENTAL MATHEMATICAL METHODS IN DIFFERENTIAL AND INTEGRAL CALCULUS, AND INTRODUCTORY CONCEPTS IN DIFFERENTIAL EQUATIONS AND DYNAMICAL SYSTEMS WITH AN EMPHASIS ON MODELING DYNAMIC PROCESSES IN THE BIOLOGICAL SCIENCES. TOPICS INCLUDE LIMITS, CONTINUITY, DERIVATIVES OF BASIC FUNCTIONS IN MATHEMATICS, DIFFERENTIATION RULES, VECTOR FIELDS AND CHANGES IN STATES, THE RIEMANN INTEGRAL AND AREA UNDER A CURVE, EULER'S METHOD FOR COMPUTING SOLUTIONS TO DIFFERENTIAL EQUATIONS, AND OPTIMIZATION PROBLEMS. THEORY IS COMPLEMENTED WITH BASIC PROGRAMMING TO AID VISUALIZATION, MODELING, AND SIMULATION. THIS IS A GENERAL EDUCATION COURSE AND COUNTS TOWARD THE GORDON RULE COMPUTATIONAL REQUIREMENT. STUDENTS CANNOT RECEIVE CREDIT FOR BOTH THIS COURSE AND METHODS OF CALCULUS (MAC 2233). |
| MAS | 2 | 103 | | HONORS MATRIX THEORY | 3 | | Mathematics | Yes | VECTORS AND VECTOR SPACES. LINEAR TRANSFORMATION AND MATRICES. RANK AND DETERMINANTS. SYSTEMS OF LINEAR EQUATIONS. DIAGONALIZATION. CHARACTERISTIC VALUES. |
| MET | 2 | 010 | | INTRODUCTION TO WEATHER AND CLIMATE | 3 | | Natural Science | Yes | INTRODUCTION TO THE STUDY OF THE EARTH'S ATMOSPHERE. INCLUDES STUDY OF STRUCTURE, TEMPERATURE, PRESSURE, ATMOSPHERIC CIRCULATION, PRECIPITATION, THE HYDROLOGICAL CYCLE, HEAT BUDGET, WINDS, AIR POLLUTION, AND LOCAL AND REGIONAL WEATHER FORECASTING. |
| MGF | 1 | 130 | | MATHEMATICAL THINKING IN CONTEXT 1 | 3 | Mathematics | Mathematics | Yes | IN THIS COURSE, STUDENTS WILL UTILIZE MULTIPLE MEANS OF PROBLEM SOLVING THROUGH STUDENT-CENTERED MATHEMATICAL EXPLORATION. THE COURSE IS DESIGNED TO TEACH STUDENTS TO THINK MORE EFFECTIVELY AND INCREASE THEIR PROBLEM-SOLVING ABILITY THROUGH PRACTICAL APPLICATION AND DIVERGENT THINKING. THIS COURSE IS APPROPRIATE FOR STUDENTS IN A WIDE RANGE OF DISCIPLINES/PROGRAMS |
| MGF | 1 | 130 | | HONORS MATHEMATICAL THINKING IN CONTEXT 1 | 3 | Mathematics | Mathematics | Yes | IN THIS COURSE, STUDENTS WILL UTILIZE MULTIPLE MEANS OF PROBLEM SOLVING THROUGH STUDENT-CENTERED MATHEMATICAL EXPLORATION. THE COURSE IS DESIGNED TO TEACH STUDENTS TO THINK MORE EFFECTIVELY AND INCREASE THEIR PROBLEM-SOLVING ABILITY THROUGH PRACTICAL APPLICATION AND DIVERGENT THINKING. THIS COURSE IS APPROPRIATE FOR STUDENTS IN A WIDE RANGE OF DISCIPLINES/PROGRAMS. |
| MGF | 1 | 131 | | MATHEMATICAL THINKING IN CONTEXT 2 | 3 | | Mathematics | Yes | THROUGH THIS COURSE, STUDENTS EXPERIENCE THE PRACTICALITY OF MATHEMATICS IN A GLOBAL SOCIETY. STUDENTS ENGAGE IN APPLICATIONS OF TOOLS AND TECHNIQUES OF MATHEMATICS IN A VARIETY OF CONTEXTUAL SITUATIONS FROM EVERYDAY LIFE. THE COURSE IS APPROPRIATE FOR STUDENTS IN A WIDE RANGE OF DISCIPLINES/PROGRAMS. |

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|--------|-------|---------------|-----|--|--------|---------------------------------|----------------------------|-----------------|---|
| MUH | 2 | 121 | | WORLD MUSIC | 3 | | Humanities | Yes | THIS INTRODUCTORY COURSE EXPLORES HUMAN CULTURE THROUGH THE EXPRESSION OF MUSIC AND ITS IMPACT ON HISTORY, ART, TECHNOLOGY, AND PHILOSOPHY. INCLUDES CONTENT RELATED TO THE WESTERN CANON. THIS IS A GENERAL EDUCATION COURSE. |
| MUL | 2 | 010 | | HISTORY AND APPRECIATION OF MUSIC | 3 | Humanities | Humanities | Yes | IN THIS COURSE, STUDENTS WILL SURVEY THE HISTORY OF CLASSICAL MUSIC FROM ANTIQUITY TO THE MODERN PERIOD, FOCUSING ON WESTERN MUSIC. THE CURRICULUM MAY ALSO INTEGRATE A VARIETY OF POPULAR AND GLOBAL STYLES WHERE APPROPRIATE. INCLUDES CONTENT RELATED TO THE WESTERN CANON. |
| MUL | 2 | 010 | | HONORS APPRECIATION OF MUSIC | 3 | Humanities | Humanities | Yes | IN THIS COURSE, STUDENTS SURVEY THE HISTORY OF CLASSICAL MUSIC FROM ANTIQUITY TO THE MODERN PERIOD, FOCUSING ON WESTERN MUSIC. THE CURRICULUM MAY ALSO INTEGRATE A VARIETY OF POPULAR AND GLOBAL STYLES WHERE APPROPRIATE. INCLUDES CONTENT RELATED TO THE WESTERN CANON. |
| OCE | 2 | 001 | | HONORS INTRODUCTION TO OCEANOGRAPHY | 3 | Natural Science | Natural Science | Yes | USING THE SCIENTIFIC METHOD, CRITICAL THINKING SKILLS, AND DATA ANALYSIS, THIS COURSE EXAMINES THE FUNDAMENTAL PROCESSES OF THE OCEAN SYSTEM, COMPOSED OF AN ATMOSPHERE, HYDROSPHERE, LITHOSPHERE AND BIOSPHERE, THROUGH TIME. THE COURSE ALSO EXPLORES INTERACTIONS AMONG THESE SPHERES, INCLUDING CRITICAL ANALYSIS OF SCIENTIFIC THEORIES AND EMPHASIZES OCEANIC CONNECTIONS WITH HUMANITY. |
| OCE | 2 | 001 | | INTRODUCTION TO OCEANOGRAPHY | 3 | Natural Science | Natural Science | Yes | USING THE SCIENTIFIC METHOD, CRITICAL THINKING SKILLS, AND DATA ANALYSIS, THIS COURSE WILL EXAMINE THE FUNDAMENTAL PROCESSES OF THE OCEAN SYSTEM, COMPOSED OF AN ATMOSPHERE, HYDROSPHERE, LITHOSPHERE, AND BIOSPHERE, THROUGH TIME. THE COURSE WILL ALSO EXPLORE INTERACTIONS BETWEEN THESE SPHERES, INCLUDING CRITICAL ANALYSIS OF SCIENTIFIC THEORIES AND EMPHASIZE OCEANIC CONNECTIONS WITH HUMANITY. |
| PAD | 2 | 081 | | RISK AND RESILIENCE TO NATURAL HAZARDS | 3 | | Social Science | Yes | THIS INTRODUCTORY COURSE EXAMINES THE PRINCIPLES AND SOCIAL SCIENCE ISSUES INTEGRAL TO AN UNDERSTANDING OF COMMUNITY RESILIENCE AND INDIVIDUAL PREPAREDNESS RELATED TO NATURAL HAZARDS. SPECIFIC TOPICS INCLUDE COMMUNITY RESILIENCE, ENVIRONMENTAL RESILIENCE, SOCIO-ECONOMIC RESILIENCE, INFRASTRUCTURE RESILIENCE, AND POLICY AND PRACTICE. |
| PHI | 2 | 010 | | INTRODUCTION TO PHILOSOPHY | 3 | Humanities | Humanities | Yes | IN THIS COURSE, STUDENTS WILL BE INTRODUCED TO THE NATURE OF PHILOSOPHY, PHILOSOPHICAL THINKING, MAJOR INTELLECTUAL MOVEMENTS IN THE HISTORY OF PHILOSOPHY, INCLUDING TOPICS FROM THE WESTERN PHILOSOPHICAL TRADITION, AND VARIOUS PROBLEMS IN PHILOSOPHY. STUDENTS WILL STRENGTHEN THEIR INTELLECTUAL SKILLS, BECOME MORE EFFECTIVE LEARNERS, AND DEVELOP BROAD FOUNDATIONAL KNOWLEDGE. INCLUDES CONTENT RELATED TO THE WESTERN CANON. |

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|--------|-------|---------------|-----|-----------------------------------|--------|---------------------------------|----------------------------|-----------------|---|
| PHI | 2 | 010 | | HONORS INTRODUCTION TO PHILOSOPHY | 3 | Humanities | Humanities | Yes | IN THIS COURSE, STUDENTS WILL BE INTRODUCED TO THE NATURE OF PHILOSOPHY, PHILOSOPHICAL THINKING, MAJOR INTELLECTUAL MOVEMENTS IN THE HISTORY OF PHILOSOPHY, INCLUDING TOPICS FROM THE WESTERN PHILOSOPHICAL TRADITION AND VARIOUS PROBLEMS IN PHILOSOPHY. STUDENTS WILL STRENGTHEN THEIR INTELLECTUAL SKILLS, BECOME MORE EFFECTIVE LEARNERS AND DEVELOP BROAD FOUNDATIONAL KNOWLEDGE. INCLUDES CONTENT RELATED TO THE WESTERN CANON. |
| PHI | 2 | 101 | | HONORS INTRODUCTION TO LOGIC | 3 | | Mathematics | Yes | AN INTRODUCTION TO LOGIC, METHODS OF PROOF, AND SYMBOLIC LOGIC. INCLUDES THE USE OF LANGUAGE IN LOGICAL ARGUMENTS, DEDUCTIVE AND INDUCTIVE REASONING, AND THE PREDICATE CALCULUS. |
| PHI | 2 | 102 | | LOGIC | 3 | | Mathematics | Yes | THIS COURSE IS AN IN-DEPTH STUDY OF DEDUCTIVE SYLLOGISTIC LOGIC AND OF THE SYMBOLIZATION TECHNIQUES OF PROPOSITIONAL LOGIC, WHICH CAPTURE THE FORMAL FEATURES OF SIMPLE DECLARATIVE PROPOSITIONS AND OF ARGUMENTS CONSTRUCTED FROM SUCH PROPOSITIONS. THE COURSE ALSO EXAMINES THE PRINCIPLES OF TRUTH-OF TRUTH-TABLES FOR PROPOSITIONS AND ARGUMENTS. |
| PHI | 2 | 361 | | HONORS WAYS OF KNOWING | 3 | | Humanities | Yes | EXAMINES WAYS OF KNOWING IN THE NATURAL SCIENCES, SOCIAL SCIENCES, AND MORAL PHILOSOPHY. INCLUDES SELECTIONS FROM THE WESTERN CANON. |
| PHY | 2 | 048 | | GENERAL PHYSICS 1 | 3-4 | Natural Science | Natural Science | Yes | THIS CALCULUS-BASED COURSE SERVES AS THE FIRST IN A TWO-PART SERIES, COVERING TOPICS LIKE KINEMATICS, DYNAMICS, ENERGY, MOMENTUM, ROTATIONAL MOTION, FLUID DYNAMICS, OSCILLATORY MOTION, AND WAVES. DESIGNED FOR SCIENCE AND ENGINEERING MAJORS, THE COURSE INTEGRATES CRITICAL THINKING, ANALYTICAL SKILLS, AND REAL-WORLD APPLICATIONS. |
| PHY | 2 | 048 | L | GENERAL PHYSICS LABORATORY 1 | 1 | Natural Science | Natural Science | Yes | EXPERIMENTS IN MECHANICS, FLUIDS, HEAT, WAVE MOTION AND SOUND. |
| PHY | 2 | 048 | | HONORS GENERAL PHYSICS I | 4 | Natural Science | Natural Science | Yes | THIS CALCULUS-BASED COURSE SERVES AS THE FIRST IN A TWO-PART SERIES, COVERING TOPICS LIKE KINEMATICS, DYNAMICS, ENERGY, MOMENTUM, ROTATIONAL MOTION, FLUID DYNAMICS, OSCILLATORY MOTION, AND WAVES. DESIGNED FOR SCIENCE AND ENGINEERING MAJORS, THE COURSE INTEGRATES CRITICAL THINKING, ANALYTICAL SKILLS, AND REAL-WORLD APPLICATIONS. |

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|--------|-------|---------------|-----|---|--------|---------------------------------|----------------------------|-----------------|---|
| PHY | 2 | 048 | L | HONORS GENERAL PHYSICS I LAB | 1 | Natural Science | Natural Science | Yes | EXPERIMENTS IN MECHANICS, FLUIDS, HEAT, WAVE MOTION, AND SOUND. THIS CALCULUS-BASED COURSE SERVES AS THE FIRST IN A TWO-PART SERIES, COVERING TOPICS LIKE KINEMATICS, DYNAMICS, ENERGY, MOMENTUM, ROTATIONAL MOTION, FLUID DYNAMICS, OSCILLATORY MOTION, AND WAVES. DESIGNED FOR SCIENCE AND ENGINEERING MAJORS, THE COURSE INTEGRATES CRITICAL THINKING, ANALYTICAL SKILLS, AND REAL-WORLD APPLICATIONS. |
| PHY | 2 | 053 | | COLLEGE PHYSICS 1 | 4 | Natural Science | Natural Science | Yes | THIS COURSE IS THE FIRST IN A TWO-PART SERIES INTENDED FOR NON-PHYSICS MAJORS, OFFERING AN ALGEBRA AND TRIGONOMETRY APPROACH TO TOPICS SUCH AS KINEMATICS, DYNAMICS, ENERGY, MOMENTUM, ROTATIONAL MOTION, FLUID DYNAMICS, OSCILLATORY MOTION, AND WAVES. THE COURSE FOSTERS ANALYTICAL AND CRITICAL THINKING SKILLS TO PROMOTE A SCIENTIFIC UNDERSTANDING OF THE REAL WORLD. |
| PHY | 2 | 053 | | HONORS COLLEGE PHYSICS 1 | 4 | Natural Science | Natural Science | Yes | THIS COURSE IS THE FIRST IN A TWO-PART SERIES INTENDED FOR NON-PHYSICS MAJORS, OFFERING AN ALGEBRA AND TRIGONOMETRY APPROACH TO TOPICS SUCH AS KINEMATICS, DYNAMICS, ENERGY, MOMENTUM, ROTATIONAL MOTION, FLUID DYNAMICS, OSCILLATORY MOTION, AND WAVES. THE COURSE FOSTERS ANALYTICAL AND CRITICAL THINKING SKILLS TO PROMOTE A SCIENTIFIC UNDERSTANDING OF THE REAL WORLD. |
| POS | 2 | 041 | | GOVERNMENT OF THE UNITED STATES | 3 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL INVESTIGATE HOW THE NATIONAL GOVERNMENT IS STRUCTURED AND HOW THE AMERICAN CONSTITUTIONAL REPUBLIC OPERATES. IT COVERS THE PHILOSOPHICAL AND HISTORICAL FOUNDATIONS OF AMERICAN GOVERNMENT, INCLUDING BUT NOT LIMITED TO THE DECLARATION OF INDEPENDENCE, THE UNITED STATES CONSTITUTION AND ALL ITS AMENDMENTS, AND THE FEDERALIST PAPERS. THE COURSE EXAMINES THE BRANCHES OF GOVERNMENT AND THE GOVERNMENT'S LAWS, POLICIES, AND PROGRAMS. IT ALSO EXAMINES THE WAYS IN WHICH CITIZENS PARTICIPATE IN THEIR GOVERNMENT AND WAYS THEIR GOVERNMENT RESPONDS TO CITIZENS. |
| POS | 2 | 041 | | HONORS GOVERNMENT OF THE UNITED STATES | 3 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL INVESTIGATE HOW THE NATIONAL GOVERNMENT IS STRUCTURED AND HOW THE AMERICAN CONSTITUTIONAL REPUBLIC OPERATES. IT COVERS THE PHILOSOPHICAL AND HISTORICAL FOUNDATIONS OF AMERICAN GOVERNMENT, INCLUDING BUT NOT LIMITED TO THE DECLARATION OF INDEPENDENCE, THE UNITED STATES CONSTITUTION AND ALL ITS AMENDMENTS, AND THE FEDERALIST PAPERS. THE COURSE EXAMINES THE BRANCHES OF GOVERNMENT AND THE GOVERNMENT'S LAWS, POLICIES, AND PROGRAMS. IT ALSO EXAMINES THE WAYS IN WHICH CITIZENS PARTICIPATE IN THEIR GOVERNMENT AND WAYS THEIR GOVERNMENT RESPONDS TO CITIZENS. |
| POT | 2 | 000 | | GLOBAL POLITICAL THEORY | 3 | | Social Science | Yes | AN EXPLORATION OF CORE QUESTIONS IN POLITICAL THEORY FROM A GLOBAL PERSPECTIVE. COURSE EXAMINES TEXTS FROM A VARIETY OF CULTURAL TRADITIONS, USING THE METHODS OF COMPARATIVE POLITICAL THEORY TO STUDY UNIVERSAL PROBLEMS RELATING TO JUSTICE, GOVERNANCE AND POLITICAL IDENTITY. |
| POT | 2 | 002 | | HONORS INTRODUCTION TO POLITICAL THEORY | 3 | | Social Science | No | AN EXPLORATION OF CORE QUESTIONS IN POLITICAL THEORY FROM A GLOBAL PERSPECTIVE. EXAMINES TEXTS FROM A VARIETY OF CULTURAL TRADITIONS, USING THE METHODS OF COMPARATIVE POLITICAL THEORY TO STUDY UNIVERSAL PROBLEMS RELATING TO JUSTICE, GOVERNANCE, AND POLITICAL IDENTITY. |

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|--------|-------|---------------|-----|--|--------|---------------------------------|----------------------------|-----------------|--|
| PSC | 2 | 121 | | PHYSICAL SCIENCE | 3 | | Natural Science | Yes | A SELF-CONTAINED COURSE FOR NON-SCIENCE MAJORS THAT EMPHASIZES ANALYTICAL THINKING AND PROBLEM SOLVING. IT COVERS ESSENTIAL CONCEPTS IN ASTRONOMY, PHYSICS, CHEMISTRY, GEOLOGY AND METEOROLOGY. NO CREDIT FOR BOTH PSC 2121 AND PHY 2048 OR 2053. |
| PSY | 1 | 012 | | GENERAL PSYCHOLOGY | 3 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL GAIN AN INTRODUCTION TO THE SCIENTIFIC STUDY OF HUMAN BEHAVIOR AND MENTAL PROCESSES. TOPICS MAY BE DRAWN FROM HISTORICAL AND CURRENT PERSPECTIVES IN PSYCHOLOGY. |
| PSY | 1 | 012 | | HONORS GENERAL PSYCHOLOGY | 3 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL GAIN AN INTRODUCTION TO THE SCIENTIFIC STUDY OF HUMAN BEHAVIOR AND MENTAL PROCESSES. TOPICS MAY BE DRAWN FROM HISTORICAL AND CURRENT PERSPECTIVES IN PSYCHOLOGY. |
| SOW | 1 | 005 | | PERSPECTIVES OF SOCIAL SERVICES | 3 | | Social Science | Yes | PREPARES STUDENTS TO CRITICALLY ANALYZE AND PROPOSE POSSIBLE SOLUTIONS FOR CHALLENGES FACING SOCIAL SERVICE PROGRAMS USING FRAMEWORKS BASED ON HUMAN BEHAVIOR AND PAST AND PRESENT SOCIAL, POLITICAL, AND ECONOMIC ISSUES. |
| SPC | 2 | 608 | | PUBLIC SPEAKING | 3 | | Communication | Yes | INTRODUCTION TO THE THEORY AND PRACTICE OF PUBLIC SPEAKING. STUDENTS DEVELOP PRACTICAL SKILLS IN PREPARING, PRESENTING, AND CRITIQUING VARIOUS FORMS OF PUBLIC DISCOURSE. INCLUDES CONTENT RELATED TO THE WESTERN CANON. |
| SPT | 2 | 530 | | HONORS HISPANIC CULTURE AND CIVILIZATION | 3 | | Humanities | Yes | THE CULTURE AND HERITAGE OF SPAIN, AND THE CULTURAL DEVELOPMENT OF LATIN AMERICA FROM PRE-COLUMBIAN CIVILIZATION TO THE PRESENT, THROUGH THE STUDY OF LITERARY TEXTS IN CONTEXTS OF HISTORY, GEOGRAPHY, ART, ATTITUDES AND CUSTOMS (TAUGHT IN ENGLISH). INCLUDES CONTENT RELATED TO THE WESTERN CANON. |
| SPT | 2 | 530 | | HISPANIC CULTURE AND CIVILIZATION | 3 | | Humanities | No | THE CULTURE AND HERITAGE OF SPAIN, AND THE CULTURAL DEVELOPMENT OF LATIN AMERICA FROM PRE-COLUMBIAN CIVILIZATION TO THE PRESENT, THROUGH THE STUDY OF LITERARY TEXTS IN CONTEXTS OF HISTORY, GEOGRAPHY, ART, ATTITUDES AND CUSTOMS (TAUGHT IN ENGLISH). INCLUDES CONTENT RELATED TO THE WESTERN CANON. |

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| Prefix | Level | Course Number | Lab | Course Title | Credit | General Ed Core Discipline Area | General Ed Discipline Area | On 2025-26 List | Course Description |
|--------|-------|---------------|-----|----------------------------------|--------|---------------------------------|----------------------------|-----------------|--|
| STA | 2 | 023 | | HONORS INTRODUCTORY STATISTICS | 3 | Mathematics | Mathematics | Yes | IN THIS COURSE, STUDENTS WILL UTILIZE DESCRIPTIVE AND INFERRENTIAL STATISTICAL METHODS IN CONTEXTUAL SITUATIONS, USING TECHNOLOGY AS APPROPRIATE. THE COURSE IS DESIGNED TO INCREASE PROBLEM-SOLVING ABILITIES AND DATA INTERPRETATION THROUGH PRACTICAL APPLICATIONS OF STATISTICAL CONCEPTS. THIS COURSE IS APPROPRIATE FOR STUDENTS IN A WIDE RANGE OF DISCIPLINES AND PROGRAMS. |
| STA | 2 | 023 | | INTRODUCTORY STATISTICS | 3 | Mathematics | Mathematics | Yes | IN THIS COURSE, STUDENTS WILL UTILIZE DESCRIPTIVE AND INFERRENTIAL STATISTICAL METHODS IN CONTEXTUAL SITUATIONS, USING TECHNOLOGY AS APPROPRIATE. THE COURSE IS DESIGNED TO INCREASE PROBLEM-SOLVING ABILITIES AND DATA INTERPRETATION THROUGH PRACTICAL APPLICATIONS OF STATISTICAL CONCEPTS. THIS COURSE IS APPROPRIATE FOR STUDENTS IN A WIDE RANGE OF DISCIPLINES AND PROGRAMS. |
| SYG | 1 | 000 | | HONORS SOCIOLOGICAL PERSPECTIVES | 3 | | Social Science | Yes | IN THIS COURSE, STUDENTS WILL GAIN AN UNDERSTANDING OF THE BASIC SOCIOLOGICAL CONCEPTS AND VOCABULARY, INCLUDING THE METHODOLOGICAL TOOLS, SOCIOLOGICAL PERSPECTIVES, AND SCIENTIFIC PROCEDURES USED BY SOCIAL SCIENTISTS TO COLLECT DATA AND CONDUCT RESEARCH. TOPICS GENERALLY INCLUDE: SOCIETY AND CULTURE, INSTITUTIONS, SOCIALIZATION, INFLUENCES, CRIME, CHANGE, GROUPS, SEX, RACE AND ETHNICITY, FAMILY, CLASS, AND POPULATION. |
| SYG | 1 | 000 | | SOCIOLOGICAL PERSPECTIVES | 3 | | Social Science | Yes | IN THIS COURSE, STUDENTS WILL GAIN AN UNDERSTANDING OF THE BASIC SOCIOLOGICAL CONCEPTS AND VOCABULARY, INCLUDING THE METHODOLOGICAL TOOLS, SOCIOLOGICAL PERSPECTIVES, AND SCIENTIFIC PROCEDURES USED BY SOCIAL SCIENTISTS TO COLLECT DATA AND CONDUCT RESEARCH. TOPICS GENERALLY INCLUDE: SOCIETY AND CULTURE, INSTITUTIONS, SOCIALIZATION, INFLUENCES, CRIME, CHANGE, GROUPS, SEX, RACE AND ETHNICITY, FAMILY, CLASS, AND POPULATION. |
| SYO | 2 | 101 | | FAMILIES IN THE UNITED STATES | 3 | | Social Science | No | IN THIS COURSE, STUDENTS WILL EXPLORE THE FAMILY AS A FUNDAMENTAL SOCIAL UNIT IN AMERICAN SOCIETY. STUDENTS WILL EXAMINE THE MACRO HISTORICAL PROCESSES THAT HAVE SHAPED FAMILIES OVER TIME WITHIN THE CONTEXT OF AMERICAN CULTURE. AS THEY DO SO, STUDENTS WILL DEVELOP AN UNDERSTANDING OF BASIC SOCIAL AND BEHAVIORAL CONCEPTS AND WELL-ESTABLISHED SCIENTIFIC METHODS USED BY SOCIAL SCIENTISTS TO INVESTIGATE SOCIAL PHENOMENA. |
| THE | 2 | 000 | | APPRECIATION OF THEATRE | 3 | Humanities | Humanities | Yes | IN THIS COURSE, STUDENTS WILL EXPLORE DRAMATIC STRUCTURE, TECHNIQUES, AND VARIOUS ORGANIZATIONAL ELEMENTS. THE COURSE PROVIDES AN INTRODUCTION TO THEATRE AS A COLLABORATIVE ART FORM THROUGH THE CRITICAL ANALYSIS OF ITS HISTORICAL CONTEXT, PRODUCTION, THEORY, AND CONNECTIONS TO THEATRICAL LITERATURE, INCLUDING THE WESTERN CANON. |
| URP | 2 | 051 | | DESIGNING THE CITY | 3 | | Social Science | Yes | THIS COURSE FOCUSES ON THE PROCESS OF URBANIZATION AND THE SOCIAL, POLITICAL, AND ECONOMIC DYNAMICS BEHIND THE COMPLEX URBANIZATION PROCESS. IT EXPLORES THE HISTORICAL DEVELOPMENT OF CITIES, HOW DIFFERENT PATTERNS OF HUMAN BEHAVIOR SHAPE THE CITY SPACE, THE ROLE OF SOCIETY IN PLACE-MAKING, AND PLANNING AND GOVERNANCE OF CITIES, INCLUDING RELATED INSTITUTIONS AND ORGANIZATIONS. |

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| Prefix | Level | Course Number | Lab | Course Title | Credit | General Ed Core Discipline Area | General Ed Discipline Area | On 2025-26 List | Course Description |
|--------|-------|---------------|-----|-----------------------------------|--------|---------------------------------|----------------------------|-----------------|--|
| WOH | 2 | 012 | | HISTORY OF CIVILIZATION I | 3 | | Humanities | Yes | SURVEY OF WORLD SOCIETIES FROM PALEOLITHIC ERA TO 1600. LECTURES ELUCIDATE MAJOR EVENTS/TRADITIONS. STUDENTS DISCUSS AND WRITE ABOUT FIRST-HAND ACCOUNTS OF EVENTS/TOPICS. INCLUDES CONTENT RELATED TO THE WESTERN CANON. |
| WOH | 2 | 012 | | HONORS HISTORY OF CIVILIZATION I | 3 | | Humanities | Yes | SURVEY OF WORLD SOCIETIES FROM PALEOLITHIC ERA TO 1600. LECTURES ELUCIDATE MAJOR EVENTS/TRADITIONS. STUDENTS DISCUSS AND WRITE ABOUT FIRST-HAND ACCOUNTS OF EVENTS/TOPICS. INCLUDES CONTENT RELATED TO THE WESTERN CANON. |
| WOH | 2 | 022 | | HISTORY OF CIVILIZATION II | 3 | | Humanities | Yes | SURVEY OF WORLD HISTORY FROM 1600 TO THE PRESENT. FOCUS IS ON INCREASING WORLD INTERCONNECTIONS AND INTERDEPENDENCY. THEMES INCLUDE WORLD WARS, DECOLONIZATION AND GLOBALIZATION. INCLUDES CONTENT RELATED TO THE WESTERN CANON. |
| WOH | 2 | 022 | | HONORS HISTORY OF CIVILIZATION II | 3 | | Humanities | Yes | SURVEY OF WORLD HISTORY FROM 1600 TO THE PRESENT. FOCUS ON INCREASING WORLD INTERCONNECTIONS AND INTERDEPENDENCY. THEMES INCLUDE WORLD WARS. DECOLONIZATION AND GLOBALIZATION. INCLUDES CONTENT RELATED TO THE WESTERN CANON. |

PENDING APPROVAL

Florida Gulf Coast University
General Education Courses with Descriptions

| Prefix | Level | Course Number | Lab | Course Title | Credit | General Ed Core Discipline Area | General Ed Discipline Area | On 2025-26 List | Course Description |
|--------|-------|---------------|-----|--------------------------------|--------|---------------------------------|----------------------------|-----------------|--|
| AEB | 2 | 104 | | Economics of Feeding the World | 3 | | Social Science | Yes | INTRODUCTION TO AGRICULTURAL ECONOMICS. STUDENTS WILL APPLY ECONOMIC CONCEPTS TO FOOD PRODUCTION, MARKETING, GLOBAL DEMAND, FOOD DISTRIBUTION, FARM PRICES, AND INCOME TO GAIN AN UNDERSTANDING OF HOW AGRICULTURE INFLUENCES SOCIAL, POLITICAL, AND ECONOMIC ISSUES. |
| AMH | 2 | 010 | | U.S. History to 1877 | 3 | Social Science | Social Science | Yes | IN THIS COURSE STUDENTS WILL EXAMINE UNITED STATES HISTORY FROM BEFORE EUROPEAN CONTACT TO 1877. TOPICS WILL INCLUDE BUT ARE NOT LIMITED TO INDIGENOUS PEOPLES, THE EUROPEAN BACKGROUND, THE COLONIAL PERIOD, THE AMERICAN REVOLUTION, THE ARTICLES OF CONFEDERATION, THE CONSTITUTION, ISSUES WITHIN THE NEW REPUBLIC, SECTIONALISM, MANIFEST DESTINY, SLAVERY, THE AMERICAN CIVIL WAR, AND RECONSTRUCTION. |
| AMH | 2 | 020 | | U.S. History Since 1877 | 3 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL TRACE THE HISTORY OF THE UNITED STATES FROM THE END OF THE RECONSTRUCTION ERA TO THE CONTEMPORARY ERA. TOPICS WILL INCLUDE BUT ARE NOT LIMITED TO THE RISE OF INDUSTRIALIZATION, THE UNITED STATES' EMERGENCE AS AN ACTOR ON THE WORLD STAGE, CONSTITUTIONAL AMENDMENTS AND THEIR IMPACT, THE PROGRESSIVE ERA, WORLD WAR I, THE GREAT DEPRESSION AND NEW DEAL, WORLD WAR II, ISSUES OF CIVIL AND MINORITY RIGHTS, THE COLD WAR, AND THE UNITED STATES SINCE 1989. |
| AML | 2 | 010 | | Literature & Culture of US, I | 3 | | Humanities | Yes | SURVEY OF THE LITERATURE OF THE UNITED STATES FROM NATIVE AMERICAN ORAL TRADITIONS TO THE CIVIL WAR. CENTERS ON BOTH CANONICAL AND MARGINAL TEXTS IN THEIR CULTURAL AND HISTORICAL CONTEXTS. THIS COURSE INCLUDES SELECTIONS FROM THE WESTERN CANON. |
| AML | 2 | 020 | | Literature & Culture of US, II | 3 | | Humanities | Yes | SURVEY OF THE LITERATURE OF THE UNITED STATES FROM THE CIVIL WAR TO THE PRESENT. CENTERS ON BOTH CANONICAL AND MARGINAL TEXTS IN THEIR CULTURAL AND HISTORICAL CONTEXTS. THIS COURSE INCLUDES SELECTIONS FROM THE WESTERN CANON. |
| ANT | 2 | 000 | | Introduction to Anthropology | 3 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL LEARN THE FOUNDATIONS OF ANTHROPOLOGY AS THE STUDY OF HUMAN VARIATION IN ITS BIOLOGICAL, SOCIAL, AND CULTURAL DIMENSIONS. STUDENTS WILL LEARN ABOUT ANTHROPOLOGICAL CONCEPTS, PRINCIPLES, AND METHODOLOGIES TO UNDERSTAND AND EXPLORE PAST AND PRESENT HUMAN BEHAVIOR. THEY WILL APPLY THE ANTHROPOLOGICAL APPROACH TO ANALYZE ISSUES PERTAINING TO PAST AND CONTEMPORARY CULTURES, AND DEVELOP INTELLECTUAL SKILLS AND HABITS TO UNDERSTAND BEHAVIORAL, SOCIAL AND CULTURAL ISSUES FROM MULTIPLE DISCIPLINARY PERSPECTIVES. |
| ANT | 2 | 100 | | Introduction to Archaeology | 3 | | Social Science | Yes | THE HISTORICAL AND THEORETICAL BACKGROUNDS OF ARCHAEOLOGY, THE GOALS AND METHODS OF ARCHAEOLOGY, AND ARCHAEOLOGICAL FIELDWORK TECHNIQUES. |

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| Prefix | Level | Course Number | Lab | Course Title | Credit | General Ed Core Discipline Area | General Ed Discipline Area | On 2025-26 List | Course Description |
|--------|-------|---------------|-----|-------------------------------|--------|---------------------------------|----------------------------|-----------------|---|
| ARH | 2 | 000 | | Art Appreciation | 3 | Humanities | Humanities | Yes | IN THIS COURSE, STUDENTS WILL DEVELOP AN APPRECIATION OF AND THE ABILITY TO THINK CRITICALLY ABOUT CULTURE AND BE PROVIDED WITH THE TOOLS TO UNDERSTAND, ANALYZE, AND DISCUSS WORKS OF VISUAL ART AND MATERIAL CULTURE. |
| ARH | 2 | 050 | | History of the Visual Arts I | 3 | | Humanities | Yes | INTRODUCTORY SURVEY OF ARTISTIC STYLES AND TRADITIONS FROM ANCIENT THROUGH MEDIEVAL PERIODS. EMPHASIS IS PLACED ON STUDYING WORKS WITHIN THEIR HISTORICAL AND CULTURAL CONTEXTS. THIS COURSE FULFILLS A HUMANITIES REQUIREMENT IN GENERAL EDUCATION. THIS COURSE INCLUDES SELECTIONS FROM THE WESTERN CANON. |
| ARH | 2 | 051 | | History of the Visual Arts II | 3 | | Humanities | Yes | INTRODUCTORY SURVEY OF ARTISTIC STYLES AND TRADITIONS FROM THE RENAISSANCE THROUGH CONTEMPORARY PERIODS. EMPHASIS IS PLACED ON STUDYING WORKS WITHIN THEIR HISTORICAL AND CULTURAL CONTEXTS. THIS COURSE FULFILLS A HUMANITIES REQUIREMENT IN GENERAL EDUCATION. THIS COURSE INCLUDES SELECTIONS FROM THE WESTERN CANON. |
| ARH | 2 | 500 | | Art of the World | 3 | | Humanities | Yes | THIS COURSE IS AN INTRODUCTORY SURVEY OF STYLES AND TRADITIONS IN ART FROM AROUND THE WORLD, INCLUDING AFRICAN, ASIAN, OCEANIC, AND INDIGENOUS AMERICAN ARTISTIC TRADITIONS. EMPHASIS IS PLACED ON LEARNING ART HISTORICAL TERMS AND METHODS, AND ON STUDYING WORKS WITHIN THEIR HISTORICAL AND CULTURAL CONTEXTS. THIS COURSE INCLUDES SELECTIONS FROM THE WESTERN CANON, AND EXPLORES INTERACTIONS BETWEEN WORLD CULTURES AND WESTERN AESTHETIC CONSIDERATIONS. |
| AST | 2 | 002 | C | Introduction to Space Science | 3 | Natural Science | Natural Science | Yes | THIS COURSE PROVIDES A COMPREHENSIVE LOOK AT MODERN ASTRONOMY, EMPHASIZING THE USE OF THE SCIENTIFIC METHOD AND THE APPLICATION OF PHYSICAL LAWS TO UNDERSTAND THE UNIVERSE INCLUDING EARTH AND ITS ENVIRONMENT. THROUGHOUT THIS COURSE, STUDENTS WILL DEVELOP THE ABILITY TO DISCERN SCIENTIFIC KNOWLEDGE FROM NON-SCIENTIFIC CLAIMS BY USING CRITICAL THINKING |
| BOT | 2 | 800 | | Plants and Society | 3 | | Natural Science | Yes | IN THIS COURSE, STUDENTS ARE INTRODUCED TO PRINCIPLES OF BOTANY AND HORTICULTURE AND THE BIOLOGY OF PLANT LIFE. THE COURSE ALSO INTEGRATES PERSPECTIVES FROM OTHER DISCIPLINES TO EMPHASIZE THE ROLE OF PLANTS IN DEVELOPMENT OF CIVILIZATION AND INFLUENCE OF PLANTS ON WORLD HISTORY, POLITICS, ECONOMICS AND CULTURE. INCLUDES A SURVEY OF VARIOUS USEFUL AND HARMFUL PLANTS AND PLANT PRODUCTS, AS WELL AS THE BIOLOGICAL AND ECOLOGICAL CONSEQUENCES OF AGRICULTURE. |
| BSC | 1 | 005 | L | Biological Science Laboratory | 1 | | Natural Science | Yes | LABORATORY EXERCISES THAT PROVIDE HANDS ON AND/OR SIMULATED EXPERIENCES FOR THE MAJOR CONCEPTS IN MODERN BIOLOGY INCLUDING CELLULAR BIOLOGY, PLANT BIOLOGY, HUMAN BIOLOGY, GENETICS, EVOLUTION, BEHAVIOR, AND ECOLOGY. |

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|--------|-------|---------------|-----|-------------------------------|--------|---------------------------------|----------------------------|-----------------|--|
| BSC | 1 | 005 | | Biological Science | 3 | Natural Science | Natural Science | Yes | THIS COURSE APPLIES THE SCIENTIFIC METHOD TO CRITICALLY EXAMINE AND EXPLAIN THE NATURAL WORLD INCLUDING BUT NOT LIMITED TO CELLS, ORGANISMS, GENETICS, EVOLUTION, ECOLOGY, AND BEHAVIOR. |
| BSC | 1 | 007 | C | Introduction to Biology | 4 | | Natural Science | Yes | THIS COURSE IS DESIGNED TO PROVIDE FOUNDATIONAL KNOWLEDGE AND LABORATORY SKILLS NECESSARY FOR SUCCESS IN LIFE AND HEALTH SCIENCE COURSES. LECTURE WILL INCLUDE REVIEW OF MATH AND CHEMISTRY CONCEPTS CENTRAL TO BIOLOGY (PH, MOLARITY, ETC.), ANALYZING STRUCTURE IN RELATION TO FUNCTION THROUGH ILLUSTRATION OF FUNCTIONAL GROUPS AND BIOLOGICAL MOLECULES, FOCUS ON UNDERSTANDING AND RENDERING PHYLOGENETIC TREES, AND READING COMPREHENSION OF SCIENTIFIC LITERATURE. IN LAB, STUDENTS WILL FOCUS ON SKILLS SUCH AS SAFETY PROCEDURES, MICROSCOPY, PIPETTING, MEASUREMENT, EXPERIMENTAL DESIGN, DATA ANALYSIS AND PRESENTATION, AND SCIENTIFIC COMMUNICATION. |
| BSC | 1 | 010 | C | General Biology with Lab I | 4 | Natural Science | Natural Science | Yes | IN THIS COURSE STUDENTS WILL APPLY THE SCIENTIFIC METHOD TO CRITICALLY EXAMINE AND EXPLAIN THE NATURAL WORLD. THIS COURSE WILL COVER MOLECULAR BIOLOGY, CELLULAR BIOLOGY, GENETICS, METABOLISM, AND REPLICATION. |
| BSC | 1 | 011 | L | General Biology II Laboratory | 1 | | Natural Science | Yes | INTENDED FOR SCIENCE MAJORS. LABORATORY EXPERIMENTS RELATED TO THE EXAMINATION OF BIOLOGICAL SYSTEMS FROM THE ORGANISMAL LEVEL THROUGH THE SYSTEM LEVEL INCORPORATING THEORY OF EVOLUTION, BIODIVERSITY AND SYSTEMATICS, AND ECOLOGY. |
| BSC | 1 | 011 | | General Biology II | 3 | | Natural Science | Yes | INTENDED FOR SCIENCE MAJORS. THE EXAMINATION OF BIOLOGICAL SYSTEMS FROM THE ORGANISMAL LEVEL THROUGH THE SYSTEM LEVEL INCORPORATING THEORY OF EVOLUTION, BIODIVERSITY AND SYSTEMATICS, AND ECOLOGY. |
| BSC | 1 | 020 | C | Human Systems | 4 | | Natural Science | Yes | THE STUDY OF THE BASIC PRINCIPLES OF HUMAN BIOLOGY INTENDED FOR NON-SCIENCE MAJORS. INVESTIGATES CELL BIOLOGY, REPRODUCTION AND GENETICS AND HUMAN ANATOMY AND PHYSIOLOGY INCLUDING HUMAN IMPACTS ON ECOLOGICAL SYSTEMS. THE CURRICULUM IS INQUIRY BASED AND FULLY INTEGRATED WITH A LABORATORY THAT EMPHASIZES ACTIVE LEARNING STRATEGIES. |
| BSC | 1 | 051 | C | Enviro Bio-SW Fla Environment | 3 | | Natural Science | Yes | THE ENVIRONMENT OF SOUTHWEST FLORIDA IS USED AS AN EXAMPLE TO INVESTIGATE ENVIRONMENTAL CONCEPTS WITHIN THEIR ECOLOGICAL, CULTURAL, ECONOMIC, AND HISTORICAL CONTEXTS. MULTIPLE SOURCES OF INFORMATION INCLUDING SCIENTIFIC DATA AND ARTISTIC EXPRESSION ARE UTILIZED TO EVALUATE ECOLOGICAL PRINCIPLES AND ENVIRONMENTAL ETHICS, ATTITUDES, AND BELIEFS. THIS COURSE IS INQUIRY BASED AND FULLY INTEGRATED WITH BOTH LABORATORY AND FIELD EXPERIENCES WHICH EMPHASIZE ACTIVE LEARNING STRATEGIES. |

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|--------|-------|---------------|-----|---------------------------------|--------|---------------------------------|----------------------------|-----------------|--|
| BSC | 1 | 085 | C | Hum Anat & Physio w/Lab I | 4 | Natural Science | Natural Science | Yes | THIS COURSE IS THE FIRST PART OF A TWO-SEMESTER SEQUENCE IN WHICH STUDENTS EXAMINE HUMAN ANATOMY AND PHYSIOLOGY THROUGH A SYSTEMS APPROACH BASED ON THE INTERACTION BETWEEN FORM AND FUNCTION, FROM THE MICROSCOPIC COMPONENTS OF CELLS AND TISSUES TO THE ORGANISMAL LEVEL. EMPHASIS IS PLACED ON HISTOLOGY AND THE INTEGUMENTARY, SKELETAL, MUSCULAR, AND NERVOUS SYSTEMS. |
| BSC | 1 | 086 | C | Hum Anat & Physio w/Lab II | 4 | | Natural Science | Yes | PRIMARILY INTENDED FOR HEALTH SCIENCE MAJORS. INVESTIGATION OF THE STRUCTURE AND FUNCTION OF THE HUMAN SYSTEMS, INCLUDING: CARDIOVASCULAR, RESPIRATORY, RENAL, GASTROINTESTINAL, IMMUNE, AND REPRODUCTIVE SYSTEMS. THE CURRICULUM IS INQUIRY BASED AND FULLY INTEGRATED WITH A LABORATORY THAT EMPHASIZES ACTIVE LEARNING STRATEGIES. |
| CHM | 1 | 020 | | Chemistry In Society | 3 | Natural Science | Natural Science | Yes | THIS COURSE PROVIDES STUDENTS WITH AN INTRODUCTION TO CHEMICAL PRINCIPLES AND APPLICATIONS FOR THE NON-SCIENCE MAJOR. STUDENTS WILL ENGAGE IN PROBLEM SOLVING AND CRITICAL THINKING WHILE APPLYING CHEMICAL CONCEPTS. TOPICS WILL INCLUDE THE SCIENTIFIC METHOD OF PROBLEM SOLVING, CLASSIFICATION OF MATTER, ATOMIC THEORY, THE PERIODIC TABLE, GASES, CHEMICAL REACTIONS, ENERGY, AND CHEMICAL BONDS. |
| CHM | 1 | 025 | | Introductory General Chemistry | 3 | | Natural Science | Yes | THIS IS A ONE SEMESTER INTRODUCTION TO GENERAL CHEMISTRY DESIGNED TO PREPARE STUDENTS PLANNING TO ENTER CHM 1045/1046 SEQUENCE. CONCEPTS COVERED INCLUDE MATTER AND MEASUREMENT, ATOMIC STRUCTURE, BONDING, GASES, CHEMICAL REACTIONS AND SOLUTIONS. |
| CHM | 1 | 032 | | General, Organic & Biochemistry | 3 | | Natural Science | Yes | THIS COURSE PROVIDES A SURVEY OF THE PRINCIPLES OF INORGANIC AND GENERAL CHEMISTRY, ORGANIC CHEMISTRY AND BIOCHEMISTRY AND THEIR APPLICATIONS TO HUMAN ANATOMICAL AND PHYSIOLOGICAL FUNCTIONS. |
| CHM | 1 | 032 | L | Gen, Organic, Biochemistry Lab | 1 | | Natural Science | Yes | THE PURPOSE OF THIS COURSE IS TO PROVIDE THE STUDENT WITH LABORATORY EXERCISES IN CHEMISTRY FOR NON-SCIENCE MAJORS. STUDENTS WILL USE LABORATORY EQUIPMENT TO PERFORM EXPERIMENTS TO EXPLORE CHEMICAL CONCEPTS OF GENERAL, ORGANIC CHEMISTRY AND BIOCHEMISTRY AND RELATE THESE APPLICATIONS TO HUMAN ANATOMICAL AND PHYSIOLOGICAL FUNCTIONS. |
| CHM | 1 | 045 | | General Chemistry I | 3 | Natural Science | Natural Science | Yes | THIS COURSE IS DESIGNED FOR STUDENTS PURSUING CAREERS IN THE SCIENCES OR WHO NEED A MORE RIGOROUS PRESENTATION OF CHEMICAL CONCEPTS THAN IS OFFERED IN AN INTRODUCTORY COURSE. STUDENTS WILL ENGAGE IN PROBLEM SOLVING AND CRITICAL THINKING WHILE APPLYING CHEMICAL CONCEPTS. TOPICS WILL INCLUDE THE PRINCIPLES OF CHEMISTRY INCLUDING ATOMIC THEORY, ELECTRONIC AND MOLECULAR STRUCTURE, MEASUREMENT, STOICHIOMETRY, BONDING, PERIODICITY, THERMOCHEMISTRY, NOMENCLATURE, SOLUTIONS, AND THE PROPERTIES OF GASES. |

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|--------|-------|---------------|-----|--------------------------------|--------|---------------------------------|----------------------------|-----------------|---|
| CHM | 1 | 045 | L | General Chemistry I Laboratory | 1 | | Natural Science | Yes | INTENDED FOR SCIENCE MAJORS. LABORATORY COURSE TO ACCOMPANY CHM 1045 AND PROVIDES A DEEPER AND MORE CONCRETE UNDERSTANDING OF SELECTED TOPICS DISCUSSED IN CHM 1045. THIS COURSE WILL CONCENTRATE ON DEVELOPING FUNDAMENTAL LABORATORY SKILLS AND TECHNIQUES, INCLUDING TITRATION, CALORIMETRY, GRAVIMETRIC ANALYSIS, SPECTROSCOPY, QUANTITATIVE DATA ANALYSIS, EVALUATION OF ERRORS AND ACCURACY IN THE LABORATORY, AND SAFE LAB PRACTICES. |
| CHM | 1 | 046 | | General Chemistry II | 3 | | Natural Science | Yes | INTENDED FOR SCIENCE MAJORS. EXAMINES SOLUTIONS REDOX REACTIONS, KINETICS AND EQUILIBRIA, THERMODYNAMICS, ELECTROCHEMISTRY, NUCLEAR CHEMISTRY AND DESCRIPTIVE CHEMISTRY. |
| CHM | 1 | 046 | L | General Chemistry II Lab | 1 | | Natural Science | Yes | INTENDED FOR SCIENCE MAJORS. LABORATORY EXPERIMENTS RELATED TO PRINCIPLES DISCUSSED IN THE LECTURE CLASS OF GENERAL CHEMISTRY II. EXPERIMENTS INCLUDE MEASUREMENT OF REACTION KINETICS, DETERMINATION OF ACTIVATION ENERGY, MEASUREMENT OF EQUILIBRIUM CONSTANTS, TITRATION OF A POLYPROTIC ACID, KSP MEASUREMENTS, ENTHALPY MEASUREMENTS, AND ELECTROCHEMISTRY EXPERIMENTS. |
| CHM | 1 | 084 | C | Environmental Chemistry | 4 | | Natural Science | Yes | INTENDED FOR SCIENCE MAJORS. THE STUDY OF THE BASIC CONCEPTS OF ORGANIC AND INORGANIC CHEMISTRY IN THE CONTEXT OF APPLICATIONS TO THE ENVIRONMENTAL ISSUES OF WATER QUALITY, ATMOSPHERIC POLLUTION, SUSTAINABLE AGRICULTURAL PRACTICES AND ENVIRONMENTAL RISKS TO HUMAN HEALTH. THE CURRICULUM IS INQUIRY BASED AND FULLY INTEGRATED WITH A LABORATORY THAT EMPHASIZES ACTIVE LEARNING STRATEGIES. |
| CPO | 2 | 001 | | Intro to Comparative Politics | 3 | | Social Science | Yes | IN THIS COURSE, STUDENTS USE CONCEPTS AND PRINCIPLES OF COMPARATIVE POLITICAL SCIENCE TO ANALYZE DIFFERENT SYSTEMS OF GOVERNMENT FOUND AMONG CONTEMPORARY NATION STATES, WITH EMPHASIS ON THE CAPACITY OF THESE POLITICAL SYSTEMS TO MEET THE CHALLENGES OF THE 21ST CENTURY, INCLUDING SOCIAL, ECONOMIC, AND POLITICAL ISSUES. |
| CRW | 2 | 001 | | Intro to Creative Writing | 3 | | Communication | Yes | PRACTICE IN DEVELOPING SKILLS IN COMPOSING AND EDITING ORIGINAL CREATIVE WORK. THIS COURSE INCLUDES SELECTIONS FROM THE WESTERN CANON. |
| CRW | 2 | 732 | | Introduction to Nature Writing | 3 | | Communication | Yes | ANALYSIS OF THE MAJOR TECHNIQUES USED IN CREATIVE WRITING, THEMATICALLY BASED IN NATURE. STUDENTS DEVELOP SKILLS IN READING, REVIEWING, AND EDITING CREATIVE WRITING THAT IS STEEPED IN AN ENVIRONMENTAL AWARENESS. STUDENTS IN THIS COURSE WILL BE REQUIRED TO DEMONSTRATE COLLEGE-LEVEL WRITING SKILLS THROUGH MULTIPLE ASSIGNMENTS. THIS COURSE WILL FULFILL THREE (3) SEMESTER HOURS OF THE TWELVE (12) SEMESTER HOURS IN WRITING SKILLS COURSEWORK REQUIRED FOR FLORIDA'S COLLEGE-LEVEL COMMUNICATION AND COMPUTATION SKILLS ASSESSMENT. THIS COURSE INCLUDES SELECTIONS FROM THE WESTERN CANON. |

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|--------|-------|---------------|-----|------------------------------|--------|---------------------------------|----------------------------|-----------------|--|
| DEP | 2 | 004 | | Principles of Development | 3 | | Social Science | Yes | SURVEY OF THE MAJOR THEMES AND RECENT FINDINGS IN BEHAVIORAL SCIENCE WITH REGARD TO THE AREA OF LIFESPAN DEVELOPMENT. EMPHASIS WILL BE ON THE MAJOR BIOLOGICAL, PSYCHOLOGICAL AND SOCIAL DEVELOPMENTS FROM CONCEPTION TO DEATH. |
| ECO | 1 | 000 | | Survey of Economics | 3 | | Social Science | Yes | INTRODUCTORY SURVEY OF BASIC ECONOMIC PRINCIPLES APPLIED TO PUBLIC POLICY ISSUES. |
| ECO | 2 | 013 | | Principles of Macroeconomics | 3 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL LEARN THE FOUNDATIONS OF MACROECONOMICS AS THE BRANCH OF ECONOMICS CONCERNED WITH HOW DECISION-MAKING, IN AN ENVIRONMENT OF SCARCITY, MAPS ONTO THE AGGREGATE ECONOMY. STUDENTS WILL EXAMINE THEORIES AND EVIDENCE RELATED TO THE FOLLOWING CORE SET OF TOPICS: NATIONAL INCOME DETERMINATION, MONEY, MONETARY AND FISCAL POLICY, MACROECONOMIC CONDITIONS, INTERNATIONAL TRADE AND THE BALANCE OF PAYMENTS, AND ECONOMIC GROWTH AND DEVELOPMENT |
| ECO | 2 | 023 | | Principles of Microeconomics | 3 | | Social Science | Yes | INDIVIDUAL COMPONENTS OF AN ECONOMIC SYSTEM. SPECIAL EMPHASIS IS PLACED ON DECISION-MAKING BY INDIVIDUALS AND BY FIRMS. MARKET STRUCTURES OF COMPETITION AND MONOPOLY; SUPPLY AND DEMAND; INTERNATIONAL TRADE AND FINANCE. |
| ENC | 1 | 101 | | Composition I | 3 | Communication | Communication | Yes | THIS COURSE INTRODUCES STUDENTS TO RHETORICAL CONCEPTS AND AUDIENCE-CENTERED APPROACHES TO WRITING INCLUDING COMPOSING PROCESSES, LANGUAGE CONVENTIONS AND STYLE, AND CRITICAL ANALYSIS AND ENGAGEMENT WITH WRITTEN TEXTS AND OTHER FORMS OF COMMUNICATION. |
| ENC | 1 | 102 | | Composition II | 3 | | Communication | Yes | COMPOSITION II BUILDS ON THE LESSONS OF COMPOSITION I BY FURNISHING ADDITIONAL STRATEGIES FOR COLLEGE-LEVEL RESEARCH AND WRITING AND OPPORTUNITIES TO ENGAGE IN EXERCISES IN WRITING AND PUBLIC SPEAKING. COMPOSITION II STUDENTS HAVE ALREADY ACQUIRED BASIC COLLEGE WRITING SKILLS AND ARE POISED FOR MORE COMPLEX CHALLENGES INVOLVING ARGUMENTATION AND RESEARCH. THEY SHOULD ARRIVE WITH THE ABILITY TO DISTINGUISH BETWEEN SUMMARY AND ANALYSIS. COMPOSITION II PLACES THE GREATER EMPHASIS ON ANALYSIS, WITH FREQUENT WRITING ASSIGNMENTS THAT REQUIRE STUDENTS TO DEVELOP AND PRESENT AN INFORMED ARGUMENT. ENGINEERED AS A DISCUSSION SEMINAR AND WRITING WORKSHOP, COMPOSITION II WILL TRAIN STUDENTS TO BECOME SAVVY CONSUMERS OF ARGUMENT THROUGH DISCUSSION AND ANALYSIS OF DIVERSE PROSE MODELS. STUDENTS SHOULD LEAVE COMPOSITION II AS STRONGER WRITERS AND MORE INFORMED, ENGAGED PARTICIPANTS OF A LEARNING COMMUNITY. |

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|--------|-------|---------------|-----|-------------------------------|--------|---------------------------------|----------------------------|-----------------|---|
| ENC | 2 | 305 | | Analytical Writing & Thinking | 1-2 | | Communication | Yes | Advances students' critical thinking and writing skills beyond first-year composition. With wide-ranging themes in areas such as languages, political science, anthropology, or biology, this course exposes students to the advanced analytical techniques and communication strategies that professors in all disciplines expect them to know. |
| ENL | 2 | 012 | | British Literature/Culture I | 3 | | Humanities | Yes | SURVEY OF THE LITERATURE OF GREAT BRITAIN AS IT REFLECTED AND INFLUENCED CULTURE FROM MEDIEVAL TIMES THROUGH THE LATE EIGHTEENTH CENTURY. READINGS INCLUDE BOTH CANONICAL AND MARGINAL TEXTS. THIS COURSE INCLUDES SELECTIONS FROM THE WESTERN CANON. |
| ENL | 2 | 022 | | British Literature/Culture II | 3 | | Humanities | Yes | SURVEY OF THE LITERATURE OF GREAT BRITAIN AS IT REFLECTED AND INFLUENCED CULTURE FROM THE EARLY ROMANTIC PERIOD THROUGH THE PRESENT DAY. READINGS INCLUDE BOTH CANONICAL MARGINAL TEXTS. THIS COURSE INCLUDES SELECTIONS FROM THE WESTERN CANON. |
| ENT | 2 | 000 | | Intro to Entrepreneurship | 3 | | Social Science | Yes | INCLUDES INDIVIDUAL COMPONENTS OF ENTREPRENEURSHIP AND ITS IMPLICATIONS FOR SOCIETY. SPECIAL EMPHASIS IS PLACED ON DECISION-MAKING AND PROBLEM SOLVING IN SOCIETY THROUGH AN UNDERSTANDING OF OPPORTUNITY RECOGNITION, ECONOMIC/FINANCIAL MODELS, VALUE CREATION, AND BASIC ENTREPRENEUR-RELATED CONCEPTS. |
| ESC | 1 | 000 | C | Intro Earth Science | 3 | Natural Science | Natural Science | Yes | USING THE SCIENTIFIC METHOD, CRITICAL THINKING SKILLS, DATA ANALYSIS, THIS COURSE WILL EXAMINE THE FUNDAMENTAL PROCESSES OF THE EARTH SYSTEM, COMPOSED OF AN ATMOSPHERE, HYDROSPHERE, LITHOSPHERE, BIOSPHERE, AND EXOSPHERE, THROUGH TIME. THE COURSE WILL ALSO EXPLORE INTERACTIONS BETWEEN THESE SPHERES, INCLUDING CRITICAL ANALYSIS OF SCIENTIFIC THEORIES AND EMPHASIZE EARTH'S CONNECTIONS WITH HUMANS. |
| EUH | 2 | 012 | | Roman Republic and Empire | 3 | | Social Science | Yes | THIS COURSE FOCUSES ON HOW THE ROMAN REPUBLIC DEVELOPED AN ELABORATE POLITICAL AND LEGAL SYSTEM, DURING WHICH TIME ROME CONQUERED ITALY AND BEGAN TO LOOK EASTWARD TO GREECE, WESTWARD TO SPAIN, AND NORTHWARD TO GAUL (FRANCE) AND GERMANIA (GERMANY). OVER TIME, IT OUTGREW THE INSTITUTION OF THE REPUBLIC AND TRANSFORMED INTO THE ROMAN EMPIRE BUT ONLY AFTER NEARLY A CENTURY OF CIVIL WAR. THE EARLY EMPIRE ENJOYED A PERIOD OF STABILITY AND PEACE BUT THIS TOO WOULD FAIL. ULTIMATELY, THE EMPIRE WOULD DISSOLVE INTO WHAT WE NOW KNOW AS EARLY MEDIEVAL BARBARIAN KINGDOMS. |
| EUH | 2 | 021 | | Medieval European History | 3 | | Social Science | Yes | THE COURSE EXPLORES THE PERIOD BETWEEN C.400 AND C.1400 A.D., A PERIOD WHICH EXPERIENCED BOTH GREAT EXPANSION AND GREAT TENSION IN WESTERN SOCIETY. MUCH OF WHAT WE SEE FROM THE MEDIEVAL SOURCES IS A STRUGGLE FOR DOMINANCE BETWEEN STRONG LEADERS WHO BUILT UP THEIR POWER, SOMETIMES IN CONJUNCTION WITH AND SOMETIMES IN OPPOSITION AGAINST, ONE ANOTHER. IN THEIR QUEST FOR CONTROL, THE BOUNDARIES AND TRADITIONS THAT STILL INFLUENCE OUR SOCIETY TODAY BEGAN TO TAKE SHAPE. |

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|--------|-------|---------------|-----|------------------------------|--------|---------------------------------|----------------------------|-----------------|--|
| EUH | 2 | 031 | | Modern European History | 3 | | Social Science | Yes | THEMATIC SURVEY OF EUROPE IN THE MODERN AGE FROM THE FRENCH REVOLUTION TO THE PRESENT |
| EVR | 1 | 001 | C | Intro. Environmental Science | 3 | Natural Science | Natural Science | Yes | THIS COURSE IS A SURVEY OF BASIC CHEMICAL, BIOLOGICAL, AND PHYSICAL PRINCIPLES OF ENVIRONMENTAL SCIENCE AND THEIR APPLICATIONS TO ENVIRONMENTAL ISSUES. THIS COURSE IS APPROPRIATE FOR STUDENTS IN A WIDE RANGE OF DISCIPLINES OR PROGRAMS. |
| EVR | 2 | 264 | | Environmental Health | 3 | | Natural Science | Yes | PROVIDES A BROAD OVERVIEW OF ENVIRONMENTAL HEALTH WITHIN A HUMAN AND ECOLOGICAL CONTEXT. STUDENTS BECOME FAMILIAR WITH A BROAD RANGE OF ENVIRONMENTAL HEALTH ISSUES. |
| FIL | 2 | 000 | | Introduction to Film | 3 | | Humanities | Yes | INTRODUCTION TO THE BASIC TERMINOLOGY, TECHNIQUES, AND CONTRIBUTORS OF FILM-MAKING AND CRITICAL ANALYSIS SKILLS OF FILM FORM AND CONTENT. THIS COURSE INCLUDES SELECTIONS FROM THE WESTERN CANON. |
| FRE | 1 | 120 | C | Beginning French 1 | 4 | | Communication | Yes | THIS IS THE FIRST COURSE IN THE FIRST-YEAR FRENCH SEQUENCE AND INTRODUCES STUDENTS TO THE FRENCH LANGUAGE. THE TOPICS INCLUDED IN THE COURSE ARE FRENCH GRAMMAR, SYNTAX, AND VOCABULARY. THROUGH THE APPLICATION OF THE GRAMMAR AND VOCABULARY, STUDENTS ARE INTRODUCED TO SOME OF THE CULTURES AND PEOPLES OF FRENCH HERITAGE. NOT OPEN TO NATIVE OR NEAR-NATIVE SPEAKERS OF FRENCH. |
| FRE | 1 | 121 | C | Beginning French 2 | 4 | | Communication | Yes | THIS IS THE SECOND COURSE IN THE FIRST-YEAR FRENCH SEQUENCE AND INTRODUCES STUDENTS TO THE FRENCH LANGUAGE. THE TOPICS INCLUDED IN THE COURSE ARE FRENCH GRAMMAR, SYNTAX, AND VOCABULARY. THROUGH THE APPLICATION OF THE GRAMMAR AND VOCABULARY, STUDENTS ARE INTRODUCED TO SOME OF THE CULTURES AND PEOPLES OF FRENCH HERITAGE. NOT OPEN TO NATIVE OR NEAR-NATIVE SPEAKERS OF FRENCH. |
| GEA | 2 | 000 | | Introduction to Geography | 3 | | Social Science | Yes | COMPARATIVE ANALYSIS OF REPRESENTATIVE REGIONS OF THE WORLD WITH EMPHASIS ON CULTURAL, POLITICAL, ECONOMIC, ENVIRONMENTAL AND PHYSICAL DIFFERENCES. |

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|--------|-------|---------------|-----|-------------------------------|--------|---------------------------------|----------------------------|-----------------|---|
| GER | 1 | 120 | C | Beginning German 1 | 4 | | Communication | Yes | THIS IS THE FIRST COURSE IN THE FIRST-YEAR GERMAN SEQUENCE AND INTRODUCES STUDENTS TO THE GERMAN LANGUAGE. THE TOPICS INCLUDED IN THE COURSE ARE GERMAN GRAMMAR, SYNTAX, AND VOCABULARY. THROUGH THE APPLICATION OF THE GRAMMAR AND VOCABULARY, STUDENTS ARE INTRODUCED TO SOME OF THE CULTURES AND PEOPLES OF GERMAN HERITAGE. NOT OPEN TO NATIVE OR NEAR-NATIVE SPEAKERS OF GERMAN. |
| GER | 1 | 121 | C | Beginning German 2 | 4 | | Communication | Yes | THIS IS THE SECOND COURSE IN THE FIRST-YEAR GERMAN SEQUENCE AND INTRODUCES STUDENTS TO THE GERMAN LANGUAGE. THE TOPICS INCLUDED IN THE COURSE ARE GERMAN GRAMMAR, SYNTAX, AND VOCABULARY. THROUGH THE APPLICATION OF THE GRAMMAR AND VOCABULARY, STUDENTS ARE INTRODUCED TO SOME OF THE CULTURES AND PEOPLES OF GERMAN HERITAGE. NOT OPEN TO NATIVE OR NEAR-NATIVE SPEAKERS OF GERMAN. |
| GLY | 1 | 010 | C | Physical Geology | 4 | Natural Science | Natural Science | Yes | USING THE SCIENTIFIC METHOD, CRITICAL THINKING SKILLS, DATA ANALYSIS, THIS COURSE WILL EXAMINE THE FUNDAMENTAL PROCESSES OF THE EARTH SYSTEM, COMPOSED OF AN ATMOSPHERE, HYDROSPHERE, CRYOSPHERE, LITHOSPHERE, BIOSPHERE, AND EXOSPHERE THROUGH TIME. THE COURSE WILL ALSO EXPLORE INTERACTIONS BETWEEN THESE SPHERES, INCLUDING CRITICAL ANALYSIS OF SCIENTIFIC THEORIES AND EMPHASIZE LITHOSPHERIC CONNECTIONS WITH HUMANITY. |
| GLY | 2 | 030 | C | Environmental Geology | 3 | | Natural Science | Yes | ENVIRONMENTAL ISSUES AS THEY RELATE TO EARTH SCIENCE SYSTEMS, WHICH INCLUDE VOLCANIC AND EARTHQUAKE HAZARDS, ENERGY RESOURCES, AIR AND WATER POLLUTION, WASTE DISPOSAL, AND OTHER GLOBAL CHANGE TOPICS. |
| GLY | 2 | 100 | C | Historical Geology | 3 | | Natural Science | Yes | THIS COURSE IS DESIGNED TO INTRODUCE STUDENTS TO THE GEOLOGICAL AND BIOLOGICAL HISTORY OF EARTH BEGINNING WITH THE FORMATION OF THE EARTH-MOON SYSTEM AND CONTINUING THROUGH THE EVOLUTION OF LIFE ON THIS PLANET. STUDENTS WILL EXPLORE BASIC GEOLOGIC PRINCIPLES AS WELL AS HOW SCIENTISTS APPLY THESE PRINCIPLES TO UNRAVEL EARTH'S HISTORY. TOPICS INCLUDE ABSOLUTE AND RELATIVE CORRELATIONS, PLATE TECTONICS, GEOLOGIC TIME, MAJOR EXTINCTION EVENTS, AND THE ORIGIN AND EVOLUTION OF THE LITHOSPHERE, BIOSPHERE, AND ATMOSPHERE. |
| HUM | 1 | 020 | | Introduction to Humanities | 3 | Humanities | Humanities | Yes | IN THIS COURSE, STUDENTS WILL LEARN ABOUT THE CREATIVE IDEAS AND ACCOMPLISHMENTS OF VARIOUS CULTURES IN VARIOUS FIELDS OF HUMANITIES THAT MAY INCLUDE ART, ARCHITECTURE, DRAMA, HISTORY, MUSIC, LITERATURE, PHILOSOPHY, AND RELIGION. THE COURSE WILL INCLUDE CULTURAL EXPRESSIONS FROM THE WESTERN CANON AND MAY ALSO INCLUDE EXPRESSIONS FROM AROUND THE GLOBE. |
| INR | 2 | 002 | | Intro International Relations | 3 | | Social Science | Yes | INTRODUCTION TO MAJOR THEORETICAL PERSPECTIVES, INSTITUTIONAL STRUCTURES AND ISSUES OF GLOBAL POLITICS. |

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|--------|-------|---------------|-----|---------------------------------|--------|---------------------------------|----------------------------|-----------------|---|
| LAH | 2 | 020 | | Intro Latin American History | 3 | | Social Science | Yes | SURVEY OF THE HISTORY OF LATIN AMERICA, INCLUDING SPANISH AMERICA, BRAZIL, AND THE CARIBBEAN, FROM PRE-COLUMBIAN TIMES TO THE RECENT PAST. |
| LIT | 2 | 000 | | Introduction to Literature | 3 | Humanities | Humanities | Yes | IN THIS COURSE, STUDENTS WILL BE ASSIGNED READINGS REPRESENTATIVE OF A BROAD RANGE OF LITERARY GENRES AND CULTURES. THESE READINGS WILL COVER A VARIETY OF LITERARY MOVEMENTS AND HISTORICAL ERAS. THE READINGS WILL INCLUDE, BUT ARE NOT LIMITED TO, SELECTIONS FROM THE WESTERN CANON. WRITTEN ANALYSIS OF LITERARY WORKS MAY BE REQUIRED. STUDENTS WILL BE PROVIDED WITH OPPORTUNITIES TO PRACTICE CRITICAL INTERPRETATION. |
| LIT | 2 | 110 | | Intro to World Lit & Culture I | 3 | | Humanities | Yes | SURVEY OF WORLD LITERATURE FROM ANCIENT AND CLASSICAL TIMES THROUGH THE RENAISSANCE. CENTERS ON BOTH CANONICAL AND MARGINAL TEXTS IN THEIR CULTURAL AND HISTORICAL CONTEXTS. THIS COURSE INCLUDES SELECTIONS FROM THE WESTERN CANON. |
| LIT | 2 | 120 | | Intro to World Lit & Culture II | 3 | | Humanities | Yes | SURVEY OF WORLD LITERATURE FROM THE SEVENTEENTH CENTURY TO THE PRESENT. CENTERS ON BOTH CANONICAL AND MARGINAL TEXTS IN THEIR CULTURAL AND HISTORICAL CONTEXTS. THIS COURSE INCLUDES SELECTIONS FROM THE WESTERN CANON. |
| MAC | 1 | 105 | | College Algebra | 3 | Mathematics | Mathematics | Yes | IN THIS COURSE, STUDENTS WILL DEVELOP PROBLEM SOLVING SKILLS, CRITICAL THINKING, COMPUTATIONAL PROFICIENCY, AND CONTEXTUAL FLUENCY THROUGH THE STUDY OF EQUATIONS, FUNCTIONS, AND THEIR GRAPHS. EMPHASIS WILL BE PLACED ON QUADRATIC, EXPONENTIAL, AND LOGARITHMIC FUNCTIONS. TOPICS WILL INCLUDE SOLVING EQUATIONS AND INEQUALITIES, DEFINITION AND PROPERTIES OF A FUNCTION, DOMAIN AND RANGE, TRANSFORMATIONS OF GRAPHS, OPERATIONS ON FUNCTIONS, COMPOSITE AND INVERSE FUNCTIONS, BASIC POLYNOMIAL AND RATIONAL FUNCTIONS, EXPONENTIAL AND LOGARITHMIC FUNCTIONS, AND APPLICATIONS. |
| MAC | 1 | 147 | | Precalculus | 5 | | Mathematics | Yes | SURVEY OF THE BASIC PROPERTIES OF CLASSES OF FUNCTIONS COMMONLY USED IN APPLICATIONS. TOPICS MAY INCLUDE POLYNOMIAL, TRIGONOMETRIC, EXPONENTIAL, LOGARITHMIC, CONIC SECTIONS, MATRICES, MATHEMATICAL INDUCTION, AND POLAR COORDINATES. |
| MAC | 2 | 233 | | Elementary Calculus I | 3 | | Mathematics | Yes | INTRODUCTION TO THE TECHNIQUES OF CALCULUS OF PRIMARY USE TO BUSINESS STUDENTS. TOPICS INCLUDE: DIFFERENTIATION AND INTEGRATION OF ALGEBRAIC FUNCTIONS WITH APPLICATIONS, EXPONENTIAL AND LOGARITHMIC FUNCTIONS WITH APPLICATIONS TO FINANCE AND ECONOMICS. THIS COURSE IS NOT EQUIVALENT TO MAC 2311. |

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|--------|-------|---------------|-----|-----------------------|--------|---------------------------------|----------------------------|-----------------|--|
| MAC | 2 | 311 | | Calculus I | 4 | Mathematics | Mathematics | Yes | IN THIS COURSE, STUDENTS WILL DEVELOP PROBLEM SOLVING SKILLS, CRITICAL THINKING, COMPUTATIONAL PROFICIENCY, AND CONTEXTUAL FLUENCY THROUGH THE STUDY OF LIMITS, DERIVATIVES, AND DEFINITE AND INDEFINITE INTEGRALS OF FUNCTIONS OF ONE VARIABLE, INCLUDING ALGEBRAIC, EXPONENTIAL, LOGARITHMIC, AND TRIGONOMETRIC FUNCTIONS, AND APPLICATIONS. TOPICS WILL INCLUDE LIMITS, CONTINUITY, DIFFERENTIATION AND RATES OF CHANGE, OPTIMIZATION, CURVE SKETCHING, AND INTRODUCTION TO INTEGRATION AND AREA. |
| MAC | 2 | 312 | | Calculus II | 4 | | Mathematics | Yes | CONTINUATION OF MAC 2311. TOPICS INCLUDE INTEGRATION BY SUBSTITUTION, INVERSE FUNCTIONS, EXPONENTIAL AND LOGARITHMIC FUNCTIONS, INVERSE TRIG FUNCTIONS, SOLIDS AND SURFACES OF REVOLUTION, ARC LENGTH, TECHNIQUES OF INTEGRATION, PARAMETRIC CURVES AND POLAR COORDINATES, POWER SERIES, TAYLOR'S THEOREM. EMPHASIS ON CONCEPTUAL UNDERSTANDING AND MODELING OF PHYSICAL PHENOMENA. |
| MAC | 2 | 313 | | Calculus III | 4 | | Mathematics | Yes | CONTINUATION OF MAC 2312. TOPICS INCLUDE VECTORS IN THE PLANE AND 3-SPACE, TOPICS FROM PLANE AND SOLID ANALYTIC GEOMETRY, CURVES IN SPACE, TANGENTIAL AND NORMAL ACCELERATION, DIRECTIONAL DERIVATIVES AND THE GRADIENT, TANGENT AND NORMAL TO SURFACES, EXTREMA OF MULTIVARIABLE FUNCTIONS, LAGRANGE MULTIPLIERS, DOUBLE AND TRIPLE INTEGRALS, INTEGRATION IN CYLINDRICAL AND SPHERICAL COORDINATES. EMPHASIS ON CONCEPTUAL UNDERSTANDING AND MODELING OF PHYSICAL PHENOMENA. |
| MAC | 1 | 114 | | Trigonometry | 3 | | Mathematics | No | THIS IS A CALCULUS PREPARATORY COURSE IN TRIGONOMETRY. TOPICS INCLUDE ANGULAR MEASURE, RIGHT TRIANGLE AND UNIT CIRCLE TRIGONOMETRY, TRIGONOMETRIC (CIRCULAR) AND INVERSE TRIGONOMETRIC FUNCTIONS AND THEIR GRAPHS, TRIGONOMETRIC IDENTITIES, CONDITIONAL TRIGONOMETRIC EQUATIONS, SOLUTION OF RIGHT AND OBLIQUE TRIANGLES, VECTORS, COMPLEX NUMBERS IN TRIGONOMETRIC FORM, APPLICATIONS, POLAR COORDINATES AND GRAPHS, AND PARAMETRIC EQUATIONS AND GRAPHS. |
| MAC | 1 | 140 | | Precalculus Algebra | 3 | | Mathematics | No | Precalculus provides an essential foundation for calculus and is applicable to diverse fields, from physics and economics to computer science. Topics covered include exponential and logarithmic functions, polynomials, rational functions, conic sections, sequences and series, mathematical induction, the binomial theorem, and matrices. |
| MCB | 1 | 000 | C | Microbes and Society | 3 | | Natural Science | Yes | Microbes and Society explores the vital role of microorganisms in human health, industry, and the environment. Open to all majors, the course emphasizes natural science and quantitative reasoning through lectures, historical experiments, and virtual lab activities. |
| MCB | 2 | 010 | C | Microbiology with Lab | 4 | | Natural Science | Yes | STUDENTS STUDY THE BIOLOGY OF MICROORGANISMS. STRUCTURE, PHYSIOLOGY AND ECOLOGY OF BACTERIA, ALGAE, VIRUSES, PROTOZOA AND LOWER FUNGI WILL BE INVESTIGATED. |

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|--------|-------|---------------|-----|-------------------------|--------|---------------------------------|----------------------------|-----------------|--|
| MGF | 1 | 130 | | Thinking Mathematically | 3 | Mathematics | Mathematics | Yes | IN THIS COURSE, STUDENTS WILL UTILIZE MULTIPLE MEANS OF PROBLEM SOLVING THROUGH STUDENT-CENTERED MATHEMATICAL EXPLORATION. THE COURSE IS DESIGNED TO TEACH STUDENTS TO THINK MORE EFFECTIVELY AND VASTLY INCREASE THEIR PROBLEM-SOLVING ABILITY THROUGH PRACTICAL APPLICATION AND DIVERGENT THINKING. THIS COURSE IS APPROPRIATE FOR STUDENTS IN A WIDE RANGE OF DISCIPLINES/PROGRAMS. |
| MUH | 2 | 018 | | Jazz Appreciation | 3 | | Humanities | Yes | AN INTRODUCTION TO AND DISCUSSION OF THE JAZZ IDIOM, EMPHASIZING LISTENING SKILLS, COMPREHENSION OF THE PROCESS OF IMPROVISATION, AND AN OVERVIEW OF THE SOCIAL AND CULTURAL EVENTS LEADING TO THE DEVELOPMENT OF JAZZ IN AMERICA. THIS COURSE INCLUDES SELECTIONS FROM THE WESTERN CANON. |
| MUH | 2 | 512 | | World Music Cultures | 3 | | Humanities | Yes | AN EXPLORATION OF THE MUSIC OF MANY CULTURES, ITS FUNCTIONS WITHIN HUMAN SOCIETIES AS WELL AS ITS CREATION, COMMUNICATIVE PROPERTIES AND DIRECT EXPRESSIONS OF THE CULTURAL CONTEXT IN WHICH IT IS PRODUCED. THIS COURSE INCLUDES SELECTIONS FROM THE WESTERN CANON. |
| MUL | 2 | 010 | | Music Appreciation | 3 | Humanities | Humanities | Yes | IN THIS COURSE, STUDENTS WILL SURVEY THE HISTORY OF CLASSICAL MUSIC FROM ANTIQUITY TO THE MODERN PERIOD, FOCUSING ON WESTERN MUSIC. THE CURRICULUM MAY ALSO INTEGRATE A VARIETY OF POPULAR AND GLOBAL STYLES WHERE APPROPRIATE. |
| MUN | 1 | 120 | | Symphonic Band | 1 | | Humanities | Yes | THIS COURSE INVOLVES THE STUDY, REHEARSAL AND PERFORMANCE OF VARIED LITERATURE FROM THE WIND BAND REPERTORY. THIS ENSEMBLE ENDEAVORS TO FURTHER DEVELOP THE PLAYING AND LISTENING SKILLS OF THE MEMBERS, BOTH INDIVIDUALLY AND AS AN ENSEMBLE. STUDENTS WILL ALSO DEVELOP AESTHETIC VALUE JUDGMENTS THROUGH THE LITERATURE SELECTED FOR REHEARSAL AND PERFORMANCE. THIS COURSE INCLUDES SELECTIONS FROM THE WESTERN CANON. |
| MUN | 2 | 210 | | Symphony Orchestra | 1 | | Humanities | Yes | IN THIS COURSE, STUDENTS WILL STUDY AND PERFORM WORKS FROM THE ORCHESTRAL REPERTOIRE, INCLUDING A BROAD SPECTRUM OF SYMPHONIC LITERATURE FOR STRING ORCHESTRA AND SYMPHONY ORCHESTRA. PARTICIPATION WILL FOSTER EACH STUDENT'S MUSICIANSHIP IN AN ENSEMBLE SITUATION AND ENHANCE THEIR UNDERSTANDING OF THE STYLE, TONE QUALITY, INTONATION, ARTICULATION, BLEND, AND BALANCE RELEVANT TO EACH WORK. THIS COURSE INCLUDES SELECTIONS FROM THE WESTERN CANON. |
| MUN | 1 | 310 | | University Choir | 1 | | Humanities | Yes | THIS COURSE PROVIDES SPECIALIZED STUDY PERFORMANCE OPPORTUNITIES FOR STUDENTS. STUDENTS WILL REHEARSE AND PERFORM A WIDE ARRAY OF CHORAL LITERATURE AND DEVELOP THEIR VOCAL INSTRUMENTS AND THEIR MUSICIANSHIP. IN DOING SO, STUDENTS WILL DEVELOP THEIR ABILITY TO ANALYZE AND DESCRIBE MUSIC FOR LIFE-LONG APPRECIATION OF THE ART. THIS COURSE INCLUDES SELECTIONS FROM THE WESTERN CANON. |

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| Prefix | Level | Course Number | Lab | Course Title | Credit | General Ed Core Discipline Area | General Ed Discipline Area | On 2025-26 List | Course Description |
|--------|-------|---------------|-----|------------------------------|--------|---------------------------------|----------------------------|-----------------|--|
| OCE | 1 | 001 | C | Introduction to Oceanography | 3 | Natural Science | Natural Science | Yes | USING THE SCIENTIFIC METHOD, CRITICAL THINKING SKILLS, AND DATA ANALYSIS, THIS COURSE WILL EXAMINE THE FUNDAMENTAL PROCESSES OF THE OCEAN SYSTEM, COMPOSED OF AN ATMOSPHERE, HYDROSPHERE, LITHOSPHERE, AND BIOSPHERE, THROUGH TIME. THE COURSE WILL ALSO EXPLORE INTERACTIONS BETWEEN THESE SPHERES, INCLUDING CRITICAL ANALYSIS OF SCIENTIFIC THEORIES AND EMPHASIZE OCEANIC CONNECTIONS WITH HUMANITY. LECTURE, LABORATORY AND FIELD EXPERIENCES ARE FULLY INTEGRATED IN THIS GENERAL EDUCATION COURSE. |
| PHI | 1 | 010 | | Introduction to Philosophy | 3 | Humanities | Humanities | Yes | IN THIS COURSE, STUDENTS WILL BE INTRODUCED TO THE NATURE OF PHILOSOPHY, PHILOSOPHICAL THINKING, MAJOR INTELLECTUAL MOVEMENTS IN THE HISTORY OF PHILOSOPHY, INCLUDING TOPICS FROM THE WESTERN PHILOSOPHICAL TRADITION, AND VARIOUS PROBLEMS IN PHILOSOPHY. STUDENTS WILL STRENGTHEN THEIR INTELLECTUAL SKILLS, BECOME MORE EFFECTIVE LEARNERS, AND DEVELOP BROAD FOUNDATIONAL KNOWLEDGE. |
| PHI | 2 | 103 | | Critical Thinking | 3 | | Humanities | Yes | THIS IS A COURSE IN PRACTICAL REASONING DESIGNED TO SHARPEN ABILITIES AT ANALYZING, EVALUATING, AND CONSTRUCTING ARGUMENTS. THE COURSE IS GROUNDED IN FOUNDATIONAL PHILOSOPHICAL TEXTS AND INCLUDES AN APPRAISAL OF THE EVALUATION OF EVIDENCE AND PRACTICE IN THE DETECTION OF LOGICAL FALLACIES. INCLUDED IN THESE STRATEGIES WILL BE EXAMINING, QUESTIONING AND EVALUATING ASSUMPTIONS, PERSPECTIVES AND REAL LIFE SITUATIONS. THIS COURSE INCLUDES SELECTIONS FROM THE WESTERN CANON. |
| PHI | 2 | 620 | | Environmental Ethics | 3 | | Humanities | Yes | THIS COURSE EXPLORES ETHICAL QUESTIONS ABOUT HUMANITY'S RELATIONSHIP TO AND RESPONSIBILITIES FOR THE NATURAL WORLD. THE CLASS WILL EXPLORE THESE QUESTIONS BY ENGAGING WITH THEORETICAL WRITINGS THAT AIM TO REFINE CONTEMPORARY UNDERSTANDING OF DUTIES TO THE NATURAL WORLD, THE ENTITIES THAT ARE THE OBJECT OF THESE DUTIES (E.G., ORGANISMS, SPECIES OR ECOSYSTEMS), THE MEANING OF ENVIRONMENTAL JUSTICE, AND THE RELATIONSHIP BETWEEN HUMAN FLOURISHING AND THE FLOURISHING OF LIFE ON EARTH. THIS COURSE INCLUDES SELECTIONS FROM THE WESTERN CANON. |
| PHI | 1 | 630 | | Contemporary Moral Issues | 3 | | Humanities | Yes | AN INTRODUCTION TO MORAL PHILOSOPHY AS APPLIED TO CONTEMPORARY ISSUES. ASSIGNED READINGS INCLUDE FOUNDATIONAL TEXTS IN ETHICS AND MORALITY BY PHILOSOPHERS SUCH AS J.S. MILL, KANT, HOBBS, AND ARISTOTLE. THIS COURSE INCLUDES SELECTIONS FROM THE WESTERN CANON. |
| PHY | 2 | 020 | | Conceptual Physics | 3 | Natural Science | Natural Science | Yes | THIS COURSE OFFERS A COMPREHENSIVE SURVEY OF PHYSICS, COVERING A WIDE RANGE OF TOPICS INCLUDING MOTION, NEWTON'S LAWS, ENERGY, SOUND, HEAT, ELECTRICITY, MAGNETISM, AND OPTICS. EMPHASIZING A CONCEPTUAL UNDERSTANDING OF PHYSICS, THE COURSE INTEGRATES CRITICAL THINKING SKILLS AND REAL-WORLD APPLICATIONS. |
| PHY | 2 | 048 | | General Physics I | 3 | Natural Science | Natural Science | Yes | THIS CALCULUS-BASED COURSE SERVES AS THE FIRST IN A TWO-PART SERIES, COVERING TOPICS LIKE KINEMATICS, DYNAMICS, ENERGY, MOMENTUM, ROTATIONAL MOTION, FLUID DYNAMICS, OSCILLATORY MOTION, AND WAVES. DESIGNED FOR SCIENCE AND ENGINEERING MAJORS, THE COURSE INTEGRATES CRITICAL THINKING, ANALYTICAL SKILLS, AND REAL-WORLD APPLICATIONS. |

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|--------|-------|---------------|-----|-------------------------------|--------|---------------------------------|----------------------------|-----------------|--|
| PHY | 2 | 048 | L | General Physics I Laboratory | 1 | | Natural Science | Yes | LABORATORY EXPERIENCE FOR PHY 2048 ILLUSTRATING THE PRACTICAL APPLICATIONS OF NEWTONIAN MECHANICS. |
| PHY | 2 | 049 | | General Physics II | 3 | | Natural Science | Yes | SECOND SEMESTER OF A CALCULUS-BASED TWO SEMESTER SEQUENCE OF GENERAL PHYSICS (MECHANICS, WAVE MOTION, SOUND, THERMODYNAMICS, GEOMETRICAL AND PHYSICAL OPTICS, ELECTRICITY AND MAGNETISM) FOR SCIENCE, MATHEMATICS, AND ENGINEERING STUDENTS |
| PHY | 2 | 049 | L | General Physics II Laboratory | 1 | | Natural Science | Yes | LABORATORY EXPERIENCE FOR PHY 2049 ILLUSTRATING THE PRACTICAL APPLICATIONS OF ELECTRICITY, MAGNETISM AND OPTICS. |
| PHY | 2 | 053 | | College Physics I | 3 | Natural Science | Natural Science | Yes | THIS COURSE IS THE FIRST IN A TWO-PART SERIES INTENDED FOR NON-PHYSICS MAJORS, OFFERING AN ALGEBRA AND TRIGONOMETRY APPROACH TO TOPICS SUCH AS KINEMATICS, DYNAMICS, ENERGY, MOMENTUM, ROTATIONAL MOTION, FLUID DYNAMICS, OSCILLATORY MOTION, AND WAVES. THE COURSE FOSTERS ANALYTICAL AND CRITICAL THINKING SKILLS TO PROMOTE A SCIENTIFIC UNDERSTANDING OF THE REAL WORLD. THE CURRICULUM IS INQUIRY BASED AND FULLY INTEGRATED WITH LABORATORY AND/OR FIELD EXPERIENCES WHICH EMPHASIZE ACTIVE LEARNING STRATEGIES. |
| PHY | 2 | 053 | L | College Physics I Laboratory | 1 | | Natural Science | Yes | LABORATORY EXPERIENCE FOR PHY 2053 ILLUSTRATING THE PRACTICAL APPLICATIONS OF NEWTONIAN MECHANICS. |
| PHY | 2 | 054 | | College Physics II | 3 | | Natural Science | Yes | STUDENTS CONTINUE THEIR STUDY OF THE NATURE OF THE PHYSICAL WORLD IN THIS COURSE. PRINCIPLES OF ELECTRICITY AND MAGNETISM, LIGHT AND MODERN PHYSICS WILL BE INVESTIGATED. |
| PHY | 2 | 054 | L | College Physics II Laboratory | 1 | | Natural Science | Yes | LABORATORY EXPERIENCE FOR PHY 2054 ILLUSTRATING THE PRACTICAL APPLICATIONS OF ELECTRICITY, MAGNETISM AND OPTICS. |

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|--------|-------|---------------|-----|-------------------------------|--------|---------------------------------|----------------------------|-----------------|---|
| POS | 2 | 041 | | American National Government | 3 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL INVESTIGATE HOW THE NATIONAL GOVERNMENT IS STRUCTURED AND HOW THE AMERICAN CONSTITUTIONAL REPUBLIC OPERATES. IT COVERS THE PHILOSOPHICAL AND HISTORICAL FOUNDATIONS OF AMERICAN GOVERNMENT, INCLUDING BUT NOT LIMITED TO THE DECLARATION OF INDEPENDENCE, THE UNITED STATES CONSTITUTION AND ALL ITS AMENDMENTS, AND THE FEDERALIST PAPERS. THE COURSE EXAMINES THE BRANCHES OF GOVERNMENT AND THE GOVERNMENT'S LAWS, POLICIES, AND PROGRAMS. IT ALSO EXAMINES THE WAYS IN WHICH CITIZENS PARTICIPATE IN THEIR GOVERNMENT AND WAYS THEIR GOVERNMENT RESPONDS TO CITIZENS. |
| PSY | 2 | 012 | | General Psychology | 3 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL GAIN AN INTRODUCTION TO THE SCIENTIFIC STUDY OF HUMAN BEHAVIOR AND MENTAL PROCESSES. TOPICS MAY BE DRAWN FROM HISTORICAL AND CURRENT PERSPECTIVES IN PSYCHOLOGY. |
| REL | 2 | 300 | | Contemporary World Religions | 3 | | Humanities | Yes | EXPLORATION OF THE UNITY AND DIVERSITY OF RELIGIOUS TRADITIONS IN A GLOBAL CONTEXT IN ORDER TO UNDERSTAND THE MUTUAL INTERACTIONS BETWEEN RELIGIONS AND CULTURES. EMPHASIS ON THE ROLE OF RELIGION IN HUMAN VALUES SYSTEMS. THIS COURSE INCLUDES SELECTIONS FROM THE WESTERN CANON. |
| SPC | 1 | 017 | | Fundamentals of Communication | 3 | | Communication | Yes | INTRODUCES STUDENTS TO THE FULL RANGE OF COMMUNICATION FROM INTERPERSONAL COMMUNICATION AND SMALL GROUP COMMUNICATION TO PUBLIC SPEAKING. STUDENTS EXPLORE FUNDAMENTAL COMMUNICATION CONCEPTS AND TOPICS AND DEVELOP SKILLS TO PUT THESE PRINCIPLES TO WORK. THIS COURSE INCLUDES SELECTIONS FROM THE WESTERN CANON. |
| SPC | 2 | 023 | | Public Speaking | 3 | | Communication | Yes | INTRODUCTORY COURSE FOCUSED ON AUDIENCE-CENTERED PUBLIC SPEAKING SKILLS, INCLUDING ORGANIZATION, STRUCTURE, AND CLARITY IN ORAL PRESENTATION. |
| SPC | 1 | 608 | | Effective Speaking | 3 | | Communication | Yes | INSTRUCTION AND PRACTICE IN EFFECTIVE PUBLIC SPEAKING. INCLUDES PRACTICAL EXPERIENCE IN SPEECH COMPOSITION, DELIVERY, AND CRITIQUE. |
| SPN | 1 | 120 | C | Beginning Spanish 1 | 4 | | Communication | Yes | THIS IS THE FIRST COURSE IN THE FIRST-YEAR SPANISH SEQUENCE AND INTRODUCES STUDENTS TO THE SPANISH LANGUAGE. THE TOPICS INCLUDED IN THE COURSE ARE SPANISH GRAMMAR, SYNTAX, AND VOCABULARY. THROUGH THE APPLICATION OF THE GRAMMAR AND VOCABULARY, STUDENTS ARE INTRODUCED TO SOME OF THE CULTURES AND PEOPLES OF SPANISH HERITAGE. NOT OPEN TO NATIVE OR NEAR-NATIVE SPEAKERS OF SPANISH. |

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|--------|-------|---------------|-----|-----------------------------|--------|---------------------------------|----------------------------|-----------------|---|
| SPN | 1 | 121 | C | Beginning Spanish 2 | 4 | | Communication | Yes | THIS IS THE SECOND COURSE IN THE FIRST-YEAR SPANISH SEQUENCE AND INTRODUCES STUDENTS TO THE SPANISH LANGUAGE. THE TOPICS INCLUDED IN THE COURSE ARE SPANISH GRAMMAR, SYNTAX, AND VOCABULARY. THROUGH THE APPLICATION OF THE GRAMMAR AND VOCABULARY, STUDENTS ARE INTRODUCED TO SOME OF THE CULTURES AND PEOPLES OF SPANISH HERITAGE. NOT OPEN TO NATIVE OR NEAR-NATIVE SPEAKERS OF SPANISH. |
| STA | 1 | 013 | | Statistics Through Examples | 3 | | Mathematics | Yes | This course provides students with a background in applied statistical reasoning. Fundamental topics are covered, including graphical and numerical description of data, understanding randomness, central tendency, correlation versus causation, line of best fit, estimation of proportions, and statistical testing. Statistical thinking, relevant ideas, themes, and concepts are emphasized over mathematical calculation. In this class students learn many of the elementary principles that underlie collecting data, organizing it, summarizing it, and drawing conclusions from it. |
| STA | 2 | 023 | | Statistical Methods | 3 | Mathematics | Mathematics | Yes | IN THIS COURSE STUDENTS WILL UTILIZE DESCRIPTIVE AND INFERRENTIAL STATISTICAL METHODS IN CONTEXTUAL SITUATIONS, USING TECHNOLOGY AS APPROPRIATE. THE COURSE IS DESIGNED TO INCREASE PROBLEM-SOLVING ABILITIES AND DATA INTERPRETATION THROUGH PRACTICAL APPLICATIONS OF STATISTICAL CONCEPTS. THIS COURSE IS APPROPRIATE FOR STUDENTS IN A WIDE RANGE OF DISCIPLINES AND PROGRAMS. |
| STA | 2 | 122 | | Social Science Statistics | 3 | | Mathematics | Yes | INTERMEDIATE COURSE COVERING APPLIED STATISTICAL ANALYSIS INCLUDING ANALYSIS OF VARIANCE, PROBABILITY THEORY, CORRELATION, NON-PARAMETRIC, AND REGRESSION METHODS. |
| SYG | 2 | 000 | | Introduction to Sociology | 3 | | Social Science | Yes | IN THIS COURSE, STUDENTS WILL GAIN AN UNDERSTANDING OF THE BASIC SOCIOLOGICAL CONCEPTS AND VOCABULARY, INCLUDING THE METHODOLOGICAL TOOLS, SOCIOLOGICAL PERSPECTIVES, AND SCIENTIFIC PROCEDURES USED BY SOCIAL SCIENTISTS TO COLLECT DATA AND CONDUCT RESEARCH. TOPICS GENERALLY INCLUDE: SOCIETY AND CULTURE, INSTITUTIONS, SOCIALIZATION, INFLUENCES, CRIME, CHANGE, GROUPS, SEX, RACE AND ETHNICITY, FAMILY, CLASS, AND POPULATION. |
| THE | 2 | 000 | | Theatre Appreciation | 3 | Humanities | Humanities | Yes | IN THIS COURSE, STUDENTS WILL EXPLORE DRAMATIC STRUCTURE, TECHNIQUES, AND VARIOUS ORGANIZATIONAL ELEMENTS. THE COURSE PROVIDES AN INTRODUCTION TO THEATRE AS A COLLABORATIVE ART FORM THROUGH THE CRITICAL ANALYSIS OF ITS HISTORICAL CONTEXT, PRODUCTION, THEORY, AND CONNECTIONS TO THEATRICAL LITERATURE, INCLUDING THE WESTERN CANON. |
| THE | 2 | 100 | | Theatre History | 3 | | Humanities | Yes | THIS COURSE IS A STUDY OF THEATRE HISTORY FROM ITS BEGINNINGS TO MODERN TIMES, FOCUSING ON KEY THEATRICAL DEVELOPMENTS, AUTHORS, AND ERAS. THIS COURSE INCLUDES SELECTIONS FROM THE WESTERN CANON. |

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|--------|-------|---------------|-----|-------------------------------|--------|---------------------------------|----------------------------|-----------------|---|
| THE | 2 | 300 | | Survey of Dramatic Literature | 3 | | Humanities | Yes | IN THIS COURSE, STUDENTS WILL READ AND ANALYZE GREAT WORKS OF DRAMATIC LITERATURE FROM ANCIENT TIMES TO THE PRESENT. IN ANALYZING THE SELECTED WORKS, STUDENTS WILL GAIN AN APPRECIATION FOR THE SPECTACLE OF THEATRE IN POPULAR TRADITION AND THE WAYS DRAMATIC LITERATURE CAN ILLUMINATE THE HUMAN CONDITION. THIS COURSE INCLUDES SELECTIONS FROM THE WESTERN CANON. |
| WOH | 2 | 012 | | World History to 1500 | 3 | | Social Science | Yes | A SURVEY OF WORLD HISTORY FROM PREHISTORY TO 1500. THIS COURSE EXAMINES CULTURES, SOCIAL STRUCTURES, POLITICS, RELIGIONS, AND ECONOMIC DEVELOPMENT THROUGHOUT HUMAN SOCIETIES. |
| WOH | 2 | 022 | | World History since 1500 | 3 | | Social Science | Yes | A SURVEY OF WORLD HISTORY FROM 1500. THIS COURSE EXAMINES CULTURES, SOCIAL STRUCTURES, POLITICS, RELIGIONS, AND ECONOMIC DEVELOPMENT THROUGHOUT HUMAN SOCIETIES. |

PENDING APPROVAL

Florida International University
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| Prefix | Level | Course Number | Lab | Course Title | Credit | General Ed Core Discipline Area | General Ed Discipline Area | On 2025-26 List | Course Description |
|--------|-------|---------------|-----|---|--------|---------------------------------|----------------------------|-----------------|---|
| AFH | 2 | 000 | | AFRICAN CIVILIZATIONS | 3 | | Humanities | Yes | THIS COURSE EXAMINES KEY DEVELOPMENTS OF AFRICAN CIVILIZATIONS. STUDENTS WILL LEARN ABOUT GLOBAL, INTERNATIONAL, AND INTERCULTURAL ASPECTS OF AFRICAN HISTORY. THE COURSE INCORPORATES THE WESTERN CANON AS AN OBJECT OF STUDY AS IT PERTAINS TO THIS REGION AND THE HISTORICAL PERIODS COVERED. IT ANALYZES CULTURAL FACTORS SUCH AS RELIGION, ART, MUSIC, LITERATURE, AND PHILOSOPHY. |
| AMH | 2 | 010 | | AMERICAN HISTORY INTRODUCTORY SURVEY TO 1877 | 3 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL EXAMINE UNITED STATES HISTORY FROM BEFORE EUROPEAN CONTACT TO 1877. TOPICS WILL INCLUDE BUT ARE NOT LIMITED TO INDIGENOUS PEOPLES, THE EUROPEAN BACKGROUND, THE COLONIAL PERIOD, THE AMERICAN REVOLUTION, THE ARTICLES OF CONFEDERATION, THE CONSTITUTION, ISSUES WITHIN THE NEW REPUBLIC, SECTIONALISM, MANIFEST DESTINY, SLAVERY, THE AMERICAN CIVIL WAR, AND RECONSTRUCTION. |
| AMH | 2 | 020 | | AMERICAN HISTORY INTRODUCTORY SURVEY SINCE 1877 | 3 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL TRACE THE HISTORY OF THE UNITED STATES FROM THE END OF THE RECONSTRUCTION ERA TO THE CONTEMPORARY ERA. TOPICS WILL INCLUDE BUT ARE NOT LIMITED TO THE RISE OF INDUSTRIALIZATION, THE UNITED STATES' EMERGENCE AS AN ACTOR ON THE WORLD STAGE, CONSTITUTIONAL AMENDMENTS AND THEIR IMPACT, THE PROGRESSIVE ERA, WORLD WAR I, THE GREAT DEPRESSION AND NEW DEAL, WORLD WAR II, THE CIVIL RIGHTS ERA, THE COLD WAR, AND THE UNITED STATES SINCE 1989. |
| ANT | 2 | 000 | | INTRODUCTION TO ANTHROPOLOGY | 3 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL LEARN THE FOUNDATIONS OF ANTHROPOLOGY AS THE STUDY OF HUMAN VARIATION IN ITS BIOLOGICAL, SOCIAL, AND CULTURAL DIMENSIONS. STUDENTS WILL LEARN ABOUT ANTHROPOLOGICAL CONCEPTS, PRINCIPLES, AND METHODOLOGIES TO UNDERSTAND AND EXPLORE PAST AND PRESENT HUMAN BEHAVIOR. THEY WILL APPLY THE ANTHROPOLOGICAL APPROACH TO ANALYZE ISSUES PERTAINING TO PAST AND CONTEMPORARY CULTURES, AND DEVELOP INTELLECTUAL SKILLS AND HABITS TO UNDERSTAND BEHAVIORAL, SOCIAL, AND CULTURAL ISSUES FROM MULTIPLE DISCIPLINARY PERSPECTIVES. |
| ARC | 2 | 701 | | HISTORY OF DESIGN FROM ANTIQUITY TO THE MIDDLE AGES | 3 | | Humanities | Yes | AN INTRODUCTION TO THE ANALYSIS AND INTERPRETATION OF ARCHITECTURE, INTERIOR, AND URBAN DESIGN OF VARIOUS CULTURES. THIS COURSE AFFORDS STUDENTS THE ABILITY TO THINK CRITICALLY AND INCLUDES SELECTIONS FROM THE WESTERN CANON. |
| ARH | 2 | 000 | | EXPLORING ART | 3 | Humanities | Humanities | Yes | IN THIS COURSE, STUDENTS WILL DEVELOP AN APPRECIATION OF AND THE ABILITY TO THINK CRITICALLY ABOUT CULTURE AND BE PROVIDED WITH THE TOOLS TO UNDERSTAND, ANALYZE, AND DISCUSS WORKS OF VISUAL ART AND MATERIAL CULTURE. |
| ARH | 2 | 050 | | ART HISTORY SURVEY I | 3 | | Humanities | Yes | A BROAD SURVEY OF THE VISUAL ARTS AND ARCHITECTURE FROM THE PALEOLITHIC PERIOD THROUGH THE MIDDLE AGES. WHILE EMPHASIS IS PLACED ON THE ARTS THE WESTERN CANON INCLUDING EUROPE AND THE UNITED STATES, THOSE OF LATIN AMERICA, AFRICA, AND ASIA ARE ALSO DISCUSSED. |

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|--------|-------|---------------|-----|---------------------------|--------|---------------------------------|----------------------------|-----------------|--|
| ARH | 2 | 051 | | ART HISTORY SURVEY II | 3 | | Humanities | Yes | A BROAD SURVEY OF THE VISUAL ARTS AND ARCHITECTURE FROM THE RENAISSANCE THROUGH THE MODERN AGE. WHILE EMPHASIS IS PLACED ON THE ARTS THE WESTERN CANON INCLUDING EUROPE AND THE UNITED STATES, THOSE OF LATIN AMERICA, AFRICA, AND ASIA ARE ALSO DISCUSSED. |
| AST | 2 | 003 | | SOLAR SYSTEM ASTRONOMY | 3 | | Natural Science | Yes | INTENDED TO FAMILIARIZE YOU WITH THE UNIVERSE IN WHICH WE LIVE AND WITH THE PRINCIPLES OF SCIENTIFIC INQUIRY THAT HAVE ENABLED US TO EXPLORE AND UNDERSTAND THAT UNIVERSE. THE FIRST PART OF THE COURSE WILL CONCENTRATE ON THE HISTORY AND FUNDAMENTALS OF ASTRONOMY; THE REMAINDER WILL DISCUSS THE ORIGIN AND CHARACTERISTICS OF OUR SOLAR SYSTEM. |
| AST | 1 | 002 | | DESCRIPTIVE ASTRONOMY | 3 | Natural Science | Natural Science | Yes | THIS COURSE PROVIDES A COMPREHENSIVE LOOK AT MODERN ASTRONOMY, EMPHASIZING THE USE OF THE SCIENTIFIC METHOD AND THE APPLICATION OF PHYSICAL LAWS TO UNDERSTAND THE UNIVERSE INCLUDING EARTH AND ITS ENVIRONMENT. THROUGHOUT THIS COURSE, STUDENTS WILL DEVELOP THE ABILITY TO DISCERN SCIENTIFIC KNOWLEDGE FROM NON-SCIENTIFIC INFORMATION BY USING CRITICAL THINKING. |
| BOT | 1 | 010 | | INTRODUCTION TO PLANTS | 3 | | Natural Science | Yes | A SURVEY OF PLANTS OF ECONOMIC IMPORTANCE. STUDENTS WILL BE ABLE TO UNDERSTAND BASIC MORPHOLOGY, PHYSIOLOGY, AND OVERALL CLASSIFICATION OF PLANTS. WE WILL COVER SOME EVOLUTIONARY TRENDS AND OTHER IMPORTANT PATTERNS USEFUL TO UNDERSTAND THE WORLD OF PLANTS. |
| BSC | 2 | 086 | | ANATOMY AND PHYSIOLOGY II | 3 | | Natural Science | Yes | ANATOMY AND PHYSIOLOGY II IS THE SECOND OF A TWO-COURSE SEQUENCE. IT IS A STUDY OF THE STRUCTURE AND FUNCTION OF HUMAN BIOLOGY INCLUDING CELLS, TISSUES, ORGANS AND SYSTEMS. FOR NON-BIOLOGY MAJORS. |
| BSC | 2 | 010 | | GENERAL BIOLOGY I | 3 | Natural Science | Natural Science | Yes | IN THIS COURSE STUDENTS WILL APPLY THE SCIENTIFIC METHOD TO CRITICALLY EXAMINE AND EXPLAIN THE NATURAL WORLD. THIS COURSE WILL COVER MOLECULAR BIOLOGY, CELLULAR BIOLOGY, GENETICS, METABOLISM, AND REPLICATION. CONCURRENT REGISTRATION IN BOTH LECTURE AND LABORATORY IS REQUIRED. |
| BSC | 2 | 085 | | ANATOMY AND PHYSIOLOGY I | 3 | Natural Science | Natural Science | Yes | THIS COURSE IS THE FIRST PART OF A TWO-SEMESTER SEQUENCE IN WHICH STUDENTS EXAMINE HUMAN ANATOMY AND PHYSIOLOGY THROUGH A SYSTEMS APPROACH BASED ON THE INTERACTION BETWEEN FORM AND FUNCTION, FROM THE MICROSCOPIC COMPONENTS OF CELLS AND TISSUES TO THE ORGANISMAL LEVEL. EMPHASIS IS PLACED ON HISTOLOGY AND THE INTEGUMENTARY, SKELETAL, MUSCULAR, AND NERVOUS SYSTEMS. |

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|--------|-------|---------------|-----|--|--------|---------------------------------|----------------------------|-----------------|---|
| BSC | 2 | 011 | | GENERAL BIOLOGY II: DIVERSITY OF LIFE, ORGANISMAL STRUCTURE AND FUNCTION | 3 | | Natural Science | Yes | THIS COURSE EXPLORES THE QUESTION, WHAT IS LIFE? STUDENTS WILL CRITICALLY EXAMINE HOW MICROBES, PLANTS, AND ANIMALS ARE ADAPTED TO THEIR ENVIRONMENT, HOW THEY FUNCTION, AND HOW THEY INTERACT WITH EACH OTHER. STUDENTS WILL ANALYZE THE BRANCHES OF THE TREE OF LIFE, AND LEARN HOW TO RECONSTRUCT THE EVOLUTION OF THIS VAST BIODIVERSITY, HOW IT BENEFITS US, AND HOW IT CAN BE CONSERVED AND SUSTAINED. THROUGHOUT THE COURSE, STUDENTS WILL DEVELOP SCIENTIFIC INQUIRY SKILLS BY ANALYZING EVIDENCE ABOUT THE NATURAL WORLD. CONCURRENT REGISTRATION IN BOTH LECTURE AND LAB IS REQUIRED. |
| BSC | 2 | 023 | | HUMAN BIOLOGY | 3 | | Natural Science | Yes | IN THIS COURSE STUDENTS WILL APPLY THE SCIENTIFIC METHOD AND MODEL CONSTRUCTION TO CRITICALLY EXAMEN AND EXPLAIN THE STRUCTURE AND FUNCTION OF THE HUMAN ORGANISM SPANNING LEVELS OF ORGANIZATION FROM MOLECULES OF LIFE TO ORGAN SYSTEMS AND ORGANISMS. THIS COURSE WILL COVER CELLS, GENETICS, REPRODUCTION, DISEASE, EVOLUTION, AND THE ANATOMY AND FUNCTION OF MAJOR ORGAN SYSTEMS. |
| CCJ | 2 | 020 | | INTRODUCTION TO CRIMINAL JUSTICE | 3 | | Social Science | Yes | STUDENTS WILL GAIN AN UNDERSTANDING OF BASIC SOCIAL AND BEHAVIORAL CONCEPTS AND PRINCIPLES THROUGH THE STUDY OF THE CRIMINAL JUSTICE SYSTEM. AGAINST THIS BACKDROP, A RANGE OF TOPICS WILL BE COVERED. FOR EXAMPLE, POLICE ORGANIZATION AND BEHAVIOR, THE COURTS, THE JUVENILE JUSTICE SYSTEM, CORRECTIONS, PHILOSOPHIES OF PUNISHMENT, AND OFFENDER REINTEGRATION, ARE ALL INCLUDED IN THE CURRICULUM FOR THE SEMESTER. EMPHASIS WILL BE PLACED ON HOW THE CRIMINAL JUSTICE SYSTEM OPERATES, THE DIFFERENT PROBLEMS WITH THE CRIMINAL JUSTICE SYSTEM, AND WAYS IN WHICH THESE PROBLEMS CAN BE OVERCOME. BY THE END OF THIS COURSE, YOU WILL BE ABLE TO DEMONSTRATE A THOROUGH UNDERSTANDING OF THE MAIN ISSUES THAT ARE DIRECTLY RELEVANT TO CRIMINAL JUSTICE THEORY AND RESEARCH. |
| CGS | 2 | 518 | | COMPUTER DATA ANALYSIS | 3 | | Mathematics | Yes | THIS COURSE COVERS FOUNDATIONAL MATHEMATICAL AND COMPUTATION MODELS ENABLING STUDENTS TO ANALYZE DATA AND CREATE VISUALIZATIONS. STUDENTS WILL USE BOOLEAN ALGEBRA, LOGIC, COMMON MATHEMATICAL AND STATISTICAL FUNCTIONS, AND OTHER TECHNIQUES TO SOLVE EQUATIONS AND COMBINATORIAL OPTIMIZATION PROBLEMS. |
| CHM | 1 | 020 | | CHEMISTRY AND SOCIETY | 3 | Natural Science | Natural Science | Yes | THIS COURSE PROVIDES STUDENTS WITH AN INTRODUCTION TO CHEMICAL PRINCIPLES AND APPLICATIONS FOR THE NON-SCIENCE MAJOR. STUDENTS WILL ENGAGE IN PROBLEM SOLVING AND CRITICAL THINKING WHILE APPLYING CHEMICAL CONCEPTS. TOPICS WILL INCLUDE THE SCIENTIFIC METHOD OF PROBLEM SOLVING, CLASSIFICATION OF MATTER, ATOMIC THEORY, THE PERIODIC TABLE, GASES, CHEMICAL REACTIONS, ENERGY, AND CHEMICAL BONDS. |
| CHM | 1 | 045 | | GENERAL CHEMISTRY I | 3 | Natural Science | Natural Science | Yes | THIS COURSE IS DESIGNED FOR STUDENTS PURSUING CAREERS IN THE SCIENCES OR WHO NEED A MORE RIGOROUS PRESENTATION OF CHEMICAL CONCEPTS THAN IS OFFERED IN AN INTRODUCTORY COURSE. STUDENTS WILL ENGAGE IN PROBLEM SOLVING AND CRITICAL THINKING WHILE APPLYING CHEMICAL CONCEPTS. TOPICS WILL INCLUDE THE PRINCIPLES OF CHEMISTRY INCLUDING ATOMIC THEORY, ELECTRONIC AND MOLECULAR STRUCTURE, MEASUREMENT, STOICHIOMETRY, BONDING, PERIODICITY, THERMOCHEMISTRY, NOMENCLATURE, SOLUTIONS, AND THE PROPERTIES OF GASES. |

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|--------|-------|---------------|-----|---------------------------------------|--------|---------------------------------|----------------------------|-----------------|---|
| CHM | 1 | 033 | | SURVEY OF CHEMISTRY | 4 | | Natural Science | Yes | GENERAL AND ORGANIC CHEMISTRY FOR NON-SCIENCE MAJORS ONLY. ATOMS AND MOLECULES, STATES OF MATTER, EQUILIBRIUM, KINETICS, ACIDS AND BASES AND INTRODUCTION TO ORGANIC CHEMISTRY. LABORATORY MUST BE TAKEN CONCURRENTLY. DOES NOT FULFILL REQUIREMENTS FOR CHEMISTRY, BIOLOGY OR PRE-MED MAJORS. |
| CHM | 1 | 046 | | GENERAL CHEMISTRY II | 3 | | Natural Science | Yes | CONTINUATION OF GENERAL CHEMISTRY I. FUNDAMENTAL PRINCIPLES OF CHEMISTRY: THERMODYNAMICS, SOLUTIONS, KINETICS, EQUILIBRIUM AND ELECTROCHEMISTRY. |
| CHS | 2 | 500 | | SURVEY OF FORENSIC SCIENCE | 3 | | Natural Science | Yes | A SURVEY COURSE INTRODUCING THE PRINCIPLES AND TECHNIQUES OF FORENSIC SCIENCE INCLUDING THE USE OF THE SCIENTIFIC METHOD AND MODEL CONSTRUCTION TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA AS THEY PERTAIN TO CRIME SCENE INVESTIGATION AND CRIME LABORATORY ANALYSIS. |
| COM | 1 | 000 | | INTRODUCTION TO COMMUNICATION STUDIES | 3 | | Social Science | Yes | INTRODUCES VARIOUS THEORETICAL PERSPECTIVES FOR UNDERSTANDING HUMAN COMMUNICATION. THIS COURSE AFFORDS STUDENTS AN UNDERSTANDING OF THE BASIC SOCIAL AND BEHAVIORAL SCIENCE CONCEPTS AND PRINCIPLES USED IN THE ANALYSIS OF BEHAVIOR AND PAST AND PRESENT SOCIAL, POLITICAL, AND ECONOMIC ISSUES. |
| COM | 2 | 417 | | COMMUNICATION IN FILM | 3 | | Social Science | Yes | THIS COURSE WILL EXAMINE THE RELATIONSHIP BETWEEN COMMUNICATION AND FILM USING BASIC SOCIAL AND BEHAVIORAL SCIENCE CONCEPTS AND PRINCIPLES IN THE ANALYSIS OF BEHAVIOR AND SOCIAL, POLITICAL, AND ECONOMIC ISSUES FROM THE 1920S THROUGH TODAY. |
| CPO | 2 | 002 | | INTRODUCTION TO COMPARATIVE POLITICS | 3 | | Social Science | Yes | ANALYSIS OF MAJOR THEMES AND CONCEPTS OF COMPARATIVE POLITICS USING THE PRINCIPLES AND TOOLS OF SOCIAL AND BEHAVIORAL SCIENCE. THEMES AND CONCEPTS INCLUDE DEVELOPMENT, STATE BUILDING, INSTITUTIONS, AND POLITICAL BEHAVIOR. |
| CPO | 2 | 102 | | POLITICS OF EUROPE | 3 | | Social Science | Yes | THIS COURSE APPLIES BASIC SOCIAL AND BEHAVIORAL SCIENCE CONCEPTS AND PRINCIPLES TO STUDY POLITICAL SYSTEMS OF THE MAJOR EUROPEAN COUNTRIES ON A COMPARATIVE BASIS. ATTENTION IS FOCUSED ON SUCH FACTORS AS POLITICAL PARTY SYSTEMS, PARLIAMENTARY FORMS OF GOVERNMENT, AND EU POLITICS. |

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|--------|-------|---------------|-----|------------------------------|--------|---------------------------------|----------------------------|-----------------|---|
| CPO | 2 | 304 | | POLITICS OF LATIN AMERICA | 3 | | Social Science | Yes | THIS COURSE APPLIES BASIC SOCIAL AND BEHAVIORAL SCIENCE CONCEPTS AND PRINCIPLES USED TO ANALYZE THE MULTIPLE STRUCTURES, PROCESSES, AND GROUPS WHICH ARE RELEVANT TO AN UNDERSTANDING OF LATIN AMERICAN POLITICS. OF SPECIAL INTEREST ARE THE POLITICAL IMPACTS OF INEQUALITY AND ECONOMIC DEPENDENCY; THE DYNAMICS OF DICTATORSHIP AND DEMOCRACY; AND THE ROLES OF THE MILITARY AND THE CHURCH. |
| DEP | 2 | 000 | | HUMAN GROWTH & DEVELOPMENT | 3 | | Social Science | Yes | THIS INTRODUCTORY COURSE ON THE STUDY OF HUMAN DEVELOPMENT WILL AFFORD STUDENTS AN UNDERSTANDING OF THE BASIC SOCIAL AND COGNITIVE BEHAVIORAL SCIENCE CONCEPTS USED IN THE ANALYSIS OF BEHAVIOR PAST AND PRESENT, AND ENVIRONMENTAL INFLUENCES ON HUMAN DEVELOPMENT. THE FULL LIFE SPAN OF HUMAN GROWTH AND DEVELOPMENT WILL BE CONSIDERED. |
| ECO | 2 | 013 | | PRINCIPLES OF MACROECONOMICS | 3 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL LEARN THE FOUNDATIONS OF MACROECONOMICS AS THE BRANCH OF ECONOMICS CONCERNED WITH HOW DECISION-MAKING, IN AN ENVIRONMENT OF SCARCITY, MAPS ONTO THE AGGREGATE ECONOMY. STUDENTS WILL EXAMINE THEORIES AND EVIDENCE RELATED TO THE FOLLOWING CORE SET OF TOPICS: NATIONAL INCOME DETERMINATION, MONEY, MONETARY AND FISCAL POLICY, MACROECONOMIC CONDITIONS, INTERNATIONAL TRADE AND THE BALANCE OF PAYMENTS, AND ECONOMIC GROWTH AND DEVELOPMENT. |
| ECO | 2 | 023 | | PRINCIPLES OF MICROECONOMICS | 3 | | Social Science | Yes | INTRODUCTION TO THE ANALYSIS OF INDIVIDUAL AND FIRM BEHAVIOR IN THE ALLOCATION OF RESOURCES USING BASIC MICROECONOMIC PRINCIPLES. THE COURSE DRAWS ON THEORIES SUCH AS SUPPLY AND DEMAND, CONSUMER THEORY, AND FIRM THEORY TO EXAMINE HOW ECONOMIC AGENTS RESPOND TO CHANGES IN PRICES, POLICIES, AND EXTERNAL CONDITIONS. STUDENTS WILL USE EVIDENCE-BASED METHODS TO EVALUATE THEORETICAL MODELS AND APPLY THESE INSIGHTS TO VARIOUS ECONOMIC ISSUES. |
| ENC | 1 | 102 | | WRITING AND RHETORIC II | 3 | | Communication | Yes | THE SECOND IN A TWO-COURSE SEQUENCE EXPANDS UPON THE WRITING AND RHETORICAL STRATEGIES LEARNED IN ENC 1101 AND FURTHERS THEIR ABILITIES TO WRITE AND RESEARCHED ARGUMENTS. |
| ENC | 1 | 101 | | WRITING AND RHETORIC I | 3 | Communication | Communication | Yes | THIS COURSE INTRODUCES STUDENTS TO RHETORICAL CONCEPTS AND AUDIENCE-CENTERED APPROACHES TO WRITING INCLUDING COMPOSING PROCESSES, LANGUAGE CONVENTIONS AND STYLE, AND CRITICAL ANALYSIS AND ENGAGEMENT WITH WRITTEN TEXTS AND OTHER FORMS OF COMMUNICATION. |
| ENG | 2 | 012 | | APPROACHES TO LITERATURE | 3 | | Humanities | Yes | INTRODUCES CRITICAL APPROACHES TO THE STUDY OF LITERATURE. STUDENTS WILL DEVELOP A VOCABULARY FOR READING, DISCUSSING, AND WRITING ABOUT A VARIETY OF TEXTS. READINGS WILL INCLUDE SELECTIONS FROM THE WESTERN CANON. |

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|--------|-------|---------------|-----|---|--------|---------------------------------|----------------------------|-----------------|---|
| ESC | 1 | 000 | | INTRODUCTION TO EARTH SCIENCES | 3 | Natural Science | Natural Science | Yes | USING THE SCIENTIFIC METHOD, CRITICAL THINKING SKILLS, AND DATA ANALYSIS, THIS COURSE WILL EXAMINE THE FUNDAMENTAL PROCESSES OF THE EARTH SYSTEM, COMPOSED OF AN ATMOSPHERE, HYDROSPHERE, LITHOSPHERE, BIOSPHERE, AND EXOSPHERE, THROUGH TIME. THE COURSE WILL ALSO EXPLORE INTERACTIONS BETWEEN THESE SPHERES, INCLUDING CRITICAL ANALYSIS OF SCIENTIFIC THEORIES AND EMPHASIZE EARTH'S CONNECTIONS WITH HUMANS. |
| EUH | 2 | 011 | | WESTERN CIVILIZATION: EARLY EUROPEAN CIVILIZATION | 3 | | Humanities | Yes | THIS COURSE CRITICALLY EXAMINES KEY DEVELOPMENTS OF EARLY EUROPE THROUGH THE CLASSICAL PERIOD. STUDENTS WILL LEARN ABOUT GLOBAL, INTERNATIONAL, AND INTERCULTURAL ASPECTS OF EUROPEAN HISTORY. THE COURSE INCORPORATES THE WESTERN CANON AS AN OBJECT OF STUDY AS IT PERTAINS TO THIS REGION AND THE HISTORICAL PERIODS COVERED. IT ANALYZES CULTURAL FACTORS SUCH AS RELIGION, ART, MUSIC, LITERATURE, AND PHILOSOPHY. |
| EUH | 2 | 021 | | WESTERN CIVILIZATION: MEDIEVAL TO MODERN EUROPE | 3 | | Humanities | Yes | THIS COURSE CRITICALLY EXAMINES KEY DEVELOPMENTS IN EUROPE FROM THE MEDIEVAL THROUGH THE EARLY MODERN PERIODS. STUDENTS WILL LEARN ABOUT GLOBAL, INTERNATIONAL, AND INTERCULTURAL ASPECTS OF EUROPEAN HISTORY. THE COURSE INCORPORATES THE WESTERN CANON AS AN OBJECT OF STUDY AS IT PERTAINS TO THIS REGION AND THE HISTORICAL PERIODS COVERED. IT ANALYZES CULTURAL FACTORS SUCH AS RELIGION, ART, MUSIC, LITERATURE, AND PHILOSOPHY. |
| EUH | 2 | 030 | | WESTERN CIVILIZATION: EUROPE IN THE MODERN ERA | 3 | | Humanities | Yes | THIS COURSE CRITICALLY EXAMINES KEY DEVELOPMENTS OF EUROPE IN THE MODERN PERIOD. STUDENTS WILL LEARN ABOUT GLOBAL, INTERNATIONAL, AND INTERCULTURAL ASPECTS OF EUROPEAN HISTORY. THE COURSE INCORPORATES THE WESTERN CANON AS AN OBJECT OF STUDY AS IT PERTAINS TO THIS REGION AND THE HISTORICAL PERIODS COVERED. IT ANALYZES CULTURAL FACTORS SUCH AS RELIGION, ART, MUSIC, LITERATURE, AND PHILOSOPHY. |
| EVR | 1 | 001 | | INTRODUCTION TO ENVIRONMENTAL SCIENCE | 3 | Natural Science | Natural Science | Yes | THIS COURSE IS A SURVEY OF BASIC CHEMICAL, BIOLOGICAL, AND PHYSICAL PRINCIPLES OF ENVIRONMENTAL SCIENCE AND THEIR APPLICATIONS TO ENVIRONMENTAL ISSUES. THIS COURSE IS APPROPRIATE FOR STUDENTS IN A WIDE RANGE OF DISCIPLINES OR PROGRAMS. |
| EVR | 1 | 017 | | GLOBAL ENVIRONMENT AND SOCIETY | 3 | | Social Science | Yes | A BROAD INTRODUCTION TO THE IMPACT OF SOCIAL AND ECONOMIC PROCESSES ON THE GLOBAL ENVIRONMENT, INCLUDING HISTORICAL AND COMPARATIVE DIMENSIONS. |
| GEA | 2 | 000 | | WORLD REGIONAL GEOGRAPHY | 3 | | Social Science | Yes | THIS IS AN INTRODUCTORY GEOGRAPHY COURSE THAT STUDIES PEOPLE AND THEIR RELATIONSHIPS WITH THE ENVIRONMENT, WITH SPECIAL EMPHASIS ON HISTORICAL AND CURRENT GLOBALIZATION PROCESSES. THIS COURSE SURVEYS MAJOR REGIONS OF THE WORLD, STUDIES HISTORICAL AND CONTEMPORARY ISSUES THAT PERTAIN TO EACH REGION AND INVESTIGATES CONCEPTUAL THEMES THAT TRANSCEND REGIONAL BOUNDARIES. |

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|--------|-------|---------------|-----|----------------------------------|--------|---------------------------------|----------------------------|-----------------|--|
| GEO | 2 | 000 | | INTRODUCTION TO GEOGRAPHY | 3 | | Social Science | Yes | INTRODUCTION TO THE GEOGRAPHIC PERSPECTIVE AND HOW IT IS USED TO ANALYZE THE SPATIAL PATTERNS AND CONNECTIONS AMONG ECOLOGICAL, CULTURAL, ECONOMIC, AND POLITICAL PROCESSES. |
| GLY | 1 | 101 | | THE HISTORY OF LIFE | 3 | | Natural Science | Yes | INTERACTION OF BIOLOGICAL AND GEOLOGICAL PRINCIPLES AND PROCESSES, HISTORY AND ECOLOGY OF PAST LIFE, AND MAJOR EVENTS SUCH AS THE MARINE INVASION OF LAND, MASS EXTINCTIONS, AND THE ICE AGE. |
| GLY | 1 | 010 | | PHYSICAL GEOLOGY | 3 | Natural Science | Natural Science | Yes | USING THE SCIENTIFIC METHOD, CRITICAL THINKING SKILLS, AND DATA ANALYSIS, THIS COURSE WILL EXAMINE THE FUNDAMENTAL PROCESSES OF THE EARTH SYSTEM, COMPOSED OF AN ATMOSPHERE, HYDROSPHERE, CRYOSPHERE, LITHOSPHERE, BIOSPHERE, AND EXOSPHERE THROUGH TIME. THE COURSE WILL ALSO EXPLORE INTERACTIONS BETWEEN THESE SPHERES, INCLUDING CRITICAL ANALYSIS OF SCIENTIFIC THEORIES AND EMPHASIZE LITHOSPHERIC CONNECTIONS WITH HUMANITY. |
| HUM | 1 | 020 | | INTRODUCTION TO HUMANITIES | 3 | Humanities | Humanities | Yes | IN THIS COURSE, STUDENTS WILL LEARN ABOUT THE CREATIVE IDEAS AND ACCOMPLISHMENTS OF VARIOUS CULTURES IN VARIOUS FIELDS OF HUMANITIES THAT MAY INCLUDE ART, ARCHITECTURE, DRAMA, HISTORY, MUSIC, LITERATURE, PHILOSOPHY, AND RELIGION. THE COURSE WILL INCLUDE CULTURAL EXPRESSIONS FROM THE WESTERN CANON AND MAY ALSO INCLUDE EXPRESSIONS FROM AROUND THE GLOBE. |
| HUM | 2 | 236 | | HISTORY OF IDEAS | 3 | | Humanities | Yes | THE HISTORICAL DEVELOPMENT OF FUNDAMENTAL CONCEPTS THROUGH AN INTERDISCIPLINARY CULTURAL APPROACH. NATURE, FREEDOM, BEAUTY, VIRTUE, ALIENATION, AND RELATIVISM ARE TRACED IN LITERATURE, ART, AND PHILOSOPHY INCLUDING THE SOCIAL CONTEXT OF DEVELOPING IDEAS INCLUDING SELECTIONS FROM THE WESTERN WORLD AND THEIR HISTORICAL CONTEXTS. |
| HUN | 2 | 000 | | FOUNDATIONS OF NUTRITION SCIENCE | 3 | | Natural Science | Yes | AN INTEGRATED FUNCTIONAL SURVEY OF NUTRITION SCIENCE AS IT RELATES TO HUMAN PHYSIOLOGY, PHYSIOLOGICAL CHEMISTRY, FOOD CHEMISTRY AND BIOTECHNOLOGY. INTENDED FOR THE NON-SCIENCE MAJOR. |
| IDC | 2 | 002 | | ARTIFICIAL INTELLIGENCE FOR ALL | 3 | | Mathematics | No | THIS COURSE EXPLORES FUNDAMENTAL AI CONCEPTS WHILE PROVIDING HANDS-ON EXPERIENCE WITH PROBLEM-SOLVING METHODS THAT APPLY TO REAL-WORLD SCENARIOS. STUDENTS WILL EXAMINE HOW AI INFLUENCES VARIOUS FIELDS, INCLUDING BUSINESS, HEALTHCARE, EDUCATION, AND CREATIVE INDUSTRIES. THROUGHOUT THE COURSE, EMPHASIS WILL BE PLACED ON ETHICAL CONSIDERATIONS, THE IMPACT OF AI ON SOCIETY, AND RESPONSIBLE AI DEVELOPMENT. STUDENTS WILL ENGAGE WITH AI APPLICATIONS, EVALUATE THEIR STRENGTHS AND LIMITATIONS, WORK PROBLEMS EXPLORING AI ALGORITHMS, AND REFLECT ON HOW AI TECHNOLOGIES SHAPE DECISION-MAKING PROCESSES. |

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|--------|-------|---------------|-----|---|--------|---------------------------------|----------------------------|-----------------|--|
| IDH | 1 | 001 | | ORIGIN OF IDEAS | 3 | | Communication | No | FOCUSES ON ORAL AND WRITTEN COMMUNICATION OF THE ORIGINS AND THE VARIOUS INTERPRETATIONS BY DIFFERENT DISCIPLINES, INCLUDING THE PRINCIPLES OF ETHICAL AND EFFECTIVE PUBLIC SPEAKING, THE ROLES OF TECHNOLOGY, SCIENCE, HUMANITIES, AND SOCIAL SCIENCE IN CONTRACTING AND DELIVERING ORIGINAL WRITTEN AND ORAL SPEECHES IN FRONT OF THE CLASS. |
| IDH | 1 | 002 | | IDEA OF ORIGINS | 3 | | Humanities | No | THE COURSE IS DESIGNED TO ENCOURAGE STUDENTS TO BECOME SELF-CONSCIOUS LEARNERS, EXPLORING NOT ONLY THE WHAT, BUT ALSO THE HOW AND WHY OF KNOWING. THE COURSE USES SELECTIONS FROM THE WESTERN CANON TO FOCUS ON THE NATURE OF TRUTH AND REALITY AND OUR ROLE IN THE WORLD EACH OF US HAS CONSTRUCTED. |
| IDS | 2 | 183 | | HEALTH WITHOUT BORDERS | 3 | | Social Science | Yes | USING BASIC SOCIAL, BEHAVIORAL AND ENVIRONMENTAL SCIENCE CONCEPTS AND PRINCIPLES, THIS COURSE COMPARES AND CONTRASTS THE HEALTH STATUS AND HEALTH BURDENS ON COMMUNITIES AND NATIONS AND ANALYZES THE IMPACT OF SOCIAL, ECONOMIC, AND ENVIRONMENTAL ISSUES BOTH PAST AND PRESENT ON GLOBAL PUBLIC HEALTH. |
| IDS | 2 | 301 | | HOW WE KNOW WHAT WE KNOW | 3 | | Humanities | Yes | IDS 3309 HOW WE KNOW WHAT WE KNOW IS A COURSE THAT MERGES THE SKILLS OF GLOBAL INFORMATION LITERACY WITH THE CRITICAL PERSPECTIVE REQUIRED TO ASCERTAIN AND MEASURE THE AUTHENTICITY AND CREDIBILITY INVOLVED IN ACADEMIC AND CASUAL RESEARCH AND WRITING. THE COURSE IS DESIGNED FOR STUDENTS IN ALL DISCIPLINES TO EXPERIENCE THE EFFECTS OF INFORMATION ON THEIR LIVES AND THE LOCAL, NATIONAL, AND GLOBAL COMMUNITIES. IT EXPLAINS HOW INFORMATION GETS MADE AND WHY IT GETS MADE THE WAY IT DOES IN THE UNITED STATES, WHERE THE CONSTITUTION AND THE WESTERN CANON SHAPE AMERICAN APPROACHES TO FREE SPEECH AND PRIVACY, AND AROUND THE WORLD. |
| INR | 2 | 001 | | INTRODUCTION TO INTERNATIONAL RELATIONS | 3 | | Social Science | Yes | INTRODUCTION TO CONCEPTS AND ANALYTICAL TOOLS FOR STUDYING INTERACTIONS AMONG INTERNATIONAL ACTORS: STATES, INTERNATIONAL ORGANIZATIONS, AND TRANSNATIONAL GROUPS. SOCIAL AND BEHAVIORAL SCIENCE PRINCIPLES ARE USED TO ANALYZE CONCEPTS SUCH AS POWER AND NATIONAL INTEREST AS THEY RELATE TO SOCIAL, POLITICAL, AND ECONOMIC ISSUES. |
| LAH | 2 | 020 | | LATIN AMERICAN CIVILIZATION | 3 | | Humanities | Yes | THIS COURSE EXAMINES KEY DEVELOPMENTS OF LATIN AMERICAN CIVILIZATIONS. STUDENTS WILL LEARN ABOUT GLOBAL, INTERNATIONAL, AND INTERCULTURAL ASPECTS OF LATIN AMERICAN HISTORY. THE COURSE INCORPORATES THE WESTERN CANON AS AN OBJECT OF STUDY AS IT PERTAINS TO THIS REGION AND THE HISTORICAL PERIODS COVERED. IT ANALYZES CULTURAL FACTORS SUCH AS RELIGION, ART, MUSIC, LITERATURE, AND PHILOSOPHY. |
| LIT | 1 | 000 | | INTRODUCTION TO LITERATURE | 3 | Humanities | Humanities | Yes | IN THIS COURSE, STUDENTS WILL BE ASSIGNED READINGS REPRESENTATIVE OF A BROAD RANGE OF LITERARY GENRES AND CULTURES. THESE READINGS WILL COVER A VARIETY OF LITERARY MOVEMENTS AND HISTORICAL ERAS. THE READINGS WILL INCLUDE SELECTIONS FROM THE WESTERN CANON. WRITTEN ANALYSIS OF LITERARY WORKS MAY BE REQUIRED. STUDENTS WILL BE PROVIDED WITH OPPORTUNITIES TO PRACTICE CRITICAL INTERPRETATION. |

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|--------|-------|---------------|-----|------------------------|--------|---------------------------------|----------------------------|-----------------|---|
| MAC | 2 | 233 | | APPLIED CALCULUS | 3 | | Mathematics | Yes | BASIC NOTIONS OF DIFFERENTIAL AND INTEGRAL CALCULUS USING BUSINESS APPLICATIONS AND MODELS INCLUDING: DIFFERENTIAL AND INTEGRAL CALCULUS USING POLYNOMIALS, EXPONENTIAL AND LOGARITHMIC FUNCTIONS. |
| MAC | 2 | 312 | | CALCULUS II | 4 | | Mathematics | Yes | Applications of the integral, integration techniques, improper integrals, Riemann sums, the integral, Fundamental Theorem of Calculus, infinite series, Taylor series, polar coordinates, and parametric equations. |
| MAC | 2 | 313 | | MULTIVARIABLE CALCULUS | 4 | | Mathematics | Yes | THIS COURSE DEALS WITH THE DIFFERENTIAL AND INTEGRAL CALCULUS OF REAL VALUED MULTIVARIABLE FUNCTIONS. THE TOPICS INCLUDE: DIRECTIONAL AND PARTIAL DERIVATIVES, GRADIENTS, AND THEIR APPLICATIONS; DIFFERENTIAL CALCULUS OF VECTOR VALUED FUNCTIONS; MULTIPLE, ITERATED, LINE, AND SURFACE INTEGRALS. |
| MAC | 2 | 311 | | CALCULUS I | 4 | Mathematics | Mathematics | Yes | IN THIS COURSE, STUDENTS WILL DEVELOP PROBLEM SOLVING SKILLS, CRITICAL THINKING, COMPUTATIONAL PROFICIENCY, AND CONTEXTUAL FLUENCY THROUGH THE STUDY OF LIMITS, DERIVATIVES, AND DEFINITE AND INDEFINITE INTEGRALS OF FUNCTIONS OF ONE VARIABLE, INCLUDING ALGEBRAIC, EXPONENTIAL, LOGARITHMIC, AND TRIGONOMETRIC FUNCTIONS, AND APPLICATIONS. TOPICS WILL INCLUDE LIMITS, CONTINUITY, DIFFERENTIATION AND RATES OF CHANGE, OPTIMIZATION, CURVE SKETCHING, AND INTRODUCTION TO INTEGRATION AND AREA. |
| MAC | 1 | 105 | | COLLEGE ALGEBRA | 3 | Mathematics | Mathematics | Yes | IN THIS COURSE, STUDENTS WILL DEVELOP PROBLEM SOLVING SKILLS, CRITICAL THINKING, COMPUTATIONAL PROFICIENCY, AND CONTEXTUAL FLUENCY THROUGH THE STUDY OF EQUATIONS, FUNCTIONS, AND THEIR GRAPHS. EMPHASIS WILL BE PLACED ON QUADRATIC, EXPONENTIAL, AND LOGARITHMIC FUNCTIONS. TOPICS WILL INCLUDE SOLVING EQUATIONS AND INEQUALITIES, DEFINITION AND PROPERTIES OF A FUNCTION, DOMAIN AND RANGE, TRANSFORMATIONS OF GRAPHS, OPERATIONS ON FUNCTIONS, COMPOSITE AND INVERSE FUNCTIONS, BASIC POLYNOMIAL AND RATIONAL FUNCTIONS, EXPONENTIAL AND LOGARITHMIC FUNCTIONS, AND APPLICATIONS. |
| MAC | 1 | 114 | | TRIGONOMETRY | 3 | | Mathematics | Yes | TRIGONOMETRIC FUNCTIONS, IDENTITIES, CONDITIONAL EQUATIONS, POLAR COORDINATES, VECTORS, POLAR GRAPHS, COMPLEX NUMBERS, DEMOIVRES THEOREM, CONIC SECTIONS. STUDENTS WILL DETERMINE APPROPRIATE MATHEMATICAL AND COMPUTATIONAL MODELS AND METHODS IN PROBLEM SOLVING AND DEMONSTRATE AN UNDERSTANDING OF MATHEMATICAL CONCEPTS. STUDENTS WILL APPLY APPROPRIATE MATHEMATICAL AND COMPUTATIONAL MODELS AND METHODS IN PROBLEM SOLVING. STUDENT CANNOT RECEIVE CREDIT FOR BOTH THIS COURSE AND MAC 1147 PRE-CALCULUS. |
| MAC | 1 | 140 | | PRE-CALCULUS ALGEBRA | 3 | | Mathematics | Yes | COVERS POLYNOMIAL, RATIONAL, EXPONENTIAL AND LOGARITHMIC FUNCTIONS: ZEROS OF POLYNOMIALS; CONIC SECTIONS; DETERMINANT AND CRAMER'S RULE; SEQUENCES AND SERIES; INDUCTION; BINOMIAL THEOREM. STUDENTS WILL DETERMINE APPROPRIATE MATHEMATICAL AND COMPUTATIONAL MODELS AND METHODS IN PROBLEM SOLVING AND DEMONSTRATE AN UNDERSTANDING OF MATHEMATICAL CONCEPTS. STUDENTS WILL APPLY APPROPRIATE MATHEMATICAL AND COMPUTATIONAL MODELS AND METHODS IN PROBLEM SOLVING. STUDENTS CANNOT RECEIVE CREDITS FOR BOTH THIS COURSE AND MAC 1147. |

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|--------|-------|---------------|-----|---------------------------------------|--------|---------------------------------|----------------------------|-----------------|--|
| MAC | 1 | 147 | | PRE-CALCULUS ALGEBRA AND TRIGONOMETRY | 4 | | Mathematics | Yes | POLYNOMIALS, RATIONAL, EXPONENTIAL AND LOGARITHMIC FUNCTIONS, TRIGONOMETRY, CONIC SECTIONS, CRAMER'S RULE, SEQUENCES AND SERIES, INDUCTION, BINOMIAL THEOREM. STUDENTS WILL DETERMINE APPROPRIATE MATHEMATICAL AND COMPUTATIONAL MODELS AND METHODS IN PROBLEM SOLVING AND DEMONSTRATE AN UNDERSTANDING OF MATHEMATICAL CONCEPTS. STUDENTS WILL APPLY APPROPRIATE MATHEMATICAL AND COMPUTATIONAL MODELS AND METHODS IN PROBLEM SOLVING. STUDENT CANNOT RECEIVE CREDIT FOR BOTH THIS COURSE AND MAC 1140 AND/OR MAC 1114. |
| MCB | 2 | 000 | | INTRODUCTORY MICROBIOLOGY | 3 | | Natural Science | Yes | BASIC CONCEPTS OF MICROBES AS PATHOGENS, FOOD SPOILAGE AND FERMENTATIVE ORGANISMS. MICROBIAL RELATIONSHIPS TO IMMUNOLOGY, SANITATION, POLLUTION. |
| MGF | 1 | 130 | | MATHEMATICAL THINKING | 3 | Mathematics | Mathematics | Yes | IN THIS COURSE, STUDENTS WILL UTILIZE MULTIPLE MEANS OF PROBLEM SOLVING THROUGH STUDENT-CENTERED MATHEMATICAL EXPLORATION. THE COURSE IS DESIGNED TO TEACH STUDENTS TO THINK MORE EFFECTIVELY AND INCREASE THEIR PROBLEM-SOLVING ABILITY THROUGH PRACTICAL APPLICATION AND DIVERGENT THINKING. THIS COURSE IS APPROPRIATE FOR STUDENTS IN A WIDE RANGE OF DISCIPLINES/PROGRAMS. |
| MUH | 2 | 018 | | EVOLUTION OF JAZZ | 3 | | Humanities | Yes | EXPLORE THE RICH AND DYNAMIC HISTORY OF JAZZ, TRACING ITS ROOTS FROM EARLY 20TH-CENTURY NEW ORLEANS TO ITS CURRENT GLOBAL INFLUENCE. THIS COURSE DELVES INTO THE EVOLUTION OF JAZZ FROM THE WESTERN CANON AND ITS VARIOUS STYLISTIC PERIODS, INCLUDING RAGTIME, DIXIELAND, SWING, BEBOP, COOL JAZZ, HARD BOP, MODAL JAZZ, FREE JAZZ, FUSION, AND CONTEMPORARY JAZZ. |
| MUH | 2 | 512 | | MUSIC OF THE WORLD | 3 | | Humanities | Yes | DESIGNED FOR BOTH MUSIC MAJORS AND NON-MAJORS, THIS COURSE SURVEYS SELECTED MUSIC CULTURES FROM AROUND THE WORLD, RECOGNIZING PERSPECTIVES FROM BOTH WITHIN AND BEYOND THE WESTERN MUSICAL CANON. MORE BROADLY, THE COURSE SERVES AS AN INTRODUCTION TO ETHNOMUSICOLOGY: THE STUDY OF PEOPLE MAKING MUSIC. |
| MUL | 1 | 010 | | MUSIC LITERATURE/MUSIC APPRECIATION | 3 | Humanities | Humanities | Yes | IN THIS COURSE, STUDENTS WILL SURVEY THE HISTORY OF CLASSICAL MUSIC FROM ANTIQUITY TO THE MODERN PERIOD, FOCUSING ON WESTERN MUSIC. THE CURRICULUM MAY ALSO INTEGRATE A VARIETY OF POPULAR AND GLOBAL STYLES WHERE APPROPRIATE. |
| OCB | 2 | 000 | | INTRODUCTION TO MARINE BIOLOGY | 3 | | Natural Science | Yes | A SURVEY OF MARINE BIOLOGICAL ENVIRONMENTS AND ZONES, INCLUDING THE RELATIONSHIP OF THE PHYSICAL AND CHEMICAL ENVIRONMENT TO THE DISTRIBUTION OF MARINE PLANTS AND ANIMALS. |

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|--------|-------|---------------|-----|--|--------|---------------------------------|----------------------------|-----------------|--|
| PAD | 2 | 000 | | INTRODUCTION TO PUBLIC AND COMMUNITY SERVICE | 3 | | Social Science | Yes | EXAMINATION OF POLICY DESIGN AND IMPLEMENTATION, ORGANIZATIONAL BEHAVIOR AND CHANGE, PUBLIC MANAGEMENT, FINANCIAL ADMINISTRATION, AND PERSONNEL MANAGEMENT IN THE CONTEXT OF PUBLIC SERVICE AND COMMUNITY LEADERSHIP. THIS COURSE AFFORDS STUDENTS AN UNDERSTANDING OF THE BASIC SOCIAL AND BEHAVIORAL SCIENCE CONCEPTS AND PRINCIPLES USED IN THE ANALYSIS OF BEHAVIOR AND PAST AND PRESENT SOCIAL, POLITICAL, AND ECONOMIC ISSUES. |
| PHI | 2 | 010 | | INTRODUCTION TO PHILOSOPHY | 3 | Humanities | Humanities | Yes | IN THIS COURSE, STUDENTS WILL BE INTRODUCED TO THE NATURE OF PHILOSOPHY, PHILOSOPHICAL THINKING, MAJOR INTELLECTUAL MOVEMENTS IN THE HISTORY OF PHILOSOPHY, INCLUDING TOPICS FROM THE WESTERN PHILOSOPHICAL TRADITION, AND VARIOUS PROBLEMS IN PHILOSOPHY. STUDENTS WILL STRENGTHEN THEIR INTELLECTUAL SKILLS, BECOME MORE EFFECTIVE LEARNERS, AND DEVELOP BROAD FOUNDATIONAL KNOWLEDGE. |
| PHI | 2 | 600 | | INTRODUCTION TO ETHICS | 3 | | Humanities | Yes | EXPLORES PHILOSOPHICAL ACCOUNTS OF MORALITY, INCLUDING THE RATIONAL JUSTIFICATION OF COMMITMENT TO THE MORAL LIFE, AND THEORIES OF DUTY, OBLIGATION AND VIRTUE. REPRESENTATIVE FIGURES FROM THE WESTERN MORAL PHILOSOPHICAL TRADITION TO BE STUDIED. MEETS THE STATE COMPOSITION REQUIREMENT. |
| PHI | 2 | 100 | | INTRODUCTION TO LOGIC | 3 | | Mathematics | Yes | AN INTRODUCTION TO THE PRINCIPLES OF LOGIC, WHICH PROVIDE THE FOUNDATION FOR THE REASONING, PROOFS, AND ALGORITHMS IN MATHEMATICS AND COMPUTER SCIENCE. STUDENTS WILL EXPLORE FORMAL COMPUTATIONAL MODELS AND METHODS IN DEDUCTIVE LOGIC AND VARIOUS LOGICAL SYSTEMS, INCLUDING CATEGORICAL, PROPOSITIONAL AND PREDICATE LOGIC. STUDENTS WILL LEARN MASTERY OF THESE COMPUTATIONAL MODELS AND METHODS IN RECOGNIZING, CONSTRUCTING, AND EVALUATING FORMAL ARGUMENTS. |
| PHY | 2 | 049 | | PHYSICS WITH CALCULUS II | 4 | | Natural Science | Yes | SECOND IN BASIC PHYSICS WITH CALCULUS SEQUENCE. COVERS ELECTRICITY AND MAGNETISM, FIELD THEORY, GEOMETRICAL AND WAVE OPTICS. |
| PHY | 2 | 054 | | PHYSICS WITHOUT CALCULUS II | 4 | | Natural Science | Yes | SECOND IN BASIC PHYSICS WITHOUT CALCULUS SEQUENCE. COVERS ELECTRICITY AND MAGNETISM, GEOMETRICAL AND WAVE OPTICS AND STRUCTURE OF MATTER. |
| PHY | 2 | 048 | | PHYSICS WITH CALCULUS I | 4 | Natural Science | Natural Science | Yes | THIS CALCULUS-BASED COURSE SERVES AS THE FIRST IN A TWO-PART SERIES, COVERING TOPICS LIKE KINEMATICS, DYNAMICS, ENERGY, MOMENTUM, ROTATIONAL MOTION, FLUID DYNAMICS, OSCILLATORY MOTION, AND WAVES. DESIGNED FOR SCIENCE AND ENGINEERING MAJORS, THE COURSE INTEGRATES CRITICAL THINKING, ANALYTICAL SKILLS, AND REAL-WORLD APPLICATIONS. |

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|--------|-------|---------------|-----|----------------------------------|--------|---------------------------------|----------------------------|-----------------|---|
| PHY | 2 | 053 | | PHYSICS WITHOUT CALCULUS I | 4 | Natural Science | Natural Science | Yes | THIS COURSE IS THE FIRST IN A TWO-PART SERIES INTENDED FOR NON-PHYSICS MAJORS, OFFERING AN ALGEBRA AND TRIGONOMETRY APPROACH TO TOPICS SUCH AS KINEMATICS, DYNAMICS, ENERGY, MOMENTUM, ROTATIONAL MOTION, FLUID DYNAMICS, OSCILLATORY MOTION, AND WAVES. THE COURSE FOSTERS ANALYTICAL AND CRITICAL THINKING SKILLS TO PROMOTE A SCIENTIFIC UNDERSTANDING OF THE REAL WORLD. |
| PHY | 1 | 020 | | UNDERSTANDING THE PHYSICAL WORLD | 3 | Natural Science | Natural Science | Yes | THIS COURSE OFFERS A COMPREHENSIVE SURVEY OF PHYSICS, COVERING A WIDE RANGE OF TOPICS INCLUDING MOTION, NEWTON'S LAWS, ENERGY, SOUND, HEAT, ELECTRICITY, MAGNETISM, AND OPTICS. EMPHASIZING A CONCEPTUAL UNDERSTANDING OF PHYSICS, THE COURSE INTEGRATES CRITICAL THINKING SKILLS AND REAL-WORLD APPLICATIONS. |
| POS | 2 | 041 | | AMERICAN GOVERNMENT | 3 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL INVESTIGATE HOW THE NATIONAL GOVERNMENT IS STRUCTURED AND HOW THE AMERICAN CONSTITUTIONAL REPUBLIC OPERATES. IT COVERS THE PHILOSOPHICAL AND HISTORICAL FOUNDATIONS OF AMERICAN GOVERNMENT, INCLUDING BUT NOT LIMITED TO THE DECLARATION OF INDEPENDENCE, THE UNITED STATES CONSTITUTION AND ALL ITS AMENDMENTS, AND THE FEDERALIST PAPERS. THE COURSE EXAMINES THE BRANCHES OF GOVERNMENT AND THE GOVERNMENT'S LAWS, POLICIES, AND PROGRAMS. IT ALSO EXAMINES THE WAYS IN WHICH CITIZENS PARTICIPATE IN THEIR GOVERNMENT AND WAYS THEIR GOVERNMENT RESPONDS TO CITIZENS. |
| POT | 2 | 010 | | CLASSICAL POLITICAL THEORY | 3 | | Humanities | Yes | A STUDY OF THE MAJOR POLITICAL PHILOSOPHERS OF THE ANCIENT AND MEDIEVAL PERIODS. PRIMARY EMPHASIS IS GIVEN TO THE ANCIENT GREEK PHILOSOPHERS. THE DEVELOPMENT OF POLITICAL THEORY AS A CULTURAL TRADITION IS EXAMINED. MATERIALS WILL INCLUDE SELECTIONS FROM THE WESTERN CANON. |
| PSY | 2 | 012 | | INTRODUCTION TO PSYCHOLOGY | 3 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL GAIN AN INTRODUCTION TO THE SCIENTIFIC STUDY OF HUMAN BEHAVIOR AND MENTAL PROCESSES. TOPICS MAY BE DRAWN FROM HISTORICAL AND CURRENT PERSPECTIVES IN PSYCHOLOGY. |
| REL | 2 | 011 | | INTRODUCTION TO RELIGION | 3 | | Humanities | Yes | INTRODUCES METHODS OF CRITICAL REFLECTION ON RELIGION AND SOME OF THEIR APPLICATIONS TO FUNDAMENTAL TOPICS SUCH AS KNOWLEDGE, VALUE, THE SACRED, THE INDIVIDUAL AND HUMAN SOCIETY STARTING WITH THE CLASSICAL WESTERN CANON UP UNTIL THE CONTEMPORARY WORLD. WRITTEN WORK MEETS THE STATE COMPOSITION REQUIREMENT. |
| REL | 2 | 149 | | RELIGION AND SOCIETY | 3 | | Humanities | Yes | THIS COURSE IS A SURVEY OF HOW MAJOR SOCIAL AND POLITICAL THEORISTS IN THE WESTERN CANON HAVE INTERPRETED RELIGIOUS PHENOMENA. |

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|--------|-------|---------------|-----|---|--------|---------------------------------|----------------------------|-----------------|--|
| REL | 2 | 300 | | RELIGIONS OF THE WORLD | 3 | | Social Science | Yes | THIS COURSE IS AN INTRODUCTION TO THE WORLD'S MAJOR RELIGIONS. STUDENTS ARE EXPOSED TO HISTORY, PRIMARY BELIEFS, LEADERS, AND OTHER INFORMATION GERMANE TO UNDERSTANDING EACH RELIGION. THIS COURSE AFFORDS STUDENTS AN UNDERSTANDING OF THE BASIC SOCIAL AND BEHAVIORAL SCIENCE CONCEPTS AND PRINCIPLES USED IN THE ANALYSIS OF BEHAVIOR AND PAST AND PRESENT SOCIAL, POLITICAL, AND ECONOMIC ISSUES. |
| SPC | 2 | 608 | | PUBLIC SPEAKING | 3 | | Communication | Yes | STUDY OF THE PRINCIPLES OF ETHICAL AND EFFECTIVE PUBLIC SPEAKING, WITH PRACTICE IN THE CONSTRUCTION AND DELIVERY OF ORIGINAL SPEECHES BEFORE AN AUDIENCE. |
| SPC | 2 | 237 | | RHETORICAL COMMUNICATION: A THEORY OF CIVIL DISCOURSE | 3 | | Humanities | Yes | THIS COURSE EXAMINES HOW SPOKEN AND WRITTEN LANGUAGE SHAPES HUMAN THOUGHT AND INFLUENCES THE HUMANITIES BY STUDYING KEY FIGURES FROM THE WESTERN CANON IN THE DEVELOPMENT OF RHETORIC. |
| SPC | 2 | 270 | | RHETORIC AND PUBLIC ADDRESS | 3 | | Humanities | Yes | THE COURSE EXPLORES THE WAYS IN WHICH PLATO, NIETZSCHE, AND OTHER FIGURES IN THE WESTERN CANON HAVE SOUGHT TO DEFINE HOW AMERICANS APPROACH RHETORICAL ADDRESS . |
| STA | 2 | 122 | | INTRODUCTION TO APPLIED STATISTICS | 3 | | Mathematics | Yes | A COURSE IN DESCRIPTIVE AND INFERENCEAL STATISTICS. TOPICS INCLUDE: PROBABILITY DISTRIBUTION OF DISCRETE AND CONTINUOUS RANDOM VARIABLES. SAMPLING DISTRIBUTIONS. LARGE SAMPLE ESTIMATION AND HYPOTHESIS TESTING FOR MEANS AND PROPORTIONS. |
| STA | 2 | 023 | | STATISTICAL METHODS | 3 | Mathematics | Mathematics | Yes | IN THIS COURSE, STUDENTS WILL UTILIZE DESCRIPTIVE AND INFERENCEAL STATISTICAL METHODS IN CONTEXTUAL SITUATIONS, USING TECHNOLOGY AS APPROPRIATE. THE COURSE IS DESIGNED TO INCREASE PROBLEM-SOLVING ABILITIES AND DATA INTERPRETATION THROUGH PRACTICAL APPLICATIONS OF STATISTICAL CONCEPTS. THIS COURSE IS APPROPRIATE FOR STUDENTS IN A WIDE RANGE OF DISCIPLINES AND PROGRAMS. |
| SYG | 2 | 000 | | INTRODUCTION TO SOCIOLOGY | 3 | | Social Science | Yes | IN THIS COURSE, STUDENTS WILL GAIN AN UNDERSTANDING OF THE BASIC SOCIOLOGICAL CONCEPTS AND VOCABULARY, INCLUDING THE METHODOLOGICAL TOOLS, SOCIOLOGICAL PERSPECTIVES, AND SCIENTIFIC PROCEDURES USED BY SOCIAL SCIENTISTS TO COLLECT DATA AND CONDUCT RESEARCH. TOPICS GENERALLY INCLUDE: SOCIETY AND CULTURE, INSTITUTIONS, SOCIALIZATION, INFLUENCES, CRIME, CHANGE, GROUPS, SEX, RACE AND ETHNICITY, FAMILY, CLASS, AND POPULATION. |

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|--------|-------|---------------|-----|-------------------------------|--------|---------------------------------|----------------------------|-----------------|--|
| SYO | 2 | 101 | | FAMILIES IN THE UNITED STATES | 3 | | Social Science | Yes | IN THIS COURSE, STUDENTS WILL EXPLORE THE FAMILY AS A FUNDAMENTAL SOCIAL UNIT IN AMERICAN SOCIETY. STUDENTS WILL EXAMINE THE MACRO HISTORICAL PROCESSES THAT HAVE SHAPED FAMILIES OVER TIME WITHIN THE CONTEXT OF AMERICAN CULTURE. AS THEY DO SO, STUDENTS WILL DEVELOP AN UNDERSTANDING OF BASIC SOCIAL AND BEHAVIORAL CONCEPTS AND WELL-ESTABLISHED SCIENTIFIC METHODS USED BY SOCIAL SCIENTISTS TO INVESTIGATE SOCIAL PHENOMENA. |
| THE | 2 | 000 | | THEATRE APPRECIATION | 3 | Humanities | Humanities | Yes | IN THIS COURSE, STUDENTS WILL EXPLORE DRAMATIC STRUCTURE, TECHNIQUES, AND VARIOUS ORGANIZATIONAL ELEMENTS. THE COURSE PROVIDES AN INTRODUCTION TO THEATRE AS A COLLABORATIVE ART FORM THROUGH THE CRITICAL ANALYSIS OF ITS HISTORICAL CONTEXT, PRODUCTION, THEORY, AND CONNECTIONS TO THEATRICAL LITERATURE, INCLUDING THE WESTERN CANON. |
| TPP | 2 | 100 | | INTRODUCTION TO ACTING | 3 | | Humanities | Yes | STUDENTS WILL BE INTRODUCED TO BASIC ACTING TECHNIQUES AND SKILLS, INCLUDING EXERCISES IN CHARACTERIZATION, RELAXATION AND CONCENTRATION, VERBAL AND NONVERBAL COMMUNICATION, AND EXPRESSION. STUDENTS WILL ENRICH THEIR KNOWLEDGE AND PERFORMANCE CANON, WITH EVENTUAL PERFORMANCE OF MONOLOGUES OR SCENE WORK FROM PLAYS/FILM IN THE WESTERN CANON. |
| WOH | 2 | 001 | | WORLD CIVILIZATION | 3 | | Humanities | Yes | THIS COURSE EXAMINES KEY DEVELOPMENTS OF MAJOR WORLD CIVILIZATIONS IN A COMPARATIVE PERSPECTIVE AND INCORPORATES THE WESTERN CANON AS AN OBJECT OF STUDY AS IT PERTAINS TO THE REGIONS AND HISTORICAL PERIODS COVERED. THE COURSE ANALYZES CULTURAL FACTORS SUCH AS RELIGION, ART, MUSIC, LITERATURE, AND PHILOSOPHY. |

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|--------|-------|---------------|-----|-----------------------------|--------|---------------------------------|----------------------------|-----------------|--|
| AMH | 1 | 010 | | AMERICAN HISTORY TO 1877 | 3 | Social Science | Social Science | Yes | IN THIS COURSE STUDENTS WILL EXAMINE UNITED STATES HISTORY FROM BEFORE EUROPEAN CONTACT TO 1877. TOPICS WILL INCLUDE BUT ARE NOT LIMITED TO INDIGENOUS PEOPLES, THE EUROPEAN BACKGROUND, THE COLONIAL PERIOD, THE AMERICAN REVOLUTION, THE ARTICLES OF CONFEDERATION, THE CONSTITUTION, ISSUES WITHIN THE NEW REPUBLIC, SECTIONALISM, MANIFEST DESTINY, SLAVERY, THE AMERICAN CIVIL WAR, AND RECONSTRUCTION. |
| AMH | 2 | 020 | | AMERICAN HISTORY SINCE 1877 | 3 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL TRACE THE HISTORY OF THE UNITED STATES FROM THE END OF THE RECONSTRUCTION ERA TO THE CONTEMPORARY ERA. TOPICS WILL INCLUDE BUT ARE NOT LIMITED TO THE RISE OF INDUSTRIALIZATION, THE UNITED STATES' EMERGENCE AS AN ACTOR ON THE WORLD STAGE, CONSTITUTIONAL AMENDMENTS AND THEIR IMPACT, THE PROGRESSIVE ERA, WORLD WAR I, THE GREAT DEPRESSION AND NEW DEAL, WORLD WAR II, THE CIVIL RIGHTS ERA, THE COLD WAR, AND THE UNITED STATES SINCE 1989. |
| ARH | 2 | 000 | | ART APPRECIATION | 3 | Humanities | Humanities | Yes | IN THIS COURSE, STUDENTS WILL DEVELOP AN APPRECIATION OF AND THE ABILITY TO THINK CRITICALLY ABOUT CULTURE AND BE PROVIDED WITH THE TOOLS TO UNDERSTAND, ANALYZE, AND DISCUSS WORKS OF VISUAL ART AND MATERIAL CULTURE. |
| BSC | 1 | 010 | | BIOLOGY 1 | 3 | Natural Science | Natural Science | Yes | IN THIS COURSE STUDENTS WILL APPLY THE SCIENTIFIC METHOD TO CRITICALLY EXAMINE AND EXPLAIN THE NATURAL WORLD. THIS COURSE WILL COVER MOLECULAR BIOLOGY, CELLULAR BIOLOGY, GENETICS, METABOLISM, AND REPLICATION. |
| BSC | 1 | 010 | L | BIOLOGY 1 LABORATORY | 1 | | Natural Science | Yes | STUDENTS WILL PARTICIPATE IN LABORATORY EXPERIMENTS DESIGNED TO REFLECT THE TOPICS PRESENTED IN BSC 1010. THIS COURSE MEETS COMMUNICATION/ WRITING-INTENSIVE REQUIREMENTS (W). |
| CHM | 2 | 045 | | CHEMISTRY 1 | 3 | Natural Science | Natural Science | Yes | THIS COURSE IS DESIGNED FOR STUDENTS PURSUING CAREERS IN THE SCIENCES OR WHO NEED A MORE RIGOROUS PRESENTATION OF CHEMICAL CONCEPTS THAN IS OFFERED IN AN INTRODUCTORY COURSE. STUDENTS WILL ENGAGE IN PROBLEM SOLVING AND CRITICAL THINKING WHILE APPLYING CHEMICAL CONCEPTS. TOPICS WILL INCLUDE THE PRINCIPLES OF CHEMISTRY INCLUDING ATOMIC THEORY, ELECTRONIC AND MOLECULAR STRUCTURE, MEASUREMENT, STOICHIOMETRY, BONDING, PERIODICITY, THERMOCHEMISTRY, NOMENCLATURE, SOLUTIONS, AND THE PROPERTIES OF GASES. |
| CHM | 2 | 045 | L | CHEMISTRY 1 LABORATORY | 1 | | Natural Science | Yes | STUDENTS WILL PARTICIPATE IN LABORATORY EXPERIMENTS DESIGNED TO REFLECT THE TOPICS PRESENTED IN CHM 2045. |

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|--------|-------|---------------|-----|---|--------|---------------------------------|----------------------------|-----------------|---|
| ECO | 2 | 013 | | PRINCIPLES OF MACROECONOMICS | 3 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL LEARN THE FOUNDATIONS OF MACROECONOMICS AS THE BRANCH OF ECONOMICS CONCERNED WITH HOW DECISION-MAKING, IN AN ENVIRONMENT OF SCARCITY, MAPS ONTO THE AGGREGATE ECONOMY. STUDENTS WILL EXAMINE THEORIES AND EVIDENCE RELATED TO THE FOLLOWING CORE SET OF TOPICS: NATIONAL INCOME DETERMINATION, MONEY, MONETARY AND FISCAL POLICY, MACROECONOMIC CONDITIONS, INTERNATIONAL TRADE AND THE BALANCE OF PAYMENTS, AND ECONOMIC GROWTH AND DEVELOPMENT. |
| ECO | 2 | 023 | | PRINCIPLES OF MICROECONOMICS | 3 | | Social Science | Yes | THEORIES OF PRODUCTION, DETERMINATION OF PRICES AND DISTRIBUTION OF INCOME IN REGULATED AND UNREGULATED INDUSTRIES. ATTENTION IS ALSO GIVEN TO INDUSTRIAL RELATIONS, MONOPOLIES AND COMPARATIVE ECONOMIC SYSTEMS. |
| ENC | 1 | 101 | | ENGLISH COMPOSITION 1: EXPOSITORY AND ARGUMENTATIVE WRITING | 3 | Communication | Communication | Yes | THIS COURSE INTRODUCES STUDENTS TO RHETORICAL CONCEPTS AND AUDIENCE-CENTERED APPROACHES TO WRITING INCLUDING COMPOSING PROCESSES, LANGUAGE CONVENTIONS AND STYLE, AND CRITICAL ANALYSIS AND ENGAGEMENT WITH WRITTEN TEXTS AND OTHER FORMS OF COMMUNICATION. |
| ENC | 2 | 210 | | TECHNICAL WRITING | 3 | | Communication | Yes | THIS COURSE FOCUSES ON THE FORMS, FORMATS, AND GENRES OF BUSINESS, GOVERNMENT, PROFESSIONAL, AND TECHNICAL COMMUNICATION. STUDENTS ARE GIVEN OPPORTUNITIES TO PRACTICE CREATING PROPOSALS, REPORTS, APPLICATIONS, AND RESUMES, WHILE DEMONSTRATING EFFECTIVE COMMUNICATION AND THE ABILITY TO WRITE CLEARLY AND ENGAGE IN PUBLIC SPEAKING. |
| EVR | 1 | 001 | | ENVIRONMENTAL SCIENCE | 3 | Natural Science | Natural Science | Yes | THIS COURSE IS A SURVEY OF BASIC CHEMICAL, BIOLOGICAL, AND PHYSICAL PRINCIPLES OF ENVIRONMENTAL SCIENCE AND THEIR APPLICATIONS TO ENVIRONMENTAL ISSUES. THIS COURSE IS APPROPRIATE FOR STUDENTS IN A WIDE RANGE OF DISCIPLINES OR PROGRAMS. |
| EVR | 1 | 001 | L | ENVIRONMENTAL SCIENCE LAB | 1 | | Natural Science | Yes | THIS COURSE IS A SURVEY OF BASIC CHEMICAL, BIOLOGICAL, AND PHYSICAL PRINCIPLES OF ENVIRONMENTAL SCIENCE AND THEIR APPLICATIONS TO ENVIRONMENTAL ISSUES. THIS COURSE IS APPROPRIATE FOR STUDENTS IN A WIDE RANGE OF DISCIPLINES OR PROGRAMS. THIS COURSE INTRODUCES THE CONCEPTS, COMPONENTS, AND SKILLS OF GEOGRAPHIC INFORMATION SYSTEM (GIS) TECHNOLOGY AND ITS APPLICATION IN NATURAL AND SOCIAL SCIENCES, ENVIRONMENTAL STUDIES, ENGINEERING, AND MANAGEMENT. |
| HUM | 2 | 020 | | INTRODUCTION TO HUMANITIES | 3 | Humanities | Humanities | Yes | IN THIS COURSE, STUDENTS WILL LEARN ABOUT THE CREATIVE IDEAS AND ACCOMPLISHMENTS OF VARIOUS CULTURES IN VARIOUS FIELDS OF HUMANITIES THAT MAY INCLUDE ART, ARCHITECTURE, DRAMA, HISTORY, MUSIC, LITERATURE, PHILOSOPHY, AND RELIGION. THE COURSE WILL INCLUDE CULTURAL EXPRESSIONS FROM THE WESTERN CANON AND MAY ALSO INCLUDE EXPRESSIONS FROM AROUND THE GLOBE. |

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|--------|-------|---------------|-----|---|--------|---------------------------------|----------------------------|-----------------|---|
| IDS | 2 | 144 | | LEGAL, ETHICAL, AND MANAGEMENT ISSUES IN TECHNOLOGY | 3 | | Humanities | Yes | THIS IS AN INTERMEDIATE LEVEL COURSE INTENDED TO PREPARE STUDENTS FOR LEGAL AND ETHICAL ISSUES THEY WILL ENCOUNTER IN THEIR PROFESSIONAL CAREERS AND STUDENT INTERNSHIPS. THE COURSE PROVIDES A FOUNDATION IN RESEARCH AND DECISION-MAKING IN LEGAL AND ETHICAL CASES AND BUILDS WITH CASE STUDIES WITH A FOCUS ON MANAGEMENT ORIENTED TECHNOLOGY ISSUES IN THE LEGAL AND BUSINESS ENVIRONMENT, PROFESSIONALISM, AND THE IMPACT OF TECHNOLOGY ON SOCIETY WITHIN THE WESTERN CANON. THE COURSE ALSO COVERS SERVICE-BASED LEARNING. |
| LIT | 2 | 000 | | INTRODUCTION TO LITERATURE | 3 | Humanities | Humanities | Yes | IN THIS COURSE, STUDENTS WILL BE ASSIGNED READINGS REPRESENTATIVE OF A BROAD RANGE OF LITERARY GENRES AND CULTURES. THESE READINGS WILL COVER A VARIETY OF LITERARY MOVEMENTS AND HISTORICAL ERAS. THE READINGS WILL INCLUDE SELECTIONS FROM THE WESTERN CANON. WRITTEN ANALYSIS OF LITERARY WORKS MAY BE REQUIRED. STUDENTS WILL BE PROVIDED WITH OPPORTUNITIES TO PRACTICE CRITICAL INTERPRETATION. THIS COURSE INTRODUCES STUDENTS TO READINGS IN A VARIETY OF GENRES OF LITERATURE, INCLUDING THE SHORT STORY, THE NOVEL, THE PLAY, THE POEM, AND THE ESSAY; RECOGNITION OF THE FORMAL ELEMENTS OF THESE GENRES; AND WRITTEN AND ORAL ANALYSIS OF SPECIFIC WORKS REPRESENTING THESE GENRES. THE INSTRUCTOR DETERMINES THE BREADTH AND FOCUS OF THIS SURVEY. |
| MAC | 1 | 147 | | PRE-CALCULUS ALGEBRA AND TRIGONOMETRY | 4 | | Mathematics | Yes | A STUDY OF FAMILIES OF FUNCTIONS, THEIR PROPERTIES, AND APPLICATIONS. EMPHASIS IS ON LINEAR, POLYNOMIAL, RATIONAL, EXPONENTIAL, LOGARITHMIC, AND TRIGONOMETRIC FUNCTIONS. ADDITIONAL TOPICS MAY INCLUDE ABSOLUTE VALUES, INEQUALITIES, AND SYSTEMS OF EQUATIONS. A SIGNIFICANT FOCUS IS ON MATHEMATICAL MODELING AND THE PROBLEM-SOLVING PROCESS. THIS COURSE IS INTENDED TO PROVIDE THE MATHEMATICAL SKILLS AND CONCEPTUAL UNDERSTANDING OF FUNCTIONS NEEDED FOR THE CALCULUS SEQUENCE. |
| MAC | 2 | 311 | | ANALYTICAL GEOMETRY AND CALCULUS 1 | 4 | Mathematics | Mathematics | Yes | IN THIS COURSE, STUDENTS WILL DEVELOP PROBLEM SOLVING SKILLS, CRITICAL THINKING, COMPUTATIONAL PROFICIENCY, AND CONTEXTUAL FLUENCY THROUGH THE STUDY OF LIMITS, DERIVATIVES, AND DEFINITE AND INDEFINITE INTEGRALS OF FUNCTIONS OF ONE VARIABLE, INCLUDING ALGEBRAIC, EXPONENTIAL, LOGARITHMIC, AND TRIGONOMETRIC FUNCTIONS, AND APPLICATIONS. TOPICS WILL INCLUDE LIMITS, CONTINUITY, DIFFERENTIATION AND RATES OF CHANGE, OPTIMIZATION, CURVE SKETCHING, AND INTRODUCTION TO INTEGRATION AND AREA. |
| MAC | 2 | 312 | | ANALYTICAL GEOMETRY AND CALCULUS 2 | 4 | | Mathematics | Yes | AN INTRODUCTION TO THE THEORY AND APPLICATIONS OF INTEGRATION. TOPICS INCLUDE AN INTRODUCTION TO DIFFERENTIAL EQUATION MODELS, TECHNIQUES FOR FINDING ANTI-DERIVATIVES, NUMERICAL INTEGRATION, APPLICATIONS OF INTEGRALS TO REAL-WORLD PROBLEMS, VECTOR-VALUED FUNCTIONS, TAYLOR POLYNOMIALS, AND A BASIC INTRODUCTION TO INFINITE SERIES AND POWER SERIES. |
| MAC | 2 | 313 | | ANALYTICAL GEOMETRY & CALCULUS 3 | 4 | | Mathematics | Yes | THIS COURSE INTRODUCES THE CONCEPTS OF VECTORS AND GEOMETRY IN THREE-DIMENSIONAL EUCLIDEAN SPACE, VECTOR-VALUED FUNCTIONS IN TWO AND THREE-DIMENSIONS, DERIVATIVES AND INTEGRALS OF VECTOR-VALUED FUNCTIONS, AND MOTION IN SPACE. FUNCTIONS OF SEVERAL VARIABLES, PARTIAL DERIVATIVES, GRADIENTS, AND THEIR APPLICATION TO OPTIMIZATION PROBLEMS WILL BE DISCUSSED. FURTHER TOPICS INCLUDE MULTIPLE INTEGRALS AND THEIR APPLICATIONS, VECTOR FIELDS, AND LINE INTEGRALS LEADING UP TO GREEN'S THEOREM. |

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|--------|-------|---------------|-----|------------------------------------|--------|---------------------------------|----------------------------|-----------------|--|
| MAD | 2 | 104 | | DISCRETE MATHEMATICS | 3 | | Mathematics | Yes | THIS COURSE DISCUSSES LOGIC, SETS, FUNCTIONS, ALGORITHMS AND COMPLEXITY, INTEGERS AND ALGORITHMS, MATHEMATICAL REASONING AND INDUCTION, COUNTING PRINCIPLES, PERMUTATIONS AND COMBINATIONS, DISCRETE PROBABILITY, ADVANCED COUNTING TECHNIQUES AND INCLUSION-EXCLUSION. |
| MAP | 2 | 302 | | DIFFERENTIAL EQUATIONS | 3 | | Mathematics | Yes | AN INTRODUCTION TO DIFFERENTIAL EQUATIONS WITH A FOCUS ON PRACTICAL APPLICATIONS AND MATHEMATICAL MODELING. EMPHASIS IS GIVEN TO GENERAL 1ST ORDER MODELS AND 2ND ORDER LINEAR MODELS, BOTH WITH INITIAL CONDITIONS. SOLUTION TECHNIQUES INCLUDE ANALYTICAL METHODS, LAPLACE TRANSFORMS, AND NUMERICAL APPROXIMATIONS. THE COURSE EMPHASIZES DEVELOPING AND ANALYZING DIFFERENTIAL EQUATIONS THAT MODEL PHYSICAL SITUATIONS. |
| MUL | 2 | 010 | | MUSIC APPRECIATION | 3 | Humanities | Humanities | Yes | IN THIS COURSE, STUDENTS WILL SURVEY THE HISTORY OF CLASSICAL MUSIC FROM ANTIQUITY TO THE MODERN PERIOD, FOCUSING ON WESTERN MUSIC. THE CURRICULUM MAY ALSO INTEGRATE A VARIETY OF POPULAR AND GLOBAL STYLES WHERE APPROPRIATE. |
| PHI | 2 | 010 | | INTRODUCTION TO PHILOSOPHY | 3 | Humanities | Humanities | Yes | IN THIS COURSE, STUDENTS WILL BE INTRODUCED TO THE NATURE OF PHILOSOPHY, PHILOSOPHICAL THINKING, MAJOR INTELLECTUAL MOVEMENTS IN THE HISTORY OF PHILOSOPHY, INCLUDING TOPICS FROM THE WESTERN PHILOSOPHICAL TRADITION, AND VARIOUS PROBLEMS IN PHILOSOPHY. STUDENTS WILL STRENGTHEN THEIR INTELLECTUAL SKILLS, BECOME MORE EFFECTIVE LEARNERS, AND DEVELOP BROAD FOUNDATIONAL KNOWLEDGE. |
| PHY | 2 | 048 | | PHYSICS 1 WITH CALCULUS | 3 | Natural Science | Natural Science | Yes | THIS CALCULUS-BASED COURSE SERVES AS THE FIRST IN A TWO-PART SERIES, COVERING TOPICS LIKE KINEMATICS, DYNAMICS, ENERGY, MOMENTUM, ROTATIONAL MOTION, FLUID DYNAMICS, OSCILLATORY MOTION, AND WAVES. DESIGNED FOR SCIENCE AND ENGINEERING MAJORS, THE COURSE INTEGRATES CRITICAL THINKING, ANALYTICAL SKILLS, AND REAL-WORLD APPLICATIONS. |
| PHY | 2 | 048 | L | PHYSICS 1 WITH CALCULUS LABORATORY | 1 | | Natural Science | Yes | THIS CALCULUS-BASED COURSE SERVES AS THE FIRST IN A TWO-PART SERIES, COVERING TOPICS LIKE KINEMATICS, DYNAMICS, ENERGY, MOMENTUM, ROTATIONAL MOTION, FLUID DYNAMICS, OSCILLATORY MOTION, AND WAVES. DESIGNED FOR SCIENCE AND ENGINEERING MAJORS, THE COURSE INTEGRATES CRITICAL THINKING, ANALYTICAL SKILLS, AND REAL-WORLD APPLICATIONS. |
| PHY | 2 | 049 | | PHYSICS 2 WITH CALCULUS | 3 | | Natural Science | Yes | CONTINUED STUDY OF MECHANICS, HEAT, SOUND, LIGHT, ELECTRICITY, AND MAGNETISM. SECOND OF A TWO SEMESTER SEQUENCE. |

Florida Polytechnic University
General Education Courses with Descriptions

| Prefix | Level | Course Number | Lab | Course Title | Credit | General Ed Core Discipline Area | General Ed Discipline Area | On 2025-26 List | Course Description |
|--------|-------|---------------|-----|------------------------------------|--------|---------------------------------|----------------------------|-----------------|---|
| PHY | 2 | 049 | L | PHYSICS 2 WITH CALCULUS LABORATORY | 1 | | Natural Science | Yes | CONTINUED STUDY OF MECHANICS, HEAT, SOUND, LIGHT, ELECTRICITY, AND MAGNETISM. SECOND OF A TWO SEMESTER SEQUENCE. |
| PHY | 2 | 053 | | ALGEBRA BASED PHYSICS 1 | 3 | Natural Science | Natural Science | Yes | THIS COURSE IS THE FIRST IN A TWO-PART SERIES INTENDED FOR NON-PHYSICS MAJORS, OFFERING AN ALGEBRA AND TRIGONOMETRY APPROACH TO TOPICS SUCH AS KINEMATICS, DYNAMICS, ENERGY, MOMENTUM, ROTATIONAL MOTION, FLUID DYNAMICS, OSCILLATORY MOTION, AND WAVES. THE COURSE FOSTERS ANALYTICAL AND CRITICAL THINKING SKILLS TO PROMOTE A SCIENTIFIC UNDERSTANDING OF THE REAL WORLD. |
| PHY | 2 | 053 | L | ALGEBRA BASED PHYSICS 1 LABORATORY | 1 | | Natural Science | Yes | THIS LABORATORY IS FOR PHY 2053: ALGEBRA BASED PHYSICS 1 PROVIDES PRACTICAL APPLICATIONS OF MECHANICS. |
| POS | 2 | 041 | | AMERICAN GOVERNMENT | 3 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL INVESTIGATE HOW THE NATIONAL GOVERNMENT IS STRUCTURED AND HOW THE AMERICAN CONSTITUTIONAL REPUBLIC OPERATES. IT COVERS THE PHILOSOPHICAL AND HISTORICAL FOUNDATIONS OF AMERICAN GOVERNMENT, INCLUDING BUT NOT LIMITED TO THE DECLARATION OF INDEPENDENCE, THE UNITED STATES CONSTITUTION AND ALL ITS AMENDMENTS, AND THE FEDERALIST PAPERS. THE COURSE EXAMINES THE BRANCHES OF GOVERNMENT AND THE GOVERNMENT'S LAWS, POLICIES, AND PROGRAMS. IT ALSO EXAMINES THE WAYS IN WHICH CITIZENS PARTICIPATE IN THEIR GOVERNMENT AND WAYS THEIR GOVERNMENT RESPONDS TO CITIZENS. |
| PSY | 2 | 012 | | GENERAL PSYCHOLOGY | 3 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL GAIN AN INTRODUCTION TO THE SCIENTIFIC STUDY OF HUMAN BEHAVIOR AND MENTAL PROCESSES. TOPICS MAY BE DRAWN FROM HISTORICAL AND CURRENT PERSPECTIVES IN PSYCHOLOGY. |
| STA | 2 | 023 | | STATISTICS 1 | 3 | Mathematics | Mathematics | Yes | IN THIS COURSE STUDENTS WILL UTILIZE DESCRIPTIVE AND INFERENCEAL STATISTICAL METHODS IN CONTEXTUAL SITUATIONS, USING TECHNOLOGY AS APPROPRIATE. THE COURSE IS DESIGNED TO INCREASE PROBLEM-SOLVING ABILITIES AND DATA INTERPRETATION THROUGH PRACTICAL APPLICATIONS OF STATISTICAL CONCEPTS. THIS COURSE IS APPROPRIATE FOR STUDENTS IN A WIDE RANGE OF DISCIPLINES AND PROGRAMS. |

**Florida State University
General Education Courses with Descriptions**

| Prefix | Level | Course Number | Lab | Course Title | Credit | General Ed Core Discipline Area | General Ed Discipline Area | On 2025-26 List | Course Description |
|--------|-------|---------------|-----|---|--------|---------------------------------|----------------------------|-----------------|---|
| AFA | 2 | 000 | | INTRODUCTION TO AFRICAN AMERICAN STUDIES | 3 | | Social Science | Yes | THIS COURSE EXPLORES THE BROAD AND DEEP EXPERIENCES OF AFRICANS IN AMERICA, BEGINNING IN AFRICA, THE BIRTHPLACE OF CIVILIZATION AND HUMANITY. UTILIZING AN INTERDISCIPLINARY APPROACH, WE WILL EXAMINE THE POLITICAL, CULTURAL, ECONOMIC, ARTISTIC, AND SOCIAL THEMES THAT HAVE SHAPED AFRICAN AMERICAN REALITIES. THE CURRICULUM EMPHASIZES HIGH-LEVEL ACADEMIC AND CRITICAL THINKING SKILLS, ENSURING STUDENTS DEVELOP A BROAD FOUNDATIONAL KNOWLEDGE. IT INCLUDES HISTORICALLY ACCURATE CONTENT THAT PROMOTES AN UNDERSTANDING OF THE CONSTITUTIONAL REPUBLIC, THE HISTORICAL BACKGROUND, AND THE PHILOSOPHICAL FOUNDATIONS OF WESTERN CIVILIZATION, INCLUDING KEY DOCUMENTS SUCH AS THE DECLARATION OF INDEPENDENCE, THE UNITED STATES CONSTITUTION, AND THE FEDERALIST PAPERS. THIS COURSE MEETS THE GENERAL EDUCATION STANDARDS AND COMPETENCIES REQUIRED FOR INFORMED CITIZENSHIP AND LIFELONG LEARNING. |
| AFA | 2 | 100 | | THE AFRICAN AMERICAN EXPERIENCE | 3 | | Social Science | Yes | THIS COURSE UTILIZES AN INTERDISCIPLINARY APPROACH TO STUDY THE MAJOR TEXTS, EVENTS, POLITICAL, AND HISTORICAL MOVEMENTS OF AFRICAN AMERICANS SINCE THE BEGINNING OF THE SLAVE TRADE. IT EMPHASIZES HIGH-LEVEL ACADEMIC AND CRITICAL THINKING SKILLS, ENSURING STUDENTS DEVELOP A BROAD FOUNDATIONAL KNOWLEDGE. THE CURRICULUM INCLUDES HISTORICALLY ACCURATE CONTENT THAT PROMOTES AN UNDERSTANDING OF THE CONSTITUTIONAL REPUBLIC, THE HISTORICAL BACKGROUND, AND THE PHILOSOPHICAL FOUNDATIONS OF WESTERN CIVILIZATION, INCLUDING KEY DOCUMENTS SUCH AS THE DECLARATION OF INDEPENDENCE, THE UNITED STATES CONSTITUTION, AND THE FEDERALIST PAPERS. THIS COURSE MEETS THE GENERAL EDUCATION STANDARDS AND COMPETENCIES REQUIRED FOR INFORMED CITIZENSHIP AND LIFELONG LEARNING. |
| AMH | 2 | 010 | | A HISTORY OF THE UNITED STATES TO 1877 | 3 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL EXAMINE UNITED STATES HISTORY FROM BEFORE EUROPEAN CONTACT TO 1877. TOPICS WILL INCLUDE BUT ARE NOT LIMITED TO INDIGENOUS PEOPLES, THE EUROPEAN BACKGROUND, THE COLONIAL PERIOD, THE AMERICAN REVOLUTION, THE ARTICLES OF CONFEDERATION, THE CONSTITUTION, ISSUES WITHIN THE NEW REPUBLIC, SECTIONALISM, MANIFEST DESTINY, SLAVERY, THE AMERICAN CIVIL WAR, AND RECONSTRUCTION. |
| AMH | 2 | 020 | | A HISTORY OF THE UNITED STATES SINCE 1877 | 3 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL TRACE THE HISTORY OF THE UNITED STATES FROM THE END OF THE RECONSTRUCTION ERA TO THE CONTEMPORARY ERA. TOPICS WILL INCLUDE BUT ARE NOT LIMITED TO THE RISE OF INDUSTRIALIZATION, THE UNITED STATES' EMERGENCE AS AN ACTOR ON THE WORLD STAGE, CONSTITUTIONAL AMENDMENTS AND THEIR IMPACT, THE PROGRESSIVE ERA, WORLD WAR I, THE GREAT DEPRESSION AND NEW DEAL, WORLD WAR II, THE CIVIL RIGHTS ERA, THE COLD WAR, AND THE UNITED STATES SINCE 1989. |
| AMH | 2 | 091 | | SURVEY OF AFRICAN AMERICAN HISTORY IN THE UNITED STATES | 3 | | Social Science | Yes | THIS COURSE INTRODUCES STUDENTS TO A BROAD SWEEP OF THE HISTORY OF AFRICAN AMERICANS IN THE UNITED STATES FROM THE AFRICAN SLAVE TRADE TO PRESENT DAY. THIS COURSE CONTRIBUTES TO A STUDENT'S BROAD FOUNDATIONAL KNOWLEDGE ON THE HISTORICAL BACKGROUND AND PHILOSOPHICAL FOUNDATION OF THE DEVELOPMENT OF THE UNITED STATES OF AMERICA. |
| AMH | 2 | 095 | | INTRODUCTION TO NATIVE AMERICAN HISTORY | 3 | | Social Science | Yes | THIS COURSE PROVIDES AN OVERVIEW OF THE MAJOR SOCIAL, CULTURAL, AND POLITICAL TRENDS IN THE NATIVE AMERICAN HISTORY IN NORTH AMERICA. THIS COURSE CONTRIBUTES TO A STUDENT'S BROAD FOUNDATIONAL KNOWLEDGE ON THE HISTORICAL BACKGROUND AND PHILOSOPHICAL FOUNDATION OF THE DEVELOPMENT OF THE UNITED STATES OF AMERICA. |

**Florida State University
General Education Courses with Descriptions**

| Prefix | Level | Course Number | Lab | Course Title | Credit | General Ed Core Discipline Area | General Ed Discipline Area | On 2025-26 List | Course Description |
|--------|-------|---------------|-----|--|--------|---------------------------------|----------------------------|-----------------|---|
| AMH | 2 | 097 | | THE HISTORY OF IMMIGRATION TO THE UNITED STATES | 3 | | Social Science | Yes | THIS COURSE SURVEYS THE ECONOMIC, POLITICAL, AND SOCIAL ISSUES THAT SHAPED IMMIGRATION TO THE UNITED STATES FROM THE SEVENTEENTH CENTURY TO THE PRESENT. THIS COURSE CONTRIBUTES TO A STUDENT'S BROAD FOUNDATIONAL KNOWLEDGE ON THE HISTORICAL BACKGROUND AND PHILOSOPHICAL FOUNDATION OF THE DEVELOPMENT OF THE UNITED STATES OF AMERICA. |
| AMS | 2 | 010 | | CIVIL DISCOURSE AND THE AMERICAN POLITICAL ORDER | 3 | | Humanities | No | STUDENTS WILL EXPLORE THE CONCEPT OF CIVIL DISCOURSE ALONG WITH THE BASIC PRINCIPLES OF AMERICAN DEMOCRACY AND HOW THEY ARE APPLIED IN OUR REPUBLICAN FORM OF GOVERNMENT. THROUGH A REVIEW OF THE US CONSTITUTION, FOUNDING DOCUMENTS AND LANDMARK SUPREME COURT CASES, STUDENTS WILL UNDERSTAND HOW THE NATURE AND FUNCTIONS OF OUR INSTITUTIONS OF SELF-GOVERNANCE HAVE BEEN SHAPED. STUDENTS WILL THEN APPLY THESE LESSONS TO CASE STUDIES. |
| ANT | 2 | 000 | | INTRODUCTION TO ANTHROPOLOGY | 3 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL LEARN THE FOUNDATIONS OF ANTHROPOLOGY AS THE STUDY OF HUMAN VARIATION IN ITS BIOLOGICAL, SOCIAL, AND CULTURAL DIMENSIONS. STUDENTS WILL LEARN ABOUT ANTHROPOLOGICAL CONCEPTS, PRINCIPLES, AND METHODOLOGIES TO UNDERSTAND AND EXPLORE PAST AND PRESENT HUMAN BEHAVIOR. THEY WILL APPLY THE ANTHROPOLOGICAL APPROACH TO ANALYZE ISSUES PERTAINING TO PAST AND CONTEMPORARY CULTURES, AND DEVELOP INTELLECTUAL SKILLS AND HABITS TO UNDERSTAND BEHAVIORAL, SOCIAL, AND CULTURAL ISSUES FROM MULTIPLE DISCIPLINARY PERSPECTIVES. |
| ANT | 2 | 100 | | INTRODUCTION TO ARCHAEOLOGY | 3 | | Natural Science | Yes | THIS COURSE IS AN INTRODUCTION TO MODERN ANTHROPOLOGICAL ARCHAEOLOGY. THE COURSE INTRODUCES STUDENTS TO THE INTER-DISCIPLINARY SCIENTIFIC APPROACHES EMPLOYED IN CONTEMPORARY ARCHAEOLOGICAL RESEARCH AND PROVIDES STUDENTS WITH AN OVERVIEW OF THE ORIGINS AND EVOLUTION OF HUMAN SOCIAL AND ECONOMIC SYSTEMS. |
| ANT | 2 | 100 | L | INTRODUCTION TO ARCHAEOLOGY LABORATORY | 1 | | Natural Science | Yes | THE COURSE IS CONDUCTED AS A HANDS-ON LABORATORY IN ARCHAEOLOGICAL METHODOLOGY. EACH WEEK, STUDENTS HAVE A SERIES OF LABORATORY EXERCISES DESIGNED TO TEACH SPECIFIC ANALYTICAL TECHNIQUES, INCLUDING PALEOZOOLOGICAL ANALYSIS, PALEOBOTANICAL ANALYSIS, GEOPHYSICAL PROSPECTING TECHNIQUES, AND GIS. |
| ANT | 2 | 416 | | CHILDHOOD AROUND THE WORLD | 3 | | Social Science | Yes | THIS COURSE EXAMINES THE VARIETY OF WAYS CHILDHOOD IS EXPERIENCED IN OTHER CULTURES, ALLOWING STUDENTS WITHOUT A BACKGROUND IN ANTHROPOLOGY TO DEVELOP AN APPRECIATION FOR THE NATURE OF CHILDHOOD AND THE PIVOTAL ROLE THIS STAGE PLAYS IN MAINTAINING CULTURAL CONTINUITY AND INFLUENCING CULTURAL EVOLUTION. |
| ANT | 2 | 511 | | INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY | 3 | | Natural Science | Yes | HUMAN EVOLUTION AND VARIATION WITH EMPHASIS ON PRINCIPLES OF EVOLUTION, PRIMATE BIOLOGY, FOSSIL RECORDS, VARIABILITY IN LIVING POPULATIONS, AND THE BIOLOGICAL FUNCTIONS OF HUMAN CULTURE CAPACITIES. |

**Florida State University
General Education Courses with Descriptions**

| Prefix | Level | Course Number | Lab | Course Title | Credit | General Ed Core Discipline Area | General Ed Discipline Area | On 2025-26 List | Course Description |
|--------|-------|---------------|-----|---|--------|---------------------------------|----------------------------|-----------------|--|
| APK | 2 | 322 | | EXERCISE AS MEDICINE | 3 | | Social Science | Yes | THIS COURSE UTILIZES THE DISCIPLINES OF APPLIED PHYSIOLOGY, HEALTH EDUCATION, MEDICINE, HEALTHCARE ECONOMICS, AND GOVERNMENT/PUBLIC POLICY TO EXPLORE THE CHALLENGES ASSOCIATED WITH EXERCISE AS AN EVERYDAY LIFESTYLE AMONG AMERICANS. IN THIS CLASS, WE WILL IDENTIFY AND INVESTIGATE THE ROLE VARIOUS ENTITIES (I.E. GOVERNMENT, HEALTHCARE PROVIDERS, INSURANCE AGENCIES, PHARMACEUTICAL COMPANIES) PLAY IN FOSTERING EXERCISE BEHAVIOR. |
| ARH | 2 | 000 | | ART, ARCHITECTURE, AND ARTISTIC VISION | 3 | Humanities | Humanities | Yes | IN THIS COURSE, STUDENTS WILL DEVELOP AN APPRECIATION OF AND THE ABILITY TO THINK CRITICALLY ABOUT CULTURE AND BE PROVIDED WITH THE TOOLS TO UNDERSTAND, ANALYZE, AND DISCUSS WORKS OF VISUAL ART AND MATERIAL CULTURE. |
| ARH | 2 | 050 | | HISTORY AND CRITICISM OF ART I | 3 | | Humanities | Yes | THIS COURSE IS AN INTRODUCTORY SURVEY FROM PREHISTORIC THROUGH LATE-MEDIEVAL ART HISTORY, INCLUDING SELECTIONS FROM THE WESTERN CANON. IN THIS COURSE, STUDENTS WILL DEVELOP AN APPRECIATION OF AND THE ABILITY TO THINK CRITICALLY ABOUT ART AND CULTURE AND BE PROVIDED WITH THE TOOLS TO UNDERSTAND, ANALYZE, AND DISCUSS WORKS OF VISUAL ART AND MATERIAL CULTURE. |
| ARH | 2 | 051 | | HISTORY AND CRITICISM OF ART II | 3 | | Humanities | Yes | THIS COURSE IS AN INTRODUCTORY SURVEY FROM EARLY RENAISSANCE THROUGH MODERN ART HISTORY, INCLUDING KEY DEVELOPMENTS IN THE WESTERN CANON AND AMERICAN ART. IN THIS COURSE, STUDENTS WILL DEVELOP AN APPRECIATION OF AND THE ABILITY TO THINK CRITICALLY ABOUT ART AND CULTURE AND BE PROVIDED WITH THE TOOLS TO UNDERSTAND, ANALYZE, AND DISCUSS WORKS OF VISUAL ART AND MATERIAL CULTURE. |
| ARH | 2 | 090 | | GREAT DISCOVERIES IN WORLD ARCHAEOLOGY | 3 | | Humanities | Yes | IN THIS COURSE, STUDENTS WILL DISCOVER THE IMPORTANT ROLE ARCHAEOLOGY HAS PLAYED THROUGHOUT HISTORY IN UNCOVERING OUR PAST. THIS COURSE OFFERS A BROAD SURVEY OF THE HISTORY AND MATERIAL CULTURE OF SELECTED ANCIENT CIVILIZATIONS, INCLUDING THOSE OF THE WESTERN CANON. THROUGH THE STUDY OF ARCHAEOLOGICAL SITES, STUDENTS WILL GAIN NEW INSIGHTS INTO THESE CULTURES WHILE LEARNING TO THINK CRITICALLY ABOUT THEM. |
| ART | 2 | 003 | C | CONTEMPORARY ART SCHOLARSHIP AND PRACTICE | 3 | | Humanities | Yes | THIS CLASS PROVIDES AN INTRODUCTION INTO THE THEORIES AND CREATIVE PROCESSES THAT PROPEL CONTEMPORARY ART AND DESIGN. WE WILL EXPLORE A WIDE RANGE OF MEDIA AND METHODS USED BY VISUAL ARTISTS & DESIGNERS TO BUILD MEANING INTO THEIR IMAGES, OBJECTS, AND EXPERIENCES. OFFERED TO ALL NON-ART MAJORS. INCLUDES SELECTIONS FROM THE WESTERN CANON. |
| ASH | 1 | 044 | | A SURVEY OF MIDDLE EASTERN HISTORY | 3 | | Social Science | Yes | THIS COURSE INTRODUCES STUDENTS TO THE SOCIAL, POLITICAL, AND ECONOMIC ISSUES THAT HAVE SHAPED THE HISTORIES OF THE REGION WE NOW CALL THE MIDDLE EAST FROM LATE ANTIQUITY TO THE LATER TWENTIETH CENTURY. THIS COURSE CONTRIBUTES TO A STUDENT'S BROAD FOUNDATIONAL KNOWLEDGE ON THE HISTORICAL BACKGROUND AND PHILOSOPHICAL FOUNDATION OF THE DEVELOPMENT OF WESTERN CIVILIZATION. |

**Florida State University
General Education Courses with Descriptions**

| Prefix | Level | Course Number | Lab | Course Title | Credit | General Ed Core Discipline Area | General Ed Discipline Area | On 2025-26 List | Course Description |
|--------|-------|---------------|-----|--|--------|---------------------------------|----------------------------|-----------------|--|
| AST | 1 | 002 | L | PLANETS, STARS, AND GALAXIES LABORATORY | 1 | | Natural Science | Yes | THIS COURSE, WHICH CONSISTS OF OUTDOOR AND INDOOR LABS, PROVIDES A HANDS-ON INTRODUCTION TO ASTRONOMY AS AN OBSERVATIONAL SCIENCE. IN THE OUTDOOR LABS YOU WILL LEARN HOW TO MAKE OBSERVATIONS AND MEASUREMENTS OF PLANETARY, STELLAR AND GALACTIC OBJECTS USING EITHER YOUR UNAIDED EYES, BINOCULARS OR A TELESCOPE. THE INDOOR LABS WILL ACQUAINT YOU WITH THE TELESCOPE, THE COORDINATE SYSTEM USED TO LOCATE ASTRONOMICAL OBJECTS ON THE SKY, THE MOTION OF OBJECTS IN THE SKY AND OTHER BASIC CONCEPTS OF ASTRONOMY. THIS COURSE PROVIDES A COMPREHENSIVE LOOK AT MODERN ASTRONOMY, EMPHASIZING THE USE OF THE SCIENTIFIC METHOD AND THE APPLICATION OF PHYSICAL LAWS TO UNDERSTAND THE UNIVERSE INCLUDING EARTH AND ITS ENVIRONMENT. THROUGHOUT THIS COURSE, STUDENTS WILL DEVELOP THE ABILITY TO DISCERN SCIENTIFIC KNOWLEDGE FROM NON-SCIENTIFIC INFORMATION BY USING CRITICAL THINKING. |
| AST | 1 | 002 | | PLANETS, STARS, AND GALAXIES | 3 | Natural Science | Natural Science | Yes | THIS COURSE PROVIDES A COMPREHENSIVE LOOK AT MODERN ASTRONOMY, EMPHASIZING THE USE OF THE SCIENTIFIC METHOD AND THE APPLICATION OF PHYSICAL LAWS TO UNDERSTAND THE UNIVERSE INCLUDING EARTH AND ITS ENVIRONMENT. THROUGHOUT THIS COURSE, STUDENTS WILL DEVELOP THE ABILITY TO DISCERN SCIENTIFIC KNOWLEDGE FROM NON-SCIENTIFIC INFORMATION BY USING CRITICAL THINKING. |
| BSC | 1 | 005 | L | GENERAL BIOLOGY LABORATORY FOR NONMAJORS | 1 | | Natural Science | Yes | THIS COURSE APPLIES THE SCIENTIFIC METHOD TO CRITICALLY EXAMINE AND EXPLAIN THE NATURAL WORLD INCLUDING BUT NOT LIMITED TO CELLS, ORGANISMS, GENETICS, EVOLUTION, ECOLOGY, AND BEHAVIOR. THIS COURSE WILL EMPHASIZE THE DEVELOPMENT OF MULTIPLE ASPECTS OF SCIENCE PROFICIENCY FOR ALL STUDENTS: KNOWING, USING, AND INTERPRETING SCIENTIFIC EXPLANATIONS OF THE NATURAL WORLD; GENERATING AND EVALUATING SCIENTIFIC EVIDENCE AND EXPLANATIONS; UNDERSTANDING THE NATURE AND DEVELOPMENT OF SCIENTIFIC KNOWLEDGE; AND PARTICIPATING PRODUCTIVELY IN THE PRACTICES AND DISCOURSES OF SCIENCE. SPECIFICALLY, THIS COURSE INCLUDES MULTIPLE INVESTIGATIONS OF THE CORE CONCEPTS IN BIOLOGY THAT ENGAGE STUDENTS IN THE PRACTICES OF SCIENTIFIC INQUIRY. BIOLOGICAL SYSTEMS WILL BE ANALYZED THROUGH EXPERIMENTATION, DISSECTION, OBSERVATION, AND MODELING. |
| BSC | 1 | 005 | | GENERAL BIOLOGY FOR NON-MAJORS | 3 | Natural Science | Natural Science | Yes | THIS COURSE APPLIES THE SCIENTIFIC METHOD TO CRITICALLY EXAMINE AND EXPLAIN THE NATURAL WORLD INCLUDING BUT NOT LIMITED TO CELLS, ORGANISMS, GENETICS, EVOLUTION, ECOLOGY, AND BEHAVIOR. |
| BSC | 2 | 010 | L | BIOLOGICAL SCIENCE I LABORATORY | 1 | | Natural Science | Yes | IN THIS COURSE STUDENTS WILL APPLY THE SCIENTIFIC METHOD TO CRITICALLY EXAMINE AND EXPLAIN THE NATURAL WORLD. THIS COURSE WILL COVER MOLECULAR BIOLOGY, CELLULAR BIOLOGY, GENETICS, METABOLISM, AND REPLICATION. THIS COURSE INTRODUCES BASIC CHEMISTRY, ENERGETICS, METABOLISM, AND CELLULAR ORGANIZATION; MOLECULAR GENETICS AND INFORMATION FLOW; ANIMAL AND PLANT FUNCTION. |
| BSC | 2 | 010 | | BIOLOGICAL SCIENCE I | 3 | Natural Science | Natural Science | Yes | IN THIS COURSE STUDENTS WILL APPLY THE SCIENTIFIC METHOD TO CRITICALLY EXAMINE AND EXPLAIN THE NATURAL WORLD. THIS COURSE WILL COVER MOLECULAR BIOLOGY, CELLULAR BIOLOGY, GENETICS, METABOLISM, AND REPLICATION. |

**Florida State University
General Education Courses with Descriptions**

| Prefix | Level | Course Number | Lab | Course Title | Credit | General Ed Core Discipline Area | General Ed Discipline Area | On 2025-26 List | Course Description |
|--------|-------|---------------|-----|-----------------------------------|--------|---------------------------------|----------------------------|-----------------|---|
| BSC | 2 | 011 | | BIOLOGICAL SCIENCE II | 3 | | Natural Science | Yes | THIS IS THE SECOND PART OF A TWO-SEMESTER INTRODUCTORY BIOLOGY COURSE DESIGNED FOR THOSE INTERESTED IN PURSUING A CAREER IN LIFE SCIENCES. THIS COURSE PROVIDES AN OVERVIEW OF THE PROCESSES UNDERLYING ANIMAL EMBRYONIC DEVELOPMENT, INHERITANCE GENETICS, EVOLUTION AND ECOLOGY. THE DIVERSITY OF KNOWLEDGE GAINED IN BSC 2011 WILL AID UNDERSTANDING IN MORE ADVANCED BIOLOGY CLASSES. |
| BSC | 2 | 011 | L | BIOLOGICAL SCIENCE II LAB | 1 | | Natural Science | Yes | THIS COURSE FOCUSES ON REPRODUCTION AND DEVELOPMENT, TRANSMISSION (MENDELIAN) GENETICS, POPULATION BIOLOGY, ECOLOGY, AND EVOLUTION. |
| BSC | 2 | 085 | L | ANATOMY & PHYSIOLOGY I LABORATORY | 1 | | Natural Science | Yes | THIS COURSE IS THE FIRST OF A TWO-SEMESTER HUMAN ANATOMY/PHYSIOLOGY SEQUENCE EMPHASIZING THE CELL, STIMULUS-RESPONSE CONCEPT, AND THE SKELETAL-MUSCULAR AND FIRST HALF OF THE NERVOUS SYSTEMS. THIS COURSE IS THE FIRST PART OF A TWO-SEMESTER SEQUENCE IN WHICH STUDENTS EXAMINE HUMAN ANATOMY AND PHYSIOLOGY THROUGH A SYSTEMS APPROACH BASED ON THE INTERACTION BETWEEN FORM AND FUNCTION, FROM THE MICROSCOPIC COMPONENTS OF CELLS AND TISSUES TO THE ORGANISMAL LEVEL. EMPHASIS IS PLACED ON HISTOLOGY AND THE INTEGUMENTARY, SKELETAL, MUSCULAR, AND NERVOUS SYSTEMS. |
| BSC | 2 | 085 | | ANATOMY AND PHYSIOLOGY I | 3 | Natural Science | Natural Science | Yes | THIS COURSE IS THE FIRST PART OF A TWO-SEMESTER SEQUENCE IN WHICH STUDENTS EXAMINE HUMAN ANATOMY AND PHYSIOLOGY THROUGH A SYSTEMS APPROACH BASED ON THE INTERACTION BETWEEN FORM AND FUNCTION, FROM THE MICROSCOPIC COMPONENTS OF CELLS AND TISSUES TO THE ORGANISMAL LEVEL. EMPHASIS IS PLACED ON HISTOLOGY AND THE INTEGUMENTARY, SKELETAL, MUSCULAR, AND NERVOUS SYSTEMS. |
| BSC | 2 | 086 | | ANATOMY AND PHYSIOLOGY II | 3 | | Natural Science | Yes | ANATOMY AND PHYSIOLOGY II IS THE SECOND OF A TWO-COURSE SEQUENCE. IT IS A STUDY OF THE STRUCTURE AND FUNCTION OF HUMAN BIOLOGY INCLUDING CELLS, TISSUES, ORGANS AND SYSTEMS. FOR NON-BIOLOGY MAJORS. |
| BSC | 2 | 086 | L | ANATOMY AND PHYSIOLOGY II LAB | 1 | | Natural Science | Yes | ANATOMY AND PHYSIOLOGY II IS THE SECOND OF A TWO-COURSE SEQUENCE. IT IS A STUDY OF THE STRUCTURE AND FUNCTION OF HUMAN BIOLOGY INCLUDING CELLS, TISSUES, ORGANS AND SYSTEMS. FOR NON-BIOLOGY MAJORS. |
| CCJ | 2 | 020 | | INTRODUCTION TO CRIMINAL JUSTICE | 3 | | Social Science | Yes | STUDENTS WILL GAIN AN UNDERSTANDING OF BASIC SOCIAL AND BEHAVIORAL CONCEPTS AND PRINCIPLES THROUGH THE STUDY OF THE CRIMINAL JUSTICE SYSTEM. |

Florida State University
General Education Courses with Descriptions

| Prefix | Level | Course Number | Lab | Course Title | Credit | General Ed Core Discipline Area | General Ed Discipline Area | On 2025-26 List | Course Description |
|--------|-------|---------------|-----|---------------------------------|--------|---------------------------------|----------------------------|-----------------|--|
| CHM | 1 | 020 | C | CHEMISTRY FOR LIBERAL STUDIES | 4 | Natural Science | Natural Science | Yes | THIS COURSE PROVIDES STUDENTS WITH AN INTRODUCTION TO CHEMICAL PRINCIPLES AND APPLICATIONS FOR THE NON-SCIENCE MAJOR. STUDENTS WILL ENGAGE IN PROBLEM SOLVING AND CRITICAL THINKING WHILE APPLYING CHEMICAL CONCEPTS. TOPICS WILL INCLUDE THE SCIENTIFIC METHOD OF PROBLEM SOLVING, CLASSIFICATION OF MATTER, ATOMIC THEORY, THE PERIODIC TABLE, GASES, CHEMICAL REACTIONS, ENERGY, AND CHEMICAL BONDS. |
| CHM | 1 | 045 | L | GENERAL CHEMISTRY I LABORATORY | 1 | | Natural Science | Yes | THIS LABORATORY OFFERS AN INTRODUCTION TO QUANTITATIVE TECHNIQUES AND TO THE CHEMICAL LABORATORY. TOPICS INCLUDE STOICHIOMETRY, ATOMIC SPECTRA, THERMODYNAMICS, GASES, AS WELL AS ACIDS AND BASES, CHEMICAL STRUCTURES AND REACTIVITY. SAFETY GOOGLES, A LAB COAT AND A SCIENTIFIC CALCULATOR ARE REQUIRED FOR EVERY CLASS. LAB MEETS THREE HOURS A WEEK. THIS COURSE IS DESIGNED FOR STUDENTS PURSUING CAREERS IN THE SCIENCES OR WHO NEED A MORE RIGOROUS PRESENTATION OF CHEMICAL CONCEPTS THAN IS OFFERED IN AN INTRODUCTORY COURSE. STUDENTS WILL ENGAGE IN PROBLEM SOLVING AND CRITICAL THINKING WHILE APPLYING CHEMICAL CONCEPTS. TOPICS WILL INCLUDE THE PRINCIPLES OF CHEMISTRY INCLUDING ATOMIC THEORY, ELECTRONIC AND MOLECULAR STRUCTURE, MEASUREMENT, STOICHIOMETRY, BONDING, PERIODICITY, THERMOCHEMISTRY, NOMENCLATURE, SOLUTIONS, AND THE PROPERTIES OF GASES. |
| CHM | 1 | 045 | | GENERAL CHEMISTRY I | 3 | Natural Science | Natural Science | Yes | THIS COURSE IS DESIGNED FOR STUDENTS PURSUING CAREERS IN THE SCIENCES OR WHO NEED A MORE RIGOROUS PRESENTATION OF CHEMICAL CONCEPTS THAN IS OFFERED IN AN INTRODUCTORY COURSE. STUDENTS WILL ENGAGE IN PROBLEM SOLVING AND CRITICAL THINKING WHILE APPLYING CHEMICAL CONCEPTS. TOPICS WILL INCLUDE THE PRINCIPLES OF CHEMISTRY INCLUDING ATOMIC THEORY, ELECTRONIC AND MOLECULAR STRUCTURE, MEASUREMENT, STOICHIOMETRY, BONDING, PERIODICITY, THERMOCHEMISTRY, NOMENCLATURE, SOLUTIONS, AND THE PROPERTIES OF GASES. |
| CHM | 1 | 046 | | GENERAL CHEMISTRY II | 3 | | Natural Science | Yes | TOPICS INCLUDE INTERMOLECULAR FORCES, CHEMICAL KINETICS, EQUILIBRIUM, ACIDS AND BASES; ELEMENTARY THERMODYNAMICS; AND ELECTROCHEMISTRY. |
| CHM | 1 | 046 | L | GENERAL CHEMISTRY II LABORATORY | 1 | | Natural Science | Yes | THIS LABORATORY OFFERS AN INTRODUCTION TO QUANTITATIVE TECHNIQUES AND TO THE CHEMICAL LABORATORY. TOPICS INCLUDE INTERMOLECULAR FORCES, SOLUTIONS, KINETICS, EQUILIBRIA, ACIDS AND BASES, BUFFERS, SOLUBILITY, THERMODYNAMICS AND ELECTROCHEMISTRY. SAFETY GOOGLES, A LAB COAT AND A SCIENTIFIC CALCULATOR ARE REQUIRED FOR EVERY CLASS. LAB MEETS THREE HOURS A WEEK. |
| CHM | 1 | 082 | | KITCHEN CHEMISTRY | 3 | | Natural Science | Yes | THIS COURSE WILL INTRODUCE STUDENTS TO THE FUNDAMENTALS OF CHEMICAL SCIENCE BY USING A WEALTH OF EXAMPLES FROM OUR EVERYDAY EXPERIENCES IN THE KITCHEN. CHEMICAL REACTIONS WILL BE DISCUSSED AS RELEVANT TO THE FOOD PREPARATION AND FOOD AGING PROCESSES. THE CONCEPTS OF ATOMS AND MOLECULES, TEMPERATURE AND PRESSURE, ACIDS AND BASES, SOLUTIONS AND CONCENTRATIONS WILL BE COVERED USING THE FAMILIAR EVERYDAY ENVIRONMENT. |

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|--------|-------|---------------|-----|---|--------|---------------------------------|----------------------------|-----------------|--|
| CHM | 1 | 020 | L | CHEMISTRY FOR LIBERAL STUDIES LABORATORY | 1 | | Natural Science | Yes | THIS COURSE PROVIDES STUDENTS WITH AN INTRODUCTION TO CHEMICAL PRINCIPLES AND APPLICATIONS FOR THE NON-SCIENCE MAJOR. STUDENTS WILL ENGAGE IN PROBLEM SOLVING AND CRITICAL THINKING WHILE APPLYING CHEMICAL CONCEPTS. TOPICS WILL INCLUDE THE SCIENTIFIC METHOD OF PROBLEM SOLVING, CLASSIFICATION OF MATTER, ATOMIC THEORY, THE PERIODIC TABLE, GASES, CHEMICAL REACTIONS, ENERGY, AND CHEMICAL BONDS. THIS LABORATORY EMPHASIZES MAJOR TOPICS FROM CHM 1020 RELATING CHEMISTRY CONCEPTS AND TECHNIQUES TO EVERYDAY LIFE EXPERIENCES. THIS LABORATORY-BASED COURSE MEETS TWO HOURS A WEEK. NO CREDIT ALLOWED AFTER TAKING CHM 1045. |
| CHM | 1 | 020 | | CHEMISTRY FOR LIBERAL STUDIES | 3 | Natural Science | Natural Science | No | THIS COURSE PROVIDES STUDENTS WITH AN INTRODUCTION TO CHEMICAL PRINCIPLES AND APPLICATIONS FOR THE NON-SCIENCE MAJOR. STUDENTS WILL ENGAGE IN PROBLEM SOLVING AND CRITICAL THINKING WHILE APPLYING CHEMICAL CONCEPTS. TOPICS WILL INCLUDE THE SCIENTIFIC METHOD OF PROBLEM SOLVING, CLASSIFICATION OF MATTER, ATOMIC THEORY, THE PERIODIC TABLE, GASES, CHEMICAL REACTIONS, ENERGY, AND CHEMICAL BONDS. |
| CLT | 2 | 374 | | CLASSICAL MYTHOLOGY | 3 | | Humanities | Yes | IN THIS COURSE, STUDENTS WILL EXAMINE A SELECTION OF THE MYTHS, OR SACRED STORIES, OF THE ANCIENT GREEKS AND ROMANS. STUDENTS WILL LEARN TO RECOGNIZE THE NUMEROUS WAYS THE GREEKS AND ROMANS USED THESE STORIES, A PROCESS THAT WILL OFFER A BROAD INTRODUCTION TO THE HISTORY, LITERATURE, PHILOSOPHY, ART, AND ARCHITECTURE OF THE ANCIENT WORLD. ADDITIONALLY, STUDENTS WILL DISCOVER HOW THESE ASPECTS OF GREEK AND ROMAN CIVILIZATION HAVE BEEN FOUNDATIONAL IN THE DEVELOPMENT OF WESTERN CULTURE. STUDENTS WILL READ SELECTIONS FROM MAJOR WORKS OF THE WESTERN CANON AND WILL LEARN HOW TO ANALYZE AND THINK CRITICALLY ABOUT THEM AND THEIR SUBSEQUENT ADAPTATIONS. |
| CLT | 2 | 375 | | ANCIENT MYTHOLOGY, EAST AND WEST | 3 | | Humanities | Yes | IN THIS COURSE, STUDENTS WILL EXAMINE A SELECTION OF THE MYTHS, OR SACRED STORIES, OF VARIOUS ANCIENT CULTURES, INCLUDING THOSE OF AFRICA, MESOPOTAMIA AND THE LEVANT, TURKEY, GREECE, ROME, NORTHERN EUROPE, INDIA, CHINA, AND THE AMERICAS. STUDENTS WILL LEARN TO RECOGNIZE THE NUMEROUS WAYS THESE CULTURES USED MYTHS, A PROCESS THAT WILL OFFER A BROAD INTRODUCTION TO THE HISTORY, LITERATURE, PHILOSOPHY, ART, AND ARCHITECTURE OF THESE CIVILIZATIONS. READINGS ARE ASSIGNED FROM IMPORTANT WORKS OF WORLD LITERATURE, INCLUDING SELECTIONS FROM THE WESTERN CANON. THROUGH THESE WORKS, STUDENTS WILL COMPARE AND CONTRAST THE MYTHS OF NUMEROUS CIVILIZATIONS AS THEY LEARN HOW TO ANALYZE AND THINK CRITICALLY ABOUT THE CULTURES THAT PRODUCED THEM. |
| CPO | 2 | 002 | | INTRODUCTION TO COMPARATIVE GOVERNMENT AND POLITICS | 3 | | Social Science | Yes | THIS COURSE USES BASIC SOCIAL AND POLITICAL SCIENCE CONCEPTS AND PRINCIPLES TO PROVIDE AN INTRODUCTORY SURVEY OF GOVERNMENT INSTITUTIONS AND CURRENT POLITICAL PARTIES THROUGHOUT THE WORLD, AS WELL AS THEORIES THAT EXPLAIN SIMILARITIES AND DIFFERENCES AMONG COUNTRIES. STUDENTS WILL BE EQUIPPED TO UNDERSTAND ALTERNATIVE ELECTORAL SYSTEMS, PARLIAMENTARY SYSTEMS, THE CAUSES OF POLITICAL CHANGE, DEMOCRATIZATION, POLITICAL CULTURE, IDEOLOGIES, AND THE DEVELOPMENT OF ECONOMIC AND SOCIAL POLICY. THE COURSE INTRODUCES EXAMPLES FROM WESTERN DEMOCRACIES AND DEVELOPING COUNTRIES. |
| DAN | 2 | 100 | | DANCE APPRECIATION | 3 | | Humanities | Yes | THIS COURSE SURVEYS THE DEVELOPMENT OF DANCE AS AN ART FORM WITHIN HUMAN CULTURE. THE COURSE FOCUSES ON SEMINAL DANCE WORKS, INCLUDING THE WESTERN CANON, WHILE CULTIVATING AN UNDERSTANDING OF DANCE'S HISTORICAL, ARTISTIC, AND CULTURAL SIGNIFICANCE. STUDENTS EXPLORE MAJOR PERIODS OF DANCE HISTORY, CHOREOGRAPHIC MASTERWORKS, CURRENT DANCE TRENDS, AND INFLUENTIAL CHOREOGRAPHERS AND PERFORMERS, ALL THROUGH READINGS, DISCUSSIONS, MEDIA PRESENTATIONS, LIVE PERFORMANCES, AND ACCESSIBLE MOVEMENT LABORATORIES. NO PRIOR DANCE EXPERIENCE IS REQUIRED. |

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|--------|-------|---------------|-----|-----------------------------------|--------|---------------------------------|----------------------------|-----------------|---|
| DAN | 2 | 140 | | CLASSICAL PERSPECTIVES ON DANCE | 3 | | Humanities | Yes | THIS COURSE INTRODUCES STUDENTS TO THE HISTORY OF DANCE BY COMPARING BALLET WITH OTHER CLASSICAL FORMS, INCLUDING KEY WORKS FROM THE WESTERN CANON. IT EXPLORES WHAT MAKES A DANCE FORM "CLASSICAL," HOW THESE TRADITIONS CONTINUE TO INFLUENCE CULTURE, AND EXAMINES IMPORTANT PERFORMANCES ACROSS DIFFERENT STYLES. THE COURSE HIGHLIGHTS THE BALANCE BETWEEN TRADITION AND INNOVATION, AND HOW THESE DANCE FORMS BOTH REFLECT AND SHAPE SOCIETY. THROUGH READINGS, DISCUSSIONS, AND VIEWING PERFORMANCES, STUDENTS WILL EXPLORE HOW CLASSICAL DANCE HAS EVOLVED OVER TIME AND HOW CONTEMPORARY ARTISTS REIMAGINE THESE TRADITIONS TODAY. |
| ECO | 2 | 000 | | INTRODUCTION TO ECONOMICS | 3 | | Social Science | Yes | THIS COURSE IS A SURVEY OF THE DISCIPLINE FOR PEOPLE TAKING ONLY ONE ECONOMICS COURSE. HISTORICAL PERSPECTIVE AND MAJOR PRINCIPLES OF THEORY ARE PRESENTED. NOT TO BE TAKEN BY STUDENTS WHO HAVE HAD OR WHO MUST TAKE ECO 2013 AND 2023. NOT APPLICABLE TO THE ECONOMICS MAJOR NOR THE ECONOMICS MINOR. |
| ECO | 2 | 013 | | PRINCIPLES OF MACROECONOMICS | 3 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL LEARN THE FOUNDATIONS OF MACROECONOMICS AS THE BRANCH OF ECONOMICS CONCERNED WITH HOW DECISION-MAKING, IN AN ENVIRONMENT OF SCARCITY, MAPS ONTO THE AGGREGATE ECONOMY. STUDENTS WILL EXAMINE THEORIES AND EVIDENCE RELATED TO THE FOLLOWING CORE SET OF TOPICS: NATIONAL INCOME DETERMINATION, MONEY, MONETARY AND FISCAL POLICY, MACROECONOMIC CONDITIONS, INTERNATIONAL TRADE AND THE BALANCE OF PAYMENTS, AND ECONOMIC GROWTH AND DEVELOPMENT. |
| ECO | 2 | 023 | | PRINCIPLES OF MICROECONOMICS | 3 | | Social Science | Yes | THIS COURSE COVERS CONSUMPTION, PRODUCTION, AND RESOURCE ALLOCATIONS CONSIDERED FROM A PRIVATE AND SOCIAL POINT OF VIEW; MICROECONOMIC PROBLEMS AND POLICY ALTERNATIVES; ECONOMICS OF INEQUALITY AND POVERTY; AND COMPARATIVE ECONOMIC SYSTEMS. |
| ENC | 1 | 101 | | FRESHMAN COMPOSITION AND RHETORIC | 3 | Communication | Communication | Yes | THIS COURSE INTRODUCES STUDENTS TO RHETORICAL CONCEPTS AND AUDIENCE-CENTERED APPROACHES TO WRITING INCLUDING COMPOSING PROCESSES, LANGUAGE CONVENTIONS AND STYLE, AND CRITICAL ANALYSIS AND ENGAGEMENT WITH WRITTEN TEXTS AND OTHER FORMS OF COMMUNICATION. |
| ENC | 2 | 135 | | RESEARCH, GENRE, AND CONTEXT | 3 | | Communication | Yes | EMPHASIZES WRITING AS A RECURSIVE PROCESS INVOLVING INVENTION, DRAFTING, COLLABORATION, REREADING, REVISION, AND EDITING TO COMPOSE IN A VARIETY OF GENRES CLEARLY AND EFFECTIVELY FOR SPECIFIC CONTEXTS, PURPOSES, OCCASIONS, AND AUDIENCES. THE CLASS TEACHES RESEARCH SKILLS THAT ALLOW STUDENTS TO EFFECTIVELY INCORPORATE OUTSIDE SOURCES IN THEIR WRITING. |
| ENL | 2 | 022 | | BRITISH LITERATURE/CULTURE II | 3 | | Humanities | Yes | SURVEY OF THE LITERATURE OF GREAT BRITAIN AS IT REFLECTED AND INFLUENCED CULTURE FROM THE EARLY ROMANTIC PERIOD THROUGH THE PRESENT DAY. READINGS INCLUDE BOTH CANONICAL AND MARGINAL TEXTS. THIS COURSE INCLUDES SELECTIONS FROM THE WESTERN CANON. |

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|--------|-------|---------------|-----|--|--------|---------------------------------|----------------------------|-----------------|---|
| ENL | 2 | 330 | | PLAYING WITH SHAKESPEARE | 3 | | Humanities | Yes | THIS COURSE INTRODUCES STUDENTS TO AT LEAST SIX OF SHAKESPEARE'S PLAYS. THE COURSE WILL FOCUS ON ARTISTIC ELEMENTS OF THE PLAYS; THE POLITICAL, SOCIAL, AND INTELLECTUAL MILIEU OF THE PERIOD; AND CONTEMPORARY ISSUES IN SHAKESPEARE STUDIES. THIS COURSE AFFORDS STUDENTS THE ABILITY TO THINK CRITICALLY AND INCLUDES SELECTIONS FROM THE WESTERN CANON. |
| ESC | 1 | 000 | L | INTRODUCTION TO EARTH SCIENCE LABORATORY | 1 | | Natural Science | Yes | THIS COURSE IS A LABORATORY INTRODUCTION TO EARTH SCIENCE. USING THE SCIENTIFIC METHOD, CRITICAL THINKING SKILLS, DATA ANALYSIS, THIS COURSE WILL EXAMINE THE FUNDAMENTAL PROCESSES OF THE EARTH SYSTEM, COMPOSED OF AN ATMOSPHERE, HYDROSPHERE, LITHOSPHERE, BIOSPHERE, AND EXOSPHERE, THROUGH TIME. THE COURSE WILL ALSO EXPLORE INTERACTIONS BETWEEN THESE SPHERES, INCLUDING CRITICAL ANALYSIS OF SCIENTIFIC THEORIES AND EMPHASIZE EARTH'S CONNECTIONS WITH HUMANS. THE STUDY OF PLANET EARTH, SPECIFICALLY A STUDY OF MINERALS, ROCKS, MAPS, OCEANS AND THE ATMOSPHERE. |
| ESC | 1 | 000 | | INTRODUCTION TO EARTH SCIENCE | 3 | Natural Science | Natural Science | Yes | USING THE SCIENTIFIC METHOD, CRITICAL THINKING SKILLS, AND DATA ANALYSIS, THIS COURSE WILL EXAMINE THE FUNDAMENTAL PROCESSES OF THE EARTH SYSTEM, COMPOSED OF AN ATMOSPHERE, HYDROSPHERE, LITHOSPHERE, BIOSPHERE, AND EXOSPHERE, THROUGH TIME. THE COURSE WILL ALSO EXPLORE INTERACTIONS BETWEEN THESE SPHERES, INCLUDING CRITICAL ANALYSIS OF SCIENTIFIC THEORIES AND EMPHASIZE EARTH'S CONNECTIONS WITH HUMANS. |
| EUH | 2 | 000 | | ANCIENT AND MEDIEVAL CIVILIZATIONS | 3 | | Social Science | Yes | THIS COURSE PROVIDES A SURVEY OF WESTERN TRADITIONS FROM THE BEGINNINGS THROUGH THE END OF THE MIDDLE AGES. EMPHASIS IS ON PATTERNS OF THINKING AND ON THOSE INSTITUTIONS MOST DISTINCTIVE FOR THE WESTERN TRADITION. STUDENTS WHO HAVE PREVIOUS COLLEGE CREDIT IN WESTERN CIVILIZATION COURSES COVERING THE SAME GENERAL CHRONOLOGICAL PERIOD CANNOT RECEIVE CREDIT FOR EUH 2000. MAY NOT BE TAKEN BY STUDENTS WITH TEST CREDIT IN EUROPEAN HISTORY. |
| EVR | 1 | 001 | L | INTRODUCTION TO ENVIRONMENTAL SCIENCE LABORATORY | 1 | | Natural Science | Yes | THIS FULLY ON-LINE, VIRTUAL-REALITY LAB COURSE HAS 5 LAB MODULES COVERING VARIOUS ASPECTS OF ENVIRONMENTAL SCIENCE. STUDENTS SUBMIT LAB REPORTS ON-LINE FOR EACH MODULE THAT INCLUDE DATA ANALYSIS AND GRAPHICAL INTERPRETATION. THIS COURSE IS A SURVEY OF BASIC CHEMICAL, BIOLOGICAL, AND PHYSICAL PRINCIPLES OF ENVIRONMENTAL SCIENCE AND THEIR APPLICATIONS TO ENVIRONMENTAL ISSUES. THIS COURSE IS APPROPRIATE FOR STUDENTS IN A WIDE RANGE OF DISCIPLINES OR PROGRAMS. |
| EVR | 1 | 001 | | INTRODUCTION TO ENVIRONMENTAL SCIENCE | 3 | Natural Science | Natural Science | Yes | THIS COURSE IS A SURVEY OF BASIC CHEMICAL, BIOLOGICAL, AND PHYSICAL PRINCIPLES OF ENVIRONMENTAL SCIENCE AND THEIR APPLICATIONS TO ENVIRONMENTAL ISSUES. THIS COURSE IS APPROPRIATE FOR STUDENTS IN A WIDE RANGE OF DISCIPLINES OR PROGRAMS. |
| FAD | 2 | 230 | | FAMILY RELATIONSHIPS: A LIFE SPAN DEVELOPMENT APPROACH | 3 | | Social Science | Yes | IN THIS COURSE, STUDENTS WILL EXPLORE THE INTERPERSONAL RELATIONSHIPS OVER THE LIFE SPACE WITH THE FAMILY UNIT. STUDENTS WILL GAIN AN UNDERSTANDING OF BASIC SOCIAL AND BEHAVIORAL CONCEPTS AND PRINCIPLES IN THIS COURSE. THE COURSE EMPHASIZES THE DEVELOPMENTAL TASKS, STRUCTURAL CHANGES, AND RELATIONAL PROCESSES WITHIN FAMILIES. STUDENTS WILL USE SOCIAL AND BEHAVIOR SCIENCE METHODOLOGIES TO EXPLAIN THESE PATTERNS AND TRENDS. BY THE END OF THE COURSE, STUDENTS WILL UNDERSTAND SOME OF THE COMPLEXITIES INFLUENCING INTERPERSONAL RELATIONSHIPS IN FAMILIES. |

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|--------|-------|---------------|-----|--|--------|---------------------------------|----------------------------|-----------------|---|
| FIL | 2 | 001 | | INTRODUCTION TO CINEMA STUDIES: ANALYSIS AND PRACTICE | 3 | | Humanities | Yes | THIS COURSE INTRODUCES STUDENTS TO CINEMA STUDIES THEORIES AND TECHNIQUES (E.G. NARRATIVE STRUCTURE, CINEMATIC LANGUAGE, FORMAL ANALYSIS, CULTURAL ANALYSIS). THROUGH FILM SCREENINGS, DISCUSSION, AND FILM ANALYSIS EXERCISES, STUDENTS COMPARE AND INTERPRET FILMS REPRESENTING A VARIETY OF GENRES, AESTHETIC TRADITIONS, AND CULTURAL CONTEXTS. THE COURSE INCLUDES SELECTIONS FROM THE WESTERN CANON. |
| FIL | 2 | 860 | | FILM STYLES | 3 | | Humanities | Yes | THIS COURSE ALLOWS STUDENTS TO DEVELOP DEEP UNDERSTANDING OF CINEMA AS A FORM OF CULTURAL EXPRESSION THROUGH CRITICAL ANALYSIS OF MOTION PICTURE FORM AND CONTENT. STUDENTS WILL CLOSELY ANALYZE A SELECTION OF FILMS FROM DIFFERENT CULTURAL AND HISTORICAL CONTEXTS AND DEVELOP FOUNDATIONAL KNOWLEDGE OF CINEMA THROUGH EXPLORATION OF GENRES, MOVEMENTS, AND OTHER TOPICS OF INTEREST. THE COURSE WILL INCLUDE SELECTIONS FROM THE WESTERN CANON, AS WELL AS FROM OTHER PARTS OF THE WORLD. |
| FOW | 2 | 100 | | LITERATURE AND THE WORLD: AN INVITATION TO READING ACROSS MODERN LANGUAGES | 3 | | Humanities | Yes | THIS COURSE INVITES STUDENTS TO THINK ABOUT LITERATURE IN GLOBAL TERMS. STUDENTS WILL THINK CRITICALLY ABOUT TEXTS FROM DIFFERENT LANGUAGE TRADITIONS. STUDENTS WILL BE INTRODUCED TO VARIOUS CULTURAL-HISTORICAL CONTEXTS WHILE DEVELOPING THEIR SKILLS IN CLOSE LITERARY ANALYSIS AND WRITING. INCLUDES SELECTIONS FROM THE WESTERN CANON. |
| GEA | 1 | 000 | | WORLD GEOGRAPHY | 3 | | Social Science | Yes | A REGIONAL SURVEY OF THE HUMAN OCCUPATION OF THE FACE OF THE EARTH, LOCAL CULTURES, POLITICAL SYSTEMS, AND DEVELOPMENT PROBLEMS. |
| GEO | 1 | 330 | | ENVIRONMENTAL SCIENCE | 3 | | Social Science | Yes | THE CAUSES OF LOCAL AND GLOBAL ENVIRONMENTAL PROBLEMS AND THEIR IMPACTS, INCLUDING RESOURCE USE, POLLUTION, ECOSYSTEMS, AND POPULATION GROWTH. |
| GEO | 1 | 400 | | HUMAN GEOGRAPHY | 3 | | Social Science | Yes | THIS COURSE IS AN INTRODUCTORY SURVEY OF GEOGRAPHIC THEORIES, ISSUES AND APPLICATIONS FROM THE HUMAN PERSPECTIVE. IN PARTICULAR, HOW PEOPLE INTERACT WITH EACH OTHER POLITICALLY, ECONOMICALLY, CULTURALLY AND SOCIALLY ACROSS DISTANCES, SCALES AND WITHIN VARIOUS PHYSICAL ENVIRONMENTS. IN ADDITION, GLOBAL CONTRASTS ARE EXAMINED USING URBAN VERSUS RURAL HABITATION, LOCAL VERSUS TRANSNATIONAL TRADE, AND UNEVEN ECONOMIC DEVELOPMENT. |
| GLY | 1 | 000 | | DYNAMIC EARTH | 3 | | Natural Science | Yes | INTRODUCTION TO GEOLOGY AS THE STUDY OF PLANET EARTH, ITS INTERNAL DYNAMICS AND ITS SURFICIAL WEATHERING, EROSION, AND SEDIMENTARY PROCESSES. COURSE CREDIT MAY NOT BE RECEIVED FOR THIS COURSE AND ALSO GLY 1892 OR 2010C. |

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| GLY | 1 | 000 | L | DYNAMIC EARTH LABORATORY | 1 | | Natural Science | Yes | THIS COURSE IS A LABORATORY INTRODUCTION TO GEOLOGY AS THE STUDY OF PLANET EARTH, SPECIFICALLY A STUDY OF MINERALS, ROCKS, MAPS. |
| GLY | 1 | 030 | | ENVIRONMENTAL ISSUES IN GEOLOGY | 3 | | Natural Science | Yes | ENVIRONMENTAL ISSUES AS THEY RELATE TO GEOLOGICAL PHENOMENA, WHICH INCLUDE VOLCANIC AND EARTHQUAKE HAZARDS, RESOURCE AND LAND-USE PLANNING, AIR AND WATER POLLUTION, WASTE DISPOSAL, GLACIATION AND SEA-LEVEL CHANGE, LANDSLIDES, FLOODING, SHORELINE EROSION, AND GLOBAL CHANGE ISSUES. COURSE CREDIT MAY NOT BE RECEIVED FOR THIS COURSE AND ALSO GLY 1000 OR 2010C. CREDIT CAN BE RECEIVED FOR TAKING GLY 1000L. |
| GLY | 1 | 102 | | DINOSAURS AND DISASTERS ON AN EVOLVING EARTH | 3 | | Natural Science | Yes | HISTORY OF THE EARTH AND ITS ORGANISMS AS RECORDED IN THE FOSSIL AND ROCK RECORD; PRINCIPLES OF GEOLOGICAL AND PALEONTOLOGICAL RESEARCH; EVOLUTION OF THE DINOSAURS, MASS EXTINCTIONS, AND EFFECTS OF PAST CONTINENTAL MOVEMENTS ON THE DIVERSITY OF LIFE. COURSE CREDIT MAY NOT BE RECEIVED FOR THIS COURSE AND ALSO GLY 2100. |
| GLY | 2 | 010 | C | PHYSICAL GEOLOGY | 4 | | Natural Science | Yes | USING THE SCIENTIFIC METHOD, CRITICAL THINKING SKILLS, AND DATA ANALYSIS, THIS COURSE WILL EXAMINE THE FUNDAMENTAL PROCESSES OF THE EARTH SYSTEM, COMPOSED OF AN ATMOSPHERE, HYDROSPHERE, CRYOSPHERE, LITHOSPHERE, BIOSPHERE, AND EXOSPHERE THROUGH TIME. THE COURSE WILL ALSO EXPLORE INTERACTIONS BETWEEN THESE SPHERES, INCLUDING CRITICAL ANALYSIS OF SCIENTIFIC THEORIES AND EMPHASIZE LITHOSPHERIC CONNECTIONS WITH HUMANITY. |
| HIS | 2 | 466 | | SURVEY OF THE HISTORY OF SCIENCE | 3 | | Social Science | Yes | THIS SURVEY COURSE INTRODUCES STUDENTS TO THE SOCIAL AND POLITICAL ISSUES THAT SHAPE THE HISTORIES OF VARIOUS SCIENCES FROM THE AGE OF THE ENLIGHTENMENT IN THE 17TH CENTURY TO THE RISE OF ECOLOGY IN THE TWENTIETH CENTURY. THIS COURSE CONTRIBUTES TO A STUDENT'S BROAD FOUNDATIONAL KNOWLEDGE ON THE HISTORICAL BACKGROUND AND PHILOSOPHICAL FOUNDATION OF THE DEVELOPMENT OF WESTERN CIVILIZATION. |
| HUM | 2 | 020 | | THE ART OF BEING HUMAN: EXAMINING THE HUMAN CONDITION THROUGH LITERATURE, ART AND FILM | 3 | Humanities | Humanities | Yes | IN THIS COURSE, STUDENTS WILL LEARN ABOUT THE CREATIVE IDEAS AND ACCOMPLISHMENTS OF VARIOUS CULTURES IN VARIOUS FIELDS OF HUMANITIES THAT MAY INCLUDE ART, ARCHITECTURE, DRAMA, HISTORY, MUSIC, LITERATURE, PHILOSOPHY, AND RELIGION. THE COURSE WILL INCLUDE CULTURAL EXPRESSIONS FROM THE WESTERN CANON AND MAY ALSO INCLUDE EXPRESSIONS FROM AROUND THE GLOBE. |
| HUN | 1 | 201 | | THE SCIENCE OF NUTRITION | 3 | | Natural Science | Yes | THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD IN ANALYZING THE FACTORS THAT INFLUENCE NUTRITIONAL HEALTH. STUDENTS WILL UTILIZE SCIENTIFIC METHODS TO INVESTIGATE THE COMPLEX INTERACTIONS BETWEEN DIETARY COMPONENTS AND PHYSIOLOGICAL PROCESSES, DRAWING CONNECTIONS TO FOUNDATIONAL DISCIPLINES SUCH AS CHEMISTRY, BIOCHEMISTRY, ANATOMY, AND PHYSIOLOGY. |

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|--------|-------|---------------|-----|--|--------|---------------------------------|----------------------------|-----------------|---|
| IDS | 2 | 170 | | MUSIC IN THE WORLD | 3 | | Humanities | Yes | THIS COURSE PROVIDES AN INTRODUCTORY SURVEY OF VARIOUS MUSICAL TRADITIONS IN A GLOBAL PERSPECTIVE, EXPLORING MUSIC BOTH AS A PHENOMENON OF SOUND AND AS A PHENOMENON OF CULTURE. AS WE SURVEY MUSIC FROM AROUND THE WORLD, WE WILL EMPHASIZE THE SOCIAL CONTEXT OF MUSIC, INCLUDING SOCIAL STRUCTURE, GEOGRAPHY, GLOBALIZATION, MASS MEDIATION, CONCEPTS OF RELIGION, INSTRUMENTS, AESTHETIC PRIORITIES, AND CULTURAL BELIEFS THAT INFORM MUSIC WITHIN GIVEN CULTURAL CONTEXTS. THE FOCUS, THEREFORE, IS ON HOW MUSIC WORKS IN THE WORLD. THIS LEADS US TO ALSO ASK HOW THE WORLD WORKS WITHIN MUSIC. INCLUDES SELECTIONS FROM THE WESTERN CANON. |
| IDS | 2 | 173 | | A SOCIAL HISTORY OF AMERICA'S POPULAR MUSIC | 3 | | Humanities | Yes | THIS COURSE OFFERS A FOUNDATIONAL SURVEY OF AMERICAN MUSIC OF VARIOUS MUSICAL STYLES THAT HAVE BEEN INTEGRAL TO POPULAR CULTURE IN THE UNITED STATES. THROUGH READINGS, LISTENING EXERCISES, CONCERT ATTENDANCE, AND WRITTEN ASSIGNMENTS, YOU WILL DEVELOP CRITICAL LISTENING SKILLS AND LEARN HOW TO DISCUSS AND WRITE ABOUT MUSIC USING APPROPRIATE TERMINOLOGY. INCLUDES SELECTIONS FROM THE WESTERN CANON. |
| IDS | 2 | 180 | | DEAD CITIES | 3 | | Social Science | Yes | USING EXAMPLES FROM THE U.S. AND ABROAD, STUDENTS WILL EXPLORE THE DIFFERENCES BETWEEN "CONVENTIONAL" URBAN POVERTY (WHICH MAY BE A NECESSARY PART OF SUCCESSFUL CITIES), SYSTEMATIC URBAN DECLINE, NEW SUBURBAN POVERTY, FAVELAS AND SHANTYTOWNS, ETC. WE WILL ALSO EXAMINE RECENT STRATEGIES TO "RECLAIM" FAILING CITIES.. |
| IDS | 2 | 227 | | SUSTAINABLE SOCIETY | 3 | | Social Science | Yes | STUDENTS WILL HAVE OPPORTUNITIES TO OBSERVE AND INQUIRE ABOUT SUSTAINABLE PRACTICES THROUGH FIELD STUDIES AT LOCAL ORGANIC FARM, HYDRO-POWER STATION, NEW URBANISM COMMUNITY, AND RECYCLING FACILITIES ETC. AS WELL AS THROUGH INTERACTIONS WITH COMMUNITY-BASED PROGRAMS. STUDENTS WILL BE ENGAGED IN CRITICAL THINKING ABOUT SUSTAINABILITY OF HUMAN SOCIETY AND ENVIRONMENT FROM VARIOUS ASPECTS THAT INCLUDE PRODUCERS, CONSUMERS, PUBLIC SERVICE SECTORS, AND POLICY MAKERS. THIS COURSE ALSO OFFERS OPPORTUNITIES TO LEARN AND USE QUALITATIVE AND QUANTITATIVE RESEARCH METHODS COMMONLY ADOPTED IN SOCIAL SCIENCE DISCIPLINES. |
| IDS | 2 | 291 | | LANGUAGE BIRTH, LANGUAGE DEATH | 3 | | Humanities | Yes | THIS COURSE EXPLORES HOW LANGUAGES ARE BORN, THE WAYS AND REASONS WHY THEY CHANGE, AND THE LIMITS OF LANGUAGE LEARNING AND TEACHING. THIS COURSE ALSO EXAMINES THE FACTORS LEADING TO LANGUAGE LOSS AND LANGUAGE DEATH, THE REASONS WHY WE, AS GLOBAL CITIZENS, SHOULD CARE, AND HOW LANGUAGE SPECIALISTS AND ACTIVISTS ATTEMPT TO BRING DYING LANGUAGES BACK TO LIFE. INCLUDES SELECTIONS FROM THE WESTERN CANON. |
| IDS | 2 | 393 | | THE HUNGER GAMES TRILOGY: COLLECTIVE ACTION AND SOCIAL MOVEMENTS | 3 | | Social Science | Yes | THIS COURSE IS AN INTRODUCTION TO THE SOCIOLOGICAL STUDY OF COLLECTIVE BEHAVIOR AND SOCIAL MOVEMENTS. THIS COURSE IS ORGANIZED TO HIGHLIGHT THEMES IN THE HUNGER GAMES SERIES BY SUZANNE COLLINS, WHICH STUDENTS WILL ANALYZE DURING THE SEMESTER. STUDENTS WILL HAVE AN OPPORTUNITY TO RESEARCH A MOVEMENT OF THEIR CHOOSING DURING THE SEMESTER. |
| IDS | 2 | 453 | | REALITY AND ILLUSION IN WORLD CINEMA | 3 | | Humanities | Yes | EXAMINES WORLD CINEMA WITH A FOCUS ON THE ELUSIVE AND CONTINUALLY SHIFTING BOUNDARY BETWEEN REALITY AND ILLUSION. INVESTIGATES CREATIVE APPROACHES TO STORYTELLING AND THE CRAFT OF FILMMAKING NOT TYPICALLY SEEN IN TRADITIONAL HOLLYWOOD OR AMERICAN INDEPENDENT FILM PRODUCTIONS. INCLUDES SELECTIONS FROM THE WESTERN CANON. |

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| IDS | 2 | 455 | | THE ROLE OF THE PUBLIC INTELLECTUAL | 3 | | Humanities | Yes | IN THIS CLASS, STUDENTS WILL READ, DISCUSS, AND WRITE ABOUT TEXTS BY, TYPICALLY, GEORGE ORWELL, ALBERT CAMUS, SUSAN SONTAG, CAMILLE PAGLIA, GREIL MARCUS, AND CORNELL WEST, EACH OF WHOM IS A THINKER WHO, RATHER THAN MERELY CONTRIBUTING TO A PARTICULAR DISCIPLINE (THOUGH THEY HAVE CERTAINLY DONE THAT), HAS USED THAT DISCIPLINE TO EXPLIcate THE WORLD, THEREBY MAKING BOTH MORE ALIVE AND DYNAMIC. |
| IDS | 2 | 461 | | MUSIC AND INTERNATIONAL HUMAN RIGHTS | 3 | | Humanities | Yes | MUSIC IS EXTRAORDINARILY POWERFUL IN ITS ABILITY TO COMMUNICATE AND PERSUADE. BECAUSE OF THIS ABILITY, MUSIC IS ALSO INHERENTLY POLITICAL. THIS COURSE WILL INVESTIGATE THE DIALOGIC ROLE MUSIC PLAYS WORLDWIDE IN NEGOTIATING, CONSOLIDATING, AND QUESTIONING POWER BETWEEN POWERFUL MACRO-REACHING POLITICAL ENTITIES (CORPORATIONS, NATION-STATES) AND MICRO-LOCALES (VILLAGES, REGIONS, SUB-CULTURES). STUDENTS WILL ASSESS AND EXAMINE WHAT HUMAN RIGHTS ARE IN TERMS OF THEIR RELATIONSHIP TO MUSIC PRODUCTION AND PERFORMANCE AND WILL USE ANALYTICAL TOOLS TO EXAMINE PERTINENT CASE STUDIES AND RELEVANT GLOBAL TRENDS. THE COURSE WILL STRONGLY ENCOURAGE STUDENTS TO DISCUSS AND REFLECT UPON MUSICAL SELECTIONS FROM THE WESTERN CANON. |
| IDS | 2 | 471 | | GLACIERS, GEYSERS AND GLADES: EXPLORING US NATIONAL PARKS | 3 | | Social Science | Yes | EXPLORATION AND SUSTAINABILITY OF THE NATIONAL PARKS OF THE UNITED STATES; THEIR GEOGRAPHIC DISTRIBUTION, PHYSICAL STRUCTURE, ECONOMIC MANAGEMENT, AND CULTURAL RECREATION. |
| IDS | 2 | 473 | | PUTTING SCIENCE INTO ACTION: FIELD METHODS IN PLANT ECOLOGY | 3 | | Natural Science | Yes | THIS COURSE ADDRESSES SCIENTIFIC RESEARCH DESIGN AND FIELD DATA COLLECTION, DRAWING ON PRINCIPLES IN BIOGEOGRAPHY AND ECOLOGY. WE WILL FOCUS ON SAMPLING DESIGN AND SURVEY METHODS FOR PLANTS AT THREE SCALES: POPULATIONS, COMMUNITIES, AND ECOSYSTEMS. YOU WILL GAIN INSIGHT INTO FIELD-BASED INQUIRY AND TECHNIQUES TO MONITOR AND ASSESS PLANT POPULATIONS, COMMUNITIES, AND ECOSYSTEMS. TWO QUESTIONS THIS COURSE WILL ADDRESS ARE: 1) HOW DO DIFFERENCES IN SCALE CHANGE OBSERVABLE PATTERNS AND 2) HOW CAN THESE PATTERNS INFORM UNDERLYING PROCESSES? |
| IDS | 2 | 651 | | LANGUAGE: BODY, MIND, AND WORLD | 3 | | Social Science | Yes | THIS COURSE PROVIDES AN EXAMINATION OF LANGUAGE FROM BIOLOGICAL, PSYCHOLOGICAL, AND SOCIAL PERSPECTIVES, AND CONSIDERS WAYS THAT OUR KNOWLEDGE OF LANGUAGE CAN BE DEPLOYED TO TACKLE REAL-WORLD ISSUES IN AREAS SUCH AS HEALTH, LAW, AND EDUCATION. |
| IDS | 2 | 672 | | MUSIC AND FILM | 3 | | Humanities | Yes | THIS COURSE IS AN OVERVIEW OF THE USES AND MEANINGS OF MUSIC IN THE DEVELOPMENT OF FILM DURING THE PAST 130 YEARS. THE TRADITION OF FILM MUSIC IS FIRMLY ROOTED IN WORKS FROM THE WESTERN CANON, AND THAT TRADITION WILL BE CENTRAL TO THIS COURSE. MORE RECENT DEVELOPMENTS, HOWEVER, HAVE INCORPORATED AN EXTRAORDINARY DIVERSITY OF MUSICAL INFLUENCES AND STYLES, FROM JAZZ, HIP HOP, AND NOISE ART TO EGYPTIAN POPULAR SONG AND INDIAN BHANGRA. WE WILL LOOK AT HOW THIS WIDE RANGE OF MUSIC HAS COME TO IMPACT THE FILM EXPERIENCE FOR DIRECTORS, COMPOSERS, MUSICIANS, AND AUDIENCES FROM THE TIME OF THE INTRODUCTION OF SOUND; WE WILL ADDITIONALLY CONSIDER NEWER, RELATED MEDIA, SUCH AS MUSIC AND SOUND IN TELEVISION AND VIDEO GAMES. |

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| IDS | 2 | 673 | | POPULAR MUSIC IN LITERATURE | 3 | | Humanities | Yes | SURVEY OF THE LITERATURE AND CRITICISM CONCERNING AMERICAN POPULAR MUSIC IN THE 20TH AND 21ST CENTURIES. THE FOCUS IS ON THE RELATION BETWEEN POPULAR MUSIC AND LITERATURE. |
| IDS | 2 | 674 | | ANIMATION AND IDENTITY | 3 | | Humanities | Yes | EXAMINES THE MEDIUM OF ANIMATION AND THE CONTRIBUTIONS OF INFLUENTIAL ANIMATORS WITH A FOCUS ON HOW IDENTITY AND SOCIETAL MILIEU INFLUENCE ARTISTIC EXPRESSION IN ANIMATION. THROUGH ANIMATION SCREENINGS, DISCUSSION, AND HANDS-ON ANIMATION EXERCISES, STUDENTS WILL BE EXPOSED TO DIVERSE ANIMATION STYLES AND APPROACHES, CREATE ORIGINAL SHORT ANIMATIONS, AND COME TO BETTER UNDERSTAND THE CREATIVE PROCESS UTILIZED IN ANIMATION. |
| IDS | 2 | 677 | | FRIENDSHIP ALLIANCES IN SHAKESPEARE | 3 | | Humanities | Yes | THIS COURSE FOCUSES ON ANALYZING HUMAN CULTURE AS DEPICTED IN LITERATURE FROM THE WESTERN CANON WRITTEN BY WILLIAM SHAKESPEARE. WILLIAM SHAKESPEARE WAS AN ENGLISH POET, PLAYWRIGHT, AND ACTOR WHO IS WIDELY REGARDED AS ONE OF THE GREATEST WRITERS IN THE WORLD. AS A RENOWNED DRAMATIST, SHAKESPEARE'S WORKS ARE FAMOUS FOR HIS USE OF SYMBOLISM, CHARACTER DEVELOPMENT, AND WRITTEN WORDS TO CHARACTERIZE HUMAN RELATIONSHIPS AND EXPERIENCES THROUGH DIALOGUE AND ACTION. IN THIS COURSE, STUDENTS WILL READ LITERARY WORKS OF WILLIAM SHAKESPEARE AND ENGAGE IN DISCUSSIONS AND ANALYSES OF THE FRIENDSHIPS DESCRIBED IN HIS WRITING. SHAKESPEARE OFTEN INCLUDED FRIENDSHIP ALLIANCES IN HIS PLAYS AND THIS COURSE WILL TEACH STUDENTS TO ANALYZE LITERARY WORKS FROM THE WESTERN CANON AND INTEGRATE PSYCHOLOGICAL PRINCIPLES OF HUMAN FRIENDSHIPS INTO THOSE ANALYSES THROUGH CRITICAL THINKING EXERCISES, CLASS DISCUSSIONS, WRITING ASSIGNMENTS, AND ORAL PRESENTATIONS. |
| INR | 2 | 002 | | INTRODUCTION TO INTERNATIONAL RELATIONS | 3 | | Social Science | Yes | THIS COURSE INTRODUCES STUDENTS TO THE STUDY OF INTERNATIONAL RELATIONS. USING INTERNATIONAL RELATIONS AS THE FOCUS, STUDENTS WILL UNDERSTAND BASIC POLITICAL AND SOCIAL SCIENCE PRINCIPLES. STUDENTS WILL DEVELOP A FOUNDATIONAL UNDERSTANDING OF THE DIFFERENT ACTORS THAT PARTICIPATE IN INTERNATIONAL RELATIONS AND THE DIFFERENT GOALS THEY PURSUE, THE PROCESSES OF CONFLICT AND COOPERATION, AND RECENT TRENDS IN INTERNATIONAL POLITICS. |
| ISC | 1 | 057 | | COMPUTATIONAL THINKING | 3 | | Mathematics | Yes | THIS COURSE INTRODUCES STUDENTS TO THE PROCESS OF CREATING A REPRESENTATION OF A TASK SO THAT IT CAN BE PERFORMED BY A COMPUTER. THE COURSE INVESTIGATES STRATEGIES BEHIND POPULAR COMPUTATIONAL METHODS WHICH ARE SHAPING OUR DAILY LIVES AND OUR FUTURE. STUDENTS PRACTICE LOGICAL THINKING BY APPLYING VERSIONS OF THESE COMPUTATIONAL METHODS TO PROBLEMS IN SCIENCE AND SOCIETY. |
| LEI | 2 | 318 | | EVENTS: LOVE THEM, THEN LEAVE THEM. WHAT'S MY FOOTPRINT? | 3 | | Humanities | Yes | THIS COURSE WILL PROVIDE AN OVERVIEW OF ETHICS AND CORPORATE SOCIAL RESPONSIBILITY IN THE MEETINGS, CONVENTIONS, AND EVENTS INDUSTRY. STUDENTS WILL EVALUATE THE APPLICATION OF ETHICAL PRACTICES IN THE MEETING AND EVENTS INDUSTRY. THE CORRELATION BETWEEN ETHICAL BEHAVIOR AND CORPORATE SOCIAL RESPONSIBILITY WILL ALSO BE ANALYZED. STUDENTS WILL LEARN TO IDENTIFY AND DETERMINE WHEN SUSTAINABILITY-RELATED PRACTICES ARE APPLIED TO MEETINGS, CONVENTIONS, AND EVENTS. |

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| LIN | 2 | 004 | | WORLD LANGUAGES | 3 | | Humanities | Yes | THIS COURSE PROVIDES AN OVERVIEW OF THE WIDE DIVERSITY OF THE LANGUAGES OF THE WORLD. IT WILL FAMILIARIZE YOU WITH THE MAIN CONCEPTS AND THEMES IN LINGUISTICS, AS WELL AS METHODS USED IN LINGUISTIC ANALYSIS |
| LIT | 2 | 000 | | INTRODUCTION TO LITERATURE | 3 | Humanities | Humanities | Yes | IN THIS COURSE, STUDENTS WILL BE ASSIGNED READINGS REPRESENTATIVE OF A BROAD RANGE OF LITERARY GENRES AND CULTURES. THESE READINGS WILL COVER A VARIETY OF LITERARY MOVEMENTS AND HISTORICAL ERAS. THE READINGS WILL INCLUDE SELECTIONS FROM THE WESTERN CANON. WRITTEN ANALYSIS OF LITERARY WORKS MAY BE REQUIRED. STUDENTS WILL BE PROVIDED WITH OPPORTUNITIES TO PRACTICE CRITICAL INTERPRETATION. |
| LIT | 2 | 010 | | INTERPRETATION OF FICTION | 3 | | Humanities | Yes | AN INTRODUCTION TO CLOSE READING OF FICTION. INCLUDES CONTENT RELATED TO THE WESTERN CANON. |
| LIT | 2 | 024 | | INTRODUCTION TO THE SHORT STORY | 3 | | Humanities | Yes | THIS COURSE INTRODUCES STUDENTS TO THE FOUNDATIONAL LITERARY GENRE OF THE SHORT STORY. THIS COURSE IS AN INTRODUCTION TO THE HISTORY AND VARIETY OF THE SHORT STORY AS A FORM, INCLUDING SELECTIONS FROM THE WESTERN CANON, AND TEACHES STUDENTS TO UNDERSTAND, ANALYZE AND THINK CRITICALLY ABOUT THE FORMAL ASPECTS OF THE SHORT STORY (INCLUDING POINT OF VIEW, NARRATION, TONE, CHARACTERIZATION, AND THEME) THAT ARE ESSENTIAL TO ALL LITERARY STUDY. |
| LIT | 2 | 030 | | INTRODUCTION TO POETRY | 3 | | Humanities | Yes | A STUDY OF THE POEM AS LITERARY FORM; APPROACHED FROM A HISTORICAL PERSPECTIVE THOUGH NOT RESTRICTED TO ANY HISTORICAL PERIOD. WILL NOT BE COUNTED TOWARD THE ENGLISH MAJOR. THIS COURSE AFFORDS STUDENTS THE ABILITY TO THINK CRITICALLY AND INCLUDES SELECTIONS FROM THE WESTERN CANON. |
| MAC | 1 | 105 | | COLLEGE ALGEBRA | 3 | Mathematics | Mathematics | Yes | IN THIS COURSE, STUDENTS WILL DEVELOP PROBLEM SOLVING SKILLS, CRITICAL THINKING, COMPUTATIONAL PROFICIENCY, AND CONTEXTUAL FLUENCY THROUGH THE STUDY OF EQUATIONS, FUNCTIONS, AND THEIR GRAPHS. EMPHASIS WILL BE PLACED ON QUADRATIC, EXPONENTIAL, AND LOGARITHMIC FUNCTIONS. TOPICS WILL INCLUDE SOLVING EQUATIONS AND INEQUALITIES, DEFINITION AND PROPERTIES OF A FUNCTION, DOMAIN AND RANGE, TRANSFORMATIONS OF GRAPHS, OPERATIONS ON FUNCTIONS, COMPOSITE AND INVERSE FUNCTIONS, BASIC POLYNOMIAL AND RATIONAL FUNCTIONS, EXPONENTIAL AND LOGARITHMIC FUNCTIONS, AND APPLICATIONS. |
| MAC | 1 | 114 | | ANALYTIC TRIGONOMETRY | 3 | Mathematics | Mathematics | Yes | THIS COURSE COVERS A REVIEW OF ALGEBRAIC TOPICS, TRIGONOMETRIC FUNCTIONS, INVERSE TRIGONOMETRIC FUNCTIONS AND THEIR GRAPHS; IDENTITIES AND CONDITIONAL EQUATIONS; SOLUTION OF TRIANGLES; TRIGONOMETRIC FORM OF COMPLEX NUMBERS; DEMOIVRE'S THEOREM AND NTH ROOTS; INTRODUCTION TO PLANE VECTORS. ADDITIONAL TOPICS AS TIME PERMITS. |

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| MAC | 1 | 140 | | PRECALCULUS ALGEBRA | 3 | Mathematics | Mathematics | Yes | THIS COURSE MAY BE TAKEN CONCURRENTLY WITH MAC 1114. THE COURSE COVERS FUNCTIONS AND GRAPHS, ESPECIALLY HIGH DEGREE POLYNOMIAL, RATIONAL, EXPONENTIAL, AND LOGARITHMIC FUNCTIONS; SYSTEMS OF EQUATIONS; SOLUTIONS OF LINEAR SYSTEMS; MATRIX METHODS; DETERMINANTS; SEQUENCES AND SERIES; INDUCTION; AND THE BINOMIAL THEOREM. THE COURSE ALSO EXPLORES APPLICATIONS, APPROXIMATION, AND METHODS OF PROOF. |
| MAC | 2 | 233 | | APPLIED CALCULUS | 3 | | Mathematics | Yes | THIS COURSE INTRODUCES STUDENTS TO CALCULUS CONCEPTS THAT ARE USED IN APPLICATIONS IN BUSINESS, ECONOMICS, AND SOCIAL SCIENCES. THIS COURSE COVERS LIMITS, CONTINUITY, FIRST AND HIGHER DERIVATIVES, AND THE DIFFERENTIAL, WITH APPLICATIONS TO GRAPHING, RATES OF CHANGE, AND OPTIMIZATION METHODS; TECHNIQUES OF INTEGRATION AND APPLICATIONS. |
| MAC | 2 | 311 | | CALCULUS WITH ANALYTIC GEOMETRY I | 4 | Mathematics | Mathematics | Yes | IN THIS COURSE, STUDENTS WILL DEVELOP PROBLEM SOLVING SKILLS, CRITICAL THINKING, COMPUTATIONAL PROFICIENCY, AND CONTEXTUAL FLUENCY THROUGH THE STUDY OF LIMITS, DERIVATIVES, AND DEFINITE AND INDEFINITE INTEGRALS OF FUNCTIONS OF ONE VARIABLE, INCLUDING ALGEBRAIC, EXPONENTIAL, LOGARITHMIC, AND TRIGONOMETRIC FUNCTIONS, AND APPLICATIONS. TOPICS WILL INCLUDE LIMITS, CONTINUITY, DIFFERENTIATION AND RATES OF CHANGE, OPTIMIZATION, CURVE SKETCHING, AND INTRODUCTION TO INTEGRATION AND AREA |
| MAC | 2 | 312 | | CALCULUS WITH ANALYTIC GEOMETRY II | 4 | Mathematics | Mathematics | Yes | THIS COURSE COVERS TECHNIQUES OF INTEGRATION; APPLICATIONS OF INTEGRATION; SERIES AND TAYLOR SERIES; DIFFERENTIAL EQUATIONS. THIS COURSE MUST BE TAKEN FOR REDUCED CREDIT BY STUDENTS WITH PRIOR CREDIT FOR SOME OF THE CONTENT. |
| MAC | 2 | 313 | | CALCULUS WITH ANALYTIC GEOMETRY III | 5 | Mathematics | Mathematics | Yes | THIS COURSE COVERS FUNCTIONS OF SEVERAL VARIABLES AND THEIR GRAPHICAL REPRESENTATIONS; VECTORS; PARTIAL DERIVATIVES AND GRADIENTS; OPTIMIZATION; MULTIPLE INTEGRATION; POLAR, SPHERICAL, AND CYLINDRICAL COORDINATE SYSTEMS; CURVES; VECTOR FIELDS; LINE INTEGRALS; FLUX INTEGRALS; DIVERGENCE THEOREM AND STOKES' THEOREM. THIS COURSE MUST BE TAKEN FOR REDUCED CREDIT BY STUDENTS WITH PRIOR CREDIT FOR SOME OF THE CONTENT. |
| MET | 1 | 010 | | INTRODUCTION TO THE ATMOSPHERE | 3 | | Natural Science | Yes | STRUCTURE OF THE ATMOSPHERE; WEATHER PROCESSES AND WEATHER SYSTEM, INCLUDING CLIMATIC PROCESSES; CREDIT MAY NOT BE RECEIVED IN THIS COURSE IF STUDENT HAS ALREADY RECEIVED CREDIT IN 2000-LEVEL OR HIGHER MET COURSES. |
| MET | 1 | 050 | | NATURAL HAZARDS AND DISASTERS: FROM HURRICANES TO METEORITES | 3 | | Natural Science | Yes | THIS COURSE PROVIDES A SURVEY OF EARTH, OCEAN, AND ATMOSPHERIC SCIENCES THROUGH AN EXAMINATION OF NATURAL HAZARDS AND DISASTERS. WE EXAMINE THE NATURE AND PHYSICAL PROCESSES THAT DRIVE THE HAZARDS, THE DANGERS ASSOCIATED WITH THEM, THE SCIENTIFIC METHODS OF FORECASTING SUCH EVENTS, AND APPROACHES TO THEIR MITIGATION. |

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| MET | 1 | 010 | L | INTRODUCTION TO THE ATMOSPHERE LAB | 1 | | Natural Science | Yes | THIS COURSE COVERS DATA ANALYSIS, INSTRUMENTS, AND WEATHER SYSTEM MODELS. |
| MGF | 1 | 130 | | MATHEMATICAL THINKING | 3 | Mathematics | Mathematics | Yes | IN THIS COURSE, STUDENTS WILL UTILIZE MULTIPLE MEANS OF PROBLEM SOLVING THROUGH STUDENT-CENTERED MATHEMATICAL EXPLORATION. THE COURSE IS DESIGNED TO TEACH STUDENTS TO THINK MORE EFFECTIVELY AND VASTLY INCREASE THEIR PROBLEM-SOLVING ABILITY THROUGH PRACTICAL APPLICATION AND DIVERGENT THINKING. THIS COURSE IS APPROPRIATE FOR STUDENTS IN A WIDE RANGE OF DISCIPLINES/PROGRAMS. |
| MGF | 1 | 131 | | MATHEMATICS IN CONTEXT | 3 | | Mathematics | Yes | THIS COURSE COVERS TOPICS IN PERSONAL FINANCE, TAXES, GRAPH THEORY, GATHERING AND ORGANIZING DATA, VOTING METHODS, AND THE USE AND MIS-USE OF STATISTICS. COURSE IS NOT INTENDED FOR STUDENTS WHOSE PROGRAMS REQUIRE PRECALCULUS OR CALCULUS COURSES. |
| MUC | 2 | 301 | | INTRODUCTION TO ELECTRONIC MUSIC | 3 | | Humanities | Yes | A STUDY OF THE PAST CENTURYS TECHNOLOGICAL EXPLOSION, WHICH HAS Affected THE WAY IN WHICH MUSIC IS PERFORMED, RECORDED, EDITED, COMPOSED, DISTRIBUTED, REPRODUCED, AND PERCEIVED WORLDWIDE. THIS COURSE AFFORDS STUDENTS THE ABILITY TO THINK CRITICALLY AND INCLUDES SELECTIONS FROM THE WESTERN CANON. |
| MUH | 1 | 005 | | ARTISTIC REVELATION | 3 | | Humanities | Yes | STUDENTS IN THIS COURSE WILL EXAMINE TEXTS THAT COMPOSERS SET TO MUSIC, IDENTIFY ELEMENTS IN THE TEXT THAT INFLUENCE THE WAY THE WORDS ARE SET TO MUSIC, EXPLORE WHAT THE POET AND COMPOSER/SONGWRITER WERE TRYING TO EXPRESS, AND EVALUATE WHETHER THE MUSICAL SETTINGS OF TEXT ARE SUCCESSFUL. THE REPERTOIRE SELECTED FOR STUDY IN THIS COURSE IS PRIMARILY FROM, BUT NOT EXCLUSIVE TO, THE WESTERN CANON. STUDENTS WILL LEARN HOW TO INTERPRET THE MEANING OF BOTH THE TEXT AND MUSIC, WHAT POETS AND MUSICIANS WERE ATTEMPTING TO CONVEY THROUGH THEIR ART, AND WHAT IT MEANS FOR US AS THE AUDIENCE OF THAT ART. |
| MUH | 2 | 019 | | MODERN POPULAR MUSIC | 3 | | Humanities | Yes | THIS COURSE SURVEYS THE DEVELOPMENT OF POPULAR MUSIC IN THE UNITED STATES AND INTERNATIONALLY FROM THE EARLY 20TH CENTURY TO THE PRESENT. IT COVERS GENRES INCLUDING BLUES, ROCK, PROG ROCK (INCLUDING ITS CLOSE ASSOCIATIONS WITH WORKS OF THE WESTERN CANON), POP, R&B, SOUL, COUNTRY, AND HIP HOP, WHILE CONSIDERING THE SOCIAL, ECONOMIC, AND TECHNOLOGICAL FACTORS THAT HELPED SHAPE THESE MUSICAL STYLES. |
| MUH | 2 | 051 | | MUSIC IN WORLD CULTURES | 3 | | Humanities | Yes | THIS COURSE OFFERS AN INTRODUCTORY SURVEY OF CONTEMPORARY AND HISTORICAL MUSIC TRADITIONS IN GLOBAL PERSPECTIVE. REGIONS AND STYLES COVERED INCLUDE A RANGE OF CLASSICAL, FOLK, INDIGENOUS, AND POPULAR GENRES OF NORTH AMERICA, SOUTH AMERICA, THE CARIBBEAN, AFRICA, ASIA, AUSTRALIA, OCEANIA, AND/OR EUROPE, INCLUDING WORKS FROM THE WESTERN CANON. THE COURSE IS DESIGNED SPECIFICALLY FOR NON-MUSIC MAJORS AND REQUIRES NO PRIOR MUSICAL TRAINING OR EXPERIENCE. |

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| MUH | 2 | 054 | | AMERICAN ROOTS MUSIC | 3 | | Humanities | Yes | A FOUNDATIONAL SURVEY OF THE MUSICS OF NORTH AMERICA WITH AN EMPHASIS ON THE HISTORICAL, ROOT TRADITIONS OF EUROPEAN AMERICAN, INDIGENOUS, AFRICAN AMERICAN, LATIN AMERICAN, AND ASIAN AMERICAN MUSICAL GENRES AND THEIR MODERN TRANSFORMATIONS. STUDENTS WILL LEARN TO THINK CRITICALLY ABOUT THE CONTEXT OF MUSIC AND MORE BROADLY ABOUT THE WAYS SOCIETIES INTERACT WITH EACH OTHER. INCLUDES SELECTIONS FROM THE WESTERN CANON. |
| MUH | 2 | 512 | | MUSIC IN WORLD CULTURES | 2 | | Humanities | Yes | THIS COURSE OFFERS AN INTRODUCTORY SURVEY OF CONTEMPORARY AND HISTORICAL MUSIC TRADITIONS IN GLOBAL CONTEXT. REGIONS AND STYLES COVERED INCLUDE A RANGE OF CLASSICAL, FOLK, INDIGENOUS, AND POPULAR GENRES OF NORTH AMERICA, SOUTH AMERICA, THE CARIBBEAN, AFRICA, ASIA, AUSTRALIA, OCEANIA, AND/OR EUROPE, INCLUDING WORKS FROM THE WESTERN CANON. |
| MUH | 2 | 111 | | SURVEY OF MUSIC HISTORY: ANTIQUITY TO 1750 | 3 | | Social Science | Yes | THIS COURSE WILL FOCUS ON THE DEVELOPMENT OF MUSICAL STYLES IN THE WESTERN TRADITION FROM ANTIQUITY TO 1750, IN ADDITION TO MUSIC IN THE CONTEXT OF HISTORY AND CULTURE. THROUGH THIS EXAMINATION OF THE LITERATURE, STUDENTS WILL CRITICALLY EXAMINE, INTERPRET, AND EXPLAIN HOW PERSONAL, POLITICAL, CULTURAL, ECONOMIC, AND SOCIAL EXPERIENCES AND STRUCTURES SHAPE THE PAST AND PRESENT. THIS COURSE WILL DEVELOP RESEARCH, ANALYTICAL, CRITICAL THINKING, AND TECHNICAL WRITING SKILLS. |
| MUL | 2 | 010 | | MUSIC LITERATURE, LISTENING AND UNDERSTANDING | 3 | Humanities | Humanities | Yes | IN THIS COURSE, STUDENTS WILL SURVEY THE HISTORY OF CLASSICAL MUSIC FROM ANTIQUITY TO THE MODERN PERIOD, FOCUSING ON WESTERN MUSIC. THE CURRICULUM MAY ALSO INTEGRATE A VARIETY OF POPULAR AND GLOBAL STYLES WHERE APPROPRIATE. |
| MUL | 2 | 110 | | SURVEY OF MUSIC LITERATURE | 2 | | Humanities | Yes | A SURVEY OF CORE REPERTOIRE OF WESTERN MUSIC. IN ADDITION TO THE WORKS THEMSELVES, THE COURSE INTRODUCES THE BROAD PERIODS OF WESTERN MUSIC HISTORY, AND IT DEVELOPS A SYSTEMATIC APPROACH TO THE ANALYSIS OF MUSICAL STYLE. STUDENTS WILL LEARN TO THINK CRITICALLY ABOUT MUSICAL STYLE ACROSS THE HISTORY OF WESTERN MUSIC FROM THE TENTH CENTURY TO THE PRESENT. INCLUDES SELECTIONS FROM THE WESTERN CANON. |
| MUM | 1 | 054 | | SOCIAL IMPACT OF MUSIC ENTREPRENEURS | 3 | | Humanities | Yes | THIS COURSE UNVEILS HOW MUSIC ENTREPRENEURS CHAMPION EMPOWERING INITIATIVES THROUGH THEIR LYRICS AND MUSICAL EXPRESSIONS, CONVEYING THEIR PERSPECTIVES ACROSS VARIOUS PLATFORMS SUCH AS INTERVIEWS, DIGITAL MEDIA, AND STRATEGIC PARTNERSHIPS WITH NON-PROFIT ORGANIZATIONS. ADDITIONALLY, THEY ESTABLISH MUSIC BUSINESSES AND NON-PROFITS THAT SERVE AS BEACONS OF AWARENESS FOR SELECTED ISSUES. WITH A FOCUS ON DEVELOPING ESSENTIAL SKILLS FOR NAVIGATING THE CONTEMPORARY MUSIC INDUSTRY IN THE UNITED STATES AND BEYOND, THIS COURSE EQUIPS STUDENTS WITH THE TOOLS TO CREATE A PERSONAL ENTERPRISE. THROUGH ARTISTIC (MUSICAL) EXPRESSIONS, STUDENTS WILL LEARN HOW TO INFLUENCE GLOBAL ISSUES, CONTRIBUTING TO THE ONGOING DIALOGUE ON THE HUMAN CONDITION. INCLUDES SELECTIONS FROM THE WESTERN CANON. |

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|--------|-------|---------------|-----|---------------------------------------|--------|---------------------------------|----------------------------|-----------------|--|
| MUN | 1 | 130 | | SYMPHONIC BAND | 1 | | Humanities | Yes | AN ENSEMBLE OF WIND AND PERCUSSION INSTRUMENTALISTS PERFORMING TRADITIONAL AND CONTEMPORARY WIND BAND AND CHAMBER ENSEMBLE REPERTOIRE, INCLUDING SELECTIONS FROM THE WESTERN CANON AS WELL AS NEWLY-COMMISSIONED WORKS. |
| MUN | 1 | 320 | | WOMEN'S GLEE CLUB | 1 | | Humanities | Yes | VOCAL TRAINING AND PUBLIC PERFORMANCES OF STANDARD FEMALE CHORUS REPERTOIRE, INCLUDING SELECTIONS FROM THE WESTERN CANON. |
| MUN | 1 | 330 | | MEN'S GLEE CLUB | 1 | | Humanities | Yes | VOCAL TRAINING AND PUBLIC PERFORMANCE OF TENOR-BASS CHORUS REPERTOIRE. COURSE LITERATURE IS DRAWN FROM A VARIETY OF HISTORICAL PERIODS (INCLUDING SELECTIONS FROM THE WESTERN CANON), CULTURES, AND MUSICAL STYLES, PRESENTING STUDENTS WITH VARIED PERSPECTIVES AND EXPERIENCES. STUDENTS EXPLORE THE KEY ELEMENTS OF THE LITERATURE INCLUDING THE ORIGIN, HISTORICAL CONTEXT, AND FORM OF SONG TEXTS, COMPOSITIONAL TECHNIQUES, AND PERFORMANCE PRACTICES. |
| MUT | 1 | 005 | | THE ART OF SONGWRITING | 3 | | Humanities | Yes | A PRACTICAL, ANALYTICAL, AND PERFORMANCE-ORIENTED APPLICATION OF THE FUNDAMENTAL MATERIALS OF MUSIC THEORY TO SONG COMPOSITION; THE COURSE CULMINATES IN THE COMPOSITION AND PERFORMANCE OF AN ORIGINAL SONG, IN A STYLE BASED ON MODEL WORKS FROM THE WESTERN CANON, AND IN CORRECT MUSICAL NOTATION. |
| OCE | 1 | 001 | | ELEMENTARY OCEANOGRAPHY | 3 | | Natural Science | Yes | USING THE SCIENTIFIC METHOD, CRITICAL THINKING SKILLS, AND DATA ANALYSIS, THIS COURSE WILL EXAMINE THE FUNDAMENTAL PROCESSES OF THE OCEAN SYSTEM, COMPOSED OF AN ATMOSPHERE, HYDROSPHERE, LITHOSPHERE, AND BIOSPHERE, THROUGH TIME. THE COURSE WILL ALSO EXPLORE INTERACTIONS BETWEEN THESE SPHERES, INCLUDING CRITICAL ANALYSIS OF SCIENTIFIC THEORIES AND EMPHASIZE OCEANIC CONNECTIONS WITH HUMANITY. |
| PAD | 1 | 000 | | INTRODUCTION TO PUBLIC ADMINISTRATION | 3 | | Social Science | Yes | THIS COURSE PROVIDES STUDENTS WITH A BROAD UNDERSTANDING OF PUBLIC ADMINISTRATION AND ITS ROLE IN GOVERNANCE. THROUGH A FOUNDATIONAL UNDERSTANDING OF PUBLIC ADMINISTRATION, STUDENTS WILL LEARN THE BASIC CONCEPTS AND PRINCIPLES USED TO ANALYZE SOCIAL, POLITICAL, AND ECONOMIC ISSUES, BOTH PAST AND PRESENT. STUDENTS WILL EXPLORE THE MANAGEMENT OF PUBLIC INSTITUTIONS, THE IMPLEMENTATION OF GOVERNMENT POLICIES, AND THE ROLE OF PUBLIC ADMINISTRATORS IN DELIVERING PUBLIC SERVICES. STUDENTS WILL GAIN A FOUNDATIONAL UNDERSTANDING OF HOW PUBLIC ORGANIZATIONS OPERATE AND THE CRITICAL ISSUES FACING THE PUBLIC SECTOR. |
| PHI | 2 | 010 | | INTRODUCTION TO PHILOSOPHY | 3 | Humanities | Humanities | Yes | IN THIS COURSE, STUDENTS WILL BE INTRODUCED TO THE NATURE OF PHILOSOPHY, PHILOSOPHICAL THINKING, MAJOR INTELLECTUAL MOVEMENTS IN THE HISTORY OF PHILOSOPHY, INCLUDING TOPICS FROM THE WESTERN PHILOSOPHICAL TRADITION, AND VARIOUS PROBLEMS IN PHILOSOPHY. STUDENTS WILL STRENGTHEN THEIR INTELLECTUAL SKILLS, BECOME MORE EFFECTIVE LEARNERS, AND DEVELOP BROAD FOUNDATIONAL KNOWLEDGE. |

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| Prefix | Level | Course Number | Lab | Course Title | Credit | General Ed Core Discipline Area | General Ed Discipline Area | On 2025-26 List | Course Description |
|--------|-------|---------------|-----|---|--------|---------------------------------|----------------------------|-----------------|---|
| PHI | 2 | 138 | | MAKING THE ARGUMENT: SYMBOLIC LOGIC AND THE FORMS OF GOOD REASONING | 3 | | Mathematics | Yes | IN THIS COURSE, STUDENTS UTILIZE SEVERAL MEANS OF PROBLEM SOLVING THROUGH STUDENT-CENTERED MATHEMATICAL AND LOGICAL EXPLORATION. THE COURSE IS DESIGNED TO TEACH STUDENTS TO THINK MORE EFFECTIVELY AND INCREASE THEIR PROBLEM-SOLVING ABILITY THROUGH PRACTICAL APPLICATION AND DIVERGENT THINKING. THIS COURSE IS APPROPRIATE FOR STUDENTS IN A WIDE RANGE OF DISCIPLINES/PROGRAMS. |
| PHI | 2 | 620 | | ENVIRONMENTAL ETHICS | 3 | | Humanities | Yes | AN EXAMINATION OF ENVIRONMENTAL ISSUES PAST AND PRESENT, AND HOW THEY HAVE MADE AN IMPACT UPON CONTEMPORARY SOCIETY. ALSO ANALYZES THE HISTORICAL DEVELOPMENT OF ENVIRONMENTAL PERSPECTIVES AND THE ETHICAL THEORIES, FROM WESTERN AND OTHER TRADITIONS, THAT HAVE BEEN GENERATED BY THESE APPROACHES. |
| PHI | 2 | 630 | | ETHICAL ISSUES AND LIFE CHOICES | 3 | | Humanities | Yes | MOST OF US HAVE VIEWS ABOUT WHAT IS RIGHT AND WRONG WHEN IT COMES TO SPECIFIC ISSUES, SUCH AS ABORTION OR THE DEATH PENALTY, BUT WE DO NOT ALWAYS HAVE VIEWS ABOUT WHAT IS RIGHT AND WRONG IN GENERAL. THAT IS, WE MAY NOT HAVE A COHERENT THEORY OF WHAT IS MORALLY RELEVANT AND WHY, AND SO OUR VIEWS RUN THE RISK OF BEING MERE PREJUDICES. THIS IS A COURSE THAT DRAWS ON ETHICAL THEORIES TO EXPLORE THE MAJOR ETHICAL ISSUES THAT ONE FACES AS ONE MAKES DECISIONS ABOUT THE KINDS OF ACTIVITIES TO ENGAGE IN AND THE KIND OF LIFE TO LEAD. IN THIS COURSE, STUDENTS EXAMINE A NUMBER OF MORAL THEORIES AND DISCUSS SPECIFIC ETHICAL ISSUES IN LIGHT OF THESE THEORIES TO SEE HOW WELL THEIR VIEWS STAND UP TO CRITICAL SCRUTINY. READINGS INCLUDE SELECTIONS FROM THE WESTERN CANON. |
| PHI | 2 | 635 | | INTRODUCTION TO BIOMEDICAL ETHICS | 3 | | Humanities | Yes | THIS COURSE WILL FOCUS ON THE ETHICAL ISSUES ARISING FROM ADVANCES IN MEDICAL PRACTICE, DELIVERY OF HEALTH CARE, AND SCIENTIFIC RESEARCH. THIS COURSE AFFORDS STUDENTS THE ABILITY TO THINK CRITICALLY AND INCLUDES SELECTIONS FROM THE WESTERN CANON. |
| PHM | 2 | 300 | | INTRODUCTION TO POLITICAL PHILOSOPHY | 3 | | Humanities | Yes | THIS COURSE IS AN INTRODUCTION TO FOUNDATIONAL TEXTS AND IDEAS OF WESTERN POLITICAL PHILOSOPHY. IN THIS COURSE, STUDENTS WILL STUDY FOUNDATIONAL TEXTS AND LEARN TO THINK CRITICALLY ABOUT THEIR IMPACT ON CURRENT POLITICAL THEORY. SOURCES STUDIED INCLUDE SELECTIONS FROM THE WESTERN CANON AND MAY RANGE FROM CLASSICAL GREEK TO CONTEMPORARY. |
| PHY | 1 | 020 | L | PHYSICS AND TECHNOLOGY FOR FUTURE PRESIDENTS LABORATORY | 1 | | Natural Science | Yes | THE LABORATORY COURSE IS DESIGNED TO ACCOMPANY OR FOLLOW THE 1020 LECTURE COURSE. ALTHOUGH THE LAB MATERIAL WILL GENERALLY FOLLOW THE LECTURE, SOME TOPICS MAY BE TREATED EARLIER OR LATER IN THE LAB SYLLABUS, SO IT IS ESSENTIAL TO READ OVER THE ASSIGNED LAB MATERIALS CAREFULLY BEFORE COMING TO THE LAB. THE PHY1020L IS DESIGNED TO SATISFY THE LIBERAL STUDIES SCIENCE LABORATORY REQUIREMENT FOR NON-SCIENCE MAJORS. THIS COURSE OFFERS A COMPREHENSIVE SURVEY OF PHYSICS, COVERING A WIDE RANGE OF TOPICS INCLUDING MOTION, NEWTON'S LAWS, ENERGY, SOUND, HEAT, ELECTRICITY, MAGNETISM, AND OPTICS. EMPHASIZING A CONCEPTUAL UNDERSTANDING OF PHYSICS, THE COURSE INTEGRATES CRITICAL THINKING SKILLS AND REAL-WORLD APPLICATIONS. |

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| Prefix | Level | Course Number | Lab | Course Title | Credit | General Ed Core Discipline Area | General Ed Discipline Area | On 2025-26 List | Course Description |
|--------|-------|---------------|-----|------------------------------|--------|---------------------------------|----------------------------|-----------------|---|
| PHY | 1 | 020 | | FUNDAMENTALS OF PHYSICS | 3 | Natural Science | Natural Science | Yes | THIS COURSE OFFERS A COMPREHENSIVE SURVEY OF PHYSICS, COVERING A WIDE RANGE OF TOPICS INCLUDING MOTION, NEWTON'S LAWS, ENERGY, SOUND, HEAT, ELECTRICITY, MAGNETISM, AND OPTICS. EMPHASIZING A CONCEPTUAL UNDERSTANDING OF PHYSICS, THE COURSE INTEGRATES CRITICAL THINKING SKILLS AND REAL-WORLD APPLICATIONS. |
| PHY | 2 | 048 | C | GENERAL PHYSICS A | 5 | Natural Science | Natural Science | Yes | THIS CALCULUS-BASED COURSE SERVES AS THE FIRST IN A TWO-PART SERIES, COVERING TOPICS LIKE KINEMATICS, DYNAMICS, ENERGY, MOMENTUM, ROTATIONAL MOTION, FLUID DYNAMICS, OSCILLATORY MOTION, AND WAVES. DESIGNED FOR SCIENCE AND ENGINEERING MAJORS, THE COURSE INTEGRATES CRITICAL THINKING, ANALYTICAL SKILLS, AND REAL-WORLD APPLICATIONS. |
| PHY | 2 | 049 | C | CALCULUS-BASED PHYSICS II | 5 | | Natural Science | Yes | CONTINUATION OF PHY 2048. ELECTROSTATICS AND MAGNETISM; BASIC ELECTRIC CIRCUITS; OPTICS; SELECTED TOPICS IN MODERN PHYSICS. |
| PHY | 2 | 053 | C | COLLEGE PHYSICS A | 4 | Natural Science | Natural Science | Yes | THIS COURSE IS THE FIRST IN A TWO-PART SERIES INTENDED FOR NON-PHYSICS MAJORS, OFFERING AN ALGEBRA AND TRIGONOMETRY APPROACH TO TOPICS SUCH AS KINEMATICS, DYNAMICS, ENERGY, MOMENTUM, ROTATIONAL MOTION, FLUID DYNAMICS, OSCILLATORY MOTION, AND WAVES. THE COURSE FOSTERS ANALYTICAL AND CRITICAL THINKING SKILLS TO PROMOTE A SCIENTIFIC UNDERSTANDING OF THE REAL WORLD. |
| POS | 1 | 041 | | AMERICAN NATIONAL GOVERNMENT | 3 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL INVESTIGATE HOW THE NATIONAL GOVERNMENT IS STRUCTURED AND HOW THE AMERICAN CONSTITUTIONAL REPUBLIC OPERATES. IT COVERS THE PHILOSOPHICAL AND HISTORICAL FOUNDATIONS OF AMERICAN GOVERNMENT, INCLUDING BUT NOT LIMITED TO THE DECLARATION OF INDEPENDENCE, THE UNITED STATES CONSTITUTION AND ALL ITS AMENDMENTS, AND THE FEDERALIST PAPERS. THE COURSE EXAMINES THE BRANCHES OF GOVERNMENT AND THE GOVERNMENT'S LAWS, POLICIES, AND PROGRAMS. IT ALSO EXAMINES THE WAYS IN WHICH CITIZENS PARTICIPATE IN THEIR GOVERNMENT AND WAYS THEIR GOVERNMENT RESPONDS TO CITIZENS. |
| PSB | 2 | 000 | | INTRODUCTION TO NEUROSCIENCE | 3 | | Natural Science | Yes | THIS SURVEY COURSE INTRODUCES STUDENTS TO THE FUNDAMENTAL STRUCTURE AND FUNCTION OF THE NERVOUS SYSTEM, NEURAL MECHANISMS THAT UNDERLIE PHYSIOLOGICAL PHENOMENA, AND THE EFFECT OF EXPERIENCES ON NEURAL FUNCTION. EMPHASIS IS PLACED ON HOW THE SCIENTIFIC METHOD IS EMPLOYED ACROSS THE MANY DISCIPLINES WITHIN NEUROSCIENCE. THIS INTRODUCTORY COURSE IS APPROPRIATE FOR STUDENTS FROM ALL MAJORS. |
| PSY | 2 | 012 | | GENERAL PSYCHOLOGY | 3 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL GAIN AN INTRODUCTION TO THE SCIENTIFIC STUDY OF HUMAN BEHAVIOR AND MENTAL PROCESSES. TOPICS MAY BE DRAWN FROM HISTORICAL AND CURRENT PERSPECTIVES IN PSYCHOLOGY. |

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|--------|-------|---------------|-----|-----------------------------------|--------|---------------------------------|----------------------------|-----------------|---|
| REL | 1 | 300 | | INTRODUCTION TO WORLD RELIGIONS | 3 | | Humanities | Yes | A SURVEY OF THE MAJOR LIVING RELIGIOUS TRADITIONS FROM ALL REGIONS OF THE WORLD, WITH ATTENTION TO THEIR ORIGINS IN THE ANCIENT WORLD AND THEIR CLASSIC BELIEFS AND PRACTICES. STUDENTS WILL BE INTRODUCED TO FOUNDATIONAL TEXTS FROM THE MAJOR WORLD RELIGIONS INCLUDING SELECTIONS FROM THE WESTERN CANON. |
| REL | 2 | 121 | | RELIGION IN THE UNITED STATES | 3 | | Social Science | Yes | THIS COURSE EXAMINES THE SCOPE AND NATURE OF RELIGIOUS MOVEMENTS, TRENDS, AND FIGURES IN AMERICAN RELIGIOUS HISTORY, WITH AN EMPHASIS ON THE ROLE THAT RELIGIOUS GROUPS AND INSTITUTIONS HAVE PLAYED IN CONCEPTIONS OF AMERICA AND FORMATIONS OF AMERICAN IDENTITY. |
| REL | 2 | 149 | | RELIGION AND SOCIETY | 3 | | Humanities | Yes | THIS COURSE IS A SURVEY OF HOW MAJOR SOCIAL AND POLITICAL THEORISTS IN THE WESTERN CANON HAVE INTERPRETED RELIGIOUS PHENOMENA. |
| REL | 2 | 210 | | INTRODUCTION TO THE OLD TESTAMENT | 3 | | Humanities | Yes | THE HISTORY, RELIGIOUS THOUGHT, AND SOCIAL INSTITUTIONS OF ANCIENT ISRAEL AS REFLECTED PRIMARILY IN ITS LITERATURE. INCLUDES SELECTIONS FROM THE WESTERN CANON. |
| REL | 2 | 211 | | THE LOST BOOKS OF THE BIBLE | 3 | | Humanities | Yes | IN THIS CLASS STUDENTS WILL ENGAGE AND CONFRONT THE "LOST BOOKS OF THE BIBLE"—A CORPUS OF TEXTS THAT ARE IN THE OLD TESTAMENT IN THE CATHOLIC AND EASTERN ORTHODOX TRADITIONS BUT TODAY GENERALLY NOT PRINTED IN PROTESTANT BIBLES. MANY AMERICAN CHRISTIANS ARE NOT FAMILIAR WITH THESE TEXTS, EVEN THOUGH THEY WERE IN ALL CHRISTIAN FORMS OF THE BIBLE FOR WELL OVER A THOUSAND YEARS. |
| REL | 2 | 334 | | RELIGIONS OF INDIA | 3 | | Humanities | Yes | INTRODUCTORY COURSE FOCUSING ON THE RELIGIOUS TRADITIONS AND CULTURAL DIVERSITY SEEN IN THE INDIAN SUBCONTINENT AND THE ENGAGEMENT OF HINDU TEXTS WITH WESTERN PHILOSOPHY AND CLASSICS. USING HISTORICAL AND THEMATIC APPROACHES, THIS COURSE WILL FOCUS ON TEXTS, RITUALS, AND PHILOSOPHY OF HINDUISM, CHRISTIANITY, JUDAISM, AND ISLAM. |
| REL | 2 | 240 | | INTRODUCTION TO THE NEW TESTAMENT | 3 | | Humanities | Yes | AN INTRODUCTION TO THE WRITINGS OF THE NEW TESTAMENT IN THE CONTEXT OF THE HISTORICAL DEVELOPMENT OF EARLY CHRISTIANITY. INCLUDES SELECTIONS FROM THE WESTERN CANON. |

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|--------|-------|---------------|-----|--|--------|---------------------------------|----------------------------|-----------------|--|
| SPA | 2 | 001 | | INTRODUCTION TO COMMUNICATION SCIENCES AND DISORDERS | 3 | | Natural Science | Yes | THIS INTRODUCTORY COURSE PROVIDES AN OVERVIEW OF HUMAN COMMUNICATION DISORDERS WITH A FOCUS ON THE NEUROANATOMIC, ACOUSTIC, BIOLOGICAL, PSYCHOLOGICAL, DEVELOPMENTAL, AND LINGUISTIC PRINCIPLES UNDERLYING HUMAN COMMUNICATION DISORDERS. IT PROVIDES AN OVERVIEW OF THE FIELD OF SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY WITH AN EMPHASIS ON THE SCIENTIFIC ASPECTS OF CLINICAL ASSESSMENT AND REHABILITATION OF CLIENTS. INTENDED FOR NON-MAJORS. |
| STA | 1 | 013 | | STATISTICS THROUGH EXAMPLES | 3 | | Mathematics | Yes | THIS COURSE PROVIDES STUDENTS WITH A BACKGROUND IN APPLIED STATISTICAL REASONING. FUNDAMENTAL TOPICS ARE COVERED INCLUDING GRAPHICAL AND NUMERICAL DESCRIPTION OF DATA, UNDERSTANDING RANDOMNESS, CENTRAL TENDENCY, CORRELATION VERSUS CAUSATION, LINE OF BEST FIT, ESTIMATION OF PROPORTIONS, AND STATISTICAL TESTING. STATISTICAL THINKING, RELEVANT IDEAS, THEMES, AND CONCEPTS ARE EMPHASIZED OVER MATHEMATICAL CALCULATION. IN THIS CLASS STUDENTS LEARN MANY OF THE ELEMENTARY PRINCIPLES THAT UNDERLIE COLLECTING DATA, ORGANIZING IT, SUMMARIZING IT, AND DRAWING CONCLUSIONS FROM IT. |
| STA | 2 | 023 | | FUNDAMENTAL BUSINESS STATISTICS | 3 | Mathematics | Mathematics | Yes | IN THIS COURSE, STUDENTS WILL UTILIZE DESCRIPTIVE AND INFERRENTIAL STATISTICAL METHODS IN CONTEXTUAL SITUATIONS, USING TECHNOLOGY AS APPROPRIATE. THE COURSE IS DESIGNED TO INCREASE PROBLEM-SOLVING ABILITIES AND DATA INTERPRETATION THROUGH PRACTICAL APPLICATIONS OF STATISTICAL CONCEPTS. THIS COURSE IS APPROPRIATE FOR STUDENTS IN A WIDE RANGE OF DISCIPLINES AND PROGRAMS. |
| STA | 2 | 122 | | INTRODUCTION TO APPLIED STATISTICS | 3 | Mathematics | Mathematics | Yes | THE COURSE COVERS NORMAL DISTRIBUTIONS, SAMPLING VARIATION, CONFIDENCE INTERVALS, HYPOTHESIS TESTING, ONE-WAY AND TWO-WAY ANALYSIS OF VARIANCE, CORRELATION, SIMPLE AND MULTIPLE REGRESSION, CONTINGENCY TABLES AND CHI-SQUARE TESTS, NON-PARAMETRIC STATISTICS. THE PURPOSE OF THIS COURSE IS TO PREPARE STUDENTS FOR FURTHER STUDY AND JOB PREPARATION IN THE FIELD OF NATURAL SCIENCES. IT WILL EMPHASIZE UNDERSTANDING OF DATA AND INTERPRETATION OF STATISTICAL ANALYSES. IT WILL REQUIRE STUDENTS TO THINK OF DATA, AND REPORT THE RESULTS OF THEIR ANALYSES, IN CONTEXT. |
| STA | 2 | 171 | | STATISTICS FOR BIOLOGY | 4 | Mathematics | Mathematics | Yes | THIS COURSE PROVIDES AN INTRODUCTION TO STATISTICS EMPHASIZING APPLICATIONS IN BIOLOGY. IT PREPARES STUDENTS FOR FURTHER STUDY AND JOB PREPARATION IN MEDICINE, DENTISTRY, OTHER HEALTHCARE PROFESSIONS, VETERINARY MEDICINE, ZOOLOGY AND BOTANY. IT WILL EMPHASIZE UNDERSTANDING OF DATA AND INTERPRETATION OF STATISTICAL ANALYSES IN CONTEXT. |
| SYG | 1 | 000 | | INTRODUCTORY SOCIOLOGY | 3 | | Social Science | Yes | IN THIS COURSE, STUDENTS WILL GAIN AN UNDERSTANDING OF THE BASIC SOCIOLOGICAL CONCEPTS AND VOCABULARY, INCLUDING THE METHODOLOGICAL TOOLS, SOCIOLOGICAL PERSPECTIVES, AND SCIENTIFIC PROCEDURES USED BY SOCIAL SCIENTISTS TO COLLECT DATA AND CONDUCT RESEARCH. TOPICS GENERALLY INCLUDE: SOCIETY AND CULTURE, INSTITUTIONS, SOCIALIZATION, INFLUENCES, CRIME, CHANGE, GROUPS, SEX, RACE AND ETHNICITY, FAMILY, CLASS, AND POPULATION. |
| SYO | 2 | 101 | | FAMILIES IN THE UNITED STATES | 3 | | Social Science | Yes | IN THIS COURSE, STUDENTS WILL EXPLORE THE FAMILY AS A FUNDAMENTAL SOCIAL UNIT IN AMERICAN SOCIETY. STUDENTS WILL EXAMINE THE MACRO HISTORICAL PROCESSES THAT HAVE SHAPED FAMILIES OVER TIME WITHIN THE CONTEXT OF AMERICAN CULTURE. AS THEY DO SO, STUDENTS WILL DEVELOP AN UNDERSTANDING OF BASIC SOCIAL AND BEHAVIORAL CONCEPTS AND WELL-ESTABLISHED SCIENTIFIC METHODS USED BY SOCIAL SCIENTISTS TO INVESTIGATE SOCIAL PHENOMENA. |

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|--------|-------|---------------|-----|-------------------------------|--------|---------------------------------|----------------------------|-----------------|---|
| THE | 2 | 000 | | INTRODUCTION TO THEATRE | 3 | Humanities | Humanities | Yes | IN THIS COURSE, STUDENTS WILL EXPLORE DRAMATIC STRUCTURE, TECHNIQUES, AND VARIOUS ORGANIZATIONAL ELEMENTS. THE COURSE PROVIDES AN INTRODUCTION TO THEATRE AS A COLLABORATIVE ART FORM THROUGH THE CRITICAL ANALYSIS OF ITS HISTORICAL CONTEXT, PRODUCTION, THEORY, AND CONNECTIONS TO THEATRICAL LITERATURE, INCLUDING THE WESTERN CANON. |
| URS | 1 | 006 | | WORLD CITIES: QUALITY OF LIFE | 3 | | Social Science | Yes | MAJOR WORLD CITIES ARE EXAMINED IN TERMS OF THEIR NATURAL, SOCIAL, AND BUILT ENVIRONMENTS IN ORDER TO ASSESS THOSE FACTORS THAT PROMOTE QUALITY-OF-LIFE AND SUSTAINABILITY. PROSPECTS FOR FUTURE GROWTH AND CHANGE ARE CONSIDERED IN LIGHT OF DEMOGRAPHIC, CULTURAL, ECONOMIC AND POLITICAL TRENDS. |
| WOH | 2 | 023 | | THE MODERN WORLD TO 1815 | 3 | | Social Science | Yes | THIS COURSE DEALS WITH THE ORIGINS AND DEVELOPMENT OF THE ECONOMIC, INTELLECTUAL, POLITICAL, AND RELIGIOUS FEATURES OF THE MODERN WORLD FROM 1450-1815. STUDENTS WHO HAVE PREVIOUS COLLEGE CREDIT IN WESTERN CIVILIZATION COURSES COVERING THE SAME GENERAL CHRONOLOGICAL PERIOD CANNOT RECEIVE CREDIT FOR THIS COURSE. MAY NOT BE TAKEN BY STUDENTS WITH TEST CREDIT IN EUROPEAN HISTORY. |
| WOH | 2 | 030 | | THE MODERN WORLD SINCE 1815 | 3 | | Social Science | Yes | THIS LIBERAL STUDIES COURSE DEALS WITH THE ORIGINS AND DEVELOPMENT OF POLITICAL, ECONOMIC, SOCIAL, AND INTELLECTUAL ANTECEDENTS IN THE MODERN WORLD SINCE 1815. STUDENTS WHO HAVE PREVIOUS COLLEGE CREDIT IN WESTERN CIVILIZATION COURSES COVERING THE SAME GENERAL CHRONOLOGICAL PERIOD CANNOT RECEIVE CREDIT FOR WOH 2030. MAY NOT BE TAKEN BY STUDENTS WITH TEST CREDIT IN EUROPEAN HISTORY. |

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|--------|-------|---------------|-----|--|--------|---------------------------------|----------------------------|-----------------|--|
| AMH | 2 | 010 | | US History Precolonial to 1877 | 4 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL EXAMINE UNITED STATES HISTORY FROM BEFORE EUROPEAN CONTACT TO 1877. TOPICS WILL INCLUDE BUT ARE NOT LIMITED TO INDIGENOUS PEOPLES, THE EUROPEAN BACKGROUND, THE COLONIAL PERIOD, THE AMERICAN REVOLUTION, THE ARTICLES OF CONFEDERATION, THE CONSTITUTION, ISSUES WITHIN THE NEW REPUBLIC, SECTIONALISM, MANIFEST DESTINY, SLAVERY, THE AMERICAN CIVIL WAR, AND RECONSTRUCTION. |
| AMH | 2 | 020 | | US History Since 1877 | 4 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL TRACE THE HISTORY OF THE UNITED STATES FROM THE END OF THE RECONSTRUCTION ERA TO THE CONTEMPORARY ERA. TOPICS WILL INCLUDE BUT ARE NOT LIMITED TO THE RISE OF INDUSTRIALIZATION, THE UNITED STATES' EMERGENCE AS AN ACTOR ON THE WORLD STAGE, CONSTITUTIONAL AMENDMENTS AND THEIR IMPACT, THE PROGRESSIVE ERA, WORLD WAR I, THE GREAT DEPRESSION AND NEW DEAL, WORLD WAR II, THE CIVIL RIGHTS ERA, THE COLD WAR, AND THE UNITED STATES SINCE 1989. |
| AMS | 2 | 010 | | Civil Discourse and the American Political Order | 4 | | Social Science | No | STUDENTS WILL EXPLORE THE CONCEPT OF CIVIL DISCOURSE ALONG WITH THE BASIC PRINCIPLES OF AMERICAN DEMOCRACY AND HOW THEY ARE APPLIED IN OUR REPUBLICAN FORM OF GOVERNMENT. THROUGH A REVIEW OF THE US CONSTITUTION, FOUNDING DOCUMENTS AND LANDMARK SUPREME COURT CASES, STUDENTS WILL UNDERSTAND HOW THE NATURE AND FUNCTIONS OF OUR INSTITUTIONS OF SELF-GOVERNANCE HAVE BEEN SHAPED. STUDENTS WILL THEN APPLY THESE LESSONS TO CASE STUDIES. |
| ARH | 2 | 050 | | Introduction to Art History | 4 | | Humanities | No | THIS COURSE IS AN INTRODUCTORY SURVEY FROM PREHISTORIC THROUGH LATE-MEDIEVAL ART HISTORY, INCLUDING SELECTIONS FROM THE WESTERN CANON. IN THIS COURSE, STUDENTS WILL DEVELOP AN APPRECIATION OF AND THE ABILITY TO THINK CRITICALLY ABOUT ART AND CULTURE AND BE PROVIDED WITH THE TOOLS TO UNDERSTAND, ANALYZE, AND DISCUSS WORKS OF VISUAL ART AND MATERIAL CULTURE. SELECTIONS FROM THE WESTERN CANON ARE INCLUDED IN THIS COURSE. |
| AST | 2 | 000 | | Descriptive Astronomy | 4 | Natural Science | Natural Science | Yes | THIS COURSE PROVIDES A COMPREHENSIVE LOOK AT MODERN ASTRONOMY, EMPHASIZING THE USE OF THE SCIENTIFIC METHOD AND THE APPLICATION OF PHYSICAL LAWS TO UNDERSTAND THE UNIVERSE INCLUDING EARTH AND ITS ENVIRONMENT. THROUGHOUT THIS COURSE, STUDENTS WILL DEVELOP THE ABILITY TO DISCERN SCIENTIFIC KNOWLEDGE FROM NON-SCIENTIFIC INFORMATION BY USING CRITICAL THINKING. |
| BSC | 2 | 010 | | Foundations of Biology | 4 | Natural Science | Natural Science | Yes | IN THIS COURSE STUDENTS WILL APPLY THE SCIENTIFIC METHOD TO CRITICALLY EXAMINE AND EXPLAIN THE NATURAL WORLD. THIS COURSE WILL COVER MOLECULAR BIOLOGY, CELLULAR BIOLOGY, GENETICS, METABOLISM, AND REPLICATION. |
| CHM | 2 | 045 | | General Chemistry I | 4 | Natural Science | Natural Science | Yes | THIS COURSE IS DESIGNED FOR STUDENTS PURSUING CAREERS IN THE SCIENCES OR WHO NEED A MORE RIGOROUS PRESENTATION OF CHEMICAL CONCEPTS THAN IS OFFERED IN AN INTRODUCTORY COURSE. STUDENTS WILL ENGAGE IN PROBLEM SOLVING AND CRITICAL THINKING WHILE APPLYING CHEMICAL CONCEPTS. TOPICS WILL INCLUDE THE PRINCIPLES OF CHEMISTRY INCLUDING ATOMIC THEORY, ELECTRONIC AND MOLECULAR STRUCTURE, MEASUREMENT, STOICHIOMETRY, BONDING, PERIODICITY, THERMOCHEMISTRY, NOMENCLATURE, SOLUTIONS, AND THE PROPERTIES OF GASES. |

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|--------|-------|---------------|-----|------------------------------|--------|---------------------------------|----------------------------|-----------------|---|
| CLA | 2 | 123 | | Roman Civilization | 4 | | Humanities | Yes | STUDY OF ANCIENT ROMAN CIVILIZATION WITH EMPHASIS ON SOCIAL CUSTOMS, POLITICAL INSTITUTIONS, AND DAILY LIFE. SELECTIONS OF THE WESTERN CANON ARE INCLUDED IN THIS COURSE. |
| CLA | 2 | 103 | | Greek Civilization | 4 | | Humanities | Yes | STUDY OF GREEK CIVILIZATION FROM ITS BEGINNING TO THE ROMAN PERIOD, WITH EMPHASIS ON SOCIAL CUSTOMS, POLITICAL INSTITUTIONS, AND DAILY LIFE. SELECTIONS OF THE WESTERN CANON ARE INCLUDED IN THIS COURSE. |
| CLT | 2 | 373 | | Classical Mythology | 4 | | Humanities | Yes | THE PURPOSE OF THIS COURSE IS TO ACQUAINT THE STUDENT WITH THE WORLD OF MYTHOLOGICAL GODS AND HEROES OF THE ANCIENT GREEKS. LITERATURE, ART AND ARCHAEOLOGY WILL BE EXAMINED, AS WELL AS LIFESTYLES AND IDEAS OF THE ANCIENT GREEK CIVILIZATION. SELECTIONS OF THE WESTERN CANON ARE INCLUDED IN THIS COURSE. |
| ECO | 2 | 023 | | Principles of Microeconomics | 4 | | Social Science | Yes | INTRODUCTION TO THE THEORY OF PRICE DETERMINATION. HOW AN ECONOMY DECIDES WHAT TO PRODUCE, HOW TO PRODUCE, AND HOW TO DISTRIBUTE GOODS AND SERVICES. THIS COURSE AFFORDS STUDENTS AN UNDERSTANDING OF THE BASIC SOCIAL AND BEHAVIORAL SCIENCE CONCEPTS AND PRINCIPLES USED IN THE ANALYSIS OF BEHAVIOR AND PAST AND PRESENT SOCIAL, POLITICAL, AND ECONOMIC ISSUES. |
| ENC | 1 | 101 | | English Composition I | 4 | Communication | Communication | Yes | THIS COURSE INTRODUCES STUDENTS TO RHETORICAL CONCEPTS AND AUDIENCE-CENTERED APPROACHES TO WRITING INCLUDING COMPOSING PROCESSES, LANGUAGE CONVENTIONS AND STYLE, AND CRITICAL ANALYSIS AND ENGAGEMENT WITH WRITTEN TEXTS AND OTHER FORMS OF COMMUNICATION. |
| ENL | 2 | 323 | | Introduction to Shakespeare | 4 | | Humanities | Yes | INTRODUCTION TO SHAKESPEARE'S LANGUAGE, POETRY, AND PLAYS WITHIN THE CONTEXT OF ELIZABETHEN CULTURE. INTENDED FOR MAJORS WHO HAVE LIMITED EXPERIENCE WITH SHAKESPEARE. SELECTIONS OF THE WESTERN CANON ARE INCLUDED IN THIS COURSE. |
| EUH | 2 | 030 | | Modern European History I | 4 | | Social Science | Yes | EUROPEAN HISTORY FROM THE RENAISSANCE TO THE FRENCH REVOLUTION. EXPANSION OF EUROPE. SOCIAL AND POLITICAL PROBLEMS. THE EMERGENCE OF DEMOCRATIC IDEALS. 1. TO EXAMINE THE EVENTS IN EUROPE FROM THE END OF THE RENAISSANCE TO 1789. 2. TO EXAMINE THE SOCIAL, POLITICAL, CULTURAL AND RELIGIOUS DEVELOPMENTS BETWEEN 1500 AND 1789. |

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|--------|-------|---------------|-----|--|--------|---------------------------------|----------------------------|-----------------|---|
| EUH | 2 | 031 | | Modern European History II | 4 | | Social Science | Yes | EUROPEAN HISTORY FROM THE FRENCH REVOLUTION TO THE PRESENT. THE REVOLUTION, NAPOLEON, THE NAPOLEONIC WARS. THE INDUSTRIAL REVOLUTION. REVOLTS. THE FRENCH-GERMAN WAR. WORLD WAR I, NAZI GERMANY, WORLD WAR II. THE DECLINE OF WESTERN EUROPEAN PREEMINENCE, THE COLD WAR, DETENTE. 1. TO EXAMINE THE EVENTS IN EUROPE FROM THE FRENCH REVOLUTION TO THE PRESENT TIME. 2. TO EXAMINE THE SOCIAL, POLITICAL, CULTURAL, AND RELIGIOUS DEVELOPMENTS BETWEEN THE FRENCH REVOLUTION AND THE PRESENT TIME. |
| EUH | 2 | 930 | | Lessons in Leadership | 4 | | Social Science | Yes | THIS SURVEY COURSE WILL EXPLORE THE DEVELOPMENT AND DISTINCTIVE FEATURES OF WESTERN CIVILIZATION. |
| EVR | 1 | 000 | | Introduction to Environmental Science | 4 | Natural Science | Natural Science | Yes | THIS COURSE IS A SURVEY OF BASIC CHEMICAL, BIOLOGICAL, AND PHYSICAL PRINCIPLES OF ENVIRONMENTAL SCIENCE AND THEIR APPLICATIONS TO ENVIRONMENTAL ISSUES. THIS COURSE IS APPROPRIATE FOR STUDENTS IN A WIDE RANGE OF DISCIPLINES OR PROGRAMS. |
| HUM | 1 | 020 | | Homer's Odyssey - Introduction to Humanities | 2 | Humanities | Humanities | Yes | IN THIS COURSE, STUDENTS WILL LEARN ABOUT THE CREATIVE IDEAS AND ACCOMPLISHMENTS OF VARIOUS CULTURES IN VARIOUS FIELDS OF HUMANITIES THAT MAY INCLUDE ART, ARCHITECTURE, DRAMA, HISTORY, MUSIC, LITERATURE, PHILOSOPHY, AND RELIGION. THE COURSE WILL INCLUDE CULTURAL EXPRESSIONS FROM THE WESTERN CANON AND MAY ALSO INCLUDE EXPRESSIONS FROM AROUND THE GLOBE. |
| HUM | 2 | 541 | | What Is Truth? What is Reality? | 4 | | Humanities | Yes | THIS COURSE SEEKS TO EXAMINE THE NATURE OF MAN AS SEEN BY REPRESENTATIVE WRITINGS THROUGH THE AGES THAT WE MAY LEARN WHAT THINKING HAS PRECEDED US, SO THAT WE MAY BETTER UNDERSTAND OUR PRESENT, AND MAY BETTER ACTUALIZE OUR POTENTIAL FOR THE FUTURE. SELECTIONS FROM THE WESTERN CANON ARE INCLUDED IN THIS COURSE. |
| HUM | 2 | 380 | | How Can I Survive Reproduce and Flourish? | 4 | | Humanities | Yes | STUDY OF THE HISTORY OF TECHNOLOGY AND HOW TECHNOLOGICAL INNOVATION OCCURS WITHIN SOCIETIES. THE COMMON THEME IS TO EXAMINE HOW AND WHY A SOCIETY DEVELOPS SPECIFIC TECHNOLOGICAL SOLUTIONS TO PERCEIVED NEEDS, THE PROCESS OF CREATIVE PROBLEM SOLVING THAT LEADS TO INNOVATION, AND THE SOCIAL AND ECONOMIC FORCES THAT EITHER ALLOW OR PREVENT NEW TECHNOLOGY BECOMING ESTABLISHED. SELECTIONS FROM THE WESTERN CANON ARE INCLUDED IN THIS COURSE. |
| HUM | 2 | 210 | | Studies in Culture: Ancient to 17th Century | 4 | | Humanities | Yes | AN INTERDISCIPLINARY, MULTICULTURAL STUDY OF THE ARTS AND SCIENCES, FOCUSING ON ANCIENT CIVILIZATIONS AND THE CULTURAL HERITAGE STEMMING FROM THEM. INCLUDES WORKS FROM THE WESTERN CANON. |

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|--------|-------|---------------|-----|--|--------|---------------------------------|----------------------------|-----------------|---|
| HUM | 2 | 230 | | Renaissance-20th Century | 4 | | Humanities | Yes | STUDENTS WILL BE EXPOSED TO THE CREATIVE EXPRESSIONS AND CULTURAL PRODUCTS OF WESTERN EUROPEAN SOCIETIES IN ORDER NOT ONLY TO DETERMINE THE PAST'S VALUES, BELIEFS, AND CONCERNS, BUT ALSO TO ENRICH OUR OWN SPIRITS, IMAGINATIONS, AND INTELLECTS. THIS COURSE AFFORDS STUDENTS THE ABILITY TO THINK CRITICALLY AND INCLUDES SELECTIONS FROM THE WESTERN CANON. |
| IDH | 2 | 703 | | Honors Leadership Development: Rhetoric and the American Way of Life | 4 | | Social Science | Yes | THIS COURSE IS DESIGNED TO PROVIDE STUDENTS THE OPPORTUNITY TO EXPLORE STYLES OF LEADERSHIP, TO DEVELOP AND IMPROVE THEIR COMMUNICATION AND TEAM BUILDING SKILLS AND GAIN PERSON INSIGHT THAT WILL HELP THEM IN THEIR FUTURE CAREERS. |
| IDS | 2 | 161 | | What Is a Good Life? | 4 | | Humanities | Yes | THIS COURSE EXAMINES THE ENDURING QUESTION WHAT IS THE GOOD LIFE? FROM THE PERSPECTIVES OF THE HUMANITIES. TOPICS INCLUDE THE COST OF THE GOOD LIFE, HOW PEOPLE HAVE CHOSEN TO LIVE AS MEMBERS OF LOCAL AND GLOBAL COMMUNITIES, AND CONCEPTIONS AND EXPRESSIONS OF BEAUTY, POWER, LOVE, AND HEALTH. |
| ISC | 2 | 008 | | What Use is the Scientific Method? | 4 | | Social Science | Yes | AN INTRODUCTION TO THE GREAT IDEAS IN SCIENCE. TARGETED TO THE NON-SCIENCE MAJOR. STUDY OF THE SCIENTIFIC METHOD, ORIGIN OF THE UNIVERSE, ORIGIN OF LIFE, EVOLUTION, AMONG OTHER TOPICS. |
| ISC | 2 | 070 | | Intro to Techne | 2 | | Natural Science | Yes | ROLE PLAYED BY SCIENCE AND TECHNOLOGY...THE SCIENTIFIC ENTERPRISE, INCLUDING A CRITICAL EXAMINATION AND EVALUATION OF THE PRINCIPLES OF SCIENTIFIC METHOD, MODEL CONSTRUCTION, THE APPLICATION OF SCIENTIFIC METHOD, AND THE REALITIES OF SCIENTIFIC LIFE VS PORTRAYALS OF SCIENTISTS AND OF TECHNOLOGY IN THE MEDIA. |
| LIT | 2 | 005 | | Introduction to Literature: What We Talk About When We Talk About Love | 4 | | Humanities | Yes | THIS COURSE IS DESIGNED TO COVER A BROAD RANGE OF WRITING THROUGH THE GENRES OF FICTION, DRAMA, AND ESSAYS. THE COURSE AIMS TO ENABLE STUDENTS TO RESPOND TO LITERATURE BOTH CRITICALLY AND IMAGINATIVELY. STUDENTS UTILIZE CRITICAL READING, CRITICAL THINKING, INDEPENDENT RESEARCH AND WRITING SKILLS. STUDENTS ARE INTRODUCED TO LITERARY CRITICISMS AND ACQUIRE BASIC KNOWLEDGE NECESSARY FOR THE ANALYSIS OF TEXTS TAKEN FROM THE WESTERN CANON (INCLUDING LITERARY TERMS AND SOME LITERARY THEORY). STUDENTS ALSO GAIN PROFICIENCY IN LIBRARY AND INTERNET RESEARCH AND HONE THEIR SKILLS AS READERS AND WRITERS. SELECTIONS OF THE WESTERN CANON ARE INCLUDED IN THIS COURSE. |
| LIT | 2 | 030 | | Reading Poetry | 4 | | Humanities | Yes | 1. CHRONOLOGICAL SURVEY OF POETS FROM THE RENAISSANCE TO THE PRESENT WITH FOCUS ON BACKGROUNDS AND PERIODS. 2. RECOGNITION OF THE MAJOR THEMES OF POETS. 3. BASIC WRITTEN ANALYSIS OF TECHNIQUES USED IN VARIOUS REPRESENTATIVE WORKS OF POETRY DRAWN FROM THE WESTERN CANON. SELECTIONS INCLUDE BEOWULF, CHAUCER, SHAKESPEARE, JONATHAN SWIFT, POPE, WILLIAM BLAKE, AMONG OTHERS. THIS COURSE INCLUDES SELECTIONS FROM THE WESTERN CANON. |

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|--------|-------|---------------|-----|--|--------|---------------------------------|----------------------------|-----------------|---|
| LIT | 2 | 040 | | Twentieth Century British and American Drama | 4 | | Humanities | Yes | A STUDY OF CHRONOLOGICALLY SELECTED PLAYS AGAINST THE BACKGROUND OF THEIR PERIODS. EMPHASIS UPON THE DRAMATIC STRUCTURE AND UNIVERSALLY DRAMATIC THEMES. THIS COURSE HELPS DEVELOP THE GENERAL EDUCATION SKILLS OF CRITICAL THINKING (1); AESTHETIC APPRECIATION (3); AND COMMUNICATION (5). SELECTIONS OF THE WESTERN CANON ARE INCLUDED IN THIS COURSE. |
| LIT | 2 | 131 | | The Arthurian Tradition | 4 | | Humanities | No | THE COURSE WILL TRACE THE PROGRESS OF THE LEGENDS SURROUNDING KING ARTHUR FROM MEDIEVAL TO CONTEMPORARY POETRY AND PROSE, WITH PRIMARY FOCUS ON LITERARY TEXTS AND SUPPLEMENTARY INVESTIGATIONS OF ARTHURIAN THEMES IN ART, FILM, AND MUSIC. SELECTIONS FROM THE WESTERN CANON ARE INCLUDED IN THIS COURSE. |
| LIT | 2 | 012 | | Introduction to the Novel | 4 | | Humanities | No | 1. THE MEANING OF AND THE TECHNIQUES USED IN THE NOVEL. 2. RECOGNITION OF THE CHARACTERISTICS OF THE NOVEL AS REPRESENTED IN SELECTED ENGLISH AND AMERICAN WORKS. 2. BASIC WRITTEN ANALYSIS OF THEME, STRUCTURE, AND STYLE. SELECTIONS FROM THE WESTERN CANON ARE INCLUDED IN THIS COURSE. |
| MAC | 2 | 105 | | College Algebra | 4 | Mathematics | Mathematics | Yes | IN THIS COURSE, STUDENTS WILL DEVELOP PROBLEM SOLVING SKILLS, CRITICAL THINKING, COMPUTATIONAL PROFICIENCY, AND CONTEXTUAL FLUENCY THROUGH THE STUDY OF EQUATIONS, FUNCTIONS, AND THEIR GRAPHS. EMPHASIS WILL BE PLACED ON QUADRATIC, EXPONENTIAL, AND LOGARITHMIC FUNCTIONS. TOPICS WILL INCLUDE SOLVING EQUATIONS AND INEQUALITIES, DEFINITION AND PROPERTIES OF A FUNCTION, DOMAIN AND RANGE, TRANSFORMATIONS OF GRAPHS, OPERATIONS ON FUNCTIONS, COMPOSITE AND INVERSE FUNCTIONS, BASIC POLYNOMIAL AND RATIONAL FUNCTIONS, EXPONENTIAL AND LOGARITHMIC FUNCTIONS, AND APPLICATIONS. |
| MAC | 2 | 311 | | Calculus 1 | 4 | Mathematics | Mathematics | Yes | IN THIS COURSE, STUDENTS WILL DEVELOP PROBLEM SOLVING SKILLS, CRITICAL THINKING, COMPUTATIONAL PROFICIENCY, AND CONTEXTUAL FLUENCY THROUGH THE STUDY OF LIMITS, DERIVATIVES, AND DEFINITE AND INDEFINITE INTEGRALS OF FUNCTIONS OF ONE VARIABLE, INCLUDING ALGEBRAIC, EXPONENTIAL, LOGARITHMIC, AND TRIGONOMETRIC FUNCTIONS, AND APPLICATIONS. TOPICS WILL INCLUDE LIMITS, CONTINUITY, DIFFERENTIATION AND RATES OF CHANGE, OPTIMIZATION, CURVE SKETCHING, AND INTRODUCTION TO INTEGRATION AND AREA. |
| MGF | 2 | 130 | | Mathematical Thinking: Patterns, Puzzles, and Explorations | 4 | Mathematics | Mathematics | Yes | IN THIS COURSE, STUDENTS WILL UTILIZE MULTIPLE MEANS OF PROBLEM SOLVING THROUGH STUDENT-CENTERED MATHEMATICAL EXPLORATION. THE COURSE IS DESIGNED TO TEACH STUDENTS TO THINK MORE EFFECTIVELY AND INCREASE THEIR PROBLEM-SOLVING ABILITY THROUGH PRACTICAL APPLICATION AND DIVERGENT THINKING. THIS COURSE IS APPROPRIATE FOR STUDENTS IN A WIDE RANGE OF DISCIPLINES/PROGRAMS. |
| OCB | 2 | 000 | | What Can Marine Life Teach Us About Being Human? | 4 | | Natural Science | No | A SURVEY OF LIFE IN THE SEA AND THE RELATIONSHIPS BETWEEN MARINE ORGANISMS AND THEIR ENVIRONMENT. |

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|--------|-------|---------------|-----|--------------------------------------|--------|---------------------------------|----------------------------|-----------------|---|
| OCE | 1 | 000 | | Intro to Oceanography | 4 | Natural Science | Natural Science | Yes | USING THE SCIENTIFIC METHOD, CRITICAL THINKING SKILLS, AND DATA ANALYSIS, THIS COURSE WILL EXAMINE THE FUNDAMENTAL PROCESSES OF THE OCEAN SYSTEM, COMPOSED OF AN ATMOSPHERE, HYDROSPHERE, LITHOSPHERE, AND BIOSPHERE, THROUGH TIME. THE COURSE WILL ALSO EXPLORE INTERACTIONS BETWEEN THESE SPHERES, INCLUDING CRITICAL ANALYSIS OF SCIENTIFIC THEORIES AND EMPHASIZE OCEANIC CONNECTIONS WITH HUMANITY. |
| PHH | 2 | 101 | | Classical Philosophy: Know Thyself! | 4 | | Humanities | Yes | THIS INTRODUCTORY SURVEY OF CLASSICAL GREEK PHILOSOPHY PROVIDES A RICH EVALUATION OF ANCIENT SCHOOLS OF THOUGHT AND THEIR CONNECTION TO WESTERN CULTURE. A HISTORICAL AND CRITICAL EXAMINATION IS CONDUCTED OF THESE SCHOOLS OF THOUGHT ADDRESSING THE ISSUES IN METAPHYSICS, EPISTEMOLOGY AND AXIOLOGY (ETHICS, AESTHETICS, AND THEOLOGY.) DISCUSSION AS WELL AS LECTURE WILL FOCUS ON HISTORICALLY AND PHILOSOPHICALLY IMPORTANT PHILOSOPHERS, INCLUDING THALES, PYTHAGORAS, HERACLITUS, PARMENIDES AND OTHER PRE-SOCRATIC PHILOSOPHERS, AS WELL AS PLATO AND ARISTOTLE. SELECTIONS OF THE WESTERN CANON ARE INCLUDED IN THIS COURSE. |
| PHI | 2 | 603 | | Ethics and Values: Human Flourishing | 4 | | Humanities | Yes | CRITICAL INQUIRY INTO THE DEVELOPMENT AND APPLICATION OF CULTURAL, SOCIETAL AND INTERPERSONAL VALUES AND ETHICS. SELECTIONS OF THE WESTERN CANON ARE INCLUDED IN THIS COURSE. |
| PHP | 2 | 791 | | Existentialist Themes | 4 | | Humanities | Yes | THIS COURSE INTRODUCES STUDENTS TO THE PHILOSOPHICAL AND LITERARY MOVEMENT KNOWN AS "EXISTENTIALISM" THAT CAME TO PROMINENCE IN POST-WWII FRANCE. IT EXAMINES QUESTIONS CONCERNING HUMAN FREEDOM AND RESPONSIBILITY, THE PROBLEM OF SELF-DECEPTION, AND THE MEANING OF EXISTENCE. THESE QUESTIONS INCLUDE THE FOLLOWING: ARE WE FREE? DO WE BEAR RESPONSIBILITY NOT ONLY FOR OUR OWN LIVES, BUT FOR THE LIVES OF OTHERS AND THE WORLD IN WHICH WE LIVE? DO WE CREATE MEANING AND VALUE? DO WE DESIRE TO BE GOD? WHY DO WE DECEIVE OURSELVES? HOW CAN WE LIVE MORE AUTHENTICALLY? SELECTIONS OF THE WESTERN CANON ARE INCLUDED IN THIS COURSE. |
| PHY | 2 | 053 | | Physics I with Algebra | 4 | Natural Science | Natural Science | Yes | THIS COURSE IS THE FIRST IN A TWO-PART SERIES INTENDED FOR NON-PHYSICS MAJORS, OFFERING AN ALGEBRA AND TRIGONOMETRY APPROACH TO TOPICS SUCH AS KINEMATICS, DYNAMICS, ENERGY, MOMENTUM, ROTATIONAL MOTION, FLUID DYNAMICS, OSCILLATORY MOTION, AND WAVES. THE COURSE FOSTERS ANALYTICAL AND CRITICAL THINKING SKILLS TO PROMOTE A SCIENTIFIC UNDERSTANDING OF THE REAL WORLD. |
| PHY | 2 | 048 | | Physics I with Calculus | 4 | Natural Science | Natural Science | Yes | THIS CALCULUS-BASED COURSE SERVES AS THE FIRST IN A TWO-PART SERIES, COVERING TOPICS LIKE KINEMATICS, DYNAMICS, ENERGY, MOMENTUM, ROTATIONAL MOTION, FLUID DYNAMICS, OSCILLATORY MOTION, AND WAVES. DESIGNED FOR SCIENCE AND ENGINEERING MAJORS, THE COURSE INTEGRATES CRITICAL THINKING, ANALYTICAL SKILLS, AND REAL-WORLD APPLICATIONS. |

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|--------|-------|---------------|-----|-----------------------------------|--------|---------------------------------|----------------------------|-----------------|---|
| POS | 2 | 041 | | American Government and Civics | 4 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL INVESTIGATE HOW THE NATIONAL GOVERNMENT IS STRUCTURED AND HOW THE AMERICAN CONSTITUTIONAL REPUBLIC OPERATES. IT COVERS THE PHILOSOPHICAL AND HISTORICAL FOUNDATIONS OF AMERICAN GOVERNMENT, INCLUDING BUT NOT LIMITED TO THE DECLARATION OF INDEPENDENCE, THE UNITED STATES CONSTITUTION AND ALL ITS AMENDMENTS, AND THE FEDERALIST PAPERS. THE COURSE EXAMINES THE BRANCHES OF GOVERNMENT AND THE GOVERNMENT'S LAWS, POLICIES, AND PROGRAMS. IT ALSO EXAMINES THE WAYS IN WHICH CITIZENS PARTICIPATE IN THEIR GOVERNMENT AND WAYS THEIR GOVERNMENT RESPONDS TO CITIZENS. |
| POT | 2 | 002 | | Introduction to Political Theory | 4 | | Social Science | Yes | 1. POLITICAL THEORY FROM AN HISTORICAL PERSPECTIVE. 2. THE RISE OF THE STATE, ITS ORGANIZATION, ECONOMIC SYSTEMS, AND THE USE OF FORCE AND PERSUASION. 3. COMPARATIVE STUDY OF POLITICAL INSTITUTIONS. |
| REL | 2 | 210 | | Jewish Scriptures | 4 | | Humanities | Yes | HISTORY, BELIEFS, PRACTICES, AND DEVELOPMENT OF THE RELIGION OF THE HEBREW PEOPLE AS REFLECTED IN THE DOCUMENTS OF THE OLD TESTAMENT. HISTORICAL/CRITICAL APPROACH. ATTENTION IS GIVEN TO THE SOCIO/CULTURAL SETTING THROUGHOUT. SELECTIONS OF THE WESTERN CANON ARE INCLUDED IN THIS COURSE. |
| REL | 2 | 300 | | Introduction to World Religions | 4 | | Humanities | Yes | A STUDY OF THE MAJOR RELIGIOUS TRADITIONS OF THE WORLD, NOTING DISTINCTIVE FEATURES AND COMMON ELEMENTS. THIS COURSE EXPLORES SEVERAL OF THE WORLD'S VARIOUS RELIGIOUS TRADITIONS, INCLUDING BUDDHISM, HINDUISM, JUDAISM, CHRISTIANITY, ISLAM, INDIGENOUS RELIGIONS, ETC. WE WILL DISCUSS THEIR VARIOUS PRACTICES, RITUALS, AND SYMBOLS AS WELL AS READ FROM MANY OF THEIR VARIOUS SACRED TEXTS. THE OBJECTIVE OF THIS COURSE IS TO HAVE STUDENTS DEVELOP A WORKING FAMILIARITY WITH MAJOR RELIGIOUS TRADITIONS THROUGHOUT THE WORLD AND BE ABLE TO DISCUSS AND COMPARE VARYING THEOLOGICAL/COSMOLOGICAL IDEAS AND CONCEPTS. STUDENTS WILL ALSO BE ABLE TO COMPARE VARIOUS HISTORICAL AND CONTEMPORARY RELIGIOUS AND ETHICAL PERSPECTIVES THROUGH READING AND DISCUSSION. ADDITIONALLY, THIS COURSE WILL HELP STUDENTS DEVELOP AN UNDERSTANDING OF RELIGIOUS CULTURES RANGING FROM LOCAL TO INTERNATIONAL AND BE ABLE TO RECOGNIZE, COMPARE AND CONTRAST VARIOUS CULTURAL/SOCIETAL DIFFERENCES CREATED BY RELIGIOUS TRADITIONS REFRENCING TEXTS FROM THE WESTERN CANON. |
| REL | 2 | 240 | | Introduction to the New Testament | 4 | | Humanities | Yes | AN INTRODUCTION TO THE WRITINGS OF THE NEW TESTAMENT IN THE CONTEXT OF THE HISTORICAL DEVELOPMENT OF EARLY CHRISTIANITY. SELECTIONS FROM THE WESTERN CANON ARE INCLUDED IN THIS COURSE. |
| REL | 2 | 502 | | Introduction to Christianity | 4 | | Humanities | No | INTRODUCTION TO CHRISTIANITY, INCLUDING ORIGINS AND DEVELOPMENT, BELIEFS AND RITUALS, GLOBAL DIVERSITY, CHRISTIANITY-INSPIRED LITERATURE, AND ENGAGEMENT WITH CONTEMPORARY CULTURAL ISSUES. SELECTIONS FROM THE WESTERN CANON ARE INCLUDED IN THIS COURSE. |

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|--------|-------|---------------|-----|-------------------------------|--------|---------------------------------|----------------------------|-----------------|---|
| STA | 2 | 023 | | Statistical Methods | 4 | Mathematics | Mathematics | Yes | IN THIS COURSE, STUDENTS WILL UTILIZE DESCRIPTIVE AND INFERNAL STATISTICAL METHODS IN CONTEXTUAL SITUATIONS, USING TECHNOLOGY AS APPROPRIATE. THE COURSE IS DESIGNED TO INCREASE PROBLEM-SOLVING ABILITIES AND DATA INTERPRETATION THROUGH PRACTICAL APPLICATIONS OF STATISTICAL CONCEPTS. THIS COURSE IS APPROPRIATE FOR STUDENTS IN A WIDE RANGE OF DISCIPLINES AND PROGRAMS. |
| THE | 2 | 300 | | Theater and Society | 4 | | Humanities | No | SURVEY OF DRAMATIC LITERATURE FROM PRIMITIVE TO PRESENT. SELECTIONS FROM THE WESTERN CANON ARE INCLUDED IN THIS COURSE. |
| WOH | 2 | 012 | | Introduction to World History | 4 | | Social Science | No | SURVEY OF THE EVOLUTION OF CIVILIZATIONS FROM ANCIENT TIMES TO THE MODERN ERA. 1. TO EXAMINE THE DEVELOPMENT OF CIVILIZATIONS THROUGHOUT THE WORLD FROM THEIR BEGINNING TO THE MODERN ERA. 2. TO EXAMINE THE POLITICAL, SOCIAL, AND ECONOMIC VIEWS AS THEY EVOLVED IN THE VARIOUS AREAS. |

PENDING APPROVAL

**University of Central Florida
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| Prefix | Level | Course Number | Lab | Course Title | Credit | General Ed Core Discipline Area | General Ed Discipline Area | On 2025-26 List | Course Description |
|--------|-------|---------------|-----|-----------------------------------|--------|---------------------------------|----------------------------|-----------------|---|
| AMH | 2 | 010 | | U.S. HISTORY: 1492-1877 | 3.0 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL EXAMINE UNITED STATES HISTORY FROM BEFORE EUROPEAN CONTACT TO 1877. TOPICS WILL INCLUDE BUT ARE NOT LIMITED TO INDIGENOUS PEOPLES, THE EUROPEAN BACKGROUND, THE COLONIAL PERIOD, THE AMERICAN REVOLUTION, THE ARTICLES OF CONFEDERATION, THE CONSTITUTION, ISSUES WITHIN THE NEW REPUBLIC, SECTIONALISM, MANIFEST DESTINY, SLAVERY, THE AMERICAN CIVIL WAR, AND RECONSTRUCTION. |
| AMH | 2 | 020 | | HONORS U.S. HISTORY: 1877-PRESENT | 3 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL TRACE THE HISTORY OF THE UNITED STATES FROM THE END OF THE RECONSTRUCTION ERA TO THE CONTEMPORARY ERA. TOPICS WILL INCLUDE BUT ARE NOT LIMITED TO THE RISE OF INDUSTRIALIZATION, THE UNITED STATES' EMERGENCE AS AN ACTOR ON THE WORLD STAGE, CONSTITUTIONAL AMENDMENTS AND THEIR IMPACT, THE PROGRESSIVE ERA, WORLD WAR I, THE GREAT DEPRESSION AND NEW DEAL, WORLD WAR II, THE CIVIL RIGHTS ERA, THE COLD WAR, AND THE UNITED STATES SINCE 1989. MAY BE TAKEN BEFORE AMH 2010.. HONORS-LEVEL CONTENT. |
| AMH | 2 | 020 | | U.S. HISTORY: 1877-PRESENT | 3 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL TRACE THE HISTORY OF THE UNITED STATES FROM THE END OF THE RECONSTRUCTION ERA TO THE CONTEMPORARY ERA. TOPICS WILL INCLUDE BUT ARE NOT LIMITED TO THE RISE OF INDUSTRIALIZATION, THE UNITED STATES' EMERGENCE AS AN ACTOR ON THE WORLD STAGE, CONSTITUTIONAL AMENDMENTS AND THEIR IMPACT, THE PROGRESSIVE ERA, WORLD WAR I, THE GREAT DEPRESSION AND NEW DEAL, WORLD WAR II, THE CIVIL RIGHTS ERA, THE COLD WAR, AND THE UNITED STATES SINCE 1989. MAY BE TAKEN BEFORE AMH 2010. |
| ANT | 2 | 000 | | HONORS GENERAL ANTHROPOLOGY | 3 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL LEARN THE FOUNDATIONS OF ANTHROPOLOGY AS THE STUDY OF HUMAN VARIATION IN ITS BIOLOGICAL, SOCIAL, AND CULTURAL DIMENSIONS. STUDENTS WILL LEARN ABOUT ANTHROPOLOGICAL CONCEPTS, PRINCIPLES, AND METHODOLOGIES TO UNDERSTAND AND EXPLORE PAST AND PRESENT HUMAN BEHAVIOR. THEY WILL APPLY THE ANTHROPOLOGICAL APPROACH TO ANALYZE ISSUES PERTAINING TO PAST AND CONTEMPORARY CULTURES, AND DEVELOP INTELLECTUAL SKILLS AND HABITS TO UNDERSTAND BEHAVIORAL, SOCIAL, AND CULTURAL ISSUES FROM MULTIPLE DISCIPLINARY PERSPECTIVES WITH HONORS CONTENT. |
| ANT | 2 | 000 | | GENERAL ANTHROPOLOGY | 3 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL LEARN THE FOUNDATIONS OF ANTHROPOLOGY AS THE STUDY OF HUMAN VARIATION IN ITS BIOLOGICAL, SOCIAL, AND CULTURAL DIMENSIONS. STUDENTS WILL LEARN ABOUT ANTHROPOLOGICAL CONCEPTS, PRINCIPLES, AND METHODOLOGIES TO UNDERSTAND AND EXPLORE PAST AND PRESENT HUMAN BEHAVIOR. THEY WILL APPLY THE ANTHROPOLOGICAL APPROACH TO ANALYZE ISSUES PERTAINING TO PAST AND CONTEMPORARY CULTURES, AND DEVELOP INTELLECTUAL SKILLS AND HABITS TO UNDERSTAND BEHAVIORAL, SOCIAL, AND CULTURAL ISSUES FROM MULTIPLE DISCIPLINARY PERSPECTIVES. |
| ANT | 2 | 511 | | BIOLOGICAL ANTHROPOLOGY | 3 | | Natural Science | Yes | HUMAN EVOLUTION AND VARIATION WITH EMPHASIS ON PRINCIPLES OF EVOLUTION, PRIMATE BIOLOGY, FOSSIL RECORDS, VARIABILITY IN LIVING POPULATIONS, AND THE BIOLOGICAL FOUNDATIONS OF HUMAN CULTURE CAPACITIES. |
| ANT | 2 | 140 | | INTRODUCTION TO ARCHEOLOGY | 3 | | Social Science | No | INTRODUCTION TO THE HISTORY OF ARCHAEOLOGICAL THOUGHT, THEORIES, METHODS, AND EVENTS IN THE DEVELOPMENT OF HUMAN SOCIETY FROM EARLY MODERN HUMANS TO THE FIRST CIVILIZATIONS. |

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|--------|-------|---------------|-----|---------------------------------|--------|---------------------------------|----------------------------|-----------------|--|
| ARH | 2 | 050 | | HISTORY OF WESTERN ART I | 3.0 | | Humanities | Yes | PAINTING, SCULPTURE AND ARCHITECTURE FROM THE PREHISTORIC ERA THROUGH THE RENAISSANCE. |
| ARH | 2 | 050 | | HONORS HISTORY OF WESTERN ART I | 3.0 | | Humanities | Yes | PAINTING, SCULPTURE AND ARCHITECTURE FROM THE PREHISTORIC ERA THROUGH THE RENAISSANCE, WITH HONORS CONTENT. |
| ARH | 2 | 051 | | HISTORY OF WESTERN ART II | 3.0 | | Humanities | Yes | PAINTING, SCULPTURE AND ARCHITECTURE FROM THE BAROQUE THROUGH THE 20TH CENTURY. |
| AST | 2 | 002 | | HONORS ASTRONOMY | 3 | Natural Science | Natural Science | Yes | THIS COURSE PROVIDES A COMPREHENSIVE LOOK AT MODERN ASTRONOMY, EMPHASIZING THE USE OF THE SCIENTIFIC METHOD AND THE APPLICATION OF PHYSICAL LAWS TO UNDERSTAND THE UNIVERSE INCLUDING EARTH AND ITS ENVIRONMENT. THROUGHOUT THIS COURSE, STUDENTS WILL DEVELOP THE ABILITY TO DISCERN SCIENTIFIC KNOWLEDGE FROM NON-SCIENTIFIC INFORMATION BY USING CRITICAL THINKING. HONORS LEVEL CONTENT. |
| AST | 2 | 002 | | ASTRONOMY | 3 | Natural Science | Natural Science | Yes | THIS COURSE PROVIDES A COMPREHENSIVE LOOK AT MODERN ASTRONOMY, EMPHASIZING THE USE OF THE SCIENTIFIC METHOD AND THE APPLICATION OF PHYSICAL LAWS TO UNDERSTAND THE UNIVERSE INCLUDING EARTH AND ITS ENVIRONMENT. THROUGHOUT THIS COURSE, STUDENTS WILL DEVELOP THE ABILITY TO DISCERN SCIENTIFIC KNOWLEDGE FROM NON-SCIENTIFIC INFORMATION BY USING CRITICAL THINKING. |
| BSC | 1 | 005 | | BIOLOGICAL PRINCIPLES | 3 | Natural Science | Natural Science | Yes | THIS COURSE APPLIES THE SCIENTIFIC METHOD TO CRITICALLY EXAMINE AND EXPLAIN THE NATURAL WORLD INCLUDING BUT NOT LIMITED TO CELLS, ORGANISMS, GENETICS, EVOLUTION, ECOLOGY, AND BEHAVIOR. DESIGNED FOR NON-MAJORS. |
| BSC | 2 | 010 | C | BIOLOGY I | 4 | Natural Science | Natural Science | Yes | IN THIS COURSE STUDENTS WILL APPLY THE SCIENTIFIC METHOD TO CRITICALLY EXAMINE AND EXPLAIN THE NATURAL WORLD. THIS COURSE WILL COVER MOLECULAR BIOLOGY, CELLULAR BIOLOGY, GENETICS, METABOLISM, AND REPLICATION. |

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| BSC | 2 | 010 | C | HONORS GENERAL BIOLOGY | 4 | Natural Science | Natural Science | Yes | IN THIS COURSE STUDENTS WILL APPLY THE SCIENTIFIC METHOD TO CRITICALLY EXAMINE AND EXPLAIN THE NATURAL WORLD. THIS COURSE WILL COVER MOLECULAR BIOLOGY, CELLULAR BIOLOGY, GENETICS, METABOLISM, AND REPLICATION WITH HONORS CONTENT. |
| CHM | 1 | 020 | | CONCEPTS IN CHEMISTRY | 3 | Natural Science | Natural Science | Yes | THIS COURSE PROVIDES STUDENTS WITH AN INTRODUCTION TO CHEMICAL PRINCIPLES AND APPLICATIONS FOR THE NON-SCIENCE MAJOR. STUDENTS WILL ENGAGE IN PROBLEM SOLVING AND CRITICAL THINKING WHILE APPLYING CHEMICAL CONCEPTS. TOPICS WILL INCLUDE THE SCIENTIFIC METHOD OF PROBLEM SOLVING, CLASSIFICATION OF MATTER, ATOMIC THEORY, THE PERIODIC TABLE, GASES, CHEMICAL REACTIONS, ENERGY, AND CHEMICAL BONDS. INTENDED AS A GENERAL EDUCATION COURSE. |
| CHM | 1 | 032 | | GENERAL CHEMISTRY | 3.0 | | Natural Science | Yes | AN INTRODUCTORY STUDY OF THE FUNDAMENTAL CONCEPTS OF CHEMISTRY, PRIMARILY ORIENTED TOWARD HEALTH SCIENCE MAJORS. THE "NC" GRADING POLICY APPLIES TO THIS COURSE. |
| CHM | 2 | 045 | C | CHEMISTRY FUNDAMENTALS I | 4 | Natural Science | Natural Science | Yes | THIS COURSE IS DESIGNED FOR STUDENTS PURSUING CAREERS IN THE SCIENCES OR WHO NEED A MORE RIGOROUS PRESENTATION OF CHEMICAL CONCEPTS THAN IS OFFERED IN AN INTRODUCTORY COURSE. STUDENTS WILL ENGAGE IN PROBLEM SOLVING AND CRITICAL THINKING WHILE APPLYING CHEMICAL CONCEPTS. TOPICS WILL INCLUDE THE PRINCIPLES OF CHEMISTRY INCLUDING ATOMIC THEORY, ELECTRONIC AND MOLECULAR STRUCTURE, MEASUREMENT, STOICHIOMETRY, BONDING, PERIODICITY, THERMOCHEMISTRY, NOMENCLATURE, SOLUTIONS, AND THE PROPERTIES OF GASES. |
| CHM | 2 | 045 | C | HONORS CHEMISTRY FUNDAMENTALS I | 4 | Natural Science | Natural Science | Yes | THIS COURSE IS DESIGNED FOR STUDENTS PURSUING CAREERS IN THE SCIENCES OR WHO NEED A MORE RIGOROUS PRESENTATION OF CHEMICAL CONCEPTS THAN IS OFFERED IN AN INTRODUCTORY COURSE. STUDENTS WILL ENGAGE IN PROBLEM SOLVING AND CRITICAL THINKING WHILE APPLYING CHEMICAL CONCEPTS. TOPICS WILL INCLUDE THE PRINCIPLES OF CHEMISTRY INCLUDING ATOMIC THEORY, ELECTRONIC AND MOLECULAR STRUCTURE, MEASUREMENT, STOICHIOMETRY, BONDING, PERIODICITY, THERMOCHEMISTRY, NOMENCLATURE, SOLUTIONS, AND THE PROPERTIES OF GASES WITH HONORS-LEVEL CONTENT. |
| CHS | 1 | 440 | C | PRINCIPLES OF CHEMISTRY | 4 | | Natural Science | Yes | BASIC CONCEPTS OF CHEMISTRY, WITH EMPHASIS ON PROBLEM SOLVING, INCLUDING ATOMIC AND MOLECULAR STRUCTURE, STATES OF MATTER, STOICHIOMETRY, EQUILIBRIA, ELECTROCHEMISTRY AND THERMODYNAMICS. THE "NC" GRADING POLICY APPLIES TO THIS COURSE. |
| COM | 1 | 000 | | INTRODUCTION TO COMMUNICATION | 3 | | Communication | Yes | SURVEY COURSE INTRODUCING STUDENTS TO THEORY, RESEARCH, AND PRACTICAL PRINCIPLES ASSOCIATED WITH HUMAN COMMUNICATION IN INTERPERSONAL, PUBLIC, AND PROFESSIONAL CONTEXTS. |

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|--------|-------|---------------|-----|--|--------|---------------------------------|----------------------------|-----------------|---|
| COP | 2 | 500 | C | CONCEPTS IN COMPUTER SCIENCE | 3 | | Mathematics | Yes | FUNDAMENTAL CONCEPTS IN PROGRAM DESIGN, DATA STRUCTURES, ALGORITHMS, ANALYSIS AND A SURVEY OF TOPICS IN CS. |
| DEP | 2 | 004 | | HUMAN DEVELOPMENT ACROSS THE LIFESPAN | 3 | | Social Science | No | THE EFFECTS OF GENETIC, PSYCHOLOGICAL, MATURATIONAL, AND SOCIAL FACTORS ON BEHAVIOR THROUGHOUT THE LIFE CYCLE. |
| ECO | 2 | 013 | | HONORS PRINCIPLES OF ECONOMICS MACROECONOMICS | 3 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL LEARN THE FOUNDATIONS OF MACROECONOMICS AS THE BRANCH OF ECONOMICS CONCERNED WITH HOW DECISION-MAKING, IN AN ENVIRONMENT OF SCARCITY, MAPS ONTO THE AGGREGATE ECONOMY. STUDENTS WILL EXAMINE THEORIES AND EVIDENCE RELATED TO THE FOLLOWING CORE SET OF TOPICS: NATIONAL INCOME DETERMINATION, MONEY, MONETARY AND FISCAL POLICY, MACROECONOMIC CONDITIONS, INTERNATIONAL TRADE AND THE BALANCE OF PAYMENTS, AND ECONOMIC GROWTH AND DEVELOPMENT WITH HONORS-LEVEL CONTENT. |
| ECO | 2 | 013 | | PRINCIPLES OF MACROECONOMICS | 3 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL LEARN THE FOUNDATIONS OF MACROECONOMICS AS THE BRANCH OF ECONOMICS CONCERNED WITH HOW DECISION-MAKING, IN AN ENVIRONMENT OF SCARCITY, MAPS ONTO THE AGGREGATE ECONOMY. STUDENTS WILL EXAMINE THEORIES AND EVIDENCE RELATED TO THE FOLLOWING CORE SET OF TOPICS: NATIONAL INCOME DETERMINATION, MONEY, MONETARY AND FISCAL POLICY, MACROECONOMIC CONDITIONS, INTERNATIONAL TRADE AND THE BALANCE OF PAYMENTS, AND ECONOMIC GROWTH AND DEVELOPMENT. |
| ECO | 2 | 023 | | PRINCIPLES OF MICROECONOMICS | 3 | | Social Science | Yes | PRINCIPLES OF MICROECONOMICS: THE DETERMINATION OF PRICES IN A MARKET ECONOMY; THEIR ROLE IN ALLOCATING CONSUMER AND PRODUCER GOODS AND IN DISTRIBUTING INCOMES, INCLUDING ATTEMPTS TO IMPROVE MARKET EFFICIENCY THROUGH PUBLIC POLICY. |
| ENC | 1 | 101 | | HONORS FRESHMAN COMPOSITION I | 3 | Communication | Communication | Yes | THIS COURSE INTRODUCES STUDENTS TO RHETORICAL CONCEPTS AND AUDIENCE-CENTERED APPROACHES TO WRITING INCLUDING COMPOSING PROCESSES, LANGUAGE CONVENTIONS AND STYLE, AND CRITICAL ANALYSIS AND ENGAGEMENT WITH WRITTEN TEXTS AND OTHER FORMS OF COMMUNICATION. "NC" GRADING POLICY. |
| ENC | 1 | 101 | | COMPOSITION I | 3 | Communication | Communication | Yes | THIS COURSE INTRODUCES STUDENTS TO RHETORICAL CONCEPTS AND AUDIENCE-CENTERED APPROACHES TO WRITING INCLUDING COMPOSING PROCESSES, LANGUAGE CONVENTIONS AND STYLE, AND CRITICAL ANALYSIS AND ENGAGEMENT WITH WRITTEN TEXTS AND OTHER FORMS OF COMMUNICATION. THE "NC" GRADING POLICY APPLIES TO THIS COURSE. |

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| ENC | 1 | 102 | | COMPOSITION II | 3 | | Communication | Yes | FOCUS ON EXTENSIVE RESEARCH IN ANALYTICAL AND ARGUMENTATIVE WRITING AND OTHER FORMS OF COMMUNICATION BASED ON A VARIETY OF READINGS FROM THE HUMANITIES. EMPHASIS ON DEVELOPING CRITICAL THINKING AND DIVERSITY OF PERSPECTIVE. THE "NC" GRADING POLICY APPLIES TO THIS COURSE |
| ENC | 1 | 102 | | HONORS FRESHMAN COMPOSITION II | 3 | | Communication | Yes | FOCUS ON EXTENSIVE RESEARCH IN ANALYTICAL AND ARGUMENTATIVE WRITING AND OTHER FORMS OF COMMUNICATION BASED ON A VARIETY OF READINGS FROM THE HUMANITIES. EMPHASIS ON DEVELOPING CRITICAL THINKING AND DIVERSITY OF PERSPECTIVE WITH HONORS-LEVEL CONTENT. |
| EUH | 2 | 000 | | WESTERN CIVILIZATION I | 3.0 | | Humanities | Yes | HISTORICAL SURVEY OF WESTERN CIVILIZATION FROM ANCIENT TO 1648, INCLUDING WORKS FROM THE WESTERN CANON. |
| EUH | 2 | 001 | | WESTERN CIVILIZATION II | 3.0 | | Humanities | Yes | HISTORICAL SURVEY OF WESTERN CIVILIZATION FROM 1648 TO PRESENT, INCLUDING WORKS FROM THE WESTERN CANON. MAY BE TAKEN BEFORE EUH 2000. |
| EVR | 1 | 001 | | INTRODUCTION TO ENVIRONMENTAL SCIENCE | 3 | Natural Science | Natural Science | Yes | THIS COURSE IS A SURVEY OF BASIC CHEMICAL, BIOLOGICAL, AND PHYSICAL PRINCIPLES OF ENVIRONMENTAL SCIENCE AND THEIR APPLICATIONS TO ENVIRONMENTAL ISSUES. THIS COURSE IS APPROPRIATE FOR STUDENTS IN A WIDE RANGE OF DISCIPLINES OR PROGRAMS. |
| EVR | 1 | 001 | | HONORS INTRODUCTION TO ENVIRONMENTAL SCIENCE | 3 | Natural Science | Natural Science | Yes | THIS COURSE IS A SURVEY OF BASIC CHEMICAL, BIOLOGICAL, AND PHYSICAL PRINCIPLES OF ENVIRONMENTAL SCIENCE AND THEIR APPLICATIONS TO ENVIRONMENTAL ISSUES. THIS COURSE IS APPROPRIATE FOR STUDENTS IN A WIDE RANGE OF DISCIPLINES OR PROGRAMS WITH HONORS CONTENT. |
| FIL | 1 | 000 | | CINEMA SURVEY | 3 | | Humanities | Yes | INTRODUCTORY COURSE THAT FOCUSES ON DIFFERENT APPROACHES TO STUDYING CINEMA, INCLUDING WORKS FROM THE WESTERN CANON. |

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|--------|-------|---------------|-----|--|--------|---------------------------------|----------------------------|-----------------|--|
| FIL | 1 | 000 | | HONORS CINEMA SURVEY | 3 | | Humanities | Yes | INTRODUCTORY COURSE THAT FOCUSES ON DIFFERENT APPROACHES TO STUDYING CINEMA, INCLUDING WORKS FROM THE WESTERN CANON.. HONORS-LEVEL CONTENT. |
| FIL | 2 | 030 | | HISTORY OF MOTION PICTURES | 3.0 | | Humanities | Yes | THE HISTORY OF MOTION PICTURES AS ART AND INDUSTRY; FROM 1895 TO THE PRESENT, INCLUDING WORKS FROM THE WESTERN CANON. |
| FRE | 1 | 120 | C | ELEMENTARY FRENCH LANGUAGE AND CIVILIZATION I | 4 | | Communication | No | INTRODUCES THE STUDENT TO FRENCH CULTURE THROUGH THE MAJOR LANGUAGE SKILLS: LISTENING, SPEAKING, READING AND WRITING. OPEN ONLY TO STUDENTS WITH NO EXPERIENCE IN THE LANGUAGE. |
| FRE | 1 | 121 | C | ELEMENTARY FRENCH LANGUAGE AND CIVILIZATION II | 4 | | Communication | No | CONTINUATION OF FRE 1120. |
| GEO | 1 | 200 | | PHYSICAL GEOGRAPHY | 3.0 | | Natural Science | Yes | BASIC PHYSICAL ELEMENTS OF GEOGRAPHY, INCLUDING CLIMATE, LANDFORMS, SOILS, NATURAL VEGETATION, MINERALS, AND THEIR INTEGRATED PATTERNS OF WORLD DISTRIBUTION. |
| GEO | 2 | 370 | | RESOURCES GEOGRAPHY | 3.0 | | Natural Science | Yes | ANALYSIS OF BASIC PRINCIPLES AND PROBLEMS ASSOCIATED WITH DEVELOPMENT, USE, CONSERVATION, AND MANAGEMENT OF NATURAL RESOURCES, WITH SPECIAL EMPHASIS ON THE UNITED STATES. |
| GER | 1 | 120 | C | ELEMENTARY GERMAN LANGUAGE AND CIVILIZATION I | 4 | | Communication | No | INTRODUCES THE STUDENT TO GERMAN CULTURE THROUGH THE MAJOR LANGUAGE SKILLS: LISTENING, SPEAKING, READING AND WRITING. OPEN ONLY TO STUDENTS WITH NO EXPERIENCE IN THIS LANGUAGE. |

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| GER | 1 | 121 | C | ELEMENTARY GERMAN LANGUAGE AND CIVILIZATION II | 4 | | Communication | No | CONTINUATION OF GER 1120. |
| GLY | 1 | 030 | | GEOLOGY AND ITS APPLICATIONS | 3.0 | | Natural Science | Yes | GEOLOGY AND ITS APPLICATIONS: GEOLOGIC PRINCIPLES, APPLICATIONS, AND HAZARDS INCLUDING: GEMSTONES, ROCK CYCLE, MOVING CONTINENTS, MOUNTAIN BUILDING, METAL ORES, FOSSIL FUELS, GROUNDWATER, SINKHOLES, BEACH EROSION, LANDSLIDES, EARTHQUAKES, TIDAL WAVES, VOLCANISM. |
| HSA | 2 | 117 | | CIVIC ENGAGEMENT IN THE US HEALTHCARE | 3 | | Social Science | Yes | THIS COURSE PROVIDES AN OVERVIEW OF THE FUNDAMENTAL PRINCIPLES AND CONCEPTS OF US HEALTHCARE POLICY, DELIVERY, SOCIAL DETERMINANTS OF HEALTH, AND HOW SERVICES ARE DISTRIBUTED. |
| HUM | 2 | 020 | | ENCOUNTERING THE HUMANITIES | 3 | Humanities | Humanities | Yes | IN THIS COURSE, STUDENTS WILL LEARN ABOUT THE CREATIVE IDEAS AND ACCOMPLISHMENTS OF VARIOUS CULTURES IN VARIOUS FIELDS OF HUMANITIES THAT MAY INCLUDE ART, ARCHITECTURE, DRAMA, HISTORY, MUSIC, LITERATURE, PHILOSOPHY, AND RELIGION. THE COURSE WILL INCLUDE CULTURAL EXPRESSIONS FROM THE WESTERN CANON AND MAY ALSO INCLUDE EXPRESSIONS FROM AROUND THE GLOBE |
| HUM | 2 | 020 | | HONORS ENCOUNTERING THE HUMANITIES | 3 | | Humanities | Yes | IN THIS COURSE, STUDENTS WILL LEARN ABOUT THE CREATIVE IDEAS AND ACCOMPLISHMENTS OF VARIOUS CULTURES IN VARIOUS FIELDS OF HUMANITIES THAT MAY INCLUDE ART, ARCHITECTURE, DRAMA, HISTORY, MUSIC, LITERATURE, PHILOSOPHY, AND RELIGION. THE COURSE WILL INCLUDE CULTURAL EXPRESSIONS FROM THE WESTERN CANON AND MAY ALSO INCLUDE EXPRESSIONS FROM AROUND THE GLOBE WITH HONORS CONTENT. |
| HUM | 2 | 210 | | STUDIES IN CULTURE: ANCIENT TO 17TH CENTURY | 3.0 | | Humanities | Yes | AN INTERDISCIPLINARY, MULTICULTURAL STUDY OF THE ARTS AND SCIENCES, FOCUSING ON ANCIENT CIVILIZATIONS AND THE CULTURAL HERITAGE STEMMING FROM THEM. INCLUDES WORKS FROM THE WESTERN CANON. |
| HUM | 2 | 230 | | STUDIES IN CULTURE: 17TH CENTURY TO PRESENT | 3.0 | | Humanities | Yes | AN INTERDISCIPLINARY, MULTICULTURAL STUDY OF THE ARTS AND SCIENCES FOCUSING ON MODERN CIVILIZATIONS INCLUDING MAJOR EVENTS IN WESTERN CIVILIZATION AND THEIR CONTRIBUTIONS TO THE GLOBAL VILLAGE, INCLUDING SELECTIONS FROM THE WESTERN CANON. |

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|--------|-------|---------------|-----|---|--------|---------------------------------|----------------------------|-----------------|---|
| HUN | 2 | 201 | | FUNDAMENTALS OF HUMAN NUTRITION | 3 | | Natural Science | No | OVERVIEW OF NUTRIENT FUNCTIONS, PROPERTIES, DEFICIENCIES, GUIDELINES, REQUIREMENTS, DIGESTION, ABSORPTION, REGULATION, AND THEIR ROLE IN HUMAN HEALTH AND RELATED FOOD AND NUTRITION ISSUES. |
| LIT | 2 | 110 | | WORLD LITERATURE I | 3.0 | | Humanities | Yes | OVERVIEW OF LITERATURE IN TRANSLATION FROM A WIDE VARIETY OF CULTURES AND LANGUAGES WRITTEN PRIOR TO 1650. INCLUDES WORKS FROM THE WESTERN CANON. |
| LIT | 2 | 120 | | WORLD LITERATURE II | 3.0 | | Humanities | Yes | OVERVIEW OF LITERATURE FROM A WIDE VARIETY OF CULTURES AND LANGUAGES WRITTEN AFTER 1650. INCLUDES WORKS FROM THE WESTERN CANON. |
| MAC | 1 | 105 | C | COLLEGE ALGEBRA | 3 | Mathematics | Mathematics | Yes | IN THIS COURSE, STUDENTS WILL DEVELOP PROBLEM SOLVING SKILLS, CRITICAL THINKING, COMPUTATIONAL PROFICIENCY, AND CONTEXTUAL FLUENCY THROUGH THE STUDY OF EQUATIONS, FUNCTIONS, AND THEIR GRAPHS. EMPHASIS WILL BE PLACED ON QUADRATIC, EXPONENTIAL, AND LOGARITHMIC FUNCTIONS. TOPICS WILL INCLUDE SOLVING EQUATIONS AND INEQUALITIES, DEFINITION AND PROPERTIES OF A FUNCTION, DOMAIN AND RANGE, TRANSFORMATIONS OF GRAPHS, OPERATIONS ON FUNCTIONS, COMPOSITE AND INVERSE FUNCTIONS, BASIC POLYNOMIAL AND RATIONAL FUNCTIONS, EXPONENTIAL AND LOGARITHMIC FUNCTIONS, AND APPLICATIONS. THE "NC" GRADING POLICY APPLIES TO THIS COURSE. |
| MAC | 2 | 311 | | HONORS CALCULUS WITH ANALYTIC GEOMETRY I | 4 | Mathematics | Mathematics | Yes | IN THIS COURSE, STUDENTS WILL DEVELOP PROBLEM SOLVING SKILLS, CRITICAL THINKING, COMPUTATIONAL PROFICIENCY, AND CONTEXTUAL FLUENCY THROUGH THE STUDY OF LIMITS, DERIVATIVES, AND DEFINITE AND INDEFINITE INTEGRALS OF FUNCTIONS OF ONE VARIABLE, INCLUDING ALGEBRAIC, EXPONENTIAL, LOGARITHMIC, AND TRIGONOMETRIC FUNCTIONS, AND APPLICATIONS. TOPICS WILL INCLUDE LIMITS, CONTINUITY, DIFFERENTIATION AND RATES OF CHANGE, OPTIMIZATION, CURVE SKETCHING, AND INTRODUCTION TO INTEGRATION AND AREA. THE "NC" GRADING POLICY APPLIES TO THIS COURSE. WITH HONORS CONTENT. |
| MAC | 2 | 311 | C | CALCULUS WITH ANALYTIC GEOMETRY I | 4 | Mathematics | Mathematics | Yes | IN THIS COURSE, STUDENTS WILL DEVELOP PROBLEM SOLVING SKILLS, CRITICAL THINKING, COMPUTATIONAL PROFICIENCY, AND CONTEXTUAL FLUENCY THROUGH THE STUDY OF LIMITS, DERIVATIVES, AND DEFINITE AND INDEFINITE INTEGRALS OF FUNCTIONS OF ONE VARIABLE, INCLUDING ALGEBRAIC, EXPONENTIAL, LOGARITHMIC, AND TRIGONOMETRIC FUNCTIONS, AND APPLICATIONS. TOPICS WILL INCLUDE LIMITS, CONTINUITY, DIFFERENTIATION AND RATES OF CHANGE, OPTIMIZATION, CURVE SKETCHING, AND INTRODUCTION TO INTEGRATION AND AREA. THE "NC" GRADING POLICY APPLIES TO THIS COURSE. |
| MCB | 1 | 310 | | INTRODUCTION TO BIOTECHNOLOGY AND GENETIC ENGINEERING | 3 | | Natural Science | Yes | INTRODUCTION TO THEORIES, LAWS, PRINCIPLES, FOUNDATIONS, SCIENTIFIC METHODS OF GENETIC ENGINEERING & BIOTECHNOLOGY AND THEIR APPLICATIONS IN AGRICULTURE, ENVIRONMENT AND HUMAN HEALTH. |

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| MGF | 1 | 130 | | MATHEMATICAL THINKING | 3 | Mathematics | Mathematics | Yes | IN THIS COURSE, STUDENTS WILL UTILIZE MULTIPLE MEANS OF PROBLEM SOLVING THROUGH STUDENT-CENTERED MATHEMATICAL EXPLORATION. THE COURSE IS DESIGNED TO TEACH STUDENTS TO THINK MORE EFFECTIVELY AND INCREASE THEIR PROBLEM-SOLVING ABILITY THROUGH PRACTICAL APPLICATION AND DIVERGENT THINKING. THIS COURSE IS APPROPRIATE FOR STUDENTS IN A WIDE RANGE OF DISCIPLINES/PROGRAMS. |
| MGF | 1 | 131 | | MATHEMATICS IN CONTEXT | 3 | | Mathematics | Yes | APPLICATION OF TOOLS AND TECHNIQUES OF MATHEMATICS IN A VARIETY OF CONTEXTUAL SITUATIONS. |
| MUH | 2 | 017 | | SURVEY OF ROCK MUSIC | 3.0 | | Humanities | Yes | RISE OF ROCK MUSIC TO PROMINENCE ACROSS WESTERN CULTURES INCLUDING SELECTIONS FROM THE WESTERN CANON, AND ITS IMPACT ON AUDIENCE RECEPTION. NO MUSICAL BACKGROUND REQUIRED. |
| MUH | 2 | 111 | | SURVEY OF MUSIC HISTORY: ANTIQUITY TO 1750 | 3 | | Humanities | Yes | EARN A MINIMUM GRADE OF C IN EACH OF THE FOLLOWING: MUH3633 - MUSIC IN THE UNITED STATES (3) MUT1122 - MUSIC THEORY AND MUSICIANSII (4) |
| MUL | 2 | 010 | | ENJOYMENT OF MUSIC | 3 | Humanities | Humanities | Yes | IN THIS COURSE, STUDENTS WILL SURVEY THE HISTORY OF CLASSICAL MUSIC FROM ANTIQUITY TO THE MODERN PERIOD, FOCUSING ON WESTERN MUSIC. THE CURRICULUM MAY ALSO INTEGRATE A VARIETY OF POPULAR AND GLOBAL STYLES WHERE APPROPRIATE. |
| MUL | 2 | 010 | | HONORS ENJOYMENT OF MUSIC | 3 | Humanities | Humanities | Yes | IN THIS COURSE, STUDENTS WILL SURVEY THE HISTORY OF CLASSICAL MUSIC FROM ANTIQUITY TO THE MODERN PERIOD, FOCUSING ON WESTERN MUSIC. THE CURRICULUM MAY ALSO INTEGRATE A VARIETY OF POPULAR AND GLOBAL STYLES WHERE APPROPRIATE, WITH HONORS CONTENT. |
| MUL | 2 | 016 | | EVOLUTION OF JAZZ | 3.0 | | Humanities | Yes | A COMPREHENSIVE STUDY OF THE GREAT AMERICAN ART FORM OF JAZZ MUSIC, INCLUDING ITS ORIGINS, EVOLUTION OF STYLES AND INFLUENTIAL ARTISTS, INCLUDING WORKS FROM THE WESTERN CANON. |

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|--------|-------|---------------|-----|---|--------|---------------------------------|----------------------------|-----------------|---|
| MUL | 2 | 720 | | MUSIC OF THE WORLD | 3.0 | | Humanities | Yes | MUSIC IN CROSS-CULTURAL CONTEXT. RELATION OF MUSIC TO RELIGION AND SOCIETY, INCLUDING WORKS FROM THE WESTERN CANON. |
| PHI | 2 | 010 | | INTRODUCTION TO PHILOSOPHY | 3 | Humanities | Humanities | Yes | IN THIS COURSE, STUDENTS WILL BE INTRODUCED TO THE NATURE OF PHILOSOPHY, PHILOSOPHICAL THINKING, MAJOR INTELLECTUAL MOVEMENTS IN THE HISTORY OF PHILOSOPHY, INCLUDING TOPICS FROM THE WESTERN PHILOSOPHICAL TRADITION, AND VARIOUS PROBLEMS IN PHILOSOPHY. STUDENTS WILL STRENGTHEN THEIR INTELLECTUAL SKILLS, BECOME MORE EFFECTIVE LEARNERS, AND DEVELOP BROAD FOUNDATIONAL KNOWLEDGE. |
| PHI | 2 | 010 | | HONORS INTRODUCTION TO PHILOSOPHY | 3 | Humanities | Humanities | Yes | IN THIS COURSE, STUDENTS WILL BE INTRODUCED TO THE NATURE OF PHILOSOPHY, PHILOSOPHICAL THINKING, MAJOR INTELLECTUAL MOVEMENTS IN THE HISTORY OF PHILOSOPHY, INCLUDING TOPICS FROM THE WESTERN PHILOSOPHICAL TRADITION, AND VARIOUS PROBLEMS IN PHILOSOPHY. STUDENTS WILL STRENGTHEN THEIR INTELLECTUAL SKILLS, BECOME MORE EFFECTIVE LEARNERS, AND DEVELOP BROAD FOUNDATIONAL KNOWLEDGE WITH HONORS LEVEL CONTENT. |
| PHI | 2 | 101 | | FORMAL LOGIC I | 3 | | Mathematics | No | Course Description: Explores methods and principles of reasoning for effective problem solving, critical thinking, and nuanced reflection. The development of intellectual humility and honesty, critical evaluation of one's own claims and those of others, and the creation of thoughtful arguments and positions based on careful research, evaluation, and analysis are of central importance. This course includes problem-based learning, case study analysis, and assignments and projects throughout the term on critical thinking, research, and evaluation. |
| PHI | 2 | 108 | | CRITICAL THINKING | 3 | | Humanities | No | A COURSE IN PRACTICAL REASONING DESIGNED TO SHARPEN ABILITIES AT ANALYZING, EVALUATING, AND CONSTRUCTING ARGUMENTS. TO ASSIST IN DECISION MAKING, THERE WILL BE AN APPRAISAL OF THE EVALUATION OF EVIDENCE, PRACTICE IN THE DETECTION OF FALLACIES AND IRRELEVANCIES, AND THE TESTING OF THE ARGUMENTS FOR VALIDITY AND RELIABILITY. INCLUDED IN THESE STRATEGIES WILL BE EXAMINING ASSUMPTIONS, QUESTIONING SOCRATICALLY, ANALYZING EXPERIENCES, AND EVALUATING PERSPECTIVES WITHIN THE WESTERN CANON. THESE STRATEGIES WILL BE APPLIED TO A NUMBER OF REAL LIFE SITUATIONS. |
| PHI | 2 | 603 | | ETHICAL ISSUES IN 21ST CENTURY | 3 | | Humanities | No | Course Description: Examines fundamental and emerging ethical issues in, applied to, and critically evaluated through the Western canon and other theoretical frameworks. Explores ethical issues in topics such as but not limited to digital technologies, medicine and health care, the environment, and socio-political thought and action with emphasis on both theoretical and practical dimensions of arguments, problems, and proposed solutions. |
| PHY | 1 | 038 | | PHYSICS OF ENERGY, CLIMATE CHANGE AND ENVIRONMENT | 3 | | Natural Science | Yes | BASIC PRINCIPLES OF PHYSICS, UNDER THE UNIFYING THEME OF THE PRODUCTION AND USE OF ENERGY AND ITS INTERACTION WITH THE CLIMATE SYSTEM AND GLOBAL ENVIRONMENT. |

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|--------|-------|---------------|-----|---|--------|---------------------------------|----------------------------|-----------------|--|
| PHY | 2 | 020 | | CONCEPTS OF PHYSICS | 3 | Natural Science | Natural Science | Yes | THIS COURSE OFFERS A COMPREHENSIVE SURVEY OF PHYSICS, COVERING A WIDE RANGE OF TOPICS INCLUDING MOTION, NEWTON'S LAWS, ENERGY, SOUND, HEAT, ELECTRICITY, MAGNETISM, AND OPTICS. EMPHASIZING A CONCEPTUAL UNDERSTANDING OF PHYSICS, THE COURSE INTEGRATES CRITICAL THINKING SKILLS AND REAL-WORLD APPLICATIONS. |
| PHY | 2 | 048 | C | GENERAL PHYSICS USING CALCULUS I | 4 | Natural Science | Natural Science | Yes | THIS CALCULUS-BASED COURSE SERVES AS THE FIRST IN A TWO-PART SERIES, COVERING TOPICS LIKE KINEMATICS, DYNAMICS, ENERGY, MOMENTUM, ROTATIONAL MOTION, FLUID DYNAMICS, OSCILLATORY MOTION, AND WAVES. DESIGNED FOR SCIENCE AND ENGINEERING MAJORS, THE COURSE INTEGRATES CRITICAL THINKING, ANALYTICAL SKILLS, AND REAL-WORLD APPLICATIONS. |
| PHY | 2 | 048 | C | HONORS GENERAL PHYSICS USING CALCULUS I | 4 | Natural Science | Natural Science | Yes | THIS CALCULUS-BASED COURSE SERVES AS THE FIRST IN A TWO-PART SERIES, COVERING TOPICS LIKE KINEMATICS, DYNAMICS, ENERGY, MOMENTUM, ROTATIONAL MOTION, FLUID DYNAMICS, OSCILLATORY MOTION, AND WAVES. DESIGNED FOR SCIENCE AND ENGINEERING MAJORS, THE COURSE INTEGRATES CRITICAL THINKING, ANALYTICAL SKILLS, AND REAL-WORLD APPLICATIONS WITH HONORS-LEVEL CONTENT. |
| PHY | 2 | 048 | L | GENERAL PHYSICS USING CALCULUS I LABORATORY | 1 | | Natural Science | Yes | THIS CALCULUS-BASED COURSE SERVES AS THE FIRST IN A TWO-PART SERIES, COVERING TOPICS LIKE KINEMATICS, DYNAMICS, ENERGY, MOMENTUM, ROTATIONAL MOTION, FLUID DYNAMICS, OSCILLATORY MOTION, AND WAVES. DESIGNED FOR SCIENCE AND ENGINEERING MAJORS, THE COURSE INTEGRATES CRITICAL THINKING, ANALYTICAL SKILLS, AND REAL-WORLD APPLICATIONS. MAKE AND RECORD MEASUREMENTS, ANALYZE AND VISUALIZE DATA AND UNCERTAINTIES USING CALCULUS. |
| PHY | 2 | 048 | | GENERAL PHYSICS USING CALCULUS I | 3 | Natural Science | Natural Science | Yes | THIS CALCULUS-BASED COURSE SERVES AS THE FIRST IN A TWO-PART SERIES, COVERING TOPICS LIKE KINEMATICS, DYNAMICS, ENERGY, MOMENTUM, ROTATIONAL MOTION, FLUID DYNAMICS, OSCILLATORY MOTION, AND WAVES. DESIGNED FOR SCIENCE AND ENGINEERING MAJORS, THE COURSE INTEGRATES CRITICAL THINKING, ANALYTICAL SKILLS, AND REAL-WORLD APPLICATIONS. |
| PHY | 2 | 053 | C | COLLEGE PHYSICS I | 4 | Natural Science | Natural Science | Yes | THIS COURSE IS THE FIRST IN A TWO-PART SERIES INTENDED FOR NON-PHYSICS MAJORS, OFFERING AN ALGEBRA AND TRIGONOMETRY APPROACH TO TOPICS SUCH AS KINEMATICS, DYNAMICS, ENERGY, MOMENTUM, ROTATIONAL MOTION, FLUID DYNAMICS, OSCILLATORY MOTION, AND WAVES. THE COURSE FOSTERS ANALYTICAL AND CRITICAL THINKING SKILLS TO PROMOTE A SCIENTIFIC UNDERSTANDING OF THE REAL WORLD. |
| PHY | 2 | 053 | C | HONORS COLLEGE PHYSICS I | 4 | Natural Science | Natural Science | Yes | THIS COURSE IS THE FIRST IN A TWO-PART SERIES INTENDED FOR NON-PHYSICS MAJORS, OFFERING AN ALGEBRA AND TRIGONOMETRY APPROACH TO TOPICS SUCH AS KINEMATICS, DYNAMICS, ENERGY, MOMENTUM, ROTATIONAL MOTION, FLUID DYNAMICS, OSCILLATORY MOTION, AND WAVES. THE COURSE FOSTERS ANALYTICAL AND CRITICAL THINKING SKILLS TO PROMOTE A SCIENTIFIC UNDERSTANDING OF THE REAL WORLD. WITH HONORS CONTENT. |

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|--------|-------|---------------|-----|------------------------------|--------|---------------------------------|----------------------------|-----------------|---|
| PHY | 2 | 053 | L | COLLEGE PHYSICS I LABORATORY | 1 | | Natural Science | Yes | THIS COURSE IS THE FIRST IN A TWO-PART SERIES INTENDED FOR NON-PHYSICS MAJORS, OFFERING AN ALGEBRA AND TRIGONOMETRY APPROACH TO TOPICS SUCH AS KINEMATICS, DYNAMICS, ENERGY, MOMENTUM, ROTATIONAL MOTION, FLUID DYNAMICS, OSCILLATORY MOTION, AND WAVES. THE COURSE FOSTERS ANALYTICAL AND CRITICAL THINKING SKILLS TO PROMOTE A SCIENTIFIC UNDERSTANDING OF THE REAL WORLD. MAKE AND RECORD MEASUREMENTS, ANALYZE AND VISUALIZE DATA AND UNCERTAINTIES. |
| PHY | 2 | 053 | | COLLEGE PHYSICS I | 3 | Natural Science | Natural Science | Yes | THIS COURSE IS THE FIRST IN A TWO-PART SERIES INTENDED FOR NON-PHYSICS MAJORS, OFFERING AN ALGEBRA AND TRIGONOMETRY APPROACH TO TOPICS SUCH AS KINEMATICS, DYNAMICS, ENERGY, MOMENTUM, ROTATIONAL MOTION, FLUID DYNAMICS, OSCILLATORY MOTION, AND WAVES. THE COURSE FOSTERS ANALYTICAL AND CRITICAL THINKING SKILLS TO PROMOTE A SCIENTIFIC UNDERSTANDING OF THE REAL WORLD. |
| POS | 2 | 041 | | AMERICAN NATIONAL GOVERNMENT | 3 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL INVESTIGATE HOW THE NATIONAL GOVERNMENT IS STRUCTURED AND HOW THE AMERICAN CONSTITUTIONAL REPUBLIC OPERATES. IT COVERS THE PHILOSOPHICAL AND HISTORICAL FOUNDATIONS OF AMERICAN GOVERNMENT, INCLUDING BUT NOT LIMITED TO THE DECLARATION OF INDEPENDENCE, THE UNITED STATES CONSTITUTION AND ALL ITS AMENDMENTS, AND THE FEDERALIST PAPERS. THE COURSE EXAMINES THE BRANCHES OF GOVERNMENT AND THE GOVERNMENT'S LAWS, POLICIES, AND PROGRAMS. IT ALSO EXAMINES THE WAYS IN WHICH CITIZENS PARTICIPATE IN THEIR GOVERNMENT AND WAYS THEIR GOVERNMENT RESPONDS TO CITIZENS. |
| PSC | 1 | 121 | | PHYSICAL SCIENCE | 3 | | Natural Science | Yes | FUNDAMENTAL LAWS OF MECHANICS, HEAT, WAVES, ELECTRICITY, MAGNETISM; CHEMICAL PROCESSES AND EQUATIONS, PROPERTIES OF GASES, LIQUIDS, SOLIDS, SOLUTIONS. |
| PSY | 2 | 012 | | GENERAL PSYCHOLOGY | 3 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL GAIN AN INTRODUCTION TO THE SCIENTIFIC STUDY OF HUMAN BEHAVIOR AND MENTAL PROCESSES. TOPICS MAY BE DRAWN FROM HISTORICAL AND CURRENT PERSPECTIVES IN PSYCHOLOGY. |
| PSY | 2 | 012 | | HONORS GENERAL PSYCHOLOGY | 3 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL GAIN AN INTRODUCTION TO THE SCIENTIFIC STUDY OF HUMAN BEHAVIOR AND MENTAL PROCESSES. TOPICS MAY BE DRAWN FROM HISTORICAL AND CURRENT PERSPECTIVES IN PSYCHOLOGY. HONORS-LEVEL CONTENT. |
| REL | 2 | 300 | | WORLD RELIGIONS | 3.0 | | Humanities | Yes | BASIC FEATURES AND HISTORICAL BACKGROUND OF CONFUCIANISM, TAOISM, HINDUISM, BUDDHISM, JUDAISM, CHRISTIANITY, AND ISLAM. INCLUDES WORKS FROM THE WESTERN CANON. |

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|--------|-------|---------------|-----|---|--------|---------------------------------|----------------------------|-----------------|--|
| REL | 2 | 300 | | HONORS WORLD RELIGIONS | 3 | | Humanities | Yes | BASIC FEATURES AND HISTORICAL BACKGROUND OF CONFUCIANISM, TAOISM, HINDUISM, BUDDHISM, JUDAISM, CHRISTIANITY, AND ISLAM. INCLUDES WORKS FROM THE WESTERN CANON. WITH HONORS CONTENT |
| SPC | 1 | 603 | | HONORS FUNDAMENTALS OF TECHNICAL PRESENTATION | 3.0 | | Communication | Yes | COMMUNICATION THEORY AND ITS APPLICATION TO PREPARING AND DELIVERING TECHNICAL INFORMATION IN PUBLIC SPEAKING SITUATIONS. WITH HONORS-LEVEL CONTENT. |
| SPC | 1 | 603 | C | FUNDAMENTALS OF TECHNICAL PRESENTATIONS | 3 | | Communication | Yes | COMMUNICATION THEORY AND ITS APPLICATION TO PREPARING AND DELIVERING TECHNICAL INFORMATION IN PUBLIC SPEAKING SITUATIONS. |
| SPC | 1 | 608 | | FUNDAMENTALS OF ORAL COMMUNICATION | 3.0 | | Communication | Yes | COMMUNICATION THEORY AND ITS APPLICATION TO PREPARING AND DELIVERING PUBLIC SPEECHES. |
| SPC | 1 | 608 | | HONORS - FUNDAMENTALS OF ORAL COMM. | 3.0 | | Communication | Yes | COMMUNICATION THEORY AND ITS APPLICATION TO PREPARING AND DELIVERING PUBLIC SPEECHES. UNIVERSITY HONORS PROGRAM. SAME AS SPC 1600 WITH HONORS-LEVEL CONTENT. |
| SPN | 1 | 120 | C | ELEMENTARY SPANISH LANGUAGE AND CIVILIZATION I | 4 | | Communication | No | INTRODUCES THE STUDENT TO SPANISH CULTURE THROUGH THE MAJOR LANGUAGE SKILLS: LISTENING, SPEAKING, READING AND WRITING. OPEN ONLY TO STUDENTS WITH NO EXPERIENCE IN THIS LANGUAGE. |
| SPN | 1 | 121 | C | ELEMENTARY SPANISH LANGUAGE AND CIVILIZATION II | 4 | | Communication | No | CONTINUATION OF SPN 1120. |

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|--------|-------|---------------|-----|----------------------------------|--------|---------------------------------|----------------------------|-----------------|---|
| STA | 2 | 014 | | PRINCIPLES OF STATISTICS | 3 | | Mathematics | Yes | INTRODUCTION TO STATISTICAL CONCEPTS IN MODERN SOCIETY. BASIC PRINCIPLES, FREQUENCY DISTRIBUTIONS, MEASURES OF LOCATION AND DISPERSION, PROBABILITY, STATISTICAL INFERENCE. THE "NC" GRADING POLICY APPLIES TO THIS COURSE. |
| STA | 2 | 023 | | STATISTICAL METHODS I | 3 | Mathematics | Mathematics | Yes | IN THIS COURSE, STUDENTS WILL UTILIZE DESCRIPTIVE AND INFERRENTIAL STATISTICAL METHODS IN CONTEXTUAL SITUATIONS, USING TECHNOLOGY AS APPROPRIATE. THE COURSE IS DESIGNED TO INCREASE PROBLEM-SOLVING ABILITIES AND DATA INTERPRETATION THROUGH PRACTICAL APPLICATIONS OF STATISTICAL CONCEPTS. THIS COURSE IS APPROPRIATE FOR STUDENTS IN A WIDE RANGE OF DISCIPLINES AND PROGRAMS. |
| STA | 2 | 023 | | HONORS STATISTICAL METHODS I | 3 | Mathematics | Mathematics | Yes | IN THIS COURSE, STUDENTS WILL UTILIZE DESCRIPTIVE AND INFERRENTIAL STATISTICAL METHODS IN CONTEXTUAL SITUATIONS, USING TECHNOLOGY AS APPROPRIATE. THE COURSE IS DESIGNED TO INCREASE PROBLEM-SOLVING ABILITIES AND DATA INTERPRETATION THROUGH PRACTICAL APPLICATIONS OF STATISTICAL CONCEPTS. THIS COURSE IS APPROPRIATE FOR STUDENTS IN A WIDE RANGE OF DISCIPLINES AND PROGRAMS WITH HONORS-LEVEL CONTENT. |
| STA | 2 | 360 | | INTRODUCTION TO DATA SCIENCE | 3 | | Mathematics | No | THIS INTRODUCTORY COURSE IN DATA SCIENCE WILL COVER EXPLORATORY DATA ANALYSIS, DATA VISUALIZATION AND PREDICTION, BASIC CONCEPTS IN DATA SCIENCE TOOLS AND MACHINE LEARNING. |
| SYG | 2 | 000 | | HONORS INTRODUCTION TO SOCIOLOGY | 3 | | Social Science | Yes | EXTENSIVE HONORS WORK IN THE FIELD OF SOCIOLOGY. IN THIS COURSE, STUDENTS WILL GAIN AN UNDERSTANDING OF THE BASIC SOCIOLOGICAL CONCEPTS AND VOCABULARY, INCLUDING THE METHODOLOGICAL TOOLS, SOCIOLOGICAL PERSPECTIVES, AND SCIENTIFIC PROCEDURES USED BY SOCIAL SCIENTISTS TO COLLECT DATA AND CONDUCT RESEARCH. TOPICS GENERALLY INCLUDE: SOCIETY AND CULTURE, INSTITUTIONS, SOCIALIZATION, INFLUENCES, CRIME, CHANGE, GROUPS, SEX, RACE AND ETHNICITY, FAMILY, CLASS, AND POPULATION. |
| SYG | 2 | 000 | | INTRODUCTION TO SOCIOLOGY | 3 | | Social Science | Yes | IN THIS COURSE, STUDENTS WILL GAIN AN UNDERSTANDING OF THE BASIC SOCIOLOGICAL CONCEPTS AND VOCABULARY, INCLUDING THE METHODOLOGICAL TOOLS, SOCIOLOGICAL PERSPECTIVES, AND SCIENTIFIC PROCEDURES USED BY SOCIAL SCIENTISTS TO COLLECT DATA AND CONDUCT RESEARCH. TOPICS GENERALLY INCLUDE: SOCIETY AND CULTURE, INSTITUTIONS, SOCIALIZATION, INFLUENCES, CRIME, CHANGE, GROUPS, SEX, RACE AND ETHNICITY, FAMILY, CLASS, AND POPULATION. |
| SYO | 2 | 101 | | MARRIAGE AND FAMILIES IN SOCIETY | 3 | | Social Science | No | EXAMINATION OF THE FAMILY AS A SOCIAL INSTITUTION, EXPLORING HISTORICAL CHANGES, CONTEMPORARY TRANSFORMATIONS, AND SOCIETAL INFLUENCES THROUGH SOCIAL SCIENCE THEORIES, RESEARCH METHODS, AND CRITICAL ANALYSIS. |

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|--------|-------|---------------|-----|------------------------------|--------|---------------------------------|----------------------------|-----------------|--|
| THE | 2 | 000 | | HONORS THEATRE SURVEY | 3 | Humanities | Humanities | Yes | IN THIS COURSE, STUDENTS WILL EXPLORE DRAMATIC STRUCTURE, TECHNIQUES, AND VARIOUS ORGANIZATIONAL ELEMENTS. THE COURSE PROVIDES AN INTRODUCTION TO THEATRE AS A COLLABORATIVE ART FORM THROUGH THE CRITICAL ANALYSIS OF ITS HISTORICAL CONTEXT, PRODUCTION, THEORY, AND CONNECTIONS TO THEATRICAL LITERATURE, INCLUDING THE WESTERN CANON. HONORS-LEVEL |
| THE | 2 | 000 | | THEATRE SURVEY (NON-MAJORS) | 3 | Humanities | Humanities | Yes | IN THIS COURSE, STUDENTS WILL EXPLORE DRAMATIC STRUCTURE, TECHNIQUES, AND VARIOUS ORGANIZATIONAL ELEMENTS. THE COURSE PROVIDES AN INTRODUCTION TO THEATRE AS A COLLABORATIVE ART FORM THROUGH THE CRITICAL ANALYSIS OF ITS HISTORICAL CONTEXT, PRODUCTION, THEORY, AND CONNECTIONS TO THEATRICAL LITERATURE, INCLUDING THE WESTERN CANON. |
| TPP | 2 | 110 | C | ACTING I - FREEING THE ACTOR | 3 | | Humanities | No | Development of actor's instrument through use of imagination, self-awareness, and integration of voice and movement as applicable to a variety of theatre styles, including those from the Western canon |
| WOH | 2 | 012 | | WORLD CIVILIZATION I | 3.0 | | Humanities | Yes | A TOPICAL APPROACH TO THE HISTORICAL STUDY OF THE RISE AND DECLINE OF WORLD CIVILIZATIONS FROM THE FIRST ATTEMPTS TO THE GREAT CIVILIZATIONS OF MEDIEVAL TIMES. INCLUDES WORKS FROM THE WESTERN CANON. |
| WOH | 2 | 012 | | HONORS WORLD CIVILIZATION I | 3 | | Humanities | Yes | A TOPICAL APPROACH TO THE HISTORICAL STUDY OF THE RISE AND DECLINE OF WORLD CIVILIZATIONS FROM THE FIRST ATTEMPTS TO THE GREAT CIVILIZATIONS OF MEDIEVAL TIMES. INCLUDES WORKS FROM THE WESTERN CANON. HONORS CONTENT |
| WOH | 2 | 022 | | WORLD CIVILIZATION II | 3.0 | | Humanities | Yes | RISE OF MODERN CIVILIZATION FROM 1500 TO THE PRESENT, WITH AN EMPHASIS ON THE CONFRONTATION BETWEEN THE WESTERN AND NON-WESTERN SPHERES OF CIVILIZATION. INCLUDES WORKS FROM THE WESTERN CANON. |

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|--------|-------|---------------|-----|---------------------------------------|--------|---------------------------------|----------------------------|-----------------|---|
| AEB | 2 | 014 | | CURRENT ECONOMIC ISSUES, FOOD AND YOU | 3 | | Social Science | Yes | THIS COURSE EMPHASIZES THE ROLE OF AGRICULTURE AND ECONOMICS. THE HOWS AND WHYS OF THEIR INFLUENCE ON FOOD PRICES AND THE WORLD FOOD SITUATION, THE ENVIRONMENT, NATURAL RESOURCES AND GOVERNMENT POLICY; AND ECONOMIC ISSUES, INCLUDING INFLATION AND MONEY. |
| AEB | 2 | 280 | | WORLD AGRICULTURAL POLICY | 3 | | Social Science | Yes | HOW CAN AGRICULTURAL AND ENVIRONMENTAL POLICY BE USED TO ADDRESS EMERGING FOOD SECURITY AND ENVIRONMENTAL THREATS AROUND THE WORLD? THIS CLASS EXPLORES THOSE QUESTIONS AND WILL FOCUS BRIEFLY ON THE HISTORICAL DEVELOPMENT, THE CURRENT SITUATION, AND THE FUTURE OUTLOOK OF THE FOOD AND AGRICULTURE SECTOR IN VARIOUS ECONOMIES GLOBALLY. NEXT, THE COURSE DIVES MORE DEEPLY INTO THE ECONOMIC AND TRADE ENVIRONMENT SURROUNDING AGRICULTURAL POLICY, AND BRINGS INSIGHTS FROM AGRONOMY, ENVIRONMENTAL SCIENCE, AND INTERNATIONAL STUDIES. AS ECONOMIES BECOME MORE INTEGRATED GLOBALLY, THE SUCCESS OF THE FOOD AND AGRICULTURE SECTOR WILL REST UPON COMPARATIVE ADVANTAGE. |
| AEB | 2 | 294 | | VALUING CIRCULAR FOOD ECONOMIES | 3 | | Social Science | Yes | WHEN IT COMES TO DECISIONS ABOUT SCARCE RESOURCES, THE SOCIAL SCIENCE KNOWN AS AGRICULTURAL ECONOMICS PROVIDES A FOUNDATION FOR INFORMED POLICY DECISIONS ABOUT NATURAL RESOURCES SUCH AS WATER AND LAND USE; OR DECISIONS REGARDING PRODUCED AND MANUFACTURED RESOURCES SUCH AS FOOD AND CLOTHING. AGRICULTURAL ECONOMISTS USE A VARIETY OF MODELING TOOLS TO CONSIDER OPTIMAL BEHAVIORS, INCLUDING HOW WE CAN RECONSIDER LINEAR SYSTEMS OF PRODUCTION INTO CIRCULAR AND REGENERATIVE ECOSYSTEMS, REFERRED TO AS A CIRCULAR ECONOMY. A COST-BENEFIT ANALYSIS (CBA) IS ONE SYSTEMS-THINKING TOOL WE USE FOR EVALUATING COMPLEX PROJECTS AND SIMPLE DECISIONS, TO EVALUATE AND MODEL THE PROS AND CONS OF ECONOMIC DECISIONS. CBA CAN BE APPLIED ACROSS A BROAD ARRAY OF DISCIPLINES INCLUDING AGRONOMY, ENGINEERING, GEOGRAPHY, EDUCATION, MEDICINE, LAW, FINANCE, HUMAN FACTORS, PSYCHOLOGY, AND MANY OTHERS. CBA PROJECT MANAGERS AND THINKERS IN SOCIETY EVALUATE EXPECTATIONS ABOUT REWARDS (FROM A DECISION OR ACTION), AND COSTS (INCLUDING LONG-TERM REPERCUSSIONS), TO ACHIEVE DESIRED OUTCOMES. THIS COURSE ADDRESSES THE PRESSING QUESTION, "HOW CAN WE CREATE AND SUSTAIN CIRCULAR FOOD SYSTEM BENEFITS AND EVALUATE INTENDED AND UNINTENDED IMPACTS TO SOCIETY FROM OUR DECISIONS, TO OPTIMIZE USE AND CONSERVATION EFFICIENCY OF SCARCE RESOURCES?" AS AN ECONOMIC POLICY TOOL, WE COLLECT, ANALYZE, AND COMMUNICATE RESEARCH RESULTS, BUILD CONSENSUS AMONG DIVERSE GROUPS (WHEN IT IS NATURAL FOR CONFLICTS TO ARISE), AND WORK TOWARDS FORMULATING EQUITABLE SOLUTIONS. THE GOAL OF THIS COURSE IS TO DEVELOP A DATA-DRIVEN PERSPECTIVE THROUGH SELECTED READINGS AND EXPERIENTIAL CLASSROOM ACTIVITIES; TO THINK ABOUT FACTORS RELEVANT TO THE QUEST BY REFLECTING ON KNOWLEDGE GAINED; TO COMMUNICATE FINDINGS THROUGH CONCISE, FOCUSED, AND GOAL-ORIENTED ANALYTICAL WRITING ASSIGNMENTS; TO ENGAGE IN CLASSROOM AND ONLINE DISCUSSIONS TO SHARE DIVERSE CONSIDERATIONS; AND TO CREATE A FINAL CBA PORTFOLIO MODEL THAT ALLOWS EACH STUDENT TO TELL A STORY OF THEIR OWN POLICY RECOMMENDATIONS TO DESIGN REGENERATIVE, RESILIENT, AND SUSTAINABLE CIRCULAR-FOOD SYSTEM ELEMENTS THAT CREATE VALUE FOR CURRENT AND FUTURE GENERATIONS. |
| AEB | 2 | 372 | | THE ECONOMICS OF EATING | 3 | | Social Science | Yes | WE ALL EAT. BUT WHY DO WE EAT THE WAY WE DO? THE RELATIONSHIP BETWEEN CONSUMERS WITH DIFFERING PREFERENCES AND DIVERSE FOOD SYSTEMS SURROUNDING US HAS ONLY BEEN COMPLICATING, RESULTING IN PROBLEMS ABOUT EATING ON AN INTERNATIONAL SCOPE. THEREFORE, THE NEED TO BETTER UNDERSTAND THE CONTEMPORARY WAY OF EATING, EVALUATE ITS ECONOMIC VIABILITY AND SUSTAINABILITY, AND MAKE INFORMED DECISIONS IS PRESSING. THIS COURSE IS DESIGNED TO STIMULATE STUDENTS FROM A VARIETY OF BACKGROUNDS TO THINK CREATIVELY AND CRITICALLY ABOUT THESE PROBLEMS THROUGH THE LENS OF ECONOMICS, SUPPORTED BY CROSS-DISCIPLINARY PERSPECTIVES, INCLUDING MARKETING, NUTRITIONAL SCIENCES, PUBLIC HEALTH, NEUROSCIENCE, AND AGRIBUSINESS. THIS PROCESS ESTABLISHES AN UNDERSTANDING OF THE MARKET FORCES INFLUENCING THE DECISIONS OF PRODUCERS AND CONSUMERS INVOLVED IN THE PRODUCTION, TRANSFORMATION, AND DISTRIBUTION OF FOODS IN A CROSS-NATIONAL CONTEXT. |

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|--------|-------|---------------|-----|--|--------|---------------------------------|----------------------------|-----------------|--|
| AEB | 2 | 451 | | ECONOMICS OF RESOURCE USE | 3 | | Social Science | Yes | INTRODUCTION TO HOW ECONOMISTS VALUE ENVIRONMENT AND REGULATIONS DESIGNED TO PROTECT OUR NATURAL RESOURCES FROM OVERUSE AND DEGRADATION. |
| AEB | 2 | 452 | | AGRITOURISM AND FOOD SYSTEMS | 3 | | Social Science | Yes | THIS CLASS EXPLORES THE GLOBAL DISCONNECT BETWEEN HUMANS AND THE FOOD, WATER, AND NATURAL RESOURCE SYSTEMS ON WHICH WE DEPEND. THIS CLASS DRAWS ON THE FIELDS OF AGRIBUSINESS, ECOLOGY, TOURISM, RURAL SOCIOLOGY, AND ECONOMICS TO EXPLORE OPPORTUNITIES IN AGRITOURISM ACROSS THE WORLD TO RECONNECT HUMANS WITH OUR AGRI-FOOD-ECO SYSTEMS. |
| AEB | 2 | 810 | | PEOPLE & BIG DATA | 3 | | Social Science | Yes | THIS COURSE INTRODUCES STUDENTS TO THE USES OF BIG DATA IN THE SOCIAL SCIENCES AND THE THEORIES, METHODS, AND SKILLS NEEDED FOR CONSIDERING THE USES AND SOCIAL IMPLICATIONS OF BIG DATA IN SOCIETY. DRAWING ON TRADITIONAL AND APPLIED SOCIAL SCIENCE DISCIPLINES, THIS COURSE INTRODUCES STUDENTS TO BASIC APPROACHES, METHODS, AND ETHICAL CONCERN IN UNDERSTANDING THE USES (AND MISUSES) OF BIG DATA. CLASS DISCUSSION AND READINGS WILL COVER EXAMPLES OF SOCIAL PROCESSES AT THE MACRO-LEVEL (STRUCTURES, POLICIES), MESO-LEVEL (INSTITUTIONS, BUSINESS), AND MICRO-LEVEL OF INDIVIDUAL PERCEPTIONS AND BEHAVIORS. THIS COURSE EXAMINES THE HUMAN IMPLICATIONS OF THE BIG DATA REVOLUTION: HOW ALGORITHMS AND MASSIVE DATA SETS ENABLE YOUR SOCIAL NETWORK AND IMPROVE SOCIETY WHILE EXPOSING YOUR PRIVATE LIFE TO STRANGERS AND RESHAPING THE SOCIAL COMPACT. THIS COURSE ALSO INCLUDES ANALYZING HOW BIG DATA IS CURRENTLY BEING UTILIZED TO TRACK AND PROVIDE INSIGHT FOR SOLUTION GENERATION ON PRESSING ISSUES, SUCH AS THE UNITED NATIONS 17 SUSTAINABLE DEVELOPMENT GOALS. |
| AFA | 2 | 000 | | INTRODUCTION TO AFRICAN AMERICAN STUDIES | 3 | | Humanities | Yes | THIS COURSE EXPLORES THE BROAD AND DEEP EXPERIENCES OF AFRICANS IN AMERICA, BEGINNING IN AFRICA, THE BIRTHPLACE OF CIVILIZATION AND HUMANITY. UTILIZING AN INTERDISCIPLINARY APPROACH, WE WILL EXAMINE THE POLITICAL, CULTURAL, ECONOMIC, ARTISTIC, AND SOCIAL THEMES THAT HAVE SHAPED AFRICAN AMERICAN REALITIES. THE CURRICULUM EMPHASIZES HIGH-LEVEL ACADEMIC AND CRITICAL THINKING SKILLS, ENSURING STUDENTS DEVELOP A BROAD FOUNDATIONAL KNOWLEDGE. IT INCLUDES HISTORICALLY ACCURATE CONTENT THAT PROMOTES AN UNDERSTANDING OF THE CONSTITUTIONAL REPUBLIC, THE HISTORICAL BACKGROUND, AND THE PHILOSOPHICAL FOUNDATIONS OF WESTERN CIVILIZATION, INCLUDING KEY DOCUMENTS SUCH AS THE DECLARATION OF INDEPENDENCE, THE UNITED STATES CONSTITUTION, AND THE FEDERALIST PAPERS. THIS COURSE MEETS THE GENERAL EDUCATION STANDARDS AND COMPETENCIES REQUIRED FOR INFORMED CITIZENSHIP AND LIFELONG LEARNING. |
| AMH | 2 | 010 | | UNITED STATES TO 1877 | 3 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL EXAMINE UNITED STATES HISTORY FROM BEFORE EUROPEAN CONTACT TO 1877. TOPICS WILL INCLUDE BUT ARE NOT LIMITED TO INDIGENOUS PEOPLES, THE EUROPEAN BACKGROUND, THE COLONIAL PERIOD, THE AMERICAN REVOLUTION, THE ARTICLES OF CONFEDERATION, THE CONSTITUTION, ISSUES WITHIN THE NEW REPUBLIC, SECTIONALISM, MANIFEST DESTINY, SLAVERY, THE AMERICAN CIVIL WAR, AND RECONSTRUCTION. |
| AMH | 2 | 020 | | UNITED STATES SINCE 1877 | 3 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL TRACE THE HISTORY OF THE UNITED STATES FROM THE END OF THE RECONSTRUCTION ERA TO THE CONTEMPORARY ERA. TOPICS WILL INCLUDE BUT ARE NOT LIMITED TO THE RISE OF INDUSTRIALIZATION, THE UNITED STATES' EMERGENCE AS AN ACTOR ON THE WORLD STAGE, CONSTITUTIONAL AMENDMENTS AND THEIR IMPACT, THE PROGRESSIVE ERA, WORLD WAR I, THE GREAT DEPRESSION AND NEW DEAL, WORLD WAR II, THE CIVIL RIGHTS ERA, THE COLD WAR, AND THE UNITED STATES SINCE 1989. |

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|--------|-------|---------------|-----|---|--------|---------------------------------|----------------------------|-----------------|--|
| AML | 2 | 070 | | SURVEY OF AMERICAN LITERATURE | 3 | | Humanities | Yes | THIS CLASS WILL SURVEY AMERICAN LITERATURE AND NARRATIVE FROM THE PRECOLONIAL PERIOD THROUGH TO THE PRESENT, LARGELY STRUCTURED CHRONOLOGICALLY. THROUGHOUT OUR CLASS, WE WILL READ FAMOUS, WELL-KNOWN TEXTS THAT ARE CONSIDERED PART OF THE WESTERN CANON AND LESSER-KNOWN TEXTS OR TEXTS THAT ARE NOT OFTEN FEATURED IN GENERAL-EDUCATION LITERATURE SYLLABI. THE CANON REFERS TO THE BODY OF LITERATURE THAT IS CONSIDERED HIGH-QUALITY, ARTISTIC, AND VALUED REPRESENTATIONS OF AMERICAN IDENTITY. |
| AMS | 1 | 314 | | WHAT IS AMERICA FOR? | 3 | | Humanities | Yes | THE MODERN PHILOSOPHER DAVID HUME ARGUED THAT "MAN, BORN IN A FAMILY, IS COMPELLED TO MAINTAIN SOCIETY, FROM NECESSITY, FROM NATURAL INCLINATION, AND FROM HABIT." WE ARE ALL BORN INTO A PARTICULAR POLITICAL SOCIETY. GOOD CITIZENSHIP DEMANDS THAT WE PURSUE THE GOOD OF THAT POLITICAL SOCIETY. TO DO THAT, WE MUST UNDERSTAND WHAT THAT SOCIETY IS MEANT TO ACHIEVE. IN THIS CLASS, WE WILL EXPLORE THIS ESSENTIAL QUESTION: WHAT IS AMERICA FOR? WE WILL REFLECT ON HOW WE, AS RATIONAL AND POLITICAL ANIMALS, SHARE AND PASS ON A PARTICULAR WAY OF LIFE. WE WILL ASK HOW WE CAN RIGHTLY CLAIM THAT THERE IS ONE AMERICAN WAY OF LIFE AND ONE WAY TO LIVE IT OUT WHEN WE LIVE IN A PLURALISTIC SOCIETY. WE WILL ASK WHETHER AMERICAN IDENTITY AND PURPOSE HAVE CHANGED—OR REMAINED THE SAME—OVER TIME. WE WILL TAKE A MULTIDISCIPLINARY APPROACH TO THESE QUESTIONS, INCORPORATING ELEMENTS OF PHILOSOPHY, RELIGION, HISTORY, POLITICAL SCIENCE, AND LITERATURE. WE WILL CONSIDER THE ROLES OF RELIGION AND CULTURE, URBANISM AND RURALISM, AND TRADITION AND PROGRESS AS WE GRAPPLE WITH THIS ESSENTIAL QUESTION OF NATIONAL PURPOSE. |
| AMS | 2 | 010 | | CIVIL DISCOURSE AND THE AMERICAN POLITICAL ORDER | 3 | | Humanities | Yes | STUDENTS WILL EXPLORE THE CONCEPT OF CIVIL DISCOURSE ALONG WITH THE BASIC PRINCIPLES OF AMERICAN DEMOCRACY AND HOW THEY ARE APPLIED IN OUR REPUBLICAN FORM OF GOVERNMENT. THROUGH A REVIEW OF THE US CONSTITUTION, FOUNDING DOCUMENTS AND LANDMARK SUPREME COURT CASES, STUDENTS WILL UNDERSTAND HOW THE NATURE AND FUNCTIONS OF OUR INSTITUTIONS OF SELF-GOVERNANCE HAVE BEEN SHAPED. STUDENTS WILL THEN APPLY THESE LESSONS TO CASE STUDIES. |
| AMS | 2 | 330 | | AMERICA GREAT DEBATES | 3 | | Social Science | Yes | THIS COURSE SURVEYS POLITICAL CONCEPTS AND DEBATES REGARDING LIBERTY AND EQUALITY IN AMERICAN THOUGHT FROM THE COLONIAL PERIOD TO THE PRESENT. THESE IDEAS STILL INFLUENCE POLITICAL DEBATES IN PRESENT-DAY AMERICA. ONE OF THE COURSE'S CENTRAL THEMES IS THE THREE CENTURIES' LONG AMERICAN CONFLICTS BETWEEN LIBERTY AND EQUALITY AND BETWEEN CONSTITUTIONALISM AND DEMOCRACY. |
| AMS | 2 | 813 | | CLASSICS OF AMERICAN THOUGHT I: ENGLISH SETTLEMENT TO THE CIVIL WAR | 3 | | Humanities | No | THIS MULTIDISCIPLINARY COURSE SURVEYS THE IDEAS, TEXTS, AND AUTHORS THAT HAVE SHAPED THE AMERICAN TRADITION AND ITS ATTENDANT CONCEPTS OF FREEDOM, DEMOCRACY, EQUALITY, AND NATIONHOOD. STUDENTS WILL LEARN ABOUT AMERICA'S CULTURAL AND POLITICAL HERITAGE BY READING AND DISCUSSING GREAT WORKS OF PHILOSOPHY, CONSTITUTIONAL INTERPRETATION, SCIENCE, POLITICAL THOUGHT, HISTORY, AND LITERATURE, AND THE ARTS, BEGINNING WITH ENGLISH SETTLEMENT AND CONCLUDING AT THE END OF THE CIVIL WAR. |
| AMS | 2 | 814 | | CLASSICS OF AMERICAN THOUGHT II: RECONSTRUCTION THROUGH THE TWENTIETH CENTURY | 3 | | Humanities | No | THIS MULTIDISCIPLINARY COURSE SURVEYS THE IDEAS, TEXTS, AND AUTHORS THAT HAVE SHAPED THE AMERICAN TRADITION AND ITS ATTENDANT CONCEPTS OF FREEDOM, DEMOCRACY, EQUALITY, AND NATIONHOOD. STUDENTS WILL LEARN ABOUT AMERICA'S CULTURAL AND POLITICAL HERITAGE BY READING AND DISCUSSING GREAT WORKS OF PHILOSOPHY, CONSTITUTIONAL INTERPRETATION, POLITICAL THOUGHT, HISTORY, LITERATURE, AND THE ARTS, BEGINNING IN RECONSTRUCTION AND CONCLUDING AT THE END OF THE TWENTIETH CENTURY. |

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| ANS | 2 | 002 | | THE MEAT WE EAT | 3 | | Natural Science | Yes | THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA BY DISCUSSING ANIMAL PROTEIN PRODUCTION, PROCESSING AND RETAILING, AND ANIMAL MUSCLE IN PROTEIN IN THE DIET; PROPER SELECTION, PREPARATION, COOKING AND STORAGE OF ANIMAL PROTEIN PRODUCTS AND THEIR INFLUENCE ON FOOD SAFETY AND PALATABILITY; MEAT AND MUSCLE CHEMISTRY AND COMPOSITION, MUSCLE GROWTH AND CONTRACTION. |
| ANS | 2 | 005 | | THE ROLE OF ANIMALS IN HUMAN HISTORY | 3 | | Humanities | Yes | THE COURSE SURVEYS THE IMPORTANCE OF ANIMALS THROUGH HUMAN HISTORY, FROM THE STONE AGE TO THE PRESENT. THE DOMESTICATION OF DOGS, CATS, MAJOR FARM ANIMALS AND SOME LESS FAMILIAR, SUCH AS CAMELS, REINDEER AND BUFFALO AND THE ROLE THEY PLAYED IN DIFFERENT WESTERN SOCIETIES AND CULTURES ACROSS HUMAN HISTORY IS DISCUSSED. |
| ANT | 2 | 000 | | GENERAL ANTHROPOLOGY | 3 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL LEARN THE FOUNDATIONS OF ANTHROPOLOGY AS THE STUDY OF HUMAN VARIATION IN ITS BIOLOGICAL, SOCIAL, AND CULTURAL DIMENSIONS. STUDENTS WILL LEARN ABOUT ANTHROPOLOGICAL CONCEPTS, PRINCIPLES, AND METHODOLOGIES TO UNDERSTAND AND EXPLORE PAST AND PRESENT HUMAN BEHAVIOR. THEY WILL APPLY THE ANTHROPOLOGICAL APPROACH TO ANALYZE ISSUES PERTAINING TO PAST AND CONTEMPORARY CULTURES, AND DEVELOP INTELLECTUAL SKILLS AND HABITS TO UNDERSTAND BEHAVIORAL, SOCIAL, AND CULTURAL ISSUES FROM MULTIPLE DISCIPLINARY PERSPECTIVES. |
| ANT | 2 | 140 | | INTRODUCTION TO WORLD ARCHAEOLOGY | 3 | | Humanities | Yes | THE GLOBAL STUDY OF HUMAN CULTURE FROM ITS ORIGINS TO THE PRESENT THROUGH THE RECOVERY, DESCRIPTION AND ANALYSIS OF ARCHAEOLOGICAL REMAINS. FOCUS IS ON HUMAN CULTURES WORLDWIDE, WITH COMPARISONS TO WESTERN CIVILIZATIONS. |
| APK | 2 | 100 | C | APPLIED HUMAN ANATOMY WITH LAB | 4 | | Natural Science | Yes | STUDY OF GENERAL ANATOMY OF THE HUMAN BODY FROM A SYSTEMATIC APPROACH. UNDERSTANDING ANATOMICAL TERMINOLOGY, GROSS STRUCTURES, AND LOCATIONS OF DIFFERENT BODY STRUCTURES ARE PRIMARY CONCERNs. CELLS, TISSUES, AND ORGANS OF THE INTEGUMENTARY, SKELETAL, MUSCULAR, NERVOUS, CIRCULATORY, RESPIRATORY, DIGESTIVE, URINARY AND REPRODUCTIVE SYSTEMS ARE EMPHASIZED. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| APK | 2 | 105 | C | APPLIED HUMAN PHYSIOLOGY WITH LABORATORY | 4 | | Natural Science | Yes | INTRODUCTION TO BODY FUNCTIONS AT THE CELLULAR, TISSUE, ORGAN AND SYSTEMS LEVEL WITH EMPHASIS ON THE MECHANISMS OF OPERATION. DESIGNED FOR STUDENTS INTERESTED IN PURSUING STUDY IN THE HEALTH PROFESSIONS. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| APK | 2 | 322 | | EXERCISE AS MEDICINE | 3 | | Social Science | Yes | THIS COURSE UTILIZES THE DISCIPLINES OF APPLIED PHYSIOLOGY, HEALTH EDUCATION, MEDICINE, HEALTHCARE ECONOMICS, AND GOVERNMENT/PUBLIC POLICY TO EXPLORE THE CHALLENGES ASSOCIATED WITH EXERCISE AS AN EVERYDAY LIFESTYLE AMONG AMERICANS. IN THIS CLASS, WE WILL IDENTIFY AND INVESTIGATE THE ROLE VARIOUS ENTITIES (I.E. GOVERNMENT, HEALTHCARE PROVIDERS, INSURANCE AGENCIES, PHARMACEUTICAL COMPANIES) PLAY IN FOSTERING EXERCISE BEHAVIOR. |

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| ARC | 1 | 000 | | ARCHITECTURE + HUMANITY | 3 | | Humanities | Yes | ARCHITECTURE + HUMANITY USES THE WESTERN CANON TO INTRODUCE THE ISSUES AND OPPORTUNITIES DERIVED THROUGH ACTIVELY ENGAGING THE SUSTAINABLE AND ETHICAL DESIGN OF THE ENVIRONMENTS IN WHICH WE LIVE: URBAN, LANDSCAPE, AND ARCHITECTURAL. |
| ARC | 1 | 101 | | PLACES AND SPACES | 3 | | Humanities | Yes | PLACES AND SPACES EXAMINES THE WAY HUMANKIND HAS SHAPED ITS WORLD WHILE FRAMING PARTICULAR RELATIONSHIPS WITH NATURE. DRAWING ON THE WESTERN CANON, THIS COURSE ASKS WHAT DOES IT MEAN TO MAKE A MARK UPON THE LAND? WHAT DOES IT MEAN TO DWELL? AND WHAT DO THE PLACES WE INHABIT MEAN TO US? |
| ARC | 1 | 104 | | WHAT IS A CITY? | 3 | | Humanities | Yes | EXPLORES THE LIFE WITHIN AND DESIGN FOR URBAN ENVIRONMENTS, ASKING QUESTIONS ABOUT THE DEVELOPMENT OF CITIES IN WESTERN AND EASTERN CULTURES AND BEYOND, HOW THEY ARE DESIGNED AND LIVED IN TODAY, AND OUR VISION FOR THE FUTURE. CONSIDERS WHY INDIVIDUALS AND FAMILIES ARE DRAWN TO A RANGE OF URBAN ENVIRONMENTS, AND HOW THESE CHOICES IMPACT EVERYDAY LIFE. |
| ARC | 1 | 701 | | SURVEY OF ARCHITECTURAL HISTORY 1 | 3 | | Humanities | Yes | A GENERAL SURVEY OF SOCIO-POLITICAL, ENVIRONMENTAL, GLOBAL, AND CULTURAL FACTORS, WHICH HAVE GENERATED ARCHITECTURE IN EUROPE, UNITED STATES, ASIA, AND AFRICA FROM PREHISTORY TO 1400 CE. CLASS COVERS THE GLOBALIZATION OF ARCHITECTURE OF THE GRECO-ROMAN WORLD, ITS RELATIONSHIP TO ASIA THROUGH SILK ROADS. CLASS EXAMINES HOW GRECO-ROMAN GLOBAL REVIVAL IMPACTED UNITED STATES ARCHITECTURE. |
| ARC | 1 | 702 | | SURVEY OF ARCHITECTURAL HISTORY 2 | 3 | | Humanities | Yes | THE COURSE INTRODUCES THE 15TH-19TH-CENTURY HISTORY OF ARCHITECTS, BUILDINGS, DESIGN THEORIES AND CORRESPONDING PHILOSOPHIES OF THE RENAISSANCE, BAROQUE, ENLIGHTENMENT, AND NEOCLASSICISM ARCHITECTURAL HISTORICAL AGES IN WESTERN CULTURAL TRADITIONS. THE COURSE ALSO INTRODUCES A COMPARATIVE CULTURAL PERSPECTIVE ON EASTERN GARDENS AND EASTERN-WESTERN GARDEN ENCOUNTERS DURING THE 16TH-18TH CENTURIES. |
| ARC | 1 | 720 | | SURVEY OF ARCHITECTURE HISTORY | 3 | | Humanities | Yes | A SURVEY OF MONUMENTAL BUILDINGS AND THEIR EMBODIED ARCHITECTURAL CANON WITHIN THE WESTERN CIVILIZATION AND INTERNATIONAL SOCIETIES FROM THE PRE-HISTORICAL AGES TO THE CURRENT AGE. DEMONSTRATING INTERACTIVE RELATIONSHIPS BETWEEN FORM AND IDEA IN ARCHITECTURE THROUGHOUT HISTORY ACROSS CULTURAL AND REGIONAL DIFFERENCES |
| ARC | 2 | 201 | | THE THEORY OF ARCHITECTURE | 2 | | Humanities | Yes | THE COURSE INTRODUCES THE ARCHITECTURAL THEORETICAL CONCEPTS, ISSUES, PROBLEMS, POETICS AND CREATIVITY, HERMENEUTIC INTERPRETATION, AND CRITICAL PERSPECTIVES IN ARCHITECTURAL IMAGINATION, CONSTRUCTION, AND MEDITATION. THE WEEKLY TOPICS AND READINGS INCLUDE ANCIENT GREEK AND ROMAN COSMIC THEORIES, RENAISSANCE AND WESTERN HUMANISTIC AND HERMETIC THEORIES, AND MODERN WESTERN AND UNITED STATES PHENOMENOLOGICAL THEORIES. |

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| ARH | 1 | 030 | | ART CRIME | 3 | | Humanities | Yes | THIS COURSE EXAMINES ART AND CULTURAL PROPERTY CRIME, EXPLORING ISSUES OF THEFT, FORGERY, OWNERSHIP, AND THE PROTECTION OF CULTURAL HERITAGE. STUDENTS WILL INVESTIGATE THE GLOBAL IMPACT OF ART CRIME, ITS HISTORICAL EVOLUTION, AND STRATEGIES FOR ADDRESSING THREATS TO CULTURAL HERITAGE FROM MULTIDISCIPLINARY PERSPECTIVES. INCLUDES WORKS FROM THE WESTERN CANON AND OTHER CULTURAL TRADITIONS. |
| ARH | 2 | 000 | | ART APPRECIATION | 3 | Humanities | Humanities | Yes | IN THIS COURSE, STUDENTS WILL DEVELOP AN APPRECIATION OF AND THE ABILITY TO THINK CRITICALLY ABOUT CULTURE AND BE PROVIDED WITH THE TOOLS TO UNDERSTAND, ANALYZE, AND DISCUSS WORKS OF VISUAL ART AND MATERIAL CULTURE, INCLUDING WORKS FROM THE WESTERN CANON AND OTHER CULTURAL TRADITIONS. |
| ARH | 2 | 050 | | INTROD. TO PRINCIPLES & HISTORY OF ART 1 | 3 | | Humanities | Yes | THIS COURSE PROVIDES AN OVERVIEW OF THE HISTORY OF ART AND ARCHITECTURE FROM PREHISTORY THROUGH THE MIDDLE AGES IN EUROPE, THE MEDITERRANEAN BASIN, AND THE NEAR EAST. IT FAMILIARIZES STUDENTS WITH KEY WORKS AND GIVES STUDENTS THE TOOLS TO DESCRIBE, ANALYZE, AND CONTEXTUALIZE ARTWORKS. INCLUDES WORKS FROM THE WESTERN CANON. |
| ARH | 2 | 613 | | INTRODUCTION TO LATIN AMERICAN ART | 3 | | Humanities | Yes | THE COURSE SURVEYS THE ARTS OF ANCIENT, COLONIAL, AND MODERN LATIN AMERICA. IT BEGINS WITH THE INDIGENOUS ARTS OF MESOAMERICA AND THE ANDES AND SPANISH COLONIAL ART. IT CONCLUDES WITH MODERN AND CONTEMPORARY LATIN AMERICAN ARTS. IT COVERS ARTWORKS FROM MANY CULTURAL TRADITIONS INCLUDING THE WESTERN CANON. |
| AST | 1 | 002 | | DISCOVERING THE UNIVERSE | 3 | Natural Science | Natural Science | Yes | THIS COURSE PROVIDES A COMPREHENSIVE LOOK AT MODERN ASTRONOMY, EMPHASIZING THE USE OF THE SCIENTIFIC METHOD AND THE APPLICATION OF PHYSICAL LAWS TO UNDERSTAND THE UNIVERSE INCLUDING EARTH AND ITS ENVIRONMENT. THROUGHOUT THIS COURSE, STUDENTS WILL DEVELOP THE ABILITY TO DISCERN SCIENTIFIC KNOWLEDGE FROM NON-SCIENTIFIC INFORMATION BY USING CRITICAL THINKING. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| AST | 1 | 022 | L | ASTRONOMY LABORATORY | 1 | | Natural Science | Yes | INTRODUCES EXPERIMENTAL WORK IN ASTRONOMY INCLUDING SCHEDULED LABORATORY EXERCISES DURING THE DAY IN THE TEACHING LAB AND EVENING OBSERVATIONAL ASTRONOMY AT THE ON CAMPUS TEACHING OBSERVATORY. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| AST | 2 | 003 | | INTRODUCTION TO THE SOLAR SYSTEM | 3 | | Natural Science | Yes | SURVEY OF THE SOLAR SYSTEM: SUN, PLANETS, SATELLITES, ASTEROIDS, METEORITES AND COMETS. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |

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|--------|-------|---------------|-----|---------------------------------------|--------|---------------------------------|----------------------------|-----------------|--|
| AST | 2 | 023 | | ASTROPHOTOGRAPHY: ART & SCIENCE | 3 | | Natural Science | Yes | OVERVIEW OF ASTROPHOTOGRAPHY. BASIC TELESCOPE, CAMERA AND IMAGE PROCESSING TECHNIQUES. IMPACT OF LIGHT POLLUTION AND ARTIFICIAL SATELLITES ON THE NIGHT SKY. TECHNOLOGICAL, ENVIRONMENTAL, AND SOCIETAL IMPACT OF ASTROPHOTOGRAPHY. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| AST | 2 | 031 | | KNOWLEDGE AND THE UNIVERSE | 3 | | Natural Science | Yes | DESCRIBES AND EVALUATES THE BAYESIAN INFERENCE MODEL IN VARIOUS ASTRONOMICAL CONTEXTS AND WITH REGARD TO PRESSING SOCIETAL ISSUES. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| AST | 2 | 032 | | NATURE OF TIME | 3 | | Natural Science | Yes | THIS COURSE WILL THOROUGHLY INVESTIGATE SOME OF THE MOST INTERESTING TOPICS IN CONTEMPORARY PHYSICS— THE ARROW OF TIME, IRREVERSIBILITY, QUANTUM MECHANICS, COSMOLOGY—THROUGH THE LENS OF BIG QUESTIONS. THIS CLASS IS ACCESSIBLE TO NON-PHYSICS MAJORS—indeed, to those with minimal technical background at all—and will focus on the concepts, exploring the key ideas with almost no math. At the same time, we will mix in ideas from philosophy, history, and art that also bear on these questions. This will make the course relevant and exciting both for those who feel a strong affinity with the arts and humanities as well as for those for whom science resonates more. This course affords students the ability to critically examine and evaluate the principles of the scientific method, model construction, and use the scientific method to explain natural experiences and phenomena. |
| AST | 2 | 034 | | STARS AND THE NUCLEAR ARMS RACE | 3 | | Natural Science | Yes | INTRODUCES ASTRONOMICAL EVENTS IDENTIFIED AS THE SITES OF FORMATION OF THE HEAVIEST ELEMENTS IN THE UNIVERSE, ESPECIALLY URANIUM, AND THEIR CONNECTIONS TO NUCLEAR WEAPONS THAT HAVE SHAPED GLOBAL POLITICS AND LOCAL ENVIRONMENTAL POLICY OVER THE LAST FEW GENERATIONS. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| AST | 2 | 037 | | LIFE IN THE UNIVERSE | 3 | | Natural Science | Yes | CONSIDERS THE ORIGIN OF LIFE ON EARTH AND THE POSSIBILITY OF ITS EXISTENCE ELSEWHERE. A MULTIDISCIPLINARY APPROACH IS FOLLOWED. CONDITIONS FOR LIFE TO FORM, AND THE LIKELIHOOD THAT SUCH CONDITIONS MAY EXIST ELSEWHERE IN THE UNIVERSE, ARE DISCUSSED. ALSO CONSIDERED ARE SCHEMES PROPOSED FOR THE SEARCH FOR EXTRATERRESTRIAL INTELLIGENCE (SETI). THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| BCN | 1 | 010 | | HISTORY OF CONSTRUCTION | 3 | | Humanities | Yes | TRACES WESTERN BUILDING TECHNOLOGY FROM PRE-HISTORIC MAN TO THE PRESENT. DEVELOPMENT OF THE ART AND SCIENCE OF BUILDING. |
| BCN | 1 | 582 | | INTERNATIONAL SUSTAINABLE DEVELOPMENT | 3 | | Social Science | Yes | PROVIDES AN OVERVIEW OF INTERNATIONAL TRENDS IN REDUCING THE ENVIRONMENTAL IMPACTS OF LAND DEVELOPMENT AND CONSTRUCTION. SURVEYS BEST PRACTICES IN A DOZEN COUNTRIES AROUND THE WORLD. |

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| BCN | 2 | 598 | | FOUNDATIONS, PRINCIPLES AND APPLICATIONS OF SUSTAINABLE DEVELOPMENT | 3 | | Social Science | Yes | EXPLORES THE RELATIONSHIP BETWEEN SOCIETY, THE BUILT ENVIRONMENT, AND THE NATURAL ENVIRONMENT, AND ASKS, "WHAT DOES IT MEAN TO DEVELOP IN A SUSTAINABLE WAY?" |
| BOT | 2 | 010 | C | INTRODUCTORY BOTANY | 3 | | Natural Science | Yes | INTRO BOTANY, FOR SCIENCE MAJORS. INTRODUCTORY-ENTRY LEVEL COURSE PRIMARILY FOR BEGINNING STUDENTS OR NEW COLLEGE STUDENTS. FIRST COURSE IN BOTANY. STRUCTURES & FUNCTIONS OF CELLS, TISSUES, AND ORGANS OF FLOWERING PLANTS. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| BOT | 2 | 011 | C | PLANT DIVERSITY | 4 | | Natural Science | Yes | SURVEY OF MAJOR PLANT GROUPS WITH REGARD TO STRUCTURE, LIFE HISTORIES AND USES ACCCOMPANIED BY LABORATORY SHOWING DIVERSITY OF PLANTS IN THE WORLD. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| BOT | 2 | 800 | C | PLANTS IN HUMAN AFFAIRS | 3 | | Natural Science | Yes | ROLE OF PLANTS IN DEVELOPMENT OF CIVILIZATION AND INFLUENCE OF PLANTS ON WORLD HISTORY, POLITICS, ECONOMICS AND CULTURE. SURVEY OF USEFUL AND HARMFUL PLANTS AND PLANT PRODUCTS. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| BSC | 2 | 005 | L | LABORATORY IN BIOLOGICAL SCIENCE | 1 | | Natural Science | Yes | LABORATORY FOR STUDENTS WHO NEED EXPERIENCE IN NON-PROFESSIONALLY ORIENTED LABORATORY OR FOR THOSE WHO NEED LABORATORY EXPERIENCE TO SATISFY GRADUATION REQUIREMENTS. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| BSC | 2 | 005 | | BIOLOGICAL SCIENCES | 3 | Natural Science | Natural Science | Yes | THIS COURSE APPLIES THE SCIENTIFIC METHOD TO CRITICALLY EXAMINE AND EXPLAIN THE NATURAL WORLD INCLUDING BUT NOT LIMITED TO CELLS, ORGANISMS, GENETICS, EVOLUTION, ECOLOGY, AND BEHAVIOR. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| BSC | 2 | 010 | L | INTEGRATED PRINCIPLES OF BIOLOGY LAB | 1 | | Natural Science | Yes | LABORATORY REQUIREMENTS DESIGNED TO ACCOMPANY BSC 2010 THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |

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| BSC | 2 | 010 | | INTEGRATED PRINCIPLES OF BIOLOGY I | 3 | Natural Science | Natural Science | Yes | IN THIS COURSE STUDENTS WILL APPLY THE SCIENTIFIC METHOD TO CRITICALLY EXAMINE AND EXPLAIN THE NATURAL WORLD. THIS COURSE WILL COVER MOLECULAR BIOLOGY, CELLULAR BIOLOGY, GENETICS, METABOLISM, AND REPLICATION. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| BSC | 2 | 011 | L | INTEGRATED PRINCIPLES OF BIOLOGY II LAB | 1 | | Natural Science | Yes | LABORATORY EXPERIMENTS DESIGNED TO ACCOMPANY BSC 2011. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| BSC | 2 | 011 | | INTEGRATED PRINCIPLES OF BIOLOGY II | 3 | | Natural Science | Yes | GENERAL BIOLOGY CORE: THE SECOND OF A TWO-SEMESTER SEQUENCE THAT PREPARES STUDENTS FOR ADVANCED BIOLOGICAL SCIENCES COURSES AND ALLIED FIELDS. EXAMINATION IN LIVING THINGS OF THE PRINCIPLES OF INFORMATION STORAGE, TRANSMISSION AND UTILIZATION AT THE CELL, ORGANISM AND POPULATION LEVELS; OF THE MECHANISMS OF EVOLUTIONARY CHANGE IN THE DIVERSIFICATION OF LIVING THINGS AND THEIR LIFE STYLES; OF POPULATION GROWTH AND REGULATION; AND OF ENERGY FLOW AND BIOGEOCHEMICAL CYCLING IN THE BIOSPHERE. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| BSC | 2 | 500 | | WATER FOR PEOPLE AND NATURE | 3 | | Natural Science | Yes | THIS COURSE ADDRESSES THE PRESSING QUESTIONS, "HOW MUCH WATER DO WE NEED, AND HOW DO WE BALANCE CONFLICTING DEMANDS FOR THIS CRITICAL RESOURCE?" WE WILL EXAMINE THE PHYSICAL AND BIOLOGICAL SCIENCE BEHIND THE VARIOUS STAGES OF THE WATER CYCLE THROUGH LECTURES AND READINGS, AND WE WILL LEARN ABOUT WATERSHED HYDROLOGY AND THE SCIENCE OF ENVIRONMENTAL FLOWS THROUGH ONLINE SIMULATIONS. WE WILL ANALYZE ANTHROPOGENIC IMPACTS ON WATER RESOURCES THROUGH PARTICIPATION IN A HYPOTHESIS-DRIVEN EXPERIMENT TESTING THE INFLUENCE OF STRESSORS ON LIVING STREAM MESOCOSMS, AND WE WILL READ AND DISCUSS LOCAL EXAMPLES OF WATER RESOURCE CHALLENGES AND SOLUTIONS. WE WILL REFLECT ON OUR OWN USE OF WATER THROUGH RECORDING A WATER USE DIARY AND CALCULATING OUR WATER FOOTPRINT. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| BSC | 2 | 520 | | OUR OCEANS: HUMAN IMPACTS | 3 | | Natural Science | Yes | OUR OCEANS. THEY ARE STUNNINGLY BEAUTIFUL, PROFOUNDLY IMPACTED BY HUMANS, AND VITALLY IMPORTANT TO HUMAN EXISTENCE. IN THIS COURSE, WE WILL ASK "HOW DO WE IMPACT OUR OCEANS, AND HOW DO THEY IN TURN IMPACT US?" WE WILL EXPLORE THE BIODIVERSITY AND ECOLOGY OF OUR OCEANS, HUMAN IMPACTS ON OCEAN ECOSYSTEMS, HOW OCEAN ECOSYSTEMS IMPACT HUMANS, AND SOLUTIONS FOR ECOLOGICAL PROBLEMS. THUS, THIS MULTIDISCIPLINARY COURSE WILL TOUCH ON BIOLOGY, SOCIOLOGY, ENGINEERING, AND OTHER FIELDS TO EXPLORE THE ISSUE OF HUMAN IMPACTS ON THE OCEAN FROM MANY ANGLES. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |

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|--------|-------|---------------|-----|---|--------|---------------------------------|----------------------------|-----------------|---|
| BSC | 2 | 820 | | IS ANIMAL MIGRATION DISAPPEARING? | 3 | | Natural Science | Yes | ANIMAL MIGRATION IS A FASCINATING AND INSPIRING NATURAL PHENOMENON, YET AROUND THE WORLD, MANY MIGRATIONS ARE IN DECLINE, AND THIS RATE HAS ACCELERATED IN RECENT YEARS. THEREFORE, THE PRESSING QUESTIONS THAT THIS COURSE ADDRESSES ARE: "IS ANIMAL MIGRATION DISAPPEARING? AND "IS THIS A SIGNIFICANT ISSUE?" WE WILL FOCUS ON A DIVERSITY OF ORGANISMS THAT JOURNEY BY AIR, LAND, AND WATER TO EXPLORE THE ECOLOGICAL PROPERTIES AND SERVICES ASSOCIATED WITH MIGRATING ANIMALS. WE WILL EXPLORE THE SCIENTIFIC, SOCIAL, AND POLITICAL CHALLENGES TO ENSURE THAT THESE MIGRATIONS DO NOT GO EXTINCT. WE WILL LEARN ABOUT THE METHODS USED TO STUDY MIGRATION, CUES FOR MIGRATION, VARIATION IN MIGRATORY LIFE HISTORIES AND THEIR EVOLUTION, AND ASSESS HOW HUMANS AFFECT MIGRATING ANIMALS. WE WILL VIEW THIS PRESSING QUESTION THROUGH A SCIENTIFIC LENS AND MULTI-DISCIPLINARY INQUIRY, WITH ASSIGNMENTS THAT EMPLOY WRITING, PRESENTATION, DATA ANALYSIS, EXPERIENTIAL LEARNING, CLASS DISCUSSION, AND GROUP WORK. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| BSC | 2 | 862 | | GLOBAL CHANGE ECOLOGY AND SUSTAINABILITY | 3 | | Natural Science | Yes | THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA AND EXAMINES KEY ISSUES IN SUSTAINABILITY AND GLOBAL ENVIRONMENTAL CHANGE FROM AN ECOLOGICAL PERSPECTIVE. MAJOR THEMES INCLUDE IMPACTS OF CLIMATE CHANGE ON TERRESTRIAL ECOLOGICAL COMMUNITIES; FEEDBACKS BETWEEN THE TERRESTRIAL BIOSPHERE AND THE ATMOSPHERE; AND IMPLICATIONS OF CLIMATE CHANGE FOR THE SUSTAINABILITY OF NATURAL AND MANAGED ECOSYSTEMS. |
| CGS | 2 | 531 | | PROBLEM SOLVING USING COMPUTER SOFTWARE | 3 | | Mathematics | Yes | A PROBLEM-SOLVING INTRODUCTION AND THOROUGH EXPLORATION OF WORD PROCESSING, SPREADSHEET MANAGEMENT, DATA ANALYSIS, GRAPHICAL DISPLAY OF DATA, AND MULTIMEDIA PRESENTATIONS. THE PROBLEM-SOLVING APPROACH ALSO AIDS STUDENTS IN THEIR SPECIFIC MAJORS THROUGH SOFTWARE APPLICATIONS REQUIRING MAJOR-SPECIFIC PROFESSIONAL COMMUNICATION SKILLS IN WRITTEN, GRAPHICAL, AND PRESENTATION FORMS. |
| CHM | 1 | 020 | | CHEMISTRY FOR THE LIBERAL ARTS | 3 | Natural Science | Natural Science | Yes | THIS COURSE PROVIDES STUDENTS WITH AN INTRODUCTION TO CHEMICAL PRINCIPLES AND APPLICATIONS FOR THE NON-SCIENCE MAJOR. STUDENTS WILL ENGAGE IN PROBLEM SOLVING AND CRITICAL THINKING WHILE APPLYING CHEMICAL CONCEPTS. TOPICS WILL INCLUDE THE SCIENTIFIC METHOD OF PROBLEM SOLVING, CLASSIFICATION OF MATTER, ATOMIC THEORY, THE PERIODIC TABLE, GASES, CHEMICAL REACTIONS, ENERGY, AND CHEMICAL BONDS. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| CHM | 1 | 025 | | INTRODUCTION TO CHEMISTRY | 3 | | Natural Science | Yes | INTRODUCTORY READINESS COURSE IN GENERAL CHEMISTRY FOR THOSE WITH WEAK BUT SATISFACTORY BACKGROUNDS IN HIGH SCHOOL CHEMISTRY AND ALGEBRA. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| CHM | 1 | 030 | | BASIC CHEMISTRY CONCEPTS AND APPLICATIONS 1 | 3 | | Natural Science | Yes | TERMINAL SEQUENCE FOR NON-SCIENCE STUDENTS THAT PRESENTS CHEMISTRY FROM MEDICAL/NURSING PERSPECTIVE. TOPICS IN INORGANIC CHEMISTRY AND PROPERTIES OF BOTH IONIC AND COVALENT COMPOUNDS. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |

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| CHM | 1 | 031 | | BASIC CHEMISTRY CONCEPTS AND APPLICATIONS 2 | 3 | | Natural Science | Yes | SECOND HALF OF CHM 1030/1031 SEQUENCE. TOPICS IN ORGANIC CHEMISTRY AND BIOCHEMISTRY. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| CHM | 2 | 045 | L | GENERAL CHEMISTRY LABORATORY | 1 | | Natural Science | Yes | LABORATORY EXPERIMENTS DESIGNED TO REFLECT THE TOPICS THAT ARE PRESENTED IN CHM 2045. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| CHM | 2 | 045 | | GENERAL CHEMISTRY 1 | 3 | Natural Science | Natural Science | Yes | THIS COURSE IS DESIGNED FOR STUDENTS PURSUING CAREERS IN THE SCIENCES OR WHO NEED A MORE RIGOROUS PRESENTATION OF CHEMICAL CONCEPTS THAN IS OFFERED IN AN INTRODUCTORY COURSE. STUDENTS WILL ENGAGE IN PROBLEM SOLVING AND CRITICAL THINKING WHILE APPLYING CHEMICAL CONCEPTS. TOPICS WILL INCLUDE THE PRINCIPLES OF CHEMISTRY INCLUDING ATOMIC THEORY, ELECTRONIC AND MOLECULAR STRUCTURE, MEASUREMENT, STOICHIOMETRY, BONDING, PERIODICITY, THERMOCHEMISTRY, NOMENCLATURE, SOLUTIONS, AND THE PROPERTIES OF GASES. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| CHM | 2 | 046 | L | GENERAL CHEMISTRY LABORATORY II | 1 | | Natural Science | Yes | LABORATORY EXPERIMENTS DESIGNED TO REFLECT THE TOPICS THAT ARE PRESENTED IN CHM 2046. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| CHM | 2 | 046 | | GENERAL CHEMISTRY II | 3 | | Natural Science | Yes | SECOND SEMESTER OF THE CHM 2045-2045L-2046-2046L SEQUENCE. STUDENTS WHO COMPLETED 2045 (OR EQUIVALENT) AT ANOTHER INSTITUTION SHOULD CONSULT WITH A CHEMISTRY ACADEMIC ADVISOR BEFORE REGISTERING FOR THIS COURSE. ACIDS AND BASES, ADDITIONAL ASPECTS OF CHEMICAL EQUILIBRIA, THERMODYNAMICS, ELECTROCHEMISTRY, COMPLEX IONS AND DESCRIPTIVE CHEMISTRY. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| CHM | 2 | 051 | | HONORS GENERAL CHEMISTRY 2 | 3 | | Natural Science | Yes | SECOND SEMESTER OF THE SEQUENCE CHM 2045-2045L-2051-2046L. COURSE IS OPEN TO STUDENTS WITH SUPERIOR PERFORMANCE IN CHM 2045 OR ITS EQUIVALENT. ACIDS AND BASES, ADDITIONAL ASPECTS OF CHEMICAL EQUILIBRIA, THERMODYNAMICS, ELECTROCHEMISTRY, COMPLEX IONS AND DESCRIPTIVE CHEMISTRY AND INSTRUCTOR-CHOSEN TOPICS. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| CHM | 2 | 095 | L | APPLIED GENERAL CHEMISTRY LAB 1 | 1 | | Natural Science | No | CHM2095L IS DESIGNED TO INTRODUCE YOU TO COMMON LABORATORY TECHNIQUES AND EQUIPMENT USED IN THE GENERAL CHEMISTRY AND ENGINEERING LABORATORIES, TO HELP YOU GAIN UNDERSTANDING AND PROFICIENCY IN THEIR USE, AND HELP YOU EXPLORE THE PROCESS OF DOING EXPERIMENTAL CHEMISTRY, AND TO ILLUSTRATE REPRESENTATIVE EXAMPLES OF THE USEFUL AND IMPORTANT CONCEPTS YOU ARE LEARNING IN THE CHM2095 LECTURE. THE COURSE SERVES TO TEACH THE SCIENTIFIC METHOD, SKILLS FOR PROBLEM SOLVING, GENERAL CHEMISTRY KNOWLEDGE, AND A CONNECTION TO THE PRINCIPLES THAT GOVERN THE NATURAL WORLD. |

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|--------|-------|---------------|-----|----------------------------------|--------|---------------------------------|----------------------------|-----------------|--|
| CHM | 2 | 095 | | APPLIED GENERAL CHEMISTRY 1 | 3 | | Natural Science | Yes | THIS COURSE CONSTITUTES THE FIRST SEMESTER OF THE TWO-TERM SEQUENCE OF CHEMISTRY I & II. AS BOTH A GENERAL EDUCATION REQUIREMENT AND MAJOR'S COURSE, CHM2095 SERVES TO TEACH THE SCIENTIFIC METHOD, SKILLS FOR PROBLEM SOLVING, GENERAL CHEMISTRY KNOWLEDGE, AND A CONNECTION TO THE PRINCIPLES THAT GOVERN THE NATURAL WORLD. STUDENTS WILL ACQUIRE A BASIC KNOWLEDGE OF A VARIETY OF CHEMISTRY CONCEPTS INCLUDING THE SCIENTIFIC METHOD, STOICHIOMETRY, ENERGY AND THERMODYNAMICS, ATOMIC AND MOLECULAR STRUCTURE, THE STATES OF MATTER, REACTION TYPES AND RATES, SOLUTIONS, AND AN INTRODUCTION TO CHEMICAL EQUILIBRIA; ALL ARE TAUGHT IN AN ENGINEERING CASE-STUDY CONTEXT. STUDENTS PARTICIPATE IN CLASS DISCUSSIONS THROUGHOUT THE SEMESTER TO REFLECT ON PERTINENT TOPICS AND APPLY MATHEMATICAL KNOWLEDGE AND REASONING TO SOLVE CHEMICAL PROBLEMS. THIS MAY ENTAIL USE OF ALGEBRA, BASIC GEOMETRY, AND GRAPHICAL ANALYSIS. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE S |
| CHM | 2 | 096 | L | APPLIED GENERAL CHEMISTRY LAB 2 | 1 | | Natural Science | No | CHM2096L IS DESIGNED TO INTRODUCE YOU TO COMMON LABORATORY TECHNIQUES AND EQUIPMENT USED IN THE GENERAL CHEMISTRY AND ENGINEERING LABORATORIES, TO HELP YOU GAIN UNDERSTANDING AND PROFICIENCY IN THEIR USE, AND HELP YOU EXPLORE THE PROCESS OF DOING EXPERIMENTAL CHEMISTRY, AND TO ILLUSTRATE REPRESENTATIVE EXAMPLES OF THE USEFUL AND IMPORTANT CONCEPTS YOU ARE LEARNING IN THE CHM2096 LECTURE. THE COURSE SERVES TO TEACH THE SCIENTIFIC METHOD, SKILLS FOR PROBLEM SOLVING, GENERAL CHEMISTRY KNOWLEDGE, AND A CONNECTION TO THE PRINCIPLES THAT GOVERN THE NATURAL WORLD. |
| CHM | 2 | 096 | | APPLIED GENERAL CHEMISTRY 2 | 3 | | Natural Science | Yes | THIS COURSE CONSTITUTES THE SECOND SEMESTER OF THE TWO-TERM SEQUENCE OF CHEMISTRY I & II. AS BOTH A GENERAL EDUCATION REQUIREMENT AND MAJOR'S COURSE, CHM2096 SERVES TO TEACH THE SCIENTIFIC METHOD, SKILLS FOR PROBLEM SOLVING, GENERAL CHEMISTRY KNOWLEDGE, AND A CONNECTION TO THE PRINCIPLES THAT GOVERN THE NATURAL WORLD. STUDENTS WILL ACQUIRE KNOWLEDGE OF CHEMICAL EQUILIBRIA, ACID-BASE AND SOLUBILITY EQUILIBRIA, ENTROPY, FREE ENERGY, ELECTROCHEMICAL DEVICES, SOLUTION DYNAMICS, AND DESCRIPTIVE INORGANIC AND ORGANIC CHEMISTRY; ALL ARE TAUGHT IN AN ENGINEERING CASE-STUDY CONTEXT. STUDENTS PARTICIPATE IN CLASS DISCUSSIONS THROUGHOUT THE SEMESTER TO REFLECT ON PERTINENT TOPICS AND APPLY MATHEMATICAL KNOWLEDGE AND REASONING TO SOLVE CHEMICAL PROBLEMS. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| CJL | 2 | 000 | | LAW AND THE LEGAL PROCESS | 3 | | Social Science | Yes | THIS SURVEY COURSE PROMOTES AN UNDERSTANDING OF LAW AS IT RELATES TO AN INDIVIDUALS EVERYDAY ENCOUNTERS WITH THE LEGAL SYSTEM. ACTUAL LEGAL CASES MAY BE STUDIED TO ANALYZE HOW DISPUTES ARE RESOLVED BY APPLICATION OF LEGAL PRINCIPLES TO FACTUAL SITUATIONS, WHETHER JUSTICE WAS SERVED BY THE DECISION, AND POTENTIAL IMPLICATIONS OF THE DECISION ON FUTURE CASES. (S) |
| CJL | 2 | 105 | | HOW DOES US LAW AFFECT WILDLIFE? | 3 | | Social Science | Yes | COURSE ON US-BASED WILDLIFE AND ENVIRONMENTAL LAW. PRESSING LEGAL ISSUES CONCERNING FISH AND WILDLIFE CONSERVATION LAW AND POLICIES. CROSSES BIOLOGICAL, ECOLOGICAL, CRIMINOLOGICAL, HISTORICAL, AND LEGAL ISSUES. |
| CLA | 1 | 011 | | DEMOCRACY IN THEORY AND ACTION | 3 | | Humanities | Yes | THE BIRTH AND EVOLUTION OF DEMOCRACY AND ITS CONTRIBUTIONS TO WESTERN CIVILIZATION AND CURRENT FORMS OF GOVERNMENT AND GOVERNMENT. LIVELY DIALOGUE BETWEEN ANCIENT DEMOCRACY AND MODERN THROUGH A COMPARATIVE ANALYSIS, TACKLING SOME OF THE MOST PRESSING ISSUES, SUCH AS LIMITS OF POLITICAL PARTICIPATION AND FREE SPEECH, THE ROLE OF THE PRESS/MEDIA, AND ELITISM IN POLITICS. |

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|--------|-------|---------------|-----|--|--------|---------------------------------|----------------------------|-----------------|--|
| CLA | 1 | 530 | | GARDENS TO READ AND VISIT | 3 | | Humanities | Yes | INVESTIGATION OF GARDENS AS CULTURAL ARTIFACTS IN LITERATURE AND ART, INCLUDING THE WESTERN CANON, TO DISCOVER THE EXTENT TO WHICH GARDENS ARE SITES OF COMFORT AS WELL AS CONTEST, THROUGH ANALYSIS OF THE TENSION BETWEEN THE EXPERIENCE ("TO VISIT") AND THE REPRESENTATIONS ("TO READ") OF GARDENS IN WRITTEN AND VISUAL FORMS. |
| CLA | 1 | 812 | | MEDICINE, SCIENCE AND THE DAWN OF REASON | 3 | | Humanities | Yes | THIS INTERDISCIPLINARY COURSE INVITES STUDENTS TO EXAMINE THE PASSAGE OF HUMANITY INTO THE ERA OF REASON AND THE DEVELOPMENT OF MEDICAL SCIENCE AND ETHICS. AS PART OF THE "NATURE AND CULTURE" THEME, IT PRESENTS A HISTORICAL NARRATIVE ON THE PASSAGE OF HUMANITY FROM SUPERSTITION TO THE ERA OF SCIENTIFIC INQUIRY AS REPRESENTED THROUGHOUT THE WESTERN CANON AND WORLD LITERATURES. |
| CLA | 2 | 100 | | THE GLORY THAT WAS GREECE | 3 | | Humanities | Yes | EXPLORATION OF THE HISTORICAL, CULTURAL, AND SOCIO-POLITICAL ASPECTS OF THE ANCIENT GREEK WORLD AS IT IS SITUATED FIRMLY WITHIN THE WESTERN CLASSICAL TRADITION. |
| CLA | 2 | 120 | | THE GRANDEUR THAT WAS ROME | 3 | | Humanities | Yes | PROVIDES A MULTI-FACETED INTRODUCTION TO THE CULTURE OF ROME AND ITS CONTRIBUTION TO WESTERN CIVILIZATION AND CANON. PRIMARY SOURCE MATERIAL READ IN TRANSLATION. |
| CLT | 2 | 374 | | CLASSICAL MYTHOLOGY | 3 | | Humanities | No | EXAMINES SELECTION OF MYTHS, OR SACRED STORIES, OF THE ANCIENT GREEKS AND ROMANS, AND THE NUMEROUS WAYS THEY USED THESE STORIES, INCLUDING THROUGH HISTORY, LITERATURE, PHILOSOPHY, ART AND ARCHITECTURE. EXPLORES HOW ASPECTS OF GREEK AND ROMAN CIVILIZATION HAVE CONTRIBUTED TO WESTERN CULTURE. ANALYZES MAJOR WORKS OF THE WESTERN CANON BASED ON THESE MYTHS AND THEIR ADAPTATIONS. |
| COM | 1 | 000 | | INTRODUCTION TO COMMUNICATION STUDIES | 3 | | Social Science | Yes | INTRODUCES VARIOUS THEORETICAL PERSPECTIVES FOR UNDERSTANDING HUMAN COMMUNICATION. THIS COURSE AFFORDS STUDENTS AN UNDERSTANDING OF THE BASIC SOCIAL AND BEHAVIORAL SCIENCE CONCEPTS AND PRINCIPLES USED IN THE ANALYSIS OF BEHAVIOR AND PAST AND PRESENT SOCIAL, POLITICAL, AND ECONOMIC ISSUES. |
| COM | 2 | 380 | | COLLABORATION WITH AI FOR BETTER COMMUNICATION | 3 | | Social Science | Yes | THIS COURSE IS CENTERED AROUND TWO PIVOTAL QUESTIONS IN THE REALM OF MODERN COMMUNICATION: "HOW CAN WE COMMUNICATE EFFECTIVELY IN A WORLD WITH AI?" AND "HOW CAN AI TOOLS BE UTILIZED FOR EFFECTIVE COMMUNICATION AND COLLABORATION FOR BETTER SOCIAL DECISIONS?" IT AIMS TO EXPLORE BOTH THE POSITIVE POTENTIAL AND THE CHALLENGES POSED BY AI IN PROFESSIONAL/SCIENCE COMMUNICATION, FOSTERING A BALANCED AND CRITICAL UNDERSTANDING OF THESE TOOLS. EMPHASIZING ITS INTERDISCIPLINARY NATURE, THIS COURSE EXPLORES THE IMPACT OF AI ON SOCIAL INSTITUTIONS, STRUCTURES, AND PROCESSES, HIGHLIGHTING THE INTERSECTION BETWEEN TECHNOLOGY AND SOCIAL SCIENCE. STUDENTS WILL ENGAGE WITH KEY THEMES, PRINCIPLES, AND METHODOLOGIES USED IN SOCIAL AND BEHAVIORAL SCIENCES, APPLYING THEM TO UNDERSTAND AND NAVIGATE THE AI-INFLUENCED COMMUNICATION LANDSCAPE. |

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| CPO | 2 | 001 | | COMPARATIVE POLITICS INTRODUCTION | 3 | | Social Science | Yes | CLASSIFICATION OF POLITICAL SYSTEMS ACCORDING TO INSTITUTIONAL AND DEVELOPMENTAL CHARACTERISTICS. CAUSES AND COSTS OF POLITICAL STABILITY AND INSTABILITY. COMPARISON WILL RELATE TO CONTEMPORARY POLITICAL INSTITUTIONS AND PROCESSES IN SPECIFIC COUNTRIES. |
| CRW | 1 | 101 | | BEGINNING FICTION WRITING | 3 | | Communications | Yes | FOR STUDENTS WHO WANT TO WRITE FICTION. INCLUDES BASICS AND HEAVY READING. STUDENTS WRITE STORIES AND THEIR FICTION IS DISCUSSED IN WORKSHOP. |
| CRW | 1 | 301 | | BEGINNING POETRY WRITING | 3 | | Communications | Yes | CONCENTRATES ON BASICS OF READING AND WRITING POETRY. SOME STUDENT WRITING WILL BE DISCUSSED IN WORKSHOP. |
| CRW | 2 | 100 | | FICTION WRITING | 3 | | Communications | Yes | INSTRUCTION IN BASIC TECHNIQUES OF VOICE, PLOT AND CHARACTER WHILE INTRODUCING ADVANCED ONES. |
| CRW | 2 | 300 | | POETRY WRITING | 3 | | Communications | Yes | USE TECHNIQUES TO WRITE POETRY. READ THRILLING AND DIFFICULT POETRY OF PAST AND PRESENT. |
| DAA | 1 | 000 | | FUNDAMENTALS OF DANCE TECHNIQUE | 3 | | Humanities | Yes | PRACTICE AND PRINCIPLES OF FUNDAMENTALS AND STYLISTIC CHARACTERISTICS COMMON TO BALLET, JAZZ AND MODERN DANCE, INCLUDING STYLES FROM THE WESTERN CANON. |
| DAA | 2 | 381 | | WORLD DANCE AND INTERCULTURAL PERFORMANCE | 3 | | Humanities | Yes | INTRODUCES THE PERFORMANCE OF TRADITIONAL AND POPULAR DANCE STYLES REPRESENTING A SELECTION OF WORLD DANCE PERSPECTIVES. EMPHASIZING PRACTICE AND PERFORMANCE, THE COURSE EXAMINES DANCE FORMS IN RELATION TO THEIR SPECIFIC CULTURAL CONTEXTS AND IN ADDITION TO STYLES OF THE WESTERN CANON. READINGS, VIDEO VIEWING AND CLASS PROJECTS ENHANCE LABORATORY EXPLORATION. |

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| DAN | 1 | 401 | C | BODY, SELF, WORLD: MOVEMENT THROUGH LIVED EXPERIENCE | 3 | | Humanities | Yes | THIS COURSE OFFERS STUDENTS THE OPPORTUNITY TO TRANSFORM THOUGHTS INTO MOVEMENT EXPRESSION. STUDENTS WILL ENGAGE IN MOVEMENT-BASED EXPERIENCES THROUGH A SERIES OF LABS. WEEKLY DISCUSSIONS ALLOW FOR DISCOVERIES ABOUT THE MIND-BODY CONNECTION THROUGH READINGS ABOUT PHENOMENOLOGY AND SOMATIC PRACTICES, INCLUDING HOW THESE ARE APPLIED TO STYLES AND CONCEPTS FROM THE WESTERN CANON. |
| DAN | 2 | 100 | | DANCE APPRECIATION | 3 | | Humanities | Yes | THIS COURSE SURVEYS THE DEVELOPMENT OF DANCE AS AN ART FORM WITHIN HUMAN CULTURE. THE COURSE FOCUSES ON SEMINAL DANCE WORKS, INCLUDING THE WESTERN CANON, WHILE CULTIVATING AN UNDERSTANDING OF DANCE'S HISTORICAL, ARTISTIC, AND CULTURAL SIGNIFICANCE. STUDENTS EXPLORE MAJOR PERIODS OF DANCE HISTORY, CHOREOGRAPHIC MASTERWORKS, CURRENT DANCE TRENDS, AND INFLUENTIAL CHOREOGRAPHERS AND PERFORMERS, ALL THROUGH READINGS, DISCUSSIONS, MEDIA PRESENTATIONS, LIVE PERFORMANCES, AND ACCESSIBLE MOVEMENT LABORATORIES. NO PRIOR DANCE EXPERIENCE IS REQUIRED. |
| DIE | 2 | 002 | | PERSONALIZED NUTRITION | 3 | | Natural Science | Yes | THIS COURSE WILL GRAPPLE WITH HOW AND WHERE NUTRITION SHOULD FIT IN AN EMERGING ERA OF PRECISION MEDICINE, BY EXPLORING THE CHALLENGES OF MALNUTRITION AND THE GROWING EPIDEMIC OF METABOLIC DISEASE (E.G., OBESITY, DIABETES, CARDIOVASCULAR DISEASE, AND CANCER). BASED ON THE DISCIPLINES OF MOLECULAR SCIENCE, DIETETICS, EPIDEMIOLOGY, AND DATA ANALYSIS (INCLUDING ARTIFICIAL INTELLIGENCE), THE COURSE WILL INVESTIGATE AND REFLECT ON THE CAUSES AND CONSEQUENCES OF MALNUTRITION, AND HOW DIETARY OR NUTRIENT CHOICES CAN BE PERSONALIZED TO PREVENT METABOLIC DISEASE. MAJOR THEMES INCLUDE THE MOLECULAR DETERMINANTS OF DIFFERENCES AMONG INDIVIDUALS AND NUTRITIONAL CONTRIBUTIONS, MALNUTRITION AND METABOLIC DISORDERS, AND THE APPLICATION OF PERSONALIZED NUTRITION IN DISEASE PREVENTION. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| DIG | 1 | 627 | | AI & ART/SCIENCE/FICTION | 3 | | Humanities | Yes | ARTIFICIAL INTELLIGENCE: WHAT IS IT? WHAT IS IT USED FOR? WHAT IS AT STAKE? HOW CAN INVESTIGATING AI FROM THE PERSPECTIVES OF ART, SCIENCE, AND FICTION HELP TO UNCOVER THE HISTORY, PRESENT, FUTURE, AND IMPLICATIONS OF AI? EACH WEEK WE WILL EXPLORE AI CORE CONCEPTS FROM THREE PERSPECTIVES: ART, SCIENCE, AND FICTION. BY THE END OF THIS COURSE, YOU WILL BE ABLE TO SEPARATE THE FACTS FROM THE HYPE AND LEARN HOW TO LEVERAGE FICTION TO PROTOTYPE THE FUTURE. THIS CLASS IS OPEN TO ANY STUDENT REGARDLESS OF TECHNICAL OR CREATIVE BACKGROUND. IT HAS AN INTERDISCIPLINARY APPROACH TO THE HISTORY AND PRACTICE OF AI, THROUGH AN INTEGRATED HUMANITIES PERSPECTIVE. WE LOOK AT PROSE, POETRY, FINE ART, FILM, MUSIC, SOCIETY, LAW, POLICY, AND CREATIVE CODING ARTS FROM THE WESTERN CANON AND BEYOND TO UNDERSTAND THE IMPACT AND INNOVATION IN THE DIVERSE FIELDS OF ARTIFICIAL INTELLIGENCE. WE WILL GO OVER KEY CONCEPTS IN AI AND CREATIVE APPLICATIONS OF MACHINE LEARNING TECHNOLOGIES. |
| DIG | 1 | 814 | | A LIFE WELL-PLAYED | 3 | | Humanities | No | If life is a game, how should we play it? What does it mean to live well? Are games simply diversions from more serious matters, or might they have something to teach us about how we relate to one another (and to ourselves)? A Life Well Played is an introductory-level humanities course examining these and other classic questions of ethics, aesthetics, and politics through the lens of play and games. With readings drawn from philosophy, sociology, art history, and media studies, this course exposes students to a broad range of thinkers and ideas that have been central to the development of contemporary society and its manifold expressions in the Western Canon and beyond. And yes, we will talk about video games. |
| ECO | 2 | 013 | | PRINCIPLES OF MACROECONOMICS | 4 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL LEARN THE FOUNDATIONS OF MACROECONOMICS AS THE BRANCH OF ECONOMICS CONCERNED WITH HOW DECISION-MAKING, IN AN ENVIRONMENT OF SCARCITY, MAPS ONTO THE AGGREGATE ECONOMY. STUDENTS WILL EXAMINE THEORIES AND EVIDENCE RELATED TO THE FOLLOWING CORE SET OF TOPICS: NATIONAL INCOME DETERMINATION, MONEY, MONETARY AND FISCAL POLICY, MACROECONOMIC CONDITIONS, INTERNATIONAL TRADE AND THE BALANCE OF PAYMENTS, AND ECONOMIC GROWTH AND DEVELOPMENT. |

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| ECO | 2 | 023 | | PRINCIPLES OF MICROECONOMICS | 4 | | Social Science | Yes | THEORIES OF PRODUCTION, DETERMINATION OF PRICES AND DISTRIBUTION OF INCOME IN REGULATED AND UNREGULATED INDUSTRIES. ATTENTION IS ALSO GIVEN TO INDUSTRIAL RELATIONS, MONOPOLIES AND COMPARATIVE ECONOMIC SYSTEMS. |
| ECO | 2 | 432 | | DATA IS EVERYWHERE | 3 | | Social Science | Yes | EXAMINES THE VALUE AND POTENTIAL IMPACT OF DATA BY EXPLORING LARGE DATA SETS FROM A VARIETY OF DISCIPLINES. IDENTIFIES AND DISCUSSES LARGE NATIONAL AND INTERNATIONAL DATASETS THAT TRANSCEND DISCIPLINARY BOUNDARIES AND INCLUDE ECONOMIC, GEOGRAPHIC, HEALTH, POLITICAL, AND SOCIOLOGICAL VARIABLES. EQUIPS STUDENTS WITH TO LOCATE DATA SETS, COMPOSE DESCRIPTIVE STATISTICS, AND PRESENT ANALYSIS USING TABLES AND CHARTS. |
| EDF | 2 | 110 | | HUMAN GROWTH AND DEVELOPMENT | 3 | | Social Science | Yes | A LIFE SPAN SURVEY OF HUMAN GROWTH AND DEVELOPMENT BEGINNING AT CONCEPTION AND ENDING WITH DEATH. STUDENTS WILL HAVE THE OPPORTUNITY TO APPLY GENERAL PRINCIPLES IN APPROPRIATE EDUCATIONAL SETTINGS. |
| EME | 2 | 020 | | MAKING SENSE: UNDERSTANDING THE WORLD WITH DATA AND AI | 3 | | Social Science | Yes | THIS COURSE FOCUSES ON THE BIDIRECTIONAL RELATIONSHIP OF ARTIFICIAL INTELLIGENCE (AI) AND THEORIES OF LEARNING. DATA, COMBINED WITH METHODS OF AI, CAN HELP US MAKE SENSE OF THE LEARNING BEHAVIORS THAT EMERGE THROUGH DATA GENERATED AS TEACHERS AND STUDENTS INTERACT WITH EDUCATIONAL TECHNOLOGIES. SIMILARLY, MANY ADVANCEMENTS IN AI HAVE RESULTED FROM THEORIES, MODELS, AND BIOLOGY RELATED TO HOW HUMANS LEARN. THE USAGE OF DIGITAL LEARNING PLATFORMS, LEARNER MANAGEMENT SYSTEMS, AND OTHER TECHNOLOGIES IS GROWING ACROSS EDUCATIONAL SETTINGS. COMBINING AI WITH THE QUALITY DATA THAT HAS BEEN PRODUCED BY USING THESE TOOLS CAN IMPROVE BOTH TEACHER INSTRUCTION AS WELL AS LEARNER EXPERIENCES. THIS DATA CAN HELP UNDERSTAND THE PROCESSES OF LEARNING BEYOND OTHER ASSESSMENT MEASURES LIKE CORRECTNESS AND BE USED TO INFORM THE DEVELOPMENT OF BETTER TECHNOLOGIES AND INSTRUCTIONAL CONTENT. LIKE ANY SYSTEM DESIGNED FOR HUMAN INTERACTION, THE DATA COLLECTED BY THESE SYSTEMS CAN BE MESSY, INCOMPLETE, AND GENERALLY ILL-SUITED FOR AI APPLICATIONS IN ITS RAW FORM. THE COURSE WILL GUIDE STUDENTS THROUGH UNDERSTANDING THE DATA, IDENTIFYING PROBLEMS, AND EXAMINING A BROAD RANGE OF MACHINE LEARNING METHODS AND PRACTICES TO SOLVE THESE REAL-WORLD PROBLEMS IN A RANGE OF CONTEXTS. |
| ENC | 1 | 101 | | EXPOSITORY AND ARGUMENTATIVE WRITING | 3 | Communication | Communications | Yes | THIS COURSE INTRODUCES STUDENTS TO RHETORICAL CONCEPTS AND AUDIENCE-CENTERED APPROACHES TO WRITING INCLUDING COMPOSING PROCESSES, LANGUAGE CONVENTIONS AND STYLE, AND CRITICAL ANALYSIS AND ENGAGEMENT WITH WRITTEN TEXTS AND OTHER FORMS OF COMMUNICATION. |
| ENC | 1 | 102 | | ARGUMENT AND PERSUASION | 3 | | Communications | Yes | A COURSE TEACHING ARGUMENTATIVE AND PERSUASIVE WRITING TECHNIQUES ACROSS THE DISCIPLINES |

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| ENC | 1 | 602 | | RHETORIC OF AI | 3 | | Humanities | Yes | FOR EVERY, "OKAY, GOOGLE" OR "HEY, SIR" TO HELP US WITH TASKS, THERE IS THE POTENTIAL FOR "HELP ME UNDERSTAND SOMETHING" AND "HELP ME THROUGH SOMETHING." THUS, WHILE WE HAVE THE ABILITY TO GIVE AI COMMANDS, CONVERSATIONAL AI HAS THE POWER TO INFLUENCE, PERSUADE, AND HELP US GROW, ALL OF WHICH HAVE EQUIALLY INTERESTING AND ALARMING POSSIBILITIES. IN THIS COURSE, WE WILL EXAMINE THIS WHILE TESTING OUR ASSUMPTIONS. BY RELYING ON MULTIDISCIPLINARY KNOWLEDGE FROM ANTHROPOLOGY, ART, LINGUISTICS, PHILOSOPHY, PROFESSIONAL WRITING, PSYCHOLOGY, RHETORIC, AND TECHNICAL WRITING -INCLUDING SELECTIONS FROM THE WESTERN CANON- TO DEVELOP INTERDISCIPLINARY SKILLS IN CREATIVE THINKING, CRITICAL THINKING, COLLABORATION, PRESENTATIONS, PUBLIC SPEAKING, AND RESEARCH, OUR WORK IN AI WILL NECESSARILY BRIDGE THE HUMANITIES WITH THE TECHNICAL. TO THAT END, WE WILL BEGIN WITH THE HISTORY AND THEORIES OF RHETORIC AND AI. THEN, WE WILL SURVEY THE LANDSCAPE OF AI DEVELOPERS AND DEVELOPMENTS. |
| ENC | 2 | 210 | | TECHNICAL WRITING | 3 | | Communications | Yes | SURVEY OF FORMS AND METHODS OF COMMUNICATION USED IN BUSINESS, INDUSTRY AND GOVERNMENT, INCLUDING NON-FORMAL AND FORMAL REPORTS, LETTERS, RESUMES AND PROPOSALS. |
| ENC | 2 | 256 | | WRITING IN THE DISCIPLINES | 3 | | Communications | Yes | COMMUNICATION COURSE ADJUSTED TO SPECIFIC PROFESSIONAL DISCIPLINE, DISCIPLINE TO BE DETERMINED BY NEED. COVERS MAJOR ELEMENTS OF ORGANIZATIONAL COMMUNICATION WITH EMPHASIS ON COMPOSITION OF REPORTS, PROPOSALS, LETTERS AND MEMOS, MANUALS AND ORAL PRESENTATIONS. |
| ENC | 2 | 305 | | ANALYTICAL WRITING AND THINKING | 3 | | Communications | Yes | ADVANCES STUDENTS' CRITICAL THINKING AND WRITING SKILLS BEYOND FIRST-YEAR COMPOSITION. WITH WIDE-RANGING THEMES IN AREAS SUCH AS LANGUAGES, POLITICAL SCIENCE, ANTHROPOLOGY, OR BIOLOGY, THIS COURSE EXPOSES STUDENTS TO THE ADVANCED ANALYTICAL TECHNIQUES AND COMMUNICATION STRATEGIES THAT PROFESSORS IN ALL DISCIPLINES EXPECT THEM TO KNOW. |
| ENG | 1 | 131 | | WRITING THROUGH MEDIA | 4 | | Communications | Yes | COURSE EXAMINES MEDIA STUDIES AND WRITING. EXPLORES PRACTICES OF LITERACY IN CONTEXT OF POPULAR CULTURE, INCLUDING CINEMA, TELEVISION, ADVERTISING, POPULAR FICTION AND JOURNALISM, INCLUDING SELECTIONS FROM THE WESTERN CANON. |
| ENL | 2 | 012 | | SURVEY OF ENGLISH LIT: MEDIEVAL TO 1750 | 3 | | Humanities | Yes | THIS COURSE FULFILLS THREE HOURS OF THE GENERAL EDUCATION REQUIREMENT IN COMPOSITION OR HUMANITIES AND THE WRITING AND MATH REQUIREMENT WHILE INTRODUCING STUDENTS TO SOME OF THE MAJOR WRITERS, ISSUES AND FORMS FOUND IN THE HISTORY OF THE PERIOD, INCLUDING SELECTIONS FROM THE WESTERN CANON. THE BREADTH AND FOCUS OF THIS SURVEY WILL BE DETERMINED BY THE INSTRUCTOR. |

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| ENL | 2 | 022 | | SURVEY OF ENGLISH LIT.: 1750 TO PRESENT | 3 | | Humanities | Yes | THIS COURSE FULFILLS THREE HOURS OF THE GENERAL EDUCATION REQUIREMENT IN COMPOSITION OR HUMANITIES AND THE WRITING AND MATH REQUIREMENT WHILE INTRODUCING STUDENTS TO SOME OF THE MAJOR WRITERS, ISSUES AND FORMS FOUND IN THE HISTORY OF THE PERIOD. THE BREADTH AND FOCUS OF THIS SURVEY WILL BE DETERMINED BY THE INSTRUCTOR. |
| ENY | 1 | 001 | | BUGS AND PEOPLE | 3 | | Natural Science | Yes | GENERAL EDUCATION COURSE FOR LOWER-DIVISION UNDERGRADUATES WHO WOULD LIKE TO LEARN POPULAR INFORMATION ABOUT INSECTS AND ASSOCIATED ORGANISMS. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| ENY | 2 | 040 | | THE INSECTS | 3 | | Natural Science | Yes | INTRODUCTION TO THE PRINCIPLES AND PRACTICES OF PLANT PRODUCTION SYSTEMS. AN OVERVIEW OF PLANT EVOLUTION, ANATOMY, PHYSIOLOGY, IMPROVEMENT, PEST, WATER AND NUTRIENT MANAGEMENT AS APPLIED TO A VARIETY OF PLANT PRODUCTION SYSTEMS. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| ENY | 2 | 211 | | BITE ME? | 3 | | Natural Science | Yes | ARTHROPOD-BORNE DISEASES REPRESENT SOME OF THE MOST DANGEROUS AND MAJOR CHALLENGES FACING HUMAN HEALTH. THEY HAVE SHAPED THE COURSE OF HISTORY AND HAVE REMAINED A THREAT. EVERYONE HAS, AT ONE POINT OR THE OTHER, BEEN EXPOSED TO THE NUISANCE AND BITES OF ARTHROPODS AND, THEREFORE, POTENTIALLY TO THE DISEASES THEY MAY CARRY. THE EFFECTS OF THESE ARTHROPOD-BORNE DISEASES ON HUMAN HEALTH ARE INCREASING AND SPREADING. FACTORS SUCH AS THE DEVELOPMENT OF RESISTANT PARASITE STRAINS TO THE CURRENTLY AVAILABLE DRUGS, AND THE EVOLUTION OF INSECTICIDE RESISTANCE TO THE CURRENTLY AVAILABLE INSECTICIDES ACCOUNT FOR THIS INCREASE AND SPREAD. OTHER FACTORS SUCH AS CONSTANTLY CHANGING CLIMATE, TRADE, UNPLANNED URBANIZATION, CHANGES IN AGRICULTURAL PRACTICES, AND HUMAN TRAVEL ALSO AID THE ESTABLISHMENT OF THESE DISEASES THEREBY INTENSIFYING DISEASE TRANSMISSION OR CAUSING DISEASE EMERGENCE IN AREAS WHERE THEY WERE PREVIOUSLY UNKNOWN. THIS IS A MULTIDISCIPLINARY COURSE THAT COVERS CONCEPTS AND TOPICS FROM THE FIELDS OF ENTOMOLOGY, MEDICINE, PUBLIC HEALTH, BIOLOGY, PARASITOLOGY, MICROBIOLOGY, AND VETERINARY MEDICINE, AND WILL ADDRESS THE INTERACTIONS OF ARTHROPODS TO HUMANS AND THE ENVIRONMENT. IT WILL PRESENT PRESSING ISSUES RELATING TO THE IMPACT OF ARTHROPODS IN PUBLIC HEALTH AND WILL ALSO EXPLORE CHALLENGING QUESTIONS SUCH AS "WHAT ARE THE EMERGING ISSUES IN VECTOR BIOLOGY AND DISEASE EPIDEMIOLOGY"? AND "WHAT CAN BE DONE TO MANAGE OR PREVENT THE OCCURRENCE OF ARTHROPOD-BORNE DISEASES"? THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| ENY | 2 | 250 | | BIODIVERSE IN A CHANGING WORLD | 3 | | Natural Science | Yes | THIS COURSE ADDRESSES ONE OF THE MOST COMPLEX, PRESSING ISSUES OF OUR TIME- HOW HUMANS ARE ALTERING THE NUMBER, RELATIVE ABUNDANCE, AND DISTRIBUTION OF SPECIES ON EARTH VIA CHANGING LAND USE, URBANIZATION, GLOBALIZATION, AND CLIMATE CHANGE. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| ESC | 1 | 000 | | INTRODUCTION TO EARTH SCIENCES | 3 | Natural Science | Natural Science | Yes | USING THE SCIENTIFIC METHOD, CRITICAL THINKING SKILLS, AND DATA ANALYSIS, THIS COURSE WILL EXAMINE THE FUNDAMENTAL PROCESSES OF THE EARTH SYSTEM, COMPOSED OF AN ATMOSPHERE, HYDROSPHERE, LITHOSPHERE, BIOSPHERE, AND EXOSPHERE, THROUGH TIME. THE COURSE WILL ALSO EXPLORE INTERACTIONS BETWEEN THESE SPHERES, INCLUDING CRITICAL ANALYSIS OF SCIENTIFIC THEORIES AND EMPHASIZE EARTH'S CONNECTIONS WITH HUMANS. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |

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| EUS | 2 | 150 | | EUROPE'S FOOD ENVIRONMENT | 3 | | Social Science | Yes | ANALYSIS OF HUMAN HEALTH AND DIETARY PATTERNS IN THE CONTEXT OF EUROPE'S FOOD PRODUCTION, FOOD CONSUMPTION, SOCIAL AND ENVIRONMENTAL FACTORS USING METHODS OF NUTRITIONAL SCIENCES. ASSESSMENT OF INDIVIDUAL COUNTRIES TO SUSTAIN THEIR CULINARY CULTURES WHILE CONFRONTED WITH EUROPE'S COMMITMENT TO THE UN AGENDA 2030 AND THE EUROPEAN GREEN DEAL. |
| EUS | 2 | 216 | | LAW & SOCIETY: US AND EUROPEAN PERSPECTIVES | 3 | | Social Science | Yes | THE COURSE HAS THE FOLLOWING OBJECTIVES: 1) TO EXPLORE THE CONCEPTUAL BASIS OF PRIVACY; 2) TO OUTLINE HOW GOVERNMENTS, CORPORATIONS, AND INDIVIDUALS VIEW THE CONCEPT OF PRIVACY AND DEPLOY IT TO ATTAIN THEIR OBJECTIVES; AND, 3) TO LEARN THE DIFFERENCE BETWEEN THE AMERICAN AND EUROPEAN CONCEPTS OF PRIVACY AND THE REGULATORY IMPLICATIONS OF THESE DIFFERENCES. |
| EVR | 2 | 001 | | INTRODUCTION TO ENVIRONMENTAL SCIENCE | 3 | Natural Science | Natural Science | Yes | THIS COURSE IS A SURVEY OF BASIC CHEMICAL, BIOLOGICAL, AND PHYSICAL PRINCIPLES OF ENVIRONMENTAL SCIENCE AND THEIR APPLICATIONS TO ENVIRONMENTAL ISSUES. THIS COURSE IS APPROPRIATE FOR STUDENTS IN A WIDE RANGE OF DISCIPLINES OR PROGRAMS. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| FAS | 2 | 024 | | SUSTAINABLE FISHERIES | 3 | | Natural Science | Yes | FISH BIOLOGY, ECOLOGY, AND HABITATS RELEVANT TO SUSTAINABLE FISHERIES ON A GLOBAL AND REGIONAL (FLORIDA) SCALE. DISCUSSES FISHERIES OCCURRING FROM MOUNTAIN RIVERS TO OCEAN DEPTHS, WITH EMPHASIS ON RESOURCE USE. TOPICS INCLUDE INVASIVES, AQUACULTURE, DAMS, ARTIFICIAL REEFS, BYCATCH, CLIMATE CHANGE, AND MARINE PROTECTED AREAS. INTENDED FOR NON-SCIENCE AND SCIENCE MAJORS. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| FNR | 2 | 071 | | FORESTS FOR THE FUTURE | 3 | | Social Science | Yes | EXAMINE SOCIETY'S INTERACTION WITH FORESTS, FOCUSING ON ISSUES AND HOW THEY AFFECT HOW INDIVIDUALS, COMMUNITIES, AND INSTITUTIONS MAKE DECISIONS. ISSUES WILL BE REVIEWED IN TERMS OF HUMAN BEHAVIOR, POLICY OPTIONS, AND MEDIA MESSAGES. |
| FNR | 2 | 610 | | CAN BIG DATA SAVE THE EARTH? | 3 | | Natural Science | Yes | THERE IS MORE PRESSURE THAN EVER BEFORE ON OUR ENVIRONMENTAL RESOURCES: SOMETIMES WE FIND SOLUTIONS, BUT SOMETIMES WE ALSO GENERATE UNINTENDED CONSEQUENCES. AT THE SAME TIME, TECHNOLOGICAL ADVANCES ARE GENERATING EVER MORE AMOUNTS OF DATA - ALSO ENVIRONMENTAL DATA. REMOTE SENSING, SATELLITE TECHNOLOGY, SENSOR TECHNOLOGY, TELEMETRY AND DATA STORAGE ENSURE THAT WE HAVE BIOLOGICAL DATA OVER VARIOUS TIME AND SPACE SCALES. THE CHALLENGE ARISES HOW WE USE THIS DATA TO DO GOOD; INCREASE OUR UNDERSTANDING, FIND SOLUTIONS, AND AVOID UNINTENDED CONSEQUENCES. THIS COURSE ADDRESSES THE QUESTION: CAN BIG DATA SAVE THE EARTH? WE WILL EXPLORE COMPLEXITY IN BIOLOGICAL AND SOCIO-ECOLOGICAL SYSTEMS, THE NATURE OF CAUSALITY, MODELS AND THEIR RELATION TO SUSTAINABILITY AND NATURAL RESOURCES MANAGEMENT. WE WILL CONNECT DATA SCIENCE AND ITS TOOLS TO BIOLOGY AND ECOSYSTEMS THROUGH PROJECT-BASED ENQUIRY, BY EXPLORING AND USING REAL-LIFE DATA SETS, ASKING BIG QUESTIONS AND ANSWERING THEM. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |

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| FOS | 2 | 001 | | MAN'S FOOD | 3 | | Natural Science | Yes | FOR SCIENCE AND NON-SCIENCE STUDENTS. DISCUSSION OF CURRENT NUTRITION AND FOOD SCIENCE TOPICS CONCERNING NUTRITIONAL QUALITY AND SAFETY OF FOODS AS THEY RELATE TO ONE'S HEALTH. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| FOS | 2 | 040 | | INTRODUCTORY FOOD SCIENCE | 3 | | Natural Science | Yes | COMMODITIES SELECTED FOR HUMAN CONSUMPTION AND METHODS USED BY FOOD TECHNOLOGISTS TO PROLONG SHELF LIFE, RETARD SPOILAGE AND ENSURE QUALITY. PRINCIPLES UPON WHICH VARIOUS PROCESSING METHODOLOGIES ARE BASED THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| FYC | 2 | 331 | | AN OUNCE OF PREVENTION | 3 | | Social Science | Yes | WE HAVE BECOME A "BAND-AID" SOCIETY—WHEN A SOCIAL PROBLEM CROPS UP LIKE THE OPIOID CRISIS, THE OBESITY EPIDEMIC, OR INCREASES IN HUMAN TRAFFICKING, WE TRY TO PATCH IT UP ON THE BACK END INSTEAD OF HEADING OFF THE PROBLEM FROM THE START. PREVENTION SCIENCE SEEKS TO IMPROVE THE HEALTH AND WELL-BEING OF INDIVIDUALS, FAMILIES, AND COMMUNITIES THROUGH EMPIRICAL APPROACHES TO PREVENTION AND INTERVENTION. BY LOOKING AT ROOT CAUSES OF SOCIAL PROBLEMS EARLY ON, WE CAN LEVERAGE PREVENTION SCIENCE TO IMPROVE THE HEALTH AND WELL-BEING OF INDIVIDUALS, FAMILIES, AND COMMUNITIES. THIS INTERDISCIPLINARY QUEST 2 COURSE WILL PROVIDE YOU WITH FOUNDATIONAL KNOWLEDGE IN PREVENTION SCIENCE. |
| GEA | 2 | 601 | | GEOGRAPHY OF AFRICA | 3 | | Social Science | Yes | SURVEY OF THE POPULATION, NATURAL RESOURCES, GEOGRAPHIC REGIONS, AND POTENTIALITIES OF AFRICA; THE SIGNIFICANCE OF THIS REGION IN THE ECONOMIC AND POLITICAL AFFAIRS OF THE WORLD. |
| GEB | 2 | 216 | | PROFESSIONAL WRITING IN BUSINESS | 3 | | Communications | Yes | DESIGNED TO TEACH STUDENTS FUNDAMENTAL WRITTEN COMMUNICATION SKILLS FOCUSING ON THOSE AREAS CENTRAL TO PROFESSIONAL WRITING IN THE WORKPLACE. |
| GEB | 2 | 219 | | WRITING AND SPEAKING IN BUSINESS | 4 | | Communications | Yes | WRITING AND SPEAKING IN BUSINESS IS AN ONLINE COURSE DESIGNED TO TEACH BUSINESS STUDENTS THE FUNDAMENTALS OF BOTH WRITTEN AND SPOKEN COMMUNICATION, ALLOWING THEM TO EXPRESS THEIR IDEAS EFFECTIVELY AND EFFICIENTLY AND ALSO PREPARING THEM FOR THE DEMANDS OF THE BUSINESS WORKSPACE. |
| GEO | 2 | 006 | | NATURAL HAZARDS GEOGRAPHY | 3 | | Social Science | Yes | EXAMINES GLOBAL WEATHER, CLIMATE, AND GEOPHYSICAL HAZARD EVENTS THROUGH GEOGRAPHIC LENS OF HUMAN-ENVIRONMENT INTERACTIONS TO UNDERSTAND HOW DISASTERS EMERGE NOT ONLY DUE TO EXTREME EVENTS BUT FROM COMPLEX SOCIAL, CULTURAL, PSYCHOLOGICAL, POLITICAL, AND ECONOMIC FORCES. DISCUSSES HISTORICAL, RECENT, AND ONGOING HAZARD EVENTS TO CONNECT THEORY TO INDIVIDUAL AND SHARED EXPERIENCES. |

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| GEO | 2 | 200 | L | DYNAMIC PLANET EARTH LABORATORY | 1 | | Natural Science | Yes | LABORATORY IN PHYSICAL GEOGRAPHY. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| GEO | 2 | 200 | | DYNAMIC PLANET EARTH | 3 | | Natural Science | Yes | A STUDY OF THE DEVELOPMENT AND DISTRIBUTION OF LANDFORMS, CLIMATES, MINERALS, SOILS AND WATER RESOURCES. INTERRELATIONSHIPS AMONG THE PHYSICAL ENVIRONMENT AND REGIONAL PATTERNS FORMED BY THESE ELEMENTS ARE ANALYZED AGAINST MAN'S UTILIZATION OF THEM. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| GEO | 2 | 230 | | LIVING WITH RISING SEAS | 3 | | Natural Science | Yes | EXAMINES THE COMPLEX RELATIONSHIP BETWEEN PEOPLE AND COASTLINES BY ASKING "HOW WILL HUMANITY ADAPT TO SEA LEVEL RISE?" CONNECTS THE SCIENCE OF SEA LEVEL RISE AND COASTAL CHANGE TO THE BUILT AND NATURAL ENVIRONMENT AND SOCIETAL IMPACTS, WHILE CONSIDERING ACTIONABLE SOLUTIONS FOR DEVELOPING SUSTAINABLE AND EQUITABLE COASTAL FUTURES. |
| GEO | 2 | 242 | | EXTREME WEATHER | 3 | | Natural Science | Yes | INTRODUCTION TO SCIENCE OF WEATHER AND CLIMATE AND CURRENT SCIENTIFIC DEVELOPMENTS IN SUCH AREAS AS EXTREME WEATHER PREDICTION, GLOBAL CLIMATE CHANGE AND IMPROVED FORECASTING OF EVENTS. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| GEO | 2 | 301 | | THE NEXT PANDEMIC | 3 | | Natural Science | Yes | FOCUSSES ON HISTORIC AND MODERN DISEASE OUTBREAKS, IN ORDER TO HYPOTHESIZE WHAT THE NEXT PANDEMIC WILL BE. WE WILL ASK WHAT SOCIAL, POLITICAL, BIOLOGICAL, AND ENVIRONMENTAL FACTORS LED TO HISTORIC OUTBREAKS, WHAT HAPPENED WHEN WE FACED A NEW PANDEMIC, AND HOW CAN WE PREPARE FOR THE NEXT PANDEMIC? THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| GEO | 2 | 315 | | HUNGRY PLANET: GLOBAL GEOGRAPHIES OF FOOD | 3 | | Natural Science | Yes | THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA THROUGH AN OVERVIEW OF THE BIOLOGICAL STRUCTURE, MEANS OF SURVIVAL, PROPAGATION AND DISTRIBUTION OF PLANTS, WITH EMPHASIS ON THEIR RELATIONSHIP TO THE CULTURE AND DIFFUSION OF MAN THROUGH THE WORLD AND HIS PART IN THEIR DEVELOPMENT AND IMPROVEMENT. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| GEO | 2 | 426 | | POP MUSIC AND CULTURE: A GEOGRAPHIC PERSPECTIVE | 3 | | Social Science | Yes | EXAMINES THE GEOGRAPHIC ORIGINS, DEVELOPMENT AND DIFFUSION OF CONTEMPORARY POP MUSIC AND THE REGIONAL DYNAMICS OF POP MUSIC CULTURE FROM THE 1950S TO PRESENT. |

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|--------|-------|---------------|-----|---|--------|---------------------------------|----------------------------|-----------------|---|
| GEO | 2 | 500 | | GLOBAL & REGIONAL ECONOMICS | 3 | | Social Science | Yes | THIS COURSE EXPLORES CONTEMPORARY PERSPECTIVES, THEMES, AND RESEARCH IN ECONOMIC AND POLITICAL GEOGRAPHY FOCUSING ON EVENTS AND ISSUES ASSOCIATED WITH REGIONAL AND GLOBAL ECONOMIC AND DEMOGRAPHIC CHANGE. REGIONAL VARIATIONS AND DISPARITIES IN GROWTH AND DEVELOPMENT ARE ANALYZED, AND POLICY IMPLICATIONS DISCUSSED. |
| GEO | 2 | 530 | | THE FUTURE OF ENERGY | 3 | | Natural Science | Yes | THE FUTURE OF ENERGY TAKES THE STUDENTS ON A JOURNEY THROUGH THE HISTORY OF ENERGY USE, ISSUES ASSOCIATED WITH DIFFERENT TECHNOLOGIES, AND FUTURE CHALLENGES AND OPPORTUNITIES. THE COURSE BRINGS UP PRESSING QUESTIONS SUCH AS IS RENEWABLE ENERGY ALWAYS SUSTAINABLE? ARE RENEWABLE ENERGIES ALWAYS A BETTER OPTION FOR THE ENVIRONMENT? AND WHAT DOES A FUTURE SUSTAINABLE ENERGY SITUATION LOOK LIKE? AND CHALLENGES THE STUDENTS TO FIND THE ANSWERS TO THESE QUESTIONS VIA A COMBINATION OF READINGS, LECTURES, DISCUSSIONS AND REFLECTION. THE COURSE ALSO EXPLORES GEOGRAPHIC DIFFERENCES BETWEEN DIFFERENT STATES, COUNTRIES AND SOCIETIES, WHICH CONTRIBUTES TO SHAPING THE ENERGY LANDSCAPE NOW AND IN THE FUTURE. |
| GLY | 1 | 102 | | AGE OF DINOSAURS | 3 | | Natural Science | Yes | AN EXAMINATION OF UNIQUE EPISODES IN THE PHYSICAL AND BIOLOGICAL HISTORY OF THE EARTH. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| GLY | 1 | 150 | L | FLORIDA GEOLOGY LABORATORY | 1 | | Natural Science | Yes | A LABORATORY COURSE DESIGNED TO PROVIDE A BASIC UNDERSTANDING OF FLORIDA'S GEOLOGY, GEOLOGIC HISTORY, GEOLOGIC RESOURCES AND GEOLOGICALLY RELATED ENVIRONMENTAL PROBLEMS. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| GLY | 1 | 880 | | EARTHQUAKES, VOLCANOES, AND OTHER HAZARDS | 3 | | Natural Science | Yes | AN OVERVIEW OF IMPORTANT TOPICS IN EARTH SCIENCE THROUGH THE EXAMINATION OF HAZARDS, RANGING FROM EARTHQUAKES AND VOLCANOES TO GLOBAL WARMING AND IMPACTS FROM SPACE. DESIGNED FOR STUDENTS NOT MAJORING IN SCIENCE. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| GLY | 2 | 010 | C | PHYSICAL GEOLOGY | 4 | Natural Science | Natural Science | Yes | USING THE SCIENTIFIC METHOD, CRITICAL THINKING SKILLS, AND DATA ANALYSIS, THIS COURSE WILL EXAMINE THE FUNDAMENTAL PROCESSES OF THE EARTH SYSTEM, COMPOSED OF AN ATMOSPHERE, HYDROSPHERE, CRYOSPHERE, LITHOSPHERE, BIOSPHERE, AND EXOSPHERE THROUGH TIME. THE COURSE WILL ALSO EXPLORE INTERACTIONS BETWEEN THESE SPHERES, INCLUDING CRITICAL ANALYSIS OF SCIENTIFIC THEORIES AND EMPHASIZE LITHOSPHERIC CONNECTIONS WITH HUMANITY. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| GLY | 2 | 038 | | SUSTAINABILITY AND THE CHANGING EARTH | 3 | | Natural Science | Yes | WITHIN THE REALM OF EARTH SURFACE PROCESSES, WE WILL EXAMINE SUSTAINABILITY CHALLENGES TO SOCIETY AND SEEK SOLUTIONS THAT OPTIMIZE ECONOMIC, SOCIETAL AND ENVIRONMENTAL BENEFITS. COURSE MATERIALS DEMONSTRATE PHYSICAL AND CHEMICAL LINKS BETWEEN THE GEOSPHERE, HYDROSPHERE, BIOSPHERE AND ATMOSPHERE THAT DIRECTLY IMPACT THE SUSTAINABILITY OF HUMAN LIFESTYLES AT A VARIETY OF TIMESCALES. (P) THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |

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| GLY | 2 | 040 | | IS THE PLANET DYING? | 3 | | Natural Science | Yes | THIS COURSE AIMS TO PROVIDE A COMPREHENSIVE VIEW OF HOW THE EARTH FUNCTIONS AS AN EVER-CHANGING DYNAMICAL SYSTEM. THIS JOURNEY THROUGH EARTH SYSTEM SCIENCE WILL INTEGRATE MULTIPLE DISCIPLINES THAT INCLUDE BIOLOGY, CHEMISTRY, GEOLOGY, GEOPHYSICS, HYDROLOGY, OCEANOGRAPHY AND METEOROLOGY. STUDENTS WILL LEARN THE ORIGIN AND DYNAMICS OF THE GREAT FORCES THAT SHAPE THE EVOLUTION OF OUR PLANET, FROM THE DEEP INTERIOR TO ITS SURFACE. THEY WILL ALSO LEARN THAT THE EARTH IS MADE UP OF AN INTERCONNECTION OF DYNAMICAL SYSTEMS EXHIBITING COMPLEX BEHAVIORS AT MULTIPLE SPATIAL AND TEMPORAL SCALES, WHICH ARE RELEVANT TO SOCIETY. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| HFT | 2 | 491 | | ROBOTS: THREAT OR OPPORTUNITY | 3 | | Social Science | Yes | THIS COURSE TRIES TO ANSWER THE FOLLOWING PRESSING QUESTIONS: HOW ARE ROBOTS CHANGING OUR SOCIETY, AND HOW CAN WE PREPARE FOR A FUTURE OF ROBOTS AMONGST US? IT PROVIDES HANDS-ON APPROACH THAT BUILDS A BRIDGE BETWEEN THE ENGINEERING AND TECHNICAL ASPECTS OF AI WITH THE BUSINESS APPLICATIONS WITH A FOCUS ON TOURISM, HOSPITALITY AND EVENT MANAGEMENT. THIS COURSE REQUIRES NO ENGINEERING OR TECHNICAL EXPERIENCE. AS THE COURSE PROGRESSES, STUDENTS WILL LEARN THE BASICS OF ROBOT AND AI TECHNOLOGIES, THE LATEST TRENDS AND TECHNOLOGICAL ADVANCES IN TOURISM, HOSPITALITY AND EVENT MANAGEMENT AND HOW THEY CAN BE APPLIED TO THEIR FIELD. THIS COURSE IS NOT ABOUT BECOMING A TECHNICAL EXPERT, BUT RATHER HAVING A FOUNDATIONAL UNDERSTANDING OF ROBOTICS AND AI AND HOW IT CAN BE POSITIONED TO IMPROVE EFFICIENCY AND EFFECTIVENESS ACROSS DIFFERENT FIELDS, REGARDLESS OF STUDENTS' BACKGROUND. |
| HOS | 2 | 333 | | FIGHTING FOOD WASTE AND LOSS | 3 | | Natural Science | Yes | THIS CLASS IS A BIOLOGICAL SCIENCE GENERAL EDUCATION CLASS DESIGNED FOR ALL STUDENTS WHO ARE INTERESTED IN LEARNING AND REFLECTING UPON THE MAJOR FUTURE CHALLENGES OF FOOD AND AGRICULTURE. STUDENTS WILL LEARN ABOUT POSTHARVEST BIOLOGY, ENVIRONMENTAL AND FOOD SCIENCES, AND COMMUNICATION TECHNOLOGY IN REDUCING FOOD WASTE. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| HSC | 2 | 103 | | PERSONAL AND FAMILY HEALTH | 3 | | Social Science | Yes | SURVEYS PERSONAL HEALTH CONCERN: EMOTIONAL HEALTH; AGING AND DEATH; ALCOHOL, TOBACCO AND DRUG ABUSE; PHYSICAL FITNESS; NUTRITION AND DIETING; CONSUMER HEALTH; CHRONIC AND COMMUNICABLE DISEASES; HUMAN SEXUALITY; AND ENVIRONMENTAL HEALTH. |
| HSC | 2 | 621 | | TRENDS IN INTERNATIONAL HEALTH | 3 | | Social Science | Yes | AN OVERVIEW OF PROBLEMS AND PRACTICES IN INTERNATIONAL HEALTH INCLUDING DISEASE PATTERNS AND PREVALENCE, CONTRIBUTING FACTORS, ORGANIZATIONAL AND GOVERNMENTAL INITIATIVES, AND MODEL PROGRAMS, WITH SPECIAL EMPHASIS ON PROBLEMS AMENABLE TO HEALTH EDUCATION INTERVENTIONS. |
| HUN | 2 | 192 | | FEEDING THE PLANET | 3 | | Social Science | Yes | THIS QUEST 2 COURSE EXPLORES THE CHALLENGES OF EATING WELL AROUND THE GLOBE CONSIDERING ENVIRONMENTAL AND ECONOMIC FACTORS, AS WELL AS ACCESS TO AND AVAILABILITY OF NUTRITIOUS FOOD. |

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| HUN | 2 | 201 | | FUNDAMENTALS OF HUMAN NUTRITION | 3 | | Natural Science | Yes | PROPERTIES, FUNCTIONS, REQUIREMENTS, INTERRELATIONSHIPS AND METABOLISM OF NUTRIENTS. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| IDS | 1 | 161 | | WHAT IS THE GOOD LIFE | 3 | | Humanities | Yes | THIS COURSE EXAMINES THE ENDURING QUESTION WHAT IS THE GOOD LIFE? FROM THE PERSPECTIVES OF THE HUMANITIES. TOPICS INCLUDE THE COST OF THE GOOD LIFE, HOW PEOPLE HAVE CHOSEN TO LIVE AS MEMBERS OF LOCAL AND GLOBAL COMMUNITIES, AND CONCEPTIONS AND EXPRESSIONS OF BEAUTY, POWER, LOVE, AND HEALTH OF WESTERN CIVILIZATION. |
| IDS | 1 | 469 | | THE POSTHUMAN CONDITION | 3 | | Humanities | Yes | EXPLORES HUMANITY'S MARCH TOWARDS SMARTPHONE DEPENDENCE, AI UBIQUITY, HUMAN-ENHANCEMENT TECHNOLOGIES, AND MIND UPLOADING. PRACTICES HUMANITIES METHODOLOGIES TO REFLECT AND ANALYZE HOW THE POSTHUMAN CONDITION MIGHT IMPACT OUR SOCIETY (COURSE READINGS INCLUDE HUMANITIES, SOCIAL SCIENCES, AND NATURAL SCIENCES TEXTS, AND INCORPORATE SELECTIONS FROM THE WESTERN CANON). |
| IDS | 1 | 480 | | MATHEMATICS AND THE HUMANITIES | 3 | | Humanities | Yes | FOR MORE THAN 3000 YEARS, MATHEMATICS HAS BEEN PART OF THE HUMAN QUEST FOR KNOWLEDGE AND HAS HELPED US TO UNDERSTAND THE WORLD THAT SURROUNDS US. FROM ANCIENT CIVILIZATIONS TO OUR MODERN SOCIETIES, MATHEMATICAL DISCOVERIES AND APPLICATIONS HAVE CONSTANTLY SHAPED THE WAY WE COMPREHEND OUR ENVIRONMENT AND HAVE GIVEN US THE METHODOLOGIES FOR ANALYZING AND EXPLAINING OUR WORLD. THROUGH THE CENTURIES, THE REACH OF MATHEMATICS HAS BEEN EXTENDED BEYOND THE PHYSICAL SCIENCES TO PRACTICALLY EVERY AREA OF HUMAN ENDEAVOR, FROM INDUSTRY TO PHILOSOPHY, AND FROM ART TO POLITICS. THIS MULTIDISCIPLINARY COURSE EXPLORES THE HUMANISTIC SIDE OF MATHEMATICS AS REPRESENTED THROUGHOUT WESTERN CIVILIZATIONS, AND INVITES STUDENTS TO EXPLORE AND DISCOVER THE CREATIVE ELEMENTS THAT ARE INHERENT IN IT. |
| IDS | 2 | 338 | | DEMOCRATIC ENGAGEMENT AND PUBLIC LEADERSHIP | 3 | | Social Science | Yes | ENCOURAGES STUDENTS TO REFLECT ON THE CONCEPT OF CITIZENSHIP IN THE US AND INTERNATIONALLY, LEARN TO ANALYZE AND SOLVE PUBLIC PROBLEMS AND EFFECTIVELY EVALUATE METHODS OF CIVIC ACTIVISM. |
| IDS | 2 | 438 | | WHY MAPS MATTER | 3 | | Social Science | Yes | MAPS HAVE PLAYED A CENTRAL ROLE IN HUMAN SOCIETIES SINCE THE BEGINNING OF TIME. IN THIS COURSE, STUDENTS WILL LEARN MAPS ARE NOT NEUTRAL REPRESENTATIONS OF REALITY BUT POWERFUL TOOLS OF COMMUNICATION. MAPS EXERT AN ENORMOUS AMOUNT OF INFLUENCE ON A SOCIETY'S POLITICAL STRUCTURE, ECONOMIC SYSTEM, AND IMAGINATION OF THE LARGER WORLD. MAPS ARE OFTEN USED TO HIGHLIGHT SPATIAL DATA IN INFORMATIVE WAYS OR TO HELP PEOPLE GET FROM WORK TO THE NEAREST BAR. THIS COURSE STUDIES MAPS AND ANALYSES THEIR MYRIAD ROLES IN SOCIETY. |

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| IDS | 2 | 688 | | THE STORY OF FRENCH THROUGH INTERNET, AI, AND MACHINE TRANSLATION | 3 | | Social Science | Yes | ANALYZES THE STORY OF THE DEVELOPMENT OF THE FRENCH LANGUAGE AS WELL AS OTHER LANGUAGES SPOKEN IN FRANCOPHONE STATES. EXAMINES THE EVOLUTION OF THE FRANCIEN DIALECT INTO THE FRENCH STANDARD LANGUAGE OF THE MODERN FRENCH STATE. EXAMINES FRENCH VARIETIES, LINGUISTIC VARIATION AND CHANGE, PERIODS OF LINGUISTIC HISTORY, AND THE EMPOWERMENT OF A LANGUAGE THROUGH STANDARDIZATION. EXPLORES THE LATINIZATION OF GAUL, DIALECTALIZATION OF GALLO-ROMANCE, SELECTION OF NORMS, ELABORATION OF FUNCTION, CODIFICATION, ACCEPTANCE, AND MAINTENANCE OF THE POWERFUL STANDARD. EVALUATES THE STORY OF ONE OTHER LANGUAGE'S STANDARDIZATION (BESIDE FRENCH) IN FRANCOPHONE COUNTRIES IN AN ESSAY. ASSESSES, IN A SCRIPTED VIDEO, THE INFLUENCE OF FOREIGN LANGUAGES (LIKE ENGLISH) IN FRENCH WEBSITES BY MEANS OF AI AND MACHINE TRANSLATION. |
| IDS | 2 | 751 | | PRIVACY IN THE DIGITAL AGE | 3 | | Social Science | Yes | THE POSSIBILITY OF PRIVACY IS CHALLENGED BY THE UBIQUITY OF DATA COLLECTION. INCREASINGLY WE FIND OURSELVES LIVING UNDER SURVEILLANCE WITHOUT THE MEANS OF SEPARATING OUR PRIVATE FROM OUR PUBLIC LIVES. IN THIS COURSE WE WILL INVESTIGATE HOW SPECIFIC SOCIAL STRUCTURES ARE BEING ALTERED OR MORE DEEPLY INSCRIBED THROUGH SPECIFIC USES OF AGGREGATE DATA. STUDENTS WILL LEARN HOW TO USE QUALITATIVE RESEARCH METHODS FROM THE SOCIAL SCIENCES TO BETTER UNDERSTAND THE SOCIETAL EFFECTS OF DATA AGGREGATION AND THE RELATIONSHIP BETWEEN CONCEPTS OF PRIVACY AND PROPERTY. |
| IDS | 2 | 760 | | HISTORICAL LINGUISTICS AND ARTIFICIAL INTELLIGENCE | 3 | | Social Science | Yes | ANALYZES HISTORICAL LINGUISTIC CHANGE IN LEXICON, SEMANTICS, PHONOLOGY, MORPHOLOGY, AND SYNTAX, ARTICULATING TRADITIONAL AND ARTIFICIAL INTELLIGENCE METHODS OF ANALYSIS. EXAMINES RELATEDNESS BETWEEN LANGUAGES, THE COMPARATIVE METHOD, INTERNAL RECONSTRUCTION, THE ORIGIN AND PROPAGATION OF CHANGE, CONTACT AND THE BIRTH AND DEATH OF LANGUAGES, LANGUAGE AND PREHISTORY, AND THE VERY REMOTE RELATIONS BETWEEN LANGUAGES. EXPLORES DIVERSE LINGUISTIC DATASETS THROUGH AI TECHNOLOGIES. |
| IND | 1 | 010 | | DESIGN FOR HUMANITY: INTENTION, CONSEQUENCE AND CHANGE | 3 | | Humanities | Yes | THE PRIMARY OBJECTIVE OF THIS COURSE IS TO TEACH PARTICIPANTS HOW TO QUESTION FUNDAMENTAL ASSUMPTIONS ABOUT THE ROLE OF DESIGN IN SOCIETY. THIS WILL BE ACCOMPLISHED BY CLOSELY EXAMINING THE INTENTIONS AND OUTCOMES OF DESIGNED OBJECTS, ENVIRONMENTS, AND EXPERIENCES DRAWING FROM EXAMPLES AROUND THE WORLD, INCLUDING THE WESTERN CANON. |
| IND | 1 | 020 | | DESIGN INNOVATION | 3 | | Humanities | Yes | THE COURSE PROVIDES STUDENTS WITH AN OVERVIEW OF THE INTERIOR DESIGN PROFESSION. THE DESIGN OF INTERIORS TO ENHANCE HUMAN ACTIVITY WHILE OBSERVING LIFE SAFETY CODES AND HUMAN PERFORMANCE IS STRESSED. EXAMINATION OF SIGNIFICANT INTERIORS AND FURNITURE COMPONENTS FROM THE UNITED STATES AND ABROAD WILL OVERVIEW THE DESIGN PROCESS. |
| IND | 2 | 100 | | HISTORY OF INTERIOR DESIGN 1 | 3 | | Humanities | Yes | HISTORY OF INTERIOR SPACES, DESIGN PHILOSOPHY, INTERIOR ELEMENTS IN ARCHITECTURAL AND SOCIOLOGICAL CONTEXT. RECORD OF HUMAN ACHIEVEMENT EXPRESSED IN THE BUILT ENVIRONMENT. FOUNDATION FOR CONTEMPORARY DESIGN AND INTERIOR PRESERVATION PRACTICE. ANCIENT WORLD THROUGH EARLY NINETEENTH CENTURY, INCLUDING WORK FROM THE WESTERN CANON. SLIDE LECTURE, DISCUSSION, OUTSIDE RESEARCH. |

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| IND | 2 | 130 | | HISTORY OF INTERIOR DESIGN 2 | 3 | | Humanities | Yes | CONTINUATION OF HISTORY OF INTERIOR DESIGN 1. EVOLUTION OF CONTEMPORARY DESIGN PHILOSOPHY. FOUNDATION FOR CONTEMPORARY DESIGN AND INTERIOR PRESERVATION PRACTICE. NINETEENTH CENTURY REVIVALS THROUGH CURRENT DEVELOPMENTS, INCLUDING WORK FROM THE WESTERN CANON. SLIDE LECTURE, DISCUSSION, OUTSIDE RESEARCH. |
| INR | 2 | 001 | | INTRODUCTION TO INTERNATIONAL RELATIONS | 3 | | Social Science | Yes | INTRODUCTION TO CONCEPTS AND ANALYTICAL TOOLS FOR STUDYING INTERACTIONS AMONG INTERNATIONAL ACTORS: STATES, INTERNATIONAL ORGANIZATIONS, AND TRANSNATIONAL GROUPS. SOCIAL AND BEHAVIORAL SCIENCE PRINCIPLES ARE USED TO ANALYZE CONCEPTS SUCH AS POWER AND NATIONAL INTEREST AS THEY RELATE TO SOCIAL, POLITICAL, AND ECONOMIC ISSUES. |
| ISC | 1 | 010 | C | SECRETS OF ALCHEMY | 3 | | Humanities | Yes | MULTI-DISCIPLINARY EXPLORATION OF THE HISTORY OF ALCHEMY, THE PRECURSOR TO MODERN CHEMISTRY. STUDIES THE MULTI-DIMENSIONAL RELATIONSHIPS WITH PHILOSOPHY, RELIGION, AND THE NATURAL SCIENCES FROM ANTIQUITY TO THE MODERN ERA. INCORPORATES PERSPECTIVES FROM WESTERN TRADITION. RECREATION OF ALCHEMICAL RECIPES IN THE TEACHING LAB ENHANCE THE COURSE CONTENT. |
| ISS | 1 | 020 | | WHO AM I? THE SELF FROM ANTIQUITY TO 1700 | 3 | | Humanities | Yes | WHO AM I? THIS IS ONE OF THE MOST ESSENTIAL QUESTIONS THAT WE ASK ABOUT OURSELVES. WHAT IS IDENTITY AND THE SELF? WHERE DOES MY IDENTITY COME FROM AND HOW IS IT FORMED? TO WHAT EXTENT IS IT INNATE AND TO WHAT EXTENT IS IT SHAPED BY MY ENVIRONMENT, MY EXPERIENCES, AND MY INTERACTIONS WITH OTHERS? HOW DOES MY IDENTITY CHANGE AND WHAT DOES IT MEAN TO LIVE AUTHENTICALLY? IN THIS MULTIDISCIPLINARY AND DISCUSSION-BASED COURSE, WE WILL EXPLORE THESE PERENNIAL QUESTIONS BY TRACING THE DEVELOPMENT OF IDEAS ABOUT THE SELF AND IDENTITY IN THE WESTERN INTELLECTUAL TRADITION. WE WILL APPROACH THESE QUESTIONS WITH INSIGHTS AND METHODS DRAWN FROM MULTIPLE DISCIPLINES, INCLUDING ART HISTORY, HISTORY, LITERARY STUDIES, PHILOSOPHY, AND RELIGIOUS STUDIES. COVERING THE LONG PERIOD FROM ANTIQUITY TO THE DAWN OF MODERNITY, WE WILL ENGAGE WITH MULTIPLE PERSPECTIVES ON THESE QUESTIONS BY ANALYZING PHILOSOPHICAL WORKS; JEWISH, CHRISTIAN, AND ISLAMIC RELIGIOUS TEXTS; LITERARY SOURCES LIKE POEMS, PLAYS, AND NOVELS; HISTORICAL DOCUMENTS LIKE ESSAYS, AUTOBIOGRAPHIES, ETIQUETTE MANUALS, AND JOURNALS; AND WORKS OF VISUAL ART. |
| ISS | 1 | 104 | | WISDOM AND HEROISM | 3 | | Humanities | Yes | WHAT DID IT MEAN TO BE WISE AND HEROIC IN THE MIDDLE AGES? HOW DO MEDIEVAL WESTERN VIEWS OF WISDOM AND HEROISM COMPARE WITH MODERN VIEWS? WE WILL EXPLORE THESE QUESTIONS BY EXAMINING DIFFERENT IDEALS OF WISDOM AND HEROISM IN MEDIEVAL HISTORY, LITERATURE, PHILOSOPHY, ART, ARCHITECTURE, AND MUSIC. |

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| ISS | 1 | 110 | | THE AMERICAN IDEA | 3 | | Humanities | Yes | THE UNITED STATES OF AMERICA HAS BEEN DESCRIBED AS THE FIRST NATION IN THE WORLD FOUNDED ON A CREED—A SET OF BELIEFS AND IDEAS—RATHER THAN THE MORE CUSTOMARY NATIONAL ORIGINS OF ETHNICITY AND TERRITORY (OR “BLOOD AND SOIL”) PREVALENT IN THE EIGHTEENTH CENTURY. IT IS THIS UNIQUE NATIONAL NATIVITY THAT IS SOMETIMES REGARDED AS A FOUNDATION OF THE CONCEPT OF “AMERICAN EXCEPTIONALISM.” THIS SENSE OF CREEDALISM CONTINUES TO BE A DEFINING FEATURE OF THE AMERICAN IDENTITY, EVEN IF ITS PARTICULAR FEATURES AND MEANINGS REMAIN MUCH DEBATED—AS THEY ALWAYS HAVE BEEN. THUS THE ANIMATING QUESTION FOR THIS COURSE: WHAT ARE THE PRIMARY BELIEFS AND IDEAS THAT SHAPED THE UNITED STATES AT ITS BIRTH, THROUGHOUT ITS HISTORY, AND INTO THE TWENTY-FIRST CENTURY? IDEAS ARE ALSO INSEPARABLE FROM THE PEOPLE WHO HOLD THEM AND ADVANCE THEM. WHO ARE SOME OF THE MOST NOTABLE AND INFLUENTIAL AMERICANS WHO HAVE DEVELOPED, EVEN IN SOME CASES PERSONIFIED, THESE IDEAS? HOW DO THEY RELATE, IF AT ALL, TO THE AMERICAN CHARACTER AND IDENTITY OVER TIME, AND NOW IN OUR CONTEMPORARY MOMENT? USING A COMBINATION OF PRIMARY DOCUMENTS, CORE TEXTS, AND SECONDARY READINGS, THIS MULTIDISCIPLINARY COURSE WILL PROFILE A SERIES OF IDEAS AND THE PEOPLE WHO EMBODIED THEM TO TRACE THE DEVELOPMENT OF THE UNITED STATES ITSELF. |
| ISS | 1 | 123 | | THE END OF EMPIRES: IMPERIALISM TO DECOLONIZATION | 3 | | Humanities | Yes | TODAY, WE LIVE IN A WORLD WHICH, FOR PERHAPS THE FIRST TIME IN HUMAN HISTORY CONTAINS—OFFICIALLY AT LEAST—NO EMPIRES. YET LESS THAN 75 YEARS AGO, IN THE MIDDLE OF THE TWENTIETH CENTURY, THEY SUDDENLY DISAPPEARED THROUGHOUT THE WORLD. HOW CAN WE EXPLAIN THIS TRANSFORMATION? WHAT IS THE NATURE OF THE POLITICAL WORLD IN WHICH WE NOW LIVE? HOW IS IT SO DIFFERENT TO THOSE THAT HAVE COME BEFORE – AND WHY? WHAT DOES IT MEAN FOR A POLITICAL COMMUNITY TO BE INDEPENDENT? THIS MULTIDISCIPLINARY COURSE CONSIDERS A STRETCH IN THE HISTORY OF WESTERN CIVILIZATION—FROM THE AGE OF IMPERIALISM TO THE ERA OF GLOBAL DECOLONIZATION—IN WHICH A WORLD INHABITED BY EMPIRES WAS REPLACED BY ONE OF NATION-STATES. |
| ISS | 1 | 163 | | COMEDY AND CITIZENSHIP | 3 | | Humanities | Yes | HOW IS COMEDY AN EXPRESSION OF CITIZENSHIP? HOW DO WE USE COMEDY AS RESPONSIBLE CITIZENS IN A DEMOCRATIC REPUBLIC? THIS COURSE EXPLORES THE CLASSICAL FOUNDATIONS OF COMEDY IN THE WESTERN TRADITION UP THROUGH OUR CONTEMPORARY EXPERIENCE. |
| ISS | 1 | 165 | | THE POLITICS OF NATURE | 3 | | Humanities | Yes | HOW DOES OUR CONCEPTION OF NATURE SHAPE OUR POLITICAL REALITIES AND FORTUNES? WHILE TODAY WE ARE MORE AWARE THAN EVER OF THE PRESSURES POSED BY LIMITED RESOURCES, FRAGILE ECOSYSTEMS, AND RAPIDLY CHANGING CLIMATES, THE HISTORY OF POLITICAL THOUGHT REVEALS A LONG-STANDING AWARENESS OF THE INTERDEPENDENCE BETWEEN NATURE, THE POLITICAL EDIFICE AND THE MEDIATING FORCE OF TECHNOLOGICAL DEVELOPMENT. BY TRACING OUT A SERIES OF CORE CONCEPTS, THIS COURSE SURVEYS A SERIES OF COMPLEX DYNAMICS OF DEPENDENCE, CONTROL, CRISIS, AND ESCAPE, THAT GOVERN THE INTERPLAY BETWEEN MAN AND HIS ENVIRONMENT. THE INTERDEPENDENCE OF THE NATURAL WORLD, THE ARTIFICIAL WORLD WE CREATE, AND THE POLITICAL EDIFICE, OFTEN APPEARS AS A PUZZLE: HOW SHOULD WE APPROACH NATURE? WHAT POWER, IF ANY, DOES IT HOLD OVER US? WHAT IS THE ROLE OF ARTIFICE AND TECHNOLOGY IN PRODUCING AND MEDIATING SOCIETY'S MOST PRESSING CHALLENGES? HOW OUGHT WE RECONCILE OUR DEPENDENCE UPON NATURE WITH THE DESIRE AND NEED TO CONTROL CERTAIN FORCES OF NATURE? IF TODAY WE ARE MORE AWARE THAN EVER OF OUR OWN IMPACT ON OUR ENVIRONMENT, A MUCH LONGER TRADITION PAYS TESTAMENT TO THE FACT THAT THIS COMPLEX INTERPLAY IS A TWO-WAY STREET. MAN IS, AND CONTINUES TO BE, SHAPED IN IMPERCEPTIBLE WAYS BY THE TECHNOLOGIES HE PRODUCES, AS THESE WORK WITH AND ON NATURE. THIS COURSE EXCAVATES THIS RICH TRADITION OF SOCIAL AND POLITICAL TEXTS, THROUGH FOUR DISTINCT UNITS THAT TRACE THIS RELATIONSHIP UP TO THE CONTEMPORARY MOMENT. IT OFFERS STUDENTS AN OPPORTUNITY TO GAIN A WIDER APPRECIATION OF THE HISTORICAL CONTOURS OF THESE PRESSING QUESTIONS, AS WELL AS A RENEWED LOOK AT SOME OF THE MOST TOPICAL DIFFICULTIES OF TODAY, INCLUDING SOCIAL MEDIA, CLIMATE CHANGE AND THE IMPACT OF OUR BUILT ENVIRONMENTS. |

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| ISS | 1 | 202 | | FREEDOM AND EQUALITY: GREAT BOOKS FROM THE RENAISSANCE TO THE ENLIGHTENMENT | 3 | | Humanities | Yes | THE QUESTION AT THE HEART OF THIS COURSE IS: WHAT DOES IT MEAN TO BE FREE AND EQUAL? WHAT ARE THE ORIGINS OF OUR MODERN SENSE OF JUSTICE, AND HOW DID INDIVIDUALS CONFRONT POWERFUL AND SOMETIMES TYRANNICAL LEADERS AND INSTITUTIONS WITH NEW CONCEPTS OF FREEDOM? WHEN DID PEOPLE AND STATES START TO INSIST THAT THEY WERE FREE AND THAT THEY WERE EQUAL? HOW DO THOSE PAST MEANINGS DIFFER FROM OUR OWN? THIS MULTIDISCIPLINARY COURSE CONSIDERS A STRETCH OF WESTERN CIVILIZATION'S HISTORY—FROM THE RENAISSANCE TO THE AGE OF DEMOCRATIC REVOLUTIONS—IN WHICH THE VALUES AND VIRTUES OF INDIVIDUAL AND CORPORATE LIBERTY AND EQUALITY WERE INSISTED UPON BY AUTHORS, ARTISTS, AND STATESMEN. IN THIS PERIOD THERE EMERGED A NEW WAY OF SOCIAL AND POLITICAL ORGANIZATION—SELF-GOVERNMENT—AND FREEDOM AND EQUALITY WERE CONSIDERED NECESSARY FOR SELF-GOVERNMENT. THIS COURSE WILL TRACE THE EMERGENCE OF MODERN CONCEPTIONS OF FREEDOM AND EQUALITY THROUGH READING AND VIEWING A RANGE OF WORKS OF POLITICS, LITERATURE, ART AND ECONOMICS. |
| ISS | 1 | 203 | | CONFLICT AND CHARACTER: GREAT BOOKS IN THE ANCIENT WORLD | 3 | | Humanities | Yes | IN THIS COURSE, WE ASK THE QUESTION: HOW DO WE DEVELOP THE CHARACTER TO HANDLE LIFE'S CONFLICTS AND TRAGIC EVENTS? WE WILL PURSUE ANSWERS TO THIS PROBLEM THROUGH A STUDY OF ANCIENT WESTERN DRAMA AND PHILOSOPHY. WE WILL READ PLATO AND ARISTOTLE STOICS TO GRAPPLE WITH CLASSICAL PHILOSOPHICAL ACCOUNTS OF THE RELATIONSHIP BETWEEN VIRTUE, PRACTICAL REASONING, AND HUMAN FLOURISHING. WE WILL ALSO READ FOUR TRAGEDIES: SOPHOCLES' ANTIGONE AND OEDIPUS THE KING, AESCHYLUS'S PROMETHEUS BOUND, AND EURIPIDES' HECABE. THROUGH OUR STUDY OF THESE PLAYS, WE WILL EXPLORE QUESTIONS CONCERNING ETHICS, RESPONSIBILITY, AND LUCK. WE WILL REFLECT ON HOW THE STUDY OF PHILOSOPHY AND DRAMATIC LITERATURE CAN ENRICH OUR EXPERIENCE AND UNDERSTANDING OF EACH, AND HOW THAT KNOWLEDGE CAN HELP MOVE US THROUGH THE DEEPEST DIFFICULTIES OF LIFE. |
| ISS | 1 | 260 | | FAITH AND REASON IN JEWISH THOUGHT | 3 | | Humanities | Yes | THIS COURSE EXAMINES THE FOLLOWING QUESTIONS: WHAT IS THE RELATIONSHIP BETWEEN RELIGIOUS BELIEF AND HUMAN REASON? HOW MUCH OF LIFE DO WE ATTRIBUTE TO PROPHECY, MIRACLES AND PROVIDENCE, AND TO WHAT EXTENTS DO WE RELY ON HUMAN INITIATIVE, EFFORT AND CREATIVITY? ARE THE POSITIONS OF FAITH AND REASON RECONCILABLE, OR IN PERENNIAL CONFLICT? THIS COURSE WILL REFLECT ON THESE QUESTIONS IN RELATION TO WESTERN TRADITION. |
| ISS | 1 | 262 | | GOD AND SCIENCE IN THE WESTERN WORLD | 3 | | Humanities | Yes | HOW DOES BELIEF IN GOD SHAPE THE WAY ONE VIEWS THE NATURAL WORLD? THIS COURSE CONSIDERS THE RELATIONSHIP OF THINKING ABOUT GOD AND THINKING ABOUT NATURE FROM CLASSICAL ANTIQUITY UNTIL THE EARLY TWENTIETH CENTURY. IT ADDRESSES THE HISTORY, KEY THEMES, PRINCIPLES, TERMINOLOGIES AND METHODOLOGIES OF MULTIPLE HUMANITIES DISCIPLINES REGARDING THE RELATIONSHIP OF RELIGION TO SCIENCE IN THE WESTERN WORLD. |
| ISS | 1 | 295 | | RELIGIOUS FREEDOM IN HISTORICAL PERSPECTIVE | 3 | | Humanities | Yes | WHAT DOES RELIGIOUS FREEDOM MEAN, AND HOW HAS ITS DEFINITION EVOLVED THROUGH HISTORY? THOSE QUESTIONS LIE AT THE HEART OF THIS COURSE. DIFFERENT FAITH TRADITIONS AND STRAINS OF SECULARISM INTERPRET THESE COMPONENTS OF RELIGIOUS FREEDOM IN PARTICULAR WAYS. UNDERSTANDING THIS CONCEPTUAL DIVERSITY IS A CRUCIAL TASK FOR THE MODERN AGE OF WESTERN THOUGHT. |

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| ISS | 1 | 296 | | ROMANTICISM: THE STORM OF FEEL | 3 | | Humanities | Yes | WHAT IS THE PLACE OF FEELING IN MODERN LIFE? WHAT IS THE VALUE OF DESIRING THINGS WE CAN NEVER HAVE, OR MOURNING THINGS WE HAVE ALREADY LOST? CAN EVEN POSITIVE EXPERIENCES OF LOVE, LONGING, AND AWE CREATE A 'STORM'? AND CAN NEGATIVE EMOTIONS LIKE FEAR, DREAD, AND CONFUSION HAVE A POSITIVE MEANING? THESE ARE QUESTIONS RAISED BY THE ROMANTIC MOVEMENT, WHICH THIS COURSE WILL SURVEY IN LITERATURE, PHILOSOPHY, AND THE ARTS FROM WESTERN CANON. |
| ISS | 1 | 297 | | ANCIENTS AND MODERNS | 3 | | Humanities | Yes | ARE WE BETTER THAN THE ANCIENT GREEKS AND ROMANS? WHAT DO WE OWE THEM, AND HOW HAVE WE SURPASSED THEIR ACHIEVEMENTS? WHAT DOES IT MEAN TO DEFINE OURSELVES AS "MODERN" IN CONTRAST TO CLASSICAL ANTIQUITY? THESE AND RELATED QUESTIONS ARE THE FOCUS OF THIS COURSE, WHICH EXPLORES THE ANCIENT-MODERN DYNAMIC IN WESTERN CULTURE FROM THE RENAISSANCE THROUGH THE ENLIGHTENMENT. READINGS WILL INCLUDE SELECTIONS FROM SUCH WRITERS AND THINKERS AS HOMER, ARISTOTLE, VERGIL, PETRARCH, ERASMUS, BACON, HOBBES, MILTON, SWIFT, AND THE AMERICAN FOUNDING FATHERS. |
| ISS | 1 | 340 | | RHETORIC AND LEADERSHIP | 3 | | Humanities | Yes | HOW DO LEADERS USE RHETORIC TO PERSUADE OTHERS? WHAT ROLE DOES THE ART OF RHETORIC HAVE IN THE MAKING OF POLITICS, ART, AND COMMUNITY? THIS COURSE WILL DRAW FROM ANCIENT AND MODERN PERSPECTIVES, LOOKING AT BOTH PHILOSOPHICAL EXPLORATIONS OF RHETORIC AND PRACTICAL EXAMPLES OF IT. WE WILL BEGIN WITH THE GREEK AND ROMAN WORLD, LOOKING TO EXAMPLES OF SPEECHES FROM HOMER AND THUCYDIDES, AS WELL AS CRITIQUES AND DEFENSES OF THE ART OF RHETORIC FROM PLATO TO ARISTOTLE TO CICERO. WE WILL THEN READ FAMOUS INSTANCES OF RHETORIC IN MODERN LITERARY AND POLITICAL CONTEXTS, FROM SHAKESPEARE'S HISTORICAL PLAYS TO AMERICAN PRESIDENTIAL ORATORY, TO TRY TO DISCERN WHAT IS TIMELESS ABOUT THE ART OF RHETORIC. THROUGHOUT, WE WILL PONDER WHAT ROLE PERSUASION PLAYS IN OUR OWN LIVES, AND WHAT ROLE IT SHOULD PLAY. |
| ISS | 1 | 443 | | LIFE, LIBERTY, AND HAPPINESS | 3 | | Humanities | Yes | WHAT CONSTITUTIONAL ARRANGEMENTS SECURE LIFE, LIBERTY, AND THE PURSUIT OF HAPPINESS? HOW CAN HETEROGENOUS POPULATIONS LIVE TOGETHER AS FELLOW CITIZENS? THESE AND OTHER QUESTIONS HAVE CAPTIVATED WESTERN PUBLIC LIFE AND CULTURE SINCE ANTIQUITY. WE WILL EXAMINE THEM THROUGH A WIDE RANGE OF SOURCES: PHILOSOPHICAL, LEGAL, HISTORICAL, SOCIOLOGICAL, POLITICAL, AND LITERARY. |
| ISS | 1 | 681 | | WHAT IS THE COMMON GOOD? | 3 | | Humanities | Yes | THIS COURSE EXPLORES THE CONCEPT OF THE COMMON GOOD, AS ARTICULATED IN PHILOSOPHY AND ILLUSTRATED IN DRAMA, LITERATURE, AND FILM. WE BEGIN BY STUDYING THE BLUEPRINT FOR A CONCEPT OF THE COMMON GOOD THAT ARISTOTLE SETS OUT IN THE POLITICS AND NICOMACHEAN ETHICS, AND ITS FULL DEVELOPMENT IN ST. THOMAS AQUINAS. ARMED WITH THIS THEORETICAL BACKGROUND, WE APPLY OURSELVES TO QUESTIONS SUCH AS: HOW SHOULD REGIMES AND AUTHORITY FIGURES PROVIDE FOR THE COMMON GOOD THROUGH THE LAW? WHAT DOES PURSUING THE COMMON GOOD INVOLVE WHEN THE DEMANDS OF JUSTICE ARE IN TENSION WITH GENERAL BENEFICENCE? HOW COMPATIBLE IS VALUE PLURALISM WITH THE PURSUIT OF THE COMMON GOOD? WE WILL READ SOPHOCLES, LINCOLN, MARTIN LUTHER KING, AND ST. THOMAS MORE, AMONG OTHERS, TO REFLECT ON THE NATURE OF LEADERSHIP, JUSTICE, DISSENT, AND PRINCIPLE, AND HOW WE CAN PURSUE THE COMMON GOOD WHILE REMAINING TRUE TO OUR CONSCIENCE. |
| ISS | 1 | 684 | | WHAT IS DEMOCRACY? | 3 | | Humanities | Yes | THIS COURSE TRACES THE CHANGING IDEAL OF DEMOCRACY FROM ANCIENT ATHENS TO THE PRESENT DAY, DRAWING ON CLASSIC WORKS BY PLATO, ARISTOTLE, ROUSSEAU, TOCQUEVILLE, MARX AND ARENDT. IT STUDIES THE DEVELOPMENT OF THIS IDEA OVER TIME AND CHARTS THE DIZZYING VARIETY OF MEANINGS THAT HAVE BEEN ASSIGNED TO IT, WHILE ENGAGING WITH THE ARGUMENTS OF ITS SHARPEST AND MOST PERCEPTIVE CRITICS. |

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| ISS | 1 | 691 | | IMMORTALITY | 3 | | Humanities | Yes | IN THIS MULTIDISCIPLINARY COURSE, WE WILL EXPLORE THE LONG HISTORY OF WESTERN THINKING ABOUT IMMORTALITY IN ITS MANY SENSES: FIGURATIVE SURVIVAL THROUGH MEMORY OF GREAT DEEDS, PERSONAL SALVATION AFTER DEATH, ELEVATION TO STATUS AS A LITERAL GOD, RESTORATION TO BODILY LIFE, AND COLLECTIVE SURVIVAL AS A SPECIES. WE WILL SEE HOW HOPE, SKEPTICISM AND CHANGING EXPECTATIONS OF IMMORTALITY SHAPED THE EPIC POETRY, PHILOSOPHY, RELIGIOUS LITERATURE, NOVELS, AND ART OF THE GREEKS AND ROMANS. |
| ISS | 1 | 700 | | WHY SPY? | 3 | | Humanities | Yes | WHY SPY? SPYING HAS LONG BEEN AN IMPORTANT PART OF HOW COUNTRIES RELATE TO EACH OTHER AND DEFEND THEMSELVES. BUT WHY DO THEY DO IT? THIS COURSE WILL APPROACH THIS QUESTION FROM SEVERAL DIFFERENT PERSPECTIVES BY READING STORIES OF COLD WAR ESPIONAGE (BOTH FICTION AND NONFICTION). WE WILL EXAMINE IT AT A NATIONAL LEVEL, ASKING WHAT ROLE INTELLIGENCE PLAYS IN COUNTRIES' FOREIGN POLICY AND INTERNATIONAL RELATIONS. WE WILL EXAMINE IT AT A PERSONAL LEVEL, ASKING WHY PEOPLE CHOOSE TO JOIN THEIR COUNTRIES' INTELLIGENCE SERVICES, AND WHY SOME PEOPLE CHOOSE TO SPY ON THEIR OWN COUNTRIES FOR FOREIGN GOVERNMENTS. WE WILL ALSO POSE IT SKEPTICALLY, ASKING HOW WE OUGHT TO THINK ABOUT MORALITY AND IMMORALITY IN A WORLD FULL OF DECEPTION. ALONG THE WAY, WE WILL ALSO CONSIDER BIGGER QUESTIONS THAT THE WORLD OF SPY CRAFT POSES FOR OUR EVERYDAY LIVES AND IN RELATIONSHIP TO WESTERN THOUGHT. WHAT IS THE ROLE OF KNOWLEDGE AND INFORMATION IN DECISION-MAKING? WHAT LEVEL OF UNCERTAINTY AND RISK ARE WE WILLING TO ACCEPT WHEN MAKING BIG DECISIONS? HOW CAN WE TRUST THAT WHAT WE KNOW IS TRUE? |
| ISS | 1 | 711 | | WHY FIGHT? | 3 | | Humanities | Yes | WHAT JUSTIFIES THE USE OF FORCE? NO DEMOCRATIC CITIZEN IS EXEMPT FROM CONSIDERING THIS QUESTION, BUT OUR ANSWERS ARE OFTEN CONTRADICTORY JUMBLES. TO GAIN CLARITY WE WILL EXPLORE THE WORKS THAT LAID THE MORAL FOUNDATION FOR THE MODERN WAY OF WAR, FROM THE BIBLE AND THE ILIAD TO THE THOUGHT OF KARL MARX. IN THIS INTERDISCIPLINARY COURSE YOU WILL DISCUSS POEMS, PLAYS, FILMS, HISTORIES, AND PHILOSOPHICAL ACCOUNTS ABOUT WAR IN THE WESTERN CANON AND BEYOND. ITS SUBTITLE COULD BE "FROM ZEUS TO THE ATOM BOMB," BECAUSE WE WILL BE TRAVELING FROM THE CLASSICAL TO THE NUCLEAR AGE. COMBINING THE TECHNIQUES OF LITERARY STUDIES, PHILOSOPHY, HISTORY, AND RELIGIOUS STUDIES, WE WILL STRIVE TO UNDERSTAND OUR OWN RESPONSES TO ARGUMENTS, WORKS OF ART, VISIONS, AND FANTASIES ABOUT THE NATURE OF WAR. HOW HAVE THESE CULTURAL FORMS INFLUENCED THE CRUCIAL DECISIONS OF HUMAN BEINGS, AND HOW DO THEY IMPACT OUR THINKING NOW? WE WILL ALSO CONSIDER SCIENTIFIC EXPLANATIONS FOR THE UBIQUITY AND PERSISTENCE OF WARFARE, WONDERING WHETHER NATURAL SCIENCE ALONE CAN EXPLAIN HUMAN CONFLICT. LASTLY, WE WILL CONSIDER IF WE HAVE ENTERED A "POST-MODERN" PHASE OF WAR, WITH THE WAR IN UKRAINE AS OUR OBJECT OF CONSIDERATION, A WAR DOCUMENTED IN DIZZYING DETAIL ON SOCIAL MEDIA. |
| ISS | 1 | 712 | | JUST WAR | 3 | | Humanities | Yes | CAN WAR BE JUST? WHAT IS A 'JUST CAUSE'? THE IDEA THAT WAR CAN AND SHOULD BE JUST HOLDS A MIDDLE POSITION BETWEEN THE REFUSAL TO IMPOSE ANY MORAL RESTRAINTS ON THE WAGING OF WAR (REALISM) AND THE REJECTION OF ALL WARFARE AS IMMORAL (PACIFISM). WESTERN JUST WAR THEORIES GRADUALLY DEVELOPED FROM THE CONFLUENCE OF GREEK PHILOSOPHY, ROMAN LAW, AND THE JUDEO-CHRISTIAN SCRIPTURAL TRADITION. JUST WAR THEORY ASKS TWO ESSENTIAL QUESTIONS. IS THE CAUSE FOR GOING TO WAR JUST (JUS AD BELLUM)? AND, IS THE CONDUCT OF THE WAR JUST (JUS IN BELLO)? THIS MULTIDISCIPLINARY COURSE SURVEYS JUST WAR THINKING FROM ANTIQUITY TO THE FIRST WORLD WAR. IT INCLUDES HISTORICAL CASE STUDIES SO THAT STUDENTS CAN DEVELOP THEIR OWN CONCEPTS OF JUS AD BELLUM AND JUS IN BELLO. |
| ISS | 1 | 715 | | THE ART OF WAR | 3 | | Humanities | Yes | FOR CENTURIES, GENERALS HAVE SEARCHED FOR AN "ART OF WAR" THAT COULD BE USED TO DEFEAT THEIR ENEMY BUT WHAT IS AN "ART OF WAR"? THE ART OF WAR IS CLOSELY TIED TO THE TERM "STRATEGY." STRATEGY DERIVES FROM THE ANCIENT GREEK WORD STRATEGOS. TRANSLATED LITERALLY IT MEANS "THE GENERAL'S ART." IN GENERAL, IT REFERS TO MILITARY MATTERS SUCH AS THE OVERALL CONDUCT OF A WAR. LIKEWISE FOR CENTURIES, MILITARY PRACTITIONERS AND THEORISTS HAVE WRITTEN ON STRATEGY AND THE KEY FIGURES WHO HAVE SHAPED THE THEORY AND PRACTICE OF WAR AND STATECRAFT. THIS MULTIDISCIPLINARY COURSE PROVIDES GLOBAL, COMPARATIVE PERSPECTIVES ON STRATEGIC THOUGHT FROM ANTIQUITY TO TODAY, SURVEYING BOTH CLASSICAL AND CURRENT THEMES OF STRATEGY IN SEARCH OF AN "ART OF WAR." IT INCLUDES HISTORICAL CASE-STUDIES FROM THE WESTERN CANON SO THAT STUDENTS CAN DEVELOP THEIR OWN CONCEPTS OF STRATEGY AND THE ART OF WAR. |

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| ISS | 1 | 716 | | WAR AND THE HUMAN CONDITION | 3 | | Humanities | Yes | HOW DOES WAR SHAPE THE HUMAN CONDITION? IN THE PRESENT ERA, WESTERN COUNTRIES ARE GENERALLY SHELTERED FROM WAR. BUT THIS IS AN ANOMALY. MOST HUMAN SOCIETIES HAVE HAD TO RECKON WITH WAR AND GRAPPLE WITH ITS EFFECTS. MOREOVER, THEY HAVE TENDED TO REGARD THIS RECKONING AS IMPORTANT FOR DEVELOPING THEIR OWN WAY OF LIFE. WITHOUT THAT RECKONING, THEIR SOCIETIES MIGHT ATROPHY, OSSIFY, AND SLIDE INTO DECADENCE. THE RESURGENCE OF CONCERN ABOUT THE POTENTIAL FOR OPEN WARFARE BETWEEN CHINA, RUSSIA, AND THE UNITED STATES DEMONSTRATES THE NEED TO CONSIDER WAR'S EFFECTS AND THE PERSISTENT QUESTIONS ITS POSSIBILITY POSES FOR HUMAN SOCIETIES. THIS DISCUSSION-DRIVEN COURSE EXPLORES WAR'S EFFECTS ON THE HUMAN CONDITION THROUGH A VARIETY OF DISCIPLINES AND APPROACHES. TO STUDY THESE EFFECTS WE DRAW FROM PHILOSOPHY, LITERATURE, ANCIENT AND MODERN HISTORY, AND ILLUSTRATE THESE EFFECTS THROUGH A NUMBER OF LITERARY SOURCES, INCLUDING DRAMA, NOVELS, MEMOIRS, AND FILM. |
| ISS | 1 | 810 | | THE SEARCH FOR MEANING IN A SECULAR AGE | 3 | | Humanities | Yes | WHAT DOES IT MEAN TO LIVE IN A SECULAR AGE? HOW DOES LIVING IN A SECULAR AGE OFFER NEW OPPORTUNITIES AND CHALLENGES FOR THE PERENNIAL HUMAN QUEST FOR MEANING? THIS MULTI-DISCIPLINARY COURSE TACKLES THESE FUNDAMENTAL QUESTIONS. DRAWING ON PHILOSOPHY, SOCIOLOGY, AND POLITICAL SCIENCE FROM THE WESTERN CANON, WE WILL EXAMINE THREE SENSES OF SECULARITY. THE FIRST IS A POLITICAL SENSE, WHERE RELIGION IS LARGELY IF NOT ENTIRELY REMOVED FROM PUBLIC LIFE, AS IS THE CASE IN MANY MODERN LIBERAL DEMOCRACIES. THE SECOND SENSE OF SECULARITY IS SOCIOLOGICAL, AND IT IS IDENTIFIED WITH A SITUATION IN WHICH THERE HAS BEEN SIGNIFICANT DECLINE IN RELIGIOUS BELIEF AND PRACTICE (RECENTLY DISCUSSED IN TERMS OF THE RISE OF THE "NONE," THAT IS, THOSE WHO ANSWER "NONE" WHEN ASKED FOR THEIR RELIGIOUS AFFILIATION). THE THIRD SENSE OF SECULARITY IS AN EXISTENTIAL SENSE, WHERE IT HAS TO DO WITH A CHANGE IN THE CIRCUMSTANCES OF THE HUMAN QUEST FOR MEANING, NAMELY, WHERE THERE HAS BEEN A MOVE FROM A CONDITION IN WHICH A TRADITIONAL RELIGIOUS OUTLOOK WAS TAKEN FOR GRANTED TO ONE WHERE IT IS REGARDED AS ONE OPTION AMONG OTHERS. THIS THIRD SENSE OF SECULARITY WILL BE OUR PRIMARY FOCUS, THOUGH WE WILL ALSO BE CONCERNED WITH ITS RELATIONSHIP TO THE OTHER TWO SENSES OF SECULARITY. IN EXPLORING THE EXISTENTIAL (OR LIVED) SENSE OF SECULARITY, WE WILL EXAMINE PHILOSOPHICAL WRITINGS ON MEANING IN LIFE FROM RELIGIOUS, SECULAR, AND SPIRITUAL-BUT-NON-RELIGIOUS PERSPECTIVES, SEEKING TO UNDERSTAND WHAT MAKES FOR A WORTHWHILE LIFE. FINALLY, WE WILL EXPLORE HOW SECULARIZATION HAS INFLUENCED POLITICS TODAY ON BOTH SIDES OF THE POLITICAL SPECTRUM AND CONSIDER WHAT ROLE SPIRITUALITY AND RELIGIOSITY MIGHT STILL HAVE IN PUBLIC LIFE. |
| ISS | 1 | 811 | | RELIGION, REVOLUTION AND THE PERSON | 3 | | Humanities | Yes | WHAT DOES IT MEAN TO BE A 'PERSON'? HOW DOES THE PERSON RELATE TO OTHER PEOPLE, TO SOCIETY, AND TO GOD? SOME OF THE GREATEST WRITERS, PHILOSOPHERS, POETS, AND ARTISTS OF THE RUSSIAN NINETEENTH CENTURY CONSIDERED THE QUESTIONS OF THE REVOLUTIONARY TRANSFORMATION OF SOCIETY AND THE RESTORATION OF FAITH FROM THE STANDPOINT OF THE INDIVIDUAL PERSON. FOR THEM, NOT JUST PHILOSOPHY, BUT ALSO LITERATURE, POETRY, AND VISUAL ART WERE PATHS TO UNDERSTANDING THE SELF AND ITS PURPOSE IN THE WORLD. BY CONSIDERING QUESTIONS OF IDENTITY AND APPEARANCE, ACTIVISM AND CONTEMPLATION, REASON AND IRRATIONALITY THROUGH SEEMINGLY PROSAIC THEMES SUCH AS FINGERNAILS, OVERCOATS, AND SIMPLE ARITHMETIC, THIS COURSE WILL REVEAL A VARIETY OF PERSPECTIVES OF THE NATURE AND VALUE OF HUMAN PERSONALITY AND ASK STUDENTS TO REFLECT ON THEIR OWN APPROACH TO THE PERSON IN THE MODERN AGE AND IN RELATION TO WESTERN TRADITION. |
| ISS | 1 | 812 | | THE CRISIS OF LIBERALISM | 3 | | Humanities | Yes | WHAT EXACTLY IS LIBERALISM, AND WHAT IS THE SOURCE OF ITS CRISIS IN WESTERN THOUGHT? IS LIBERALISM RESPONSIBLE FOR ITS OWN FAILURES? DOES IT LEAD TO THE DISSOLUTION OF COMMUNITY, FAMILY, AND RELIGION? HAS LIBERALISM LED US INEVITABLY TOWARD AN ILLIBERAL FUTURE? WHAT, IF ANYTHING, CAN BE DONE TO PRESERVE FREEDOM AND EQUALITY? |

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| ISS | 1 | 884 | | CAPITALISM AND ITS CRITICS | 3 | | Humanities | Yes | DOES THE CAPITALIST SYSTEM ERODE COMMUNITY OR ENHANCE IT? THAT IS THIS COURSE'S CENTRAL QUESTION. THIS MULTIDISCIPLINARY COURSE EXAMINES A RANGE OF CONTEMPORARY CONCERNS OVER THE ROLE OF CAPITALISM IN SHAPING OUR SOCIETY. IN IT STUDENTS WILL CONSIDER BOTH THE ORIGINS AND THE FUTURE OF CAPITALISM. |
| ISS | 1 | 885 | | UTOPIAS AND DYSTOPIAS | 3 | | Humanities | Yes | WHAT WOULD THE IDEAL SOCIETY LOOK LIKE? UTOPIAS ALLOW THEIR AUTHORS TO CREATE ALTERNATE WORLDS, FREE OF CONSTRAINTS OF SCARCITY, GENDER, CUSTOMS, SCIENCE OR EVEN HUMAN NATURE. UTOPIAN WRITING ALSO POSES DANGERS: THERE IS A FINE LINE BETWEEN UTOPIA AND DYSTOPIA. THIS COURSE WILL EXAMINE THESE IDEAS IN RELATIONSHIP TO THE WESTERN TRADITION. |
| ISS | 1 | 821 | | WHAT IS VIRTUE? | 3 | | Humanities | No | WHAT IS HUMAN EXCELLENCE, WHAT ARE THE PROPER CHARACTER TRAITS TO CULTIVATE, AND WHAT ARE THE BEST MEANS TO DO SO? THIS COURSE EXPLORES THE CONCEPT OF VIRTUE FROM THE ANCIENT WORLD UNTIL TODAY, PROVIDING A COMPREHENSIVE UNDERSTANDING OF ITS KEY ISSUES AND DEBATES FROM PRIMARY TEXTS IN PHILOSOPHY, THEOLOGY AND POLITICAL THEORY, WITH A CENTRAL FOCUS ON MODELS OF VIRTUE IN JUDAISM AND CHRISTIANITY. STUDENTS WILL ENGAGE WITH CLASSIC, MEDIEVAL AND MODERN PHILOSOPHICAL AND RELIGIOUS TEXTS. THE COURSE BEGINS BY COMPARING THE MODELS OF VIRTUE IN ANCIENT GREECE AND ROME AND THEN TRACES THEIR DEVELOPMENT IN THE MIDDLE AGES. WE WILL THEN CONSIDER THE ROLE OF VIRTUE IN MODERN LIBERAL SOCIETIES, WITH A FOCUS ON AMERICA AND EUROPE. SOME OF THE CENTRAL TOPICS OF THE COURSE INCLUDE: THE NATURE OF HUMAN FLOURISHING; THE IMPORTANCE OF FUNDAMENTAL VIRTUES SUCH AS COURAGE, MODERATION, JUSTICE, HUMILITY AND WISDOM; THE TENSION BETWEEN INDIVIDUAL AND CIVIC CONCEPTIONS OF THE VIRTUES; AND THE ROLE OF FRIENDSHIP IN THE MEANINGFUL LIFE. THROUGHOUT THESE DISCUSSIONS, WE WILL ALSO ATTEMPT TO DETERMINE THE EXTENT TO WHICH BIBLICAL THEOLOGICAL CONCEPTS AND MODELS OF LEADERSHIP PLAY A ROLE IN THE DEVELOPMENT OF VIRTUE. |
| ISS | 1 | 411 | | TYRANNY AND RESISTANCE | 3 | | Humanities | No | WHAT IS TYRANNY, & WHO GETS TO DECIDE? WHAT IS THE RELATIONSHIP BETWEEN A TYRANT & THE RULE OF LAW? IS THERE A RIGHT TO RESIST ESTABLISHED POLITICAL AUTHORITY? IF SO, WHEN & WHY? AND WHO CAN CLAIM THAT RIGHT? THIS COURSE WILL TRACE THE HISTORICAL ROOTS OF MODERN IDEAS AROUND THE RIGHT TO RESIST UNJUST & TYRANNICAL RULE, EXAMINING HOW THESE IDEAS HAVE BEEN ARTICULATED IN POLITICAL & LEGAL THEORY & REPRESENTED IN LITERATURE, VISUAL ARTS, & DRAMA FROM CLASSICAL ATHENS TO MODERN AMERICA. |
| ISS | 1 | 269 | | THE FAMILY IN MODERN POLITICAL THOUGHT | 3 | | Humanities | No | WHAT IS THE ROLE OF THE FAMILY IN A LIBERAL SOCIETY? ARE THE OBLIGATIONS OF FAMILY LIFE COMPATIBLE WITH INDIVIDUAL FREEDOM? ONE OF THE DEFINING PROBLEMS OF MODERN POLITICS IS THE RISE OF SOCIAL ISOLATION, PRECIPITATED IN MANY WAYS BY THE BREAKDOWN OF FAMILY LIFE. THIS HAS DRAWN ATTENTION ACROSS THE POLITICAL SPECTRUM TO THE IMPORTANCE OF THE FAMILY AS A SOCIAL INSTITUTION. IN THIS QUEST COURSE WE WILL EXPLORE DEBATES ABOUT THE RELATIONSHIP BETWEEN THE FAMILY, THE INDIVIDUAL, AND THE STATE IN A LIBERAL SOCIETY FROM THE ENLIGHTENMENT TO THE PRESENT DAY. EXAMINING THE FAMILY ALSO SERVES AS A LENS THROUGH WHICH TO CONSIDER WIDE PHILOSOPHICAL DEBATES ABOUT THE NATURE OF LIBERTY, RIGHTS AND DUTIES. WE WILL EXAMINE CHANGING ATTITUDES TO MARRIAGE; THE RIGHTS OF WOMEN; PARENTAL AUTHORITY AND RESPONSIBILITY; CHILDHOOD AND EDUCATION, AND FAMILY PROPERTY, CONSIDERING HOW ALL THESE ASPECTS OF FAMILY LIFE HAVE BEEN INFLUENCED BY THE RISE OF INDIVIDUALISM. WE WILL STUDY A WIDE RANGE OF AUTHORS INCLUDING JOHN LOCKE, JEAN-JACQUES ROUSSEAU, EDMUND BURKE, MARY WOLLSTONECRAFT, ALEXIS DE TOCQUEVILLE, KARL MARX, JOHN STUART MILL, SIGMUND FREUD, SIMONE DE BEAUVOIR, MICHEL FOUCAULT, AND JOHN PAUL II, AND CONSIDER HOW THEIR IDEAS CONTINUE TO SHAPE CONTEMPORARY DEBATES ABOUT FAMILY LIFE AND LIBERTY. |

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| ISS | 1 | 170 | | PLAQUE, WAR, APOCALYPSE: THE END OF CIVILIZATION | 3 | | Humanities | No | HOW DO STATES AND CIVILIZATIONS COLLAPSE? WHAT MIGHT THIS HAPPEN TO OUR OWN? THE MEMORY OF THE DECLINE AND TRANSFORMATION OF ONE PAST EMPIRE HAS LOOMED OVER WESTERN HISTORY. SINCE WORLD WAR II, FEAR THAT OUR OWN CIVILIZATION COULD COME TO AN ABRUPT END HAS LOOMED OVER THE UNITED STATES. IN THIS MULTIDISCIPLINARY CLASS, WE BRING TOGETHER THESE TWO THEMES: THE FALL OF ROME, AS A CASE-STUDY IN CIVILIZATIONAL DECLINE AND RESILIENCE, AND THE POSSIBILITY OF NUCLEAR CATASTROPHE. WE WILL ASK HOW PAST PEOPLE HAVE COPED WITH NATURAL AND MANMADE DISASTER, WHETHER WE CAN SPEAK COGENTLY OF A HISTORICAL "END" OF A PREVIOUS STAGE IN OUR CIVILIZATION, AND WHAT NEW RISKS MODERN, TECHNOLOGICAL WARFARE POSES FOR CIVILIZATION AS A WHOLE. THE COURSE HAS TWO GOVERNING AIMS. THE FIRST IS HISTORICAL: TO UNDERSTAND HOW PLAGUES AND WARS SHAPED THE WESTERN (EUROPEAN AND MEDITERRANEAN) PAST. THROUGH READINGS FROM SECULAR AND CHURCH HISTORIES, RELIGIOUS TREATISES, SERMONS, MEDICAL TEXTS, LETTERS, AND MODERN ARCHEOLOGICAL AND SCIENTIFIC ANALYSES, STUDENTS WILL NOT ONLY LEARN HOW TO STUDY PREMODERN CATASTROPHES. THEY WILL BEGIN TO ASSESS HOW THE ROMAN EMPIRE AND (POST-)ROMAN CIVILIZATION WAS RESHAPED BY DISEASE, STRATEGIC MISSTEPS, AND THE RISE OF NEW KINGDOMS. THE SECOND AIM IS TO RECONSIDER WHAT WE MEAN BY A "FALL" OR "COLLAPSE" OF CIVILIZATION, FOR WHICH ROME HAS OFTEN SERVED AS A DECEPTIVELY STRAIGHTFORWARD MODEL. THOUGH DRAMATICALLY CHANGED OVER THE CENTURIES, THE ROMAN WORLD DID NOT SIMPLY VANISH. FOR MANY THINKERS AND WRITERS, MODERN TECHNOLOGY HAS SEEMED TO THREATEN A MUCH MORE DECISIVE END OF OUR WORLD—PERHAPS EVEN AN END OF THE WORLD. DRAWING ON FORMATIVE WORKS OF CATASTROPHIC LITERATURE, DESCRIPTION OF THE ATOMIC BOMBING OF JAPAN, AND EXTENSIVE READINGS IN THE POST-APOCALYPTIC WRITINGS OF THE 1950S, WE WILL RECONSIDER WHAT THIS NEW SENSE OF CIVILIZATION'S VULNERABILITY HAS MEANT FOR AMERICAN CULTURE, HOW IT CONTRASTS WITH THE ROMAN MODEL, AND WHAT IT MEANS FOR US TODAY. |
| ISS | 1 | 021 | | MIND, BRAIN, OR SOUL? | 3 | | Humanities | No | THIS COURSE WILL INTRODUCE YOU TO THE PROBLEM OF THE RELATIONSHIP BETWEEN MIND AND BODY AND TO THE MAIN PHILOSOPHICAL APPROACHES TO THAT PROBLEM: NAMELY THE MATERIALIST, THE DUALIST AND THE HYLOMORPHIC. ADDITIONALLY, IT WILL CONNECT THE DIFFERENT APPROACHES WITH SOME OF THE RECENT DEVELOPMENTS IN NEUROSCIENCE. THIS COURSE WILL ALLOW YOU TO REFLECT ON THE MAIN QUESTION OF THE RELATIONSHIP BETWEEN THE MIND AND THE BODY IN THE LIGHT OF CLASSICAL INSIGHTS, MODERN PHILOSOPHY, AND SCIENTIFIC EXPERIENCE. IT WILL BE A FASCINATING WAY TO LIVE THE DELPHIC INSCRIPTION, "KNOW THYSELF!" |
| ISS | 1 | 820 | | LOVE CONQUERS ALL | 3 | | Humanities | No | WE STILL HEAR THE PHRASE, "LOVE CONQUERS ALL," MORE THAN 2,000 YEARS AFTER A ROMAN POET FIRST UTTERED IT. IS THIS JUST A CLICHÉ? OR IS IT A SERIOUS IDEA? AND PERHAPS, EVEN, ONE OF THE MOST SERIOUS IDEAS IN THE HISTORY OF WESTERN THOUGHT AND CULTURE? IN THIS MULTIDISCIPLINARY COURSE, WE WILL EXPLORE THE IDEA OF LOVE'S ASCENDANCY IN ANCIENT GREEK PHILOSOPHY AND DRAMA, IN ROMAN POETRY AND NOVELS, AND IN CHRISTIAN SCRIPTURE AND LITERATURE. |
| ISS | 2 | 105 | | THE ORIGINS OF THE CONTEMPORARY WEST: I (ANCIENTS TO THE SCIENTIFIC REVOLUTION) | 3 | | Humanities | No | MULTIDISCIPLINARY SURVEY OF THE BIG IDEAS IN WESTERN CIVILIZATION AND THE SOCIETIES AND CULTURES WHICH HELPED TO FORM THEM. STUDENTS WILL LEARN ABOUT THE WEST'S CULTURAL HERITAGE BY READING AND DISCUSSING GREAT WORKS OF PHILOSOPHY, HISTORY, POLITICS, LITERATURE, ART AND SCIENCE FROM ANTIQUITY TO THE SEVENTEENTH CENTURY. BEGINS WITH CREATION STORIES IN THE HEBREW AND GREEK TRADITIONS AND ENDS WITH THE SCIENTIFIC REVOLUTION. |
| ISS | 2 | 106 | | THE ORIGINS OF THE CONTEMPORARY WEST: II (ENLIGHTENMENT TO MODERNITY) | 3 | | Humanities | No | MULTIDISCIPLINARY SURVEY OF THE BIG IDEAS IN WESTERN CIVILIZATION, AND THE SOCIETIES AND CULTURES WHICH HELPED TO FORM THEM. STUDENTS WILL LEARN ABOUT THEIR CULTURAL HERITAGE BY READING AND DISCUSSING GREAT WORKS OF PHILOSOPHY, HISTORY, POLITICS, LITERATURE, ARTS AND SCIENCE FROM THE EIGHTEENTH CENTURY ONWARDS. STARTS WITH THE ENLIGHTENMENT AND ENDS IN THE TWENTIETH CENTURY. |

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| ISS | 2 | 242 | | POLITICAL VIOLENCE AND POWER | 3 | | Social Science | Yes | IN THIS COURSE, WE'LL SURVEY THE HISTORY OF POLITICAL VIOLENCE TO BETTER UNDERSTAND OUR PRESENT. WE'LL EXPLORE FIN-DE-SIÈCLE ANARCHISM, SOVIET COMMUNISM, GERMAN NAZISM, ANTI-COLONIAL STRUGGLES, JIHADISM, VIOLENT EXTREMIST GROUPS ON THE FAR LEFT AND ON THE FAR RIGHT, AND MORE. STUDENTS WILL READ ORIGINAL HISTORICAL DOCUMENTS, FAMILIARIZE THEMSELVES WITH SOCIAL-SCIENTIFIC ANALYSIS, AND STUDY PEOPLE THEY MAY FIND STRANGE, DANGEROUS, OR EVIL. |
| ISS | 2 | 290 | | GREAT BOOKS OF THE ANCIENT WORLD | 3 | | Humanities | No | MULTIDISCIPLINARY EXPLORATION OF GREAT BOOKS WRITTEN IN THE ANCIENT WESTERN WORLD. THESE CORE TEXTS RAISE QUESTIONS THAT HAVE OCCUPIED WESTERN SOCIETIES EVER SINCE. AUTHORS TO BE CONSIDERED INCLUDE HOMER, HERODOTUS AND THUCYDIDES, SOPHOCLES AND EURIPIDES, PLATO, ARISTOTLE, CICERO, POLYBIUS AND TACITUS, HORACE AND OVID, IN ADDITION TO LARGE SECTIONS FROM BOTH THE OLD AND NEW TESTAMENTS. |
| ISS | 2 | 291 | | GREAT BOOKS OF THE MEDIEVAL WORLD | 3 | | Humanities | No | MULTIDISCIPLINARY EXPLORATION OF GREAT BOOKS WRITTEN IN THE MEDIEVAL WESTERN WORLD. DURING THIS PERIOD CHRISTIANITY MOVED FROM BEING PROSCRIBED AND PERSECUTED TO BEING THE ESTABLISHED RELIGION OF WESTERN NATIONS. THE CORE TEXTS OF THE ERA GRAPPLE WITH MANY OF THE QUESTIONS WHICH AROSE FROM THAT TRANSFORMATION. AUTHORS TO BE CONSIDERED INCLUDE AUGUSTINE, BOETHIUS, ALFARABI, AVERROES, MAIMONIDES, AQUINAS, DANTE, PETRARCH, CHAUCER, JULIAN OF NORWICH AND LUTHER, AMONG OTHERS. |
| ISS | 2 | 292 | | GREAT BOOKS OF EARLY MODERN WORLD: RENAISSANCE TO ENLIGHTENMENT | 3 | | Humanities | No | MULTIDISCIPLINARY EXPLORATION OF GREAT BOOKS WRITTEN BETWEEN THE RENAISSANCE AND THE ENLIGHTENMENT. THESE CORE TEXTS RAISE QUESTIONS THAT HAVE OCCUPIED WESTERN SOCIETIES EVER SINCE. AUTHORS TO BE CONSIDERED INCLUDE MACHIAVELLI, MONTAIGNE, SHAKESPEARE, HOBBS, MILTON, LOCKE, SWIFT, HUME, ROUSSEAU, VOLTAIRE, GIBBON, FRANKLIN, AMONG OTHERS. |
| ISS | 2 | 293 | | GREAT BOOKS OF MODERN WORLD | 3 | | Humanities | No | MULTIDISCIPLINARY EXPLORATION OF GREAT BOOKS WRITTEN IN THE MODERN WEST, BETWEEN THE FRENCH REVOLUTION AND THE TWENTIETH CENTURY. THESE CORE TEXTS RAISE QUESTIONS THAT CONTINUE TO OCCUPY WESTERN SOCIETIES. AUTHORS TO BE CONSIDERED INCLUDE BURKE, BRÖNTE, TOCQUEVILLE, KIERKEGAARD, NIETZSCHE, TOLSTOY, DOSTOEVSKY, FREUD, ELIOT, JOYCE AND FAULKNER, AMONG OTHERS. |
| ISS | 2 | 294 | | THEORIES AND STRUCTURES | 3 | | Social Science | No | <ul style="list-style-type: none"> • READ KEY POLITICAL AND LITERARY TEXTS FROM AMERICAN HISTORY, 1600-1865, BECOMING FAMILIAR WITH A VAST RANGE OF CLASSICAL WRITINGS IN THE AMERICAN TRADITION • BECOME FAMILIAR WITH THE CORE TEXTS OF THE AMERICAN FOUNDING, INCLUDING COMMON SENSE, THE DECLARATION OF INDEPENDENCE, THE FEDERALIST ESSAYS, AND THE WRITINGS OF THOMAS JEFFERSON, AND APPRECIATING THE KEY THEORETICAL QUESTIONS AND DILEMMAS THAT MOTIVATED THESE WRITINGS • GAIN AN APPRECIATION FOR THE LITERARY QUALITIES OF AMERICAN POLITICAL WRITINGS AND SPEECHES BY STATESMEN LIKE ANDREW JACKSON AND ABRAHAM LINCOLN, AS WELL AS THE POLITICAL QUESTIONS EMBEDDED IN THE WORKS OF OSTENSIBLY "LITERARY" WRITERS LIKE RALPH WALDO EMERSON, WALT WHITMAN, AND HERMAN MELVILLE • EVALUATE THE DIFFERENCE BETWEEN "LAW" AND "POLITICS" BY STUDYING LANDMARK LEGAL TEXTS BY JOHN MARSHALL, JOSEPH STORY, AND BENJAMIN HALLETT, AND ASSESSING HOW THEIR TREATMENT OF POLITICAL QUESTIONS DIFFERS FROM WHAT WE MIGHT ENCOUNTER IN A PAMPHLET OR AN ESSAY • UNDERSTAND THE CAUSES OF THE CIVIL WAR, BY STUDYING THE POLITICAL AND CONSTITUTIONAL WRITINGS OF JOHN C. CALHOUN, GEORGE FITZHUGH, CHARLES SUMNER, HENRY DAVID THOREAU, AND ABRAHAM LINCOLN • ROOT AMERICAN HISTORY IN ENGLISH AND ATLANTIC HISTORY THROUGH A DEEP EXPLORATION OF WRITINGS BY ENGLISH STATESMEN LIKE RICHARD HAKLUYT AND FRANCIS BACON, AS WELL AS AMERICAN PURITANS LIKE JOHN WINTHROP AND ROGER WILLIAMS |

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| ISS | 2 | 400 | | THE RULE OF LAW | 3 | | Social Science | Yes | THIS COURSE EXAMINES CORE DEBATES AND PERSPECTIVES ON THE NATURE OF CONSTITUTIONAL GOVERNMENT, FROM ANTIQUITY TO THE PRESENT. IT WILL BEGIN WITH AN EXAMINATION OF CONTEMPORARY CONSTITUTIONAL CONTROVERSIES IN AMERICA, FRANCE, AND ISRAEL. IT WILL THEN EXAMINE HOW GREAT THINKERS AND PRACTITIONERS HAVE SOUGHT TO DEFINE (AND DEFEND) CONSTITUTIONAL GOVERNMENT. THE COURSE WILL STUDY VARIOUS DIFFERING AND SOMETIMES CLASHING VIEWS AMONG THESE WRITERS AND PRACTITIONERS ABOUT THE POLITICAL AND LEGAL ARRANGEMENTS MOST CONDUCIVE TO CONSTITUTIONAL GOVERNMENT. PERSPECTIVES TO BE CONSIDERED INCLUDE: ARISTOTLE AND XENOPHON ON THE CONSTITUTIONS OF GREEK CITIES, ISAAC ABARBANEL ON THE CONSTITUTION OF ANCIENT ISRAEL, JOHN LOCKE AND MONTESQUIEU ON THE EXECUTIVE, THE SEPARATION OF POWERS, AND THE DANGER OF TYRANNY, EDMUND BURKE AND MADAME DE STAËL ON CONSTITUTIONAL MONARCHY, AND THE VIEWS OF CONSTITUTIONALISM AT THE AMERICAN FOUNDING EXPRESSED BY FEDERALISTS, ANTI-FEDERALISTS, AND THOMAS PAINÉ. |
| ISS | 2 | 440 | | INTRODUCTION TO PHILOSOPHY, POLITICS, ECONOMICS AND LAW | 3 | | Social Science | No | INTRODUCES STUDENTS TO CORE DEBATES, CONCEPTS, AND TOOLS THAT WILL HELP THEM UNDERSTAND THE COMPLEX INTERPLAY OF PHILOSOPHY, POLITICS, ECONOMICS, AND LAW IN THE MODERN WORLD. STUDENTS WILL LEARN HOW PHILOSOPHICAL, POLITICAL, ECONOMIC, AND LEGAL ANALYSES CAN COMPLEMENT (AND CHALLENGE) EACH OTHER. THE AIM IS FOR STUDENTS TO DEVELOP A MULTIDISCIPLINARY POINT OF VIEW THAT WILL ALLOW THEM TO ANALYZE AND ADDRESS CONTEMPORARY PROBLEMS IN A FULLER WAY THAN ANY ONE DISCIPLINARY LENS PERMITS. |
| ISS | 2 | 683 | | WHAT IS STATECRAFT? | 3 | | Social Science | Yes | HOW DO GOVERNMENTS MANAGE THEIR SCARCE RESOURCES WHILE PURSUING A BROAD ARRAY OF AMBITIONS? HOW CAN POLICYMAKERS UTILIZE DIFFERENT TYPES OF POWER (CULTURAL, ECONOMIC, MILITARY AND THE LIKE) TO ACHIEVE THEIR GOALS BOTH EFFECTIVELY AND EFFICIENTLY? IN A RAPIDLY EVOLVING AND INTRICATE WORLD, HOW CAN LEADERS DISCERN SHORT-TERM AND LONG-TERM PRIORITIES, OPPORTUNITIES, AND THREATS? THE KEY TO ADDRESSING THESE ISSUES IS THE CONCEPT OF STRATEGY—which is about aligning objectives with the resources at hand—and statecraft, which is the art and practice of managing the nation's affairs. |
| ISS | 2 | 710 | | GRAND STRATEGY I: ATHENS TO AMERICAN REVOLUTION | 3 | | Social Science | No | HOW DO NATIONS ACHIEVE THEIR AIMS THROUGH WARFARE? WHAT INFLUENCE DO INDIVIDUAL LEADERS, REGIME TYPE, OR IDEOLOGY HAVE ON THE COURSE OF CONFLICTS? WHAT LESSONS CAN BE DERIVED FROM HISTORY? HOW DOES DIPLOMACY INTERACT WITH MILITARY POWER, AND HOW DO ALLIANCES SERVE NATIONAL INTERESTS? THIS COURSE WILL EXPLORE THESE QUESTIONS BY TRACING THE RISE AND FALL OF GREAT POWERS FROM ANCIENT ATHENS TO THE AMERICAN REVOLUTION. IT WILL DO SO BY LOOKING BOTH TO PRIMARY AND SECONDARY SOURCES ACROSS GENRES. |
| ISS | 2 | 256 | | WHY IS THE WEST RICH? | 3 | | Social Science | No | WHY DID MODERN ECONOMIC GROWTH KICK OFF IN THE WEST? THIS HAS BEEN ONE OF THE DEFINING QUESTIONS IN THE SOCIAL SCIENCES, CASTING A LONG SHADOW ON THEIR DEVELOPMENT. BEGINNING WITH AN EXPLORATION OF A FEW CLASSIC APPROACHES TO THIS QUESTION, THIS COURSE WILL EXAMINE THE SOURCES OF MODERN ECONOMIC GROWTH IN EUROPE AND A GLOBALIZING WORLD BETWEEN THE SIXTEENTH AND NINETEENTH CENTURIES. IN SO DOING, WE WILL EMBRACE AN INTERDISCIPLINARY APPROACH TO CONSIDER THE MATERIAL, INSTITUTIONAL, AND CULTURAL CAUSES OF THE ERA'S CAPITALIST TRANSFORMATIONS, THE INDUSTRIAL REVOLUTION, AND ECONOMIC DEVELOPMENT, MORE BROADLY. USING THEORIES AND METHODS FROM A VARIETY OF PERSPECTIVES WITHIN ECONOMICS, HISTORY, SOCIOLOGY, AND GEOGRAPHY, STUDENTS WILL ANALYZE THE RELATIVE ROLES PLAYED BY CAPITALIST INSTITUTIONS AND CULTURE, SCIENTIFIC AND TECHNOLOGICAL ADVANCEMENTS, AND GLOBAL SYSTEMS OF EXPLOITATION. ALONG THE WAY, STUDENTS WILL GAIN FAMILIARITY WITH SOCIAL-SCIENCE METHODS AND ASSESS THE STRENGTHS AND WEAKNESSES OF EACH APPROACH—REFLECTING ON THE ROLE OF SOCIAL SCIENTIFIC ANALYSIS MORE BROADLY. |

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| ISS | 2 | 258 | | WHY EXPLORE? | 3 | | Social Science | No | "TO TEAR TREASURES OUT OF THE BOWELS OF THE LAND WAS THEIR DESIRE, WITH NO MORE MORAL PURPOSE AT THE BACK OF IT THAN THERE IS IN BURGLARS BREAKING INTO A SAFE." JOSEPH CONRAD, HEART OF DARKNESS (1899) WHY HAVE INTREPID MEN AND WOMEN SET OUT ON PERILOUS VOYAGES TO EXPLORE THE WORLD AND BEYOND? TODAY, WE MIGHT TYPICALLY EMPHASIZE THE MOTIVATIONS THAT JOSEPH CONRAD ATTRIBUTED TO THE ELDORADO EXPLORING EXPEDITION, DURING EUROPE'S 'SCRAMBLE' FOR AFRICA. IN A MODERN PANTHEON OF GREAT EXPLORERS, LOOTERS WILL PROBABLY FEATURE BEFORE ENLIGHTENMENT LUMINARIES, SPIES AND SWINDLERS BEFORE SCHOLARS AND SCIENTISTS. YET OVER CENTURIES GEOGRAPHICAL AND SCIENTIFIC EXPLORATION HAS TRANSFORMED OUR KNOWLEDGE OF THE EARTH AND MANKIND. EXPLORATION HAS NOT SIMPLY DISCOVERED THE NEW BUT ALSO HELPED TO UNDERSTAND AND TO CONSERVE THE OLD, TEACHING US AS MUCH ABOUT OUR RESPONSIBILITY TO THE NATURAL WORLD AS HOW TO PROFIT FROM IT. AND STILL TODAY, THE FORTUNES OF GREAT EXPLORERS, OR WOULD-BE EXPLORERS, ARE AN INSPIRATION TO MANY, SHOWING BOTH THE POSSIBILITY OF COLLECTIVE HUMAN ENDEAVOR AND THE WONDERS OF INDIVIDUAL ENDURANCE AND LEADERSHIP. THIS MULTIDISCIPLINARY COURSE WILL INTRODUCE STUDENTS TO THE STORIES OF THE MEN AND WOMEN WHO MADE EXPLORATION THEIR OWN, AND SOME OF THE LESSONS – OR WARNINGS – WE CAN STILL DERIVE FROM THEM. AT THE SAME TIME, WE WILL LEARN ABOUT HOW EXPLORATION MADE THE MODERN WORLD – FROM TECHNOLOGY AND SCIENCE TO NATIONAL HERITAGE AND POLITICAL IDENTITY, FROM THE FLORA AND FAUNA THAT SURROUNDS US AT THE UNIVERSITY OF FLORIDA TO THE POSSIBLE FUTURES BECKONING AT THE SPACE LAUNCH SITES AT NEARBY CAPE CANAVERAL. ALONG THE WAY, WE WILL TAKE PART IN IMPORTANT DEBATES IN THE SOCIAL AND POLITICAL SCIENCES, AND PUBLIC POLICY CONTROVERSIES. |
| ISS | 2 | 715 | | GRAND STRATEGY II: EARLY AMERICAN REPUBLIC TO CONTEMPORARY ERA | 3 | | Social Science | No | HOW DO NATIONS ACHIEVE THEIR AIMS THROUGH WARFARE? WHAT INFLUENCE DO INDIVIDUAL LEADERS, REGIME TYPE, OR IDEOLOGY HAVE ON THE COURSE OF CONFLICTS? WHAT ENDURING LESSONS CAN BE DERIVED FROM HISTORY? THIS COURSE WILL CONTINUE THE FOUNDATION LAID IN THE FIRST SEMESTER COURSE. IT WILL EXPLORE VARIOUS APPROACHES TO GRAND STRATEGY AND CONSIDER HOW BOTH HISTORY AND THEORY CAN INFORM CONTEMPORARY STATECRAFT IN WAR AND PEACE. |
| JOU | 2 | 380 | | FUTURE FOOD | 3 | | Social Science | Yes | THIS COURSE DISCUSSES SCIENTIFIC AND TECHNOLOGICAL ADVANCES IN THE SCIENCE OF FOOD. HOW DOES MODERN SCIENCE IMPROVE THE FOOD WE EAT? RELYING ON THE DISCIPLINES OF FOOD SCIENCE, FOOD ENGINEERING, AND LINGUISTICS, THE COURSE INVESTIGATES AND REFLECTS ON HOW MODERN SCIENCE IS BEING USED TO IMPROVE THE HEALTH OF OUR BODIES AND OUR PLANET. TOPICS INCLUDE MODERN TECHNOLOGIES SUCH AS ARTIFICIAL INTELLIGENCE AND THE COGNITIVE SCIENCE OF TASTE AND FOOD LANGUAGE. THESE THEMES ARE REPRESENTED ON AN INTERNATIONAL LEVEL, WITH NATIONAL AND REGIONAL EXAMPLES PRESENTED FOR CLASSROOM DISCUSSIONS AND ACTIVITIES. |
| LAA | 1 | 600 | | URBAN NATURE AND SOCIETY | 3 | | Humanities | Yes | EXPLORES THE BROAD ENVIRONMENTAL, SOCIAL, AND HEALTH BENEFITS THAT NATURE AND OPEN SPACE PROVIDE TO OUR URBAN ENVIRONMENTS. FROM BOTH A HISTORICAL AND MODERN-DAY CONTEXT, HIGHLIGHTS FOUNDATIONAL PARKS AND INFRASTRUCTURAL WORKS FOUND IN VARIOUS CITIES WITHIN THE UNITED STATES. |
| LAA | 1 | 700 | | CULTURES OF LANDSCAPES IN THE AMERICAN SOUTH | 3 | | Humanities | Yes | THIS COURSE WILL EMPLOY AN INTERDISCIPLINARY APPROACH TO EXPLORING THE HISTORY, EVOLUTION, AND PRESENT LANDSCAPE OF SOUTHERN US CULTURE. IT LOOKS AT HOW PEOPLE LIVE WITH LANDSCAPE, HOW SOUTHERN AUTHORS EMPLOY LANDSCAPES AS SETTINGS FOR NARRATIVES, HOW FRUITS OF THE LAND CRAFT DISTINCT REGIONAL CUISINES, AND HOW LANDSCAPES FUNCTION AS CARRIERS OF CULTURAL MEMORY. |

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| LAA | 2 | 710 | | HISTORY OF LANDSCAPE ARCHITECTURE | 3 | | Humanities | Yes | LANDSCAPE ARCHITECTURE IS THE ART AND SCIENCE OF ARRANGING FUNCTIONS AND SPACES WITHIN THE ECOLOGY OF THE LAND AND THE CULTURE OF THE HUMANS WHO INHABIT IT. SURVEY OF THE HISTORY OF HUMANS AS IT IS EXPRESSED IN SUCH DIVERSE AREAS AS URBAN FORM, COMMUNITY PLANNING, GARDENS, PARKS AND RECREATIONAL AREAS, AGRICULTURAL PATTERNS AND LAND MANAGEMENT FROM BOTH WESTERN AND GLOBAL CONTEXTS. |
| LAH | 2 | 020 | | INTRODUCTION TO LATIN-AMERICAN HISTORY | 3 | | Humanities | Yes | THIS COURSE EXAMINES KEY DEVELOPMENTS OF LATIN AMERICAN CIVILIZATIONS. STUDENTS WILL LEARN ABOUT GLOBAL, INTERNATIONAL, AND INTERCULTURAL ASPECTS OF LATIN AMERICAN HISTORY. THE COURSE INCORPORATES THE WESTERN CANON AS AN OBJECT OF STUDY AS IT PERTAINS TO THIS REGION AND THE HISTORICAL PERIODS COVERED. IT ANALYZES CULTURAL FACTORS SUCH AS RELIGION, ART, MUSIC, LITERATURE, AND PHILOSOPHY. |
| LEI | 2 | 181 | | LEISURE IN CONTEMPORARY SOCIETY | 3 | | Social Science | Yes | THIS COURSE EXAMINES LEISURE AS A CONDITION OF BEING HUMAN, AS A CULTURAL MIRROR AND AS A SOCIAL INSTRUMENT. THE COURSE REFLECTS A WIDE RANGE OF LITERATURE FROM A NUMBER OF ACADEMIC DISCIPLINES. (S) |
| LIN | 2 | 008 | | LANGUAGE AND COMPUTERS | 3 | | Social Science | Yes | IDENTIFIES AND EXPLAINS THE CROSS-DISCIPLINARY DIMENSIONS OF AI FOR NATURAL LANGUAGE PROCESSING (NLP) THROUGH SOCIAL SCIENCE PRINCIPLES OF HUMAN COMMUNICATION (E.G. CONVERSATIONAL TURN-TAKING), LINGUISTICS THEORY (E.G. HOW TO BUILD SENTENCES), AND COMPUTER SCIENCE (E.G. ASCII VS. UNICODE). EXAMINES TOPICS IN THE CONTEXT OF GLOBALIZATION, LANGUAGE ENDANGERMENT, AND THE RECENT RAPID RISE OF AI. ASSUMES NO BACKGROUND IN LINGUISTICS OR COMPUTER SCIENCE. |
| LIN | 2 | 011 | | INTRODUCTION TO LINGUISTICS | 3 | | Humanities | Yes | EXPLORES THE NATURE OF HUMAN LANGUAGE. PROVIDES A BROAD OVERVIEW OF THE DIFFERENT FIELDS OF LINGUISTICS INCLUDING PHONETICS, PHONOLOGY, MORPHOLOGY, SYNTAX, SEMANTICS, PRAGMATICS, SOCIOLINGUISTICS, AND HISTORICAL LINGUISTICS (WHICH WILL INCLUDE A DISCUSSION OF TEXTS FROM THE WESTERN CANON) TO EXPLORE THE MYRIAD WAYS IN WHICH LINGUISTS ANALYZE HUMAN LANGUAGE PHENOMENA. |
| LIN | 2 | 704 | | LANGUAGE, THOUGHT AND ACTION: LANGUAGE AS A COGNITIVE SYSTEM | 3 | | Social Science | Yes | WHAT YOU KNOW ABOUT LANGUAGE AND HOW TO USE IT WHEN LISTENING AND SPEAKING RESIDES IN YOUR MIND. LANGUAGE IS THEREFORE PART OF HUMAN COGNITION. ONE IMPORTANT PART OF UNDERSTANDING LANGUAGE AND HUMAN LINGUISTIC BEHAVIOR IS TO UNDERSTAND HOW LANGUAGE INTERACTS WITH OTHER ASPECTS OF COGNITION: THOUGHT, PERCEPTION, EMOTION AND ACTION. IN THIS COURSE WILL DISCUSS RECENT INSIGHTS IN LANGUAGE AND THE MIND. IN THIS COURSE WILL DISCUSS RECENT INSIGHTS IN LANGUAGE AND THE MIND FROM VARIOUS DISCIPLINES INCLUDING LINGUISTICS, COGNITIVE PSYCHOLOGY, NEUROSCIENCE AND COMPUTER SCIENCE. THIS COURSE COUNTS TOWARD THE SOCIAL AND BEHAVIORAL SCIENCES REQUIREMENT BY EXPLORING THIS RELATIONSHIP BETWEEN MIND AND LANGUAGE, IN OTHER WORDS COVERING THE COGNITIVE ASPECTS OF LANGUAGE. |
| LIT | 2 | 000 | | INTRODUCTION TO LITERATURE | 3 | Humanities | Humanities | Yes | IN THIS COURSE, STUDENTS WILL BE ASSIGNED READINGS REPRESENTATIVE OF A BROAD RANGE OF LITERARY GENRES AND CULTURES. THESE READINGS WILL COVER A VARIETY OF LITERARY MOVEMENTS AND HISTORICAL ERAS. THE READINGS WILL INCLUDE SELECTIONS FROM THE WESTERN CANON. WRITTEN ANALYSIS OF LITERARY WORKS MAY BE REQUIRED. STUDENTS WILL BE PROVIDED WITH OPPORTUNITIES TO PRACTICE CRITICAL INTERPRETATION. |

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|--------|-------|---------------|-----|--|--------|---------------------------------|----------------------------|-----------------|---|
| LIT | 2 | 110 | | SURVEY OF WORLD LIT.:ANCIENT TO RENAISS. | 3 | | Humanities | Yes | INTRODUCES STUDENTS TO SOME MAJOR WRITERS, ISSUES AND FORMS FOUND IN HISTORY OF PERIOD. INCLUDES SELECTIONS FROM THE WESTERN CANON. BREADTH AND FOCUS DETERMINED BY INSTRUCTOR. |
| LIT | 2 | 120 | | SURVEY OF WORLD LIT.: 17TH CENT.-MODERN | 3 | | Humanities | Yes | INTRODUCES STUDENTS TO SOME WRITERS, ISSUES AND FORMS FOUND IN HISTORY OF PERIOD. INCLUDES SELECTIONS FROM THE WESTERN CANON. BREADTH AND FOCUS OF SURVEY DETERMINED BY INSTRUCTOR. |
| MAC | 1 | 105 | | BASIC COLLEGE ALGEBRA | 3 | Mathematics | Mathematics | Yes | IN THIS COURSE, STUDENTS WILL DEVELOP PROBLEM SOLVING SKILLS, CRITICAL THINKING, COMPUTATIONAL PROFICIENCY, AND CONTEXTUAL FLUENCY THROUGH THE STUDY OF EQUATIONS, FUNCTIONS, AND THEIR GRAPHS. EMPHASIS WILL BE PLACED ON QUADRATIC, EXPONENTIAL, AND LOGARITHMIC FUNCTIONS. TOPICS WILL INCLUDE SOLVING EQUATIONS AND INEQUALITIES, DEFINITION AND PROPERTIES OF A FUNCTION, DOMAIN AND RANGE, TRANSFORMATIONS OF GRAPHS, OPERATIONS ON FUNCTIONS, COMPOSITE AND INVERSE FUNCTIONS, BASIC POLYNOMIAL AND RATIONAL FUNCTIONS, EXPONENTIAL AND LOGARITHMIC FUNCTIONS, AND APPLICATIONS. |
| MAC | 1 | 114 | | TRIGONOMETRY | 2 | | Mathematics | Yes | TRIGONOMETRIC FUNCTIONS AND THEIR PROPERTIES AND GRAPHS, INVERSE TRIGONOMETRIC FUNCTIONS AND THEIR PROPERTIES AND GRAPHS, TRIGONOMETRIC IDENTITIES, CONDITIONAL TRIGONOMETRIC EQUATIONS, SOLUTIONS OF TRIANGLES, AND APPLICATIONS. |
| MAC | 1 | 140 | | PRECALCULUS ALGEBRA | 3 | | Mathematics | Yes | COLLEGE ALGEBRA, FUNCTIONS, COORDINATES GEOMETRY, EXPONENTIAL AND LOGARITHMIC FUNCTIONS |
| MAC | 1 | 147 | | ALGEBRA AND TRIGONOMETRY | 4 | | Mathematics | Yes | COLLEGE ALGEBRA, FUNCTIONS, COORDINATES GEOMETRY, EXPONENTIAL AND LOGARITHMIC FUNCTIONS, AND TRIGONOMETRY. THIS FAST-PACED COURSE IS DESIGNED AS A REVIEW OF ALGEBRA AND TRIGONOMETRY TO PREPARE THE STUDENT FOR CALCULUS. THIS COURSE ASSUMES PRIOR KNOWLEDGE OF INTERMEDIATE ALGEBRA (ALGEBRA II) AND TRIGONOMETRY. (M) |
| MAC | 2 | 233 | | SURVEY OF CALCULUS I | 3 | | Mathematics | Yes | A GEOMETRIC AND HEURISTIC APPROACH TO CALCULUS: DIFFERENTIATION AND INTEGRATION OF SIMPLE ALGEBRAIC AND EXPONENTIAL FUNCTIONS; APPLICATIONS TO GRAPHING, MARGINAL ANALYSIS, OPTIMIZATION, AREAS AND VOLUMES. |

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|--------|-------|---------------|-----|-----------------------------------|--------|---------------------------------|----------------------------|-----------------|--|
| MAC | 2 | 234 | | SURVEY OF CALCULUS II | 3 | | Mathematics | Yes | SEQUENCES, GEOMETRIC AND TAYLOR SERIES; SYSTEMS OF LINEAR EQUATIONS, GAUSSIAN ELIMINATION, MATRICES, DETERMINANTS AND VECTORS; PARTIAL DIFFERENTIATION, MULTIPLE INTEGRALS; APPLICATIONS TO MARGINAL ANALYSIS, LEAST-SQUARES AND LAGRANGE MULTIPLIERS. (M) |
| MAC | 2 | 311 | | ANALYTIC GEOMETRY AND CALCULUS 1 | 4 | Mathematics | Mathematics | Yes | IN THIS COURSE, STUDENTS WILL DEVELOP PROBLEM SOLVING SKILLS, CRITICAL THINKING, COMPUTATIONAL PROFICIENCY, AND CONTEXTUAL FLUENCY THROUGH THE STUDY OF LIMITS, DERIVATIVES, AND DEFINITE AND INDEFINITE INTEGRALS OF FUNCTIONS OF ONE VARIABLE, INCLUDING ALGEBRAIC, EXPONENTIAL, LOGARITHMIC, AND TRIGONOMETRIC FUNCTIONS, AND APPLICATIONS. TOPICS WILL INCLUDE LIMITS, CONTINUITY, DIFFERENTIATION AND RATES OF CHANGE, OPTIMIZATION, CURVE SKETCHING, AND INTRODUCTION TO INTEGRATION AND AREA. |
| MAC | 2 | 312 | | ANALYTIC GEOMETRY AND CALCULUS 2 | 4 | | Mathematics | Yes | TECHNIQUES OF INTEGRATION; APPLICATIONS OF INTEGRATION; DIFFERENTIATION AND INTEGRATION OF INVERSE TRIGONOMETRIC, EXPONENTIAL AND LOGARITHMIC FUNCTIONS; SEQUENCES AND SERIES. (NOTE: CREDIT WILL BE GIVEN FOR AT MOST ONE OF MAC 2312, MAC 2512 AND MAC 3473.) (M) |
| MAC | 2 | 313 | | ANALYTIC GEOMETRY AND CALCULUS 3 | 4 | | Mathematics | Yes | SOLID ANALYTIC GEOMETRY, VECTORS, PARTIAL DERIVATIVES, MULTIPLE INTEGRALS. (NOTE: CREDIT WILL BE GIVEN FOR AT MOST ONE OF MAC 2313 AND MAC 3474.) (M) |
| MAN | 3 | 025 | | PRINCIPLES OF MANAGEMENT | 4 | | Social Science | Yes | FUNDAMENTALS OF MANAGEMENT UNDERLYING THE SOLUTION OF PROBLEMS OF ORGANIZATION AND OPERATION OF BUSINESS ENTERPRISES. (S) |
| MAP | 2 | 302 | | ELEMENTARY DIFFERENTIAL EQUATIONS | 3 | | Mathematics | Yes | FIRST-ORDER ORDINARY DIFFERENTIAL EQUATIONS, THEORY OF LINEAR ORDINARY DIFFERENTIAL EQUATIONS, SOLUTION OF LINEAR ORDINARY DIFFERENTIAL EQUATIONS WITH CONSTANT COEFFICIENTS, THE LAPLACE TRANSFORM AND ITS APPLICATION TO SOLVING LINEAR ORDINARY DIFFERENTIAL EQUATIONS. (M) |
| MAR | 3 | 023 | | PRINCIPLES OF MARKETING | 4 | | Social Science | Yes | FUNCTIONS, INSTITUTIONS AND METHODS OF MARKETING GOODS AND SERVICES. RELATES MARKETING TO THE LARGER ECONOMIC STRUCTURE AND EMPHASIZES THE IMPORTANCE OF THE CONSUMER. (S) |

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|--------|-------|---------------|-----|---------------------------|--------|---------------------------------|----------------------------|-----------------|--|
| MAT | 1 | 090 | | THE NARRATIVES OF NUMBERS | 3 | | Humanities | Yes | USES BOTH NUMBERS AND NARRATIVES TO OFFER DIFFERENT WAYS TO EXAMINE LIFE. EXPLORES HOW NUMBERS SHAPE THE STORIES TOLD ABOUT CULTURAL AND SOCIAL LIFE IN THE WESTERN CANON. STUDENTS USE LOGIC, STATISTICS, AND REASONING TO STUDY HOW ALGORITHMS INFLUENCE ONLINE COMMUNICATION AND BIG DATA, WHILE ALSO EXPLORING HUMANISTIC THEORIES ON NUMEROLOGY, SOCIAL MEDIA ALGORITHMS, AND STORYTELLING WITH DATA. |
| MCB | 2 | 000 | | MICROBIOLOGY | 3 | | Natural Science | Yes | ROLE OF MICROORGANISMS IN CHEMICAL TRANSFORMATIONS, DISEASE, PUBLIC HEALTH AND AGRICULTURE. FUNDAMENTAL CONCEPTS ARE DISCUSSED, FOLLOWED BY BOTH BENEFICIAL AND HARMFUL ACTIONS OF MICROORGANISMS AS THEY AFFECT OUR LIVES. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| MCB | 2 | 321 | | EXPLORING OUR GENOME | 3 | | Natural Science | Yes | GENOMICS HAS EXPLODED WITH EXCITING DISCOVERIES AND SPAWNED NEW TECHNOLOGICAL DEVELOPMENTS. PERSONAL GENOMICS AND PERSONALIZED HEALTH CARE ARE NOW A REALITY – IT'S POSSIBLE AND AFFORDABLE TO HAVE YOUR GENOME SCANNED. THIS COURSE INVESTIGATES THE SAME FUNDAMENTAL QUESTIONS WHILE USING THE SAME APPROACHES AND TECHNIQUES AS SCIENTISTS WHO STUDY GENETICS, BEHAVIOR, AND DISEASE. THESE PRESSING QUESTIONS INCLUDE: WHAT DOES GENETICS TELL US ABOUT OURSELVES? HOW DO WE STUDY AND ANALYZE OUR PERSONAL GENOME DATA? HOW CAN COMMON GENETIC VARIATIONS INFORM OUR DECISIONS ABOUT DISEASE RISK, LIFESTYLES, AND BEHAVIORS? WE WILL DELVE INTO THE FIELD OF GENOMICS, LEARN HOW GENOME SEQUENCE DATA IS OBTAINED AND ANALYZED, THE LIMITATIONS OF THAT DATA, THE ETHICAL, LEGAL AND SOCIETAL IMPLICATIONS OF THAT DATA, AND MOST IMPORTANTLY, TO INCREASE SCIENTIFIC LITERACY, WE WILL EXPLORE HUMAN GENOME DATA IN A SEMESTER-LONG, GUIDED RESEARCH PROJECT. THIS COURSE WILL EQUIP STUDENTS WITH BASIC SKILLS IN HOW TO MANAGE DATASETS, COMPOSE STATISTICS, AND PROVIDE MEANINGFUL ANALYSIS OF GENOMIC DATA USING TABLES AND CHARTS. THE CONCEPTS LEARNED CAN CONNECT TO OTHER FIELDS, ADDING TO STUDENTS' "TOOLBOX" OF PROFESSIONAL AND SCIENTIFIC SKILLS. ALL MAJORS AND INTERESTS COMPLEMENT THIS COURSE. NO PRIOR SCIENTIFIC OR STATISTICAL/ANALYTICAL BACKGROUND IS ASSUMED. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| MCB | 2 | 650 | | MICROBES WITHOUT BORDERS | 3 | | Natural Science | Yes | THIS COURSE WILL MAKE STUDENTS AWARE OF THE IMPORTANCE OF THE DIVERSITY OF MICROBES AND THE SIGNIFICANCE IN OUR EVERYDAY LIVES. DIFFERENT MICROBES ARE EXPLORED IN READINGS, AUDIOVISUAL MATERIALS, AND HANDS-ON EXPLORATIONS. TOPICS INCLUDE VIRUSES, BACTERIA, PARASITES AND FUNGI, MICROBES AND ART, BIOTERRORISM, GMOS AND BIOTECHNOLOGY, FOOD PRODUCTION AND THE ROLE OF MICROBES IN AGRICULTURE. ISSUES LIKE DISEASE SPREAD AND PREVENTION, VACCINES AND DRUG RESISTANCE WILL BE EXAMINED. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| MEM | 2 | 500 | | THE TALES OF KING ARTHUR | 3 | | Humanities | Yes | UPON COMPLETION STUDENTS WILL BE FAMILIAR WITH SOME OF THE GREAT LITERARY WORKS OF THE ARTHURIAN TRADITION, AND WITH THE MANNER IN WHICH THE TALES OF KING ARTHUR SERVE, FROM THEIR SIXTH CENTURY CELTIC ORIGINS TO THROUGHOUT THE WESTERN CANON TO ARTICULATE THE INTERESTS AND VALUES OF DIFFERENT SOCIAL GROUPS THROUGH HISTORY. |

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|--------|-------|---------------|-----|--|--------|---------------------------------|----------------------------|-----------------|--|
| MET | 1 | 010 | | INTRODUCTION TO WEATHER AND CLIMATE | 3 | | Natural Science | Yes | THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| MGF | 1 | 130 | | MATHEMATICAL THINKING | 3 | Mathematics | Mathematics | Yes | IN THIS COURSE, STUDENTS WILL UTILIZE MULTIPLE MEANS OF PROBLEM SOLVING THROUGH STUDENT-CENTERED MATHEMATICAL EXPLORATION. THE COURSE IS DESIGNED TO TEACH STUDENTS TO THINK MORE EFFECTIVELY AND INCREASE THEIR PROBLEM-SOLVING ABILITY THROUGH PRACTICAL APPLICATION AND DIVERGENT THINKING. THIS COURSE IS APPROPRIATE FOR STUDENTS IN A WIDE RANGE OF DISCIPLINES/PROGRAMS. |
| MHF | 1 | 420 | | MATHEMATICS IN THE ARTS AND ARCHITECTURE OF REN. ITALY | 3 | | Humanities | Yes | EXAMINES PIVOTAL ROLE OF MATHEMATICS IN SHAPING AESTHETICS, DESIGN, AND INNOVATION IN ART, ARCHITECTURE, MUSIC, AND GARDENS OF ITALY FROM 1300-1600 AD. COMPARES THESE REPRESENTATIONS TO THOSE FOUND IN THE WESTERN CANON AND BEYOND. |
| MUH | 1 | 005 | | ARTISTIC REVELATION | 3 | | Humanities | Yes | STUDENTS IN THIS COURSE WILL EXAMINE TEXTS THAT COMPOSERS SET TO MUSIC, IDENTIFY ELEMENTS IN THE TEXT THAT INFLUENCE THE WAY THE WORDS ARE SET TO MUSIC, EXPLORE WHAT THE POET AND COMPOSER/SONGWRITER WERE TRYING TO EXPRESS, AND EVALUATE WHETHER THE MUSICAL SETTINGS OF TEXT ARE SUCCESSFUL. THE REPERTOIRE SELECTED FOR STUDY IN THIS COURSE IS PRIMARILY FROM, BUT NOT EXCLUSIVE TO, THE WESTERN CANON. STUDENTS WILL LEARN HOW TO INTERPRET THE MEANING OF BOTH THE TEXT AND MUSIC, WHAT POETS AND MUSICIANS WERE ATTEMPTING TO CONVEY THROUGH THEIR ART, AND WHAT IT MEANS FOR US AS THE AUDIENCE OF THAT ART. |
| MUH | 1 | 006 | | MUSIC AS A TIME CAPSULE | 3 | | Humanities | Yes | HOW DOES MUSIC CRYSTALLIZE MOMENTS IN OUR HISTORY, MEMORY, AND COLLECTIVE EXPERIENCE AS HUMANS? WE ALL LIVE WITH AN EVER-GROWING PERSONAL SOUNDTRACK, AND EVEN DECADES LATER, MUSIC CAN BRING US BACK TO CERTAIN IMPORTANT MOMENTS IN OUR LIVES. THE SAME IS TRUE OF COLLECTIVE MEMORY, WHEN MUSIC IS THE RESULT OF, OR BECOMES ASSOCIATED WITH, MONUMENTAL HUMAN MOVEMENTS AND EVENTS: ARTS AND LITERATURE, RELIGION, POLITICAL AND SOCIETAL UPHEAVAL. IN THIS CLASS WE WILL USE PIVOTAL PIECES IN WESTERN CLASSICAL MUSIC AS A LENS TO EXAMINE DIFFERENT ANGLES OF OUR HUMAN HISTORY. WE WILL EXAMINE THE HISTORICAL CIRCUMSTANCES, POLITICS, RELIGION, AND PSYCHOLOGY THAT FOMENTED THE LANDSCAPE OF MUSIC BEING COMPOSED AND PERFORMED, AND HOW THAT LANDSCAPE CONSEQUENTLY Affected OUR SENSE OF COLLECTIVE CULTURE AND IDENTITY. WE WILL EXAMINE THE COMPLICATED LEGACY OF MUSIC AS IT CAPTURES AND EXPRESSES CULTURAL NORMS IN AN EVER-CHANGING WORLD. AS STUDENTS LEARN ABOUT THESE FACTORS, THEY WILL ALSO EXAMINE AND REFLECT UPON HOW THIS KNOWLEDGE IMPACTS THEIR OWN UNDERSTANDING AND SUBJECTIVE EXPERIENCE. THIS CLASS ASPIRES TO HELP EACH INDIVIDUAL BUILD THEIR OWN VOCABULARY FOR EXPRESSING THE FUNDAMENTAL CONNECTIONS BETWEEN MUSIC, SOCIETY, CULTURE, AND THE HUMAN EXPERIENCE. NO PRIOR MUSICAL EXPERIENCE OR LITERACY IS REQUIRED, ONLY A WILLINGNESS TO LISTEN WITH INTENTION. |

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|--------|-------|---------------|-----|--|--------|---------------------------------|----------------------------|-----------------|--|
| MUH | 1 | 007 | | MUSIC AND SOCIAL ENGAGEMENT WITH THE ENVIRONMENT | 3 | | Humanities | Yes | THIS COURSE WILL ADDRESS THE ESSENTIAL QUESTION OF "WHO ARE WE IN RELATION TO THE NATURAL WORLD?" SOUND IS INTEGRAL TO THE WAY WE AS HUMANS ENGAGE WITH THE WORLD AROUND US, FROM THE SOUND WORLDS OF ANIMALS AND PLANTS TO THOSE OF HUMAN CREATIVITY AND TECHNOLOGY. IN THIS COURSE, WE USE MUSIC AND SOUND AS A WAY TO UNDERSTAND THE URGENCY OF CURRENT ISSUES IN ENVIRONMENTALISM AND ECOLOGY. USING LISTENING AS AN ETHICAL PRACTICE, WE WILL EXPLORE MUSIC IN CLASSICAL, POPULAR, AND EXPERIMENTAL VEINS. WE WILL HEAR SOUNDS CREATED BY BOTH AMERICAN COMPOSERS AND ARTISTS FROM AROUND THE GLOBE, AND WE WILL ALSO DIG INTO OUR PERSONAL AND COMMUNITY SOUNDSCAPES. DRAWING ON RECENT THEMES IN THE GROWING FIELD OF ECOMUSICOLOGY, WE WILL SEEK TO DEEPEN OUR UNDERSTANDING OF HOW WE RELATE TO THE ENVIRONMENT AND BECOME MORE AWARE OF THE CENTRAL PLACE OF SOUND AND THE ENVIRONMENT IN OUR LIVES. |
| MUL | 2 | 010 | | EXPERIENCING MUSIC | 3 | Humanities | Humanities | Yes | IN THIS COURSE, STUDENTS WILL SURVEY THE HISTORY OF CLASSICAL MUSIC FROM ANTIQUITY TO THE MODERN PERIOD, FOCUSING ON WESTERN MUSIC. THE CURRICULUM MAY ALSO INTEGRATE A VARIETY OF POPULAR AND GLOBAL STYLES WHERE APPROPRIATE. |
| MUM | 1 | 054 | | SOCIAL IMPACT OF MUSIC ENTREPRENEURS | 3 | | Humanities | Yes | THIS COURSE UNVEILS HOW MUSIC ENTREPRENEURS CHAMPION EMPOWERING INITIATIVES THROUGH THEIR LYRICS AND MUSICAL EXPRESSIONS, CONVEYING THEIR PERSPECTIVES ACROSS VARIOUS PLATFORMS SUCH AS INTERVIEWS, DIGITAL MEDIA, AND STRATEGIC PARTNERSHIPS WITH NON-PROFIT ORGANIZATIONS. ADDITIONALLY, THEY ESTABLISH MUSIC BUSINESSES AND NON-PROFITS THAT SERVE AS BEACONS OF AWARENESS FOR SELECTED ISSUES. WITH A FOCUS ON DEVELOPING ESSENTIAL SKILLS FOR NAVIGATING THE CONTEMPORARY MUSIC INDUSTRY IN THE UNITED STATES AND BEYOND, THIS COURSE EQUIPS STUDENTS WITH THE TOOLS TO CREATE A PERSONAL ENTERPRISE. THROUGH ARTISTIC (MUSICAL) EXPRESSIONS, STUDENTS WILL LEARN HOW TO INFLUENCE GLOBAL ISSUES, CONTRIBUTING TO THE ONGOING DIALOGUE ON THE HUMAN CONDITION. |
| MUN | 1 | 120 | | CONCERT BAND | 1 | | Humanities | Yes | PERFORMANCE OF GENERAL AND POPULAR BAND LITERATURE, INCLUDING SELECTIONS FROM THE WESTERN CANON. |
| MUN | 1 | 130 | | SYMPHONIC BAND | 1 | | Humanities | Yes | AN ENSEMBLE OF WIND AND PERCUSSION INSTRUMENTALISTS PERFORMING TRADITIONAL AND CONTEMPORARY WIND BAND AND CHAMBER ENSEMBLE REPERTOIRE, INCLUDING SELECTIONS FROM THE WESTERN CANON AS WELL AS NEWLY-COMMISSIONED WORKS. |
| MUN | 1 | 140 | | WIND SYMPHONY | 1 | | Humanities | Yes | PERFORMANCE OF TRADITIONAL AND CONTEMPORARY BAND LITERATURE, INCLUDING SELECTIONS FROM THE WESTERN CANON. |

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| MUN | 1 | 210 | | UNIVERSITY ORCHESTRA | 1 | | Humanities | Yes | STANDARD ORCHESTRA LITERATURE, INCLUDING SELECTIONS FROM THE WESTERN CANON AND BEYOND. |
| MUN | 1 | 310 | | UNIVERSITY CHOIR | 1 | | Humanities | Yes | AN ADVANCED CHORAL GROUP PROVIDING SPECIALIZED STUDY PERFORMANCE OPPORTUNITIES FOR VOCALLY QUALIFIED STUDENTS, INCLUDING SELECTIONS FROM THE WESTERN CANON. |
| MUN | 1 | 320 | | WOMEN'S GLEE CLUB | 1 | | Humanities | Yes | VOCAL TRAINING AND PUBLIC PERFORMANCES OF STANDARD FEMALE CHORUS REPERTOIRE, INCLUDING SELECTIONS FROM THE WESTERN CANON. |
| MUN | 1 | 330 | | MEN'S GLEE CLUB | 1 | | Humanities | Yes | VOCAL TRAINING AND PUBLIC PERFORMANCE OF TENOR-BASS CHORUS REPERTOIRE. COURSE LITERATURE IS DRAWN FROM A VARIETY OF HISTORICAL PERIODS (INCLUDING SELECTIONS FROM THE WESTERN CANON), CULTURES, AND MUSICAL STYLES, PRESENTING STUDENTS WITH VARIED PERSPECTIVES AND EXPERIENCES. STUDENTS EXPLORE THE KEY ELEMENTS OF THE LITERATURE INCLUDING THE ORIGIN, HISTORICAL CONTEXT, AND FORM OF SONG TEXTS, COMPOSITIONAL TECHNIQUES, AND PERFORMANCE PRACTICES. |
| MUN | 1 | 440 | | PERCUSSION ENSEMBLE | 1 | | Humanities | Yes | THE STUDY AND PERFORMANCE OF ENSEMBLE LITERATURE FOR PERCUSSION INSTRUMENTS, INCLUDING SELECTIONS FROM THE WESTERN CANON. |
| MUN | 1 | 710 | | JAZZ BANDS | 1 | | Humanities | Yes | STANDARD AND EXPERIMENTAL JAZZ ENSEMBLES. A JAZZ LABORATORY WHICH INCLUDES SELECTIONS FROM THE WESTERN CANON. |

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|--------|-------|---------------|-----|---|--------|---------------------------------|----------------------------|-----------------|---|
| MUS | 1 | 307 | | MUSIC, ROBOTS, LAWYERS, AND YOU! | 3 | | Humanities | Yes | THE TWENTIETH CENTURY SAW THE CREATION OF PHYSICAL MUSIC MEDIA (SUCH AS PHONOGRAPHS, LONG PLAYING RECORDS, CASSETTE TAPES) THAT CHANGED THE WAY WE LISTEN TO, PARTICIPATE IN, UNDERSTAND, AND ENGAGE WITH MUSIC MAKING. MUSIC THROUGHOUT THE WORLD AS WELL AS IN THE WESTERN CANON WERE Affected BY THESE ADVANCED CULTURAL AND TECHNOLOGICAL CHANGES. QUESTIONS AROUND REPRODUCTION, HOW THEY AFFECT CONCEPTS OF THE VOICE AND BODY, THE HAUNTOLOGICAL, ISSUES AROUND LABOR, AND THE AUDIOVISUAL LITANY GREW AS MEDIA CHANGED AND ADAPTED. THE MOVE TO DIGITAL MEDIA (MP3 FILES, STREAMING MUSIC, DIGITAL MUSIC PLATFORMS SUCH AS BANDCAMP, SOUNDCLOUD, AND YOUTUBE) ONLY ENHANCED THESE QUESTIONS AND CONCERNS. THIS COURSE WILL EXAMINE THE CURRENT STATE OF MUSIC MAKING, IN REGARD TO THE DIGITAL, COMPUTATIONAL, LEGAL, AND ETHICAL. THIS COURSE WILL TAKE AN INTERDISCIPLINARY APPROACH TO QUESTIONS AROUND MUSIC MAKING AND ITS MYRIAD MEANINGS IN A DIGITAL AGE. |
| MUS | 1 | 610 | | AN ECHO OF THE INVISIBLE WORLD: EXPLORING THE RELATIONSHIP BETWEEN MUSIC & SPIRITUALITY | 3 | | Humanities | Yes | EXAMINES THE RELATIONSHIP BETWEEN MUSIC AND SPIRITUALITY, WITHIN AND OUTSIDE THE CONTEXT OF ORGANIZED RELIGION. CONSIDER THE UNDERLYING PHILOSOPHIES IN SPIRITUAL MUSIC AND PRACTICES, COMPARE THEM TO CONTEMPORARY AMERICAN CULTURE, AND ADDRESS THEIR OWN BELIEFS AND PRACTICES THROUGH SELECTED CASE STUDIES AND PROJECTS. |
| NSC | 2 | 222 | | EVOLUTION OF WARFARE | 3 | | Social Science | Yes | THE PURPOSE OF THIS COURSE IS TO EXPLORE THE FORM OF WARFARE EMPLOYED BY GREAT PEOPLE IN HISTORY IN ORDER TO FORMULATE THE SENSE OF HISTORICAL FLOW OR CONTINUITY IN THE EVOLUTION OF WARFARE, TO DEVELOP A BASIC SENSE OF STRATEGY, TO DEMONSTRATE ALTERNATIVE MILITARY ACTIONS AND TO EXPLORE THE IMPACT OF HISTORICAL PRECEDENT ON MILITARY THOUGHT AND ACTIONS AS PRACTICED BY THE GREAT LEADERS AND MILITARY ORGANIZATIONS. |
| NSC | 2 | 226 | C | FUNDAMENTALS OF MANEUVER WARFARE | 3 | | Social Science | Yes | THIS COURSE ANALYZES THE UNITED STATES MARINE CORPS AS THE OVERARCHING CASE STUDY FOR THE ADVENT OF MANEUVER WARFARE. THE VALUE IS NOT SIMPLY TO LEARN WHAT HAS HAPPENED IN THE PAST, BUT TO USE THESE LESSONS AS THE BASIS FOR MAKING PRACTICAL JUDGMENTS ABOUT THE PRESENT AND FUTURE. |
| OCE | 1 | 001 | | INTRODUCTION TO OCEANOGRAPHY | 3 | Natural Science | Natural Science | Yes | USING THE SCIENTIFIC METHOD, CRITICAL THINKING SKILLS, AND DATA ANALYSIS, THIS COURSE WILL EXAMINE THE FUNDAMENTAL PROCESSES OF THE OCEAN SYSTEM, COMPOSED OF AN ATMOSPHERE, HYDROSPHERE, LITHOSPHERE, AND BIOSPHERE, THROUGH TIME. THE COURSE WILL ALSO EXPLORE INTERACTIONS BETWEEN THESE SPHERES, INCLUDING CRITICAL ANALYSIS OF SCIENTIFIC THEORIES AND EMPHASIZE OCEANIC CONNECTIONS WITH HUMANITY. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| ORI | 2 | 000 | | ORAL PERFORMANCE OF LITERATURE I | 3 | | Humanities | Yes | THIS COURSE OFFERS COMPREHENSIVE INSTRUCTION IN THE HISTORY AND KEY PRINCIPLES OF PROFESSIONAL IDENTITY BY DEVELOPING THE PHYSICAL AND TECHNICAL ASPECTS OF YOUR VOCAL POTENTIAL. YOU WILL LEARN TO IDENTIFY AND ANALYZE THE FACTORS THAT SHAPE HUMAN THOUGHT, WHICH IN TURN INFLUENCES YOUR TONE AND DELIVERY. BY EXAMINING MULTIPLE PERSPECTIVES AND TECHNIQUES FROM LEADING PRACTITIONERS, YOU WILL ACHIEVE FREE, AUTHENTIC, AND POWERFUL SELF-EXPRESSION. YOU WILL IDENTIFY THE POWER OF YOUR SPEAKING VOICE AND ENHANCE YOUR CRITICAL THINKING SKILLS THROUGH THE EXPLORATION OF POETRY, SPEECHES, AND MONOLOGUES, INCLUDING SELECTIONS FROM AMERICAN POETS, ORATORS, AND PLAYWRIGHTS. THESE SKILLS AND OTHERS WILL BE EXAMINED THROUGH AN ANALYSIS OF HISTORICAL PRACTICES, SHORT CRITICAL ESSAYS, CLASS AND SMALL GROUP DISCUSSION, FORMAL ANALYTICAL WRITING, LESS FORMAL WEEKLY REFLECTIVE WRITING, AND EXPERIENTIAL ORAL PRESENTATIONS. |

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|--------|-------|---------------|-----|-------------------------------|--------|---------------------------------|----------------------------|-----------------|--|
| PCB | 2 | 441 | | BIOLOGICAL INVADERS | 3 | | Natural Science | Yes | THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA USING AN INTRODUCTION TO PLANTS AND ANIMALS THAT ARE INVASING FLORIDA AND THE U.S.; LEARNING WHY BIOLOGICAL INVADERS ARE SECOND ONLY TO HABITAT DESTRUCTION AS THREATENS TO NATURAL ECOSYSTEMS; WHAT MAKES SOME SPECIES INVASIVE; HOW TO CONTROL OR PREVENT INVASIONS; WHERE INTERNATIONAL COMMERCE MAY BE REGULATED; AND WHO IS AFFECTED BY SUCH ISSUES. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| PHC | 2 | 100 | | INTRODUCTION TO PUBLIC HEALTH | 3 | | Social Science | Yes | OVERVIEW OF PUBLIC HEALTH AS MULTIFACETED FIELD, INCLUDING DISCUSSION OF CONTEMPORARY PUBLIC HEALTH CHALLENGES WITH INPUT FROM DISCIPLINE EXPERTS. |
| PHI | 1 | 643 | | CULTURAL ANIMALS | 3 | | Humanities | Yes | EXAMINATION OF THE WAYS IN WHICH HUMANS ARE PRODUCTS OF BOTH CULTURE AND NATURE, FOCUSING ON OUR MORAL AND POLITICAL PRACTICES. TOPICS MAY COVER THE EVOLUTIONARY UNDERPINNINGS (BOTH BIOLOGICAL AND CULTURAL) OF OUR MORAL PRACTICES AND POLITICAL CONVICTIONS AS WELL AS OUR TREATMENT OF AND RELATIONSHIPS WITH NONHUMAN ANIMALS. INCORPORATES LITERARY AND OTHER WORKS FROM THE WESTERN CANON. |
| PHI | 1 | 680 | | AI, PHILOSOPHY & SOCIETY | 3 | | Humanities | Yes | IN THE PAST FEW YEARS, THE CAPABILITIES OF AI-BASED SYSTEMS HAVE GROWN EXPLOSIVELY DUE TO THE DEVELOPMENT OF A NEW TECHNOLOGY, LARGE LANGUAGE MODELS. THESE SYSTEMS, KNOWN INFORMALLY AS "CHATBOTS," ARE TRAINED ON A SIGNIFICANT PORTION OF THE TEXT AND IMAGES THAT HUMANITY HAS COLLECTIVELY PRODUCED OVER CENTURIES. AS A RESULT, THEY HAVE DEVELOPED THE ABILITY TO PERFORM TASKS THAT WE NORMALLY ASSOCIATE WITH HUMAN-LEVEL INTELLIGENCE, SUCH AS WRITING ESSAYS, WRITING COMPUTER PROGRAMS, AND PASSING GRADUATE-LEVEL EXAMS. IN THIS COURSE, WE WILL EXPLORE THE PHILOSOPHICAL AND SOCIAL IMPLICATIONS OF THIS POWERFUL NEW TECHNOLOGY. THIS COURSE WILL ENGAGE WITH RESEARCH FROM SEVERAL ACADEMIC DISCIPLINES, INCLUDING COMPUTER SCIENCE, PSYCHOLOGY, PHILOSOPHY, AND ECONOMICS, AS WELL AS THE WESTERN CANON. |
| PHI | 2 | 010 | | INTRODUCTION TO PHILOSOPHY | 3 | Humanities | Humanities | Yes | IN THIS COURSE, STUDENTS WILL BE INTRODUCED TO THE NATURE OF PHILOSOPHY, PHILOSOPHICAL THINKING, AND MAJOR INTELLECTUAL MOVEMENTS IN THE HISTORY OF PHILOSOPHY, INCLUDING TOPICS FROM THE WESTERN PHILOSOPHICAL TRADITION, AND VARIOUS PROBLEMS IN PHILOSOPHY. STUDENTS WILL STRENGTHEN THEIR INTELLECTUAL SKILLS, BECOME MORE EFFECTIVE LEARNERS, AND DEVELOP BROAD FOUNDATIONAL KNOWLEDGE. |
| PHI | 2 | 100 | | LOGIC | 3 | | Mathematics | Yes | A SURVEY AT AN ELEMENTARY LEVEL OF A VARIETY OF DIFFERENT METHODS OF FORMAL AND INFORMAL ANALYSIS OF THE LOGICAL STRUCTURE OF PROPOSITIONS AND ARGUMENTS. POSSIBLE TOPICS INCLUDE SYLLOGISTIC LOGIC, PROPOSITIONAL LOGIC, QUANTIFICATION LOGIC, INDUCTIVE LOGIC, INFORMAL FALLACIES AND PROBABILITY. |

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|--------|-------|---------------|-----|-------------------------------|--------|---------------------------------|----------------------------|-----------------|--|
| PHI | 2 | 630 | C | CONTEMPORARY MORAL ISSUES | 3 | | Humanities | Yes | AN INTRODUCTION TO MORAL PHILOSOPHY AS APPLIED TO CONTEMPORARY ISSUES. ASSIGNED READINGS INCLUDE FOUNDATIONAL TEXTS IN ETHICS AND MORALITY BY PHILOSOPHERS SUCH AS J.S. MILL, KANT, HOBBES, AND ARISTOTLE. THIS COURSE INCLUDES SELECTIONS FROM THE WESTERN CANON. |
| PHI | 2 | 631 | | ETHICS AND INNOVATION | 3 | | Humanities | Yes | GROUNDING IN MORAL THEORIES FROM WESTERN PHILOSOPHY APPLIED TO ISSUES THAT ARISE WITH CHANGES AT BOTH ORGANIZATION AND SOCIETAL LEVELS, INCLUDING TECHNOLOGICAL INNOVATIONS, NEW BUSINESS PRACTICES AND LEGAL CHANGES. EXAMINES THE RIGHTS AND RESPONSIBILITIES OF THOSE MAKING SUCH CHANGES AS WELL AS THE CONDITIONS THAT FACILITATE RESPONSIBLE DECISION MAKING. |
| PHY | 1 | 033 | C | DISCOVERING PHYSICS | 3 | | Natural Science | Yes | A DESCRIPTION OF THE FUNDAMENTAL CONCEPTS OF PHYSICS WHICH SHAPE A SCIENTISTS VIEW OF THE LAWS OF NATURE. A LABORATORY EXPERIENCE IS INCLUDED, WHICH EMPHASIZES THE IMPORTANCE OF MEASUREMENT FOR THE TESTING OF SCIENTIFIC HYPOTHESES. (P) THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| PHY | 2 | 004 | L | LAB FOR PHYSICS 2004 AND 2005 | 1 | | Natural Science | Yes | LABORATORY EXPERIENCE ILLUSTRATING THE PRACTICAL APPLICATIONS OF BASIC PHYSICS, INCLUDING THE MECHANICS OF MOTION, FORCES, ENERGY, MOMENTUM, WAVE MOTION AND HEAT. (P) COREQUISITE: PHY 2004. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| PHY | 2 | 004 | | APPLIED PHYSICS 1 | 3 | | Natural Science | Yes | EMPHASIZES THE PRACTICAL APPLICATIONS OF BASIC PHYSICS TO A WIDE RANGE OF PROFESSIONS INCLUDING ARCHITECTURE, AGRICULTURAL SCIENCES, BUILDING CONSTRUCTION, AND FOREST RESOURCES. MECHANICS OF MOTION, FORCES, ENERGY, MOMENTUM, WAVE MOTION, AND HEAT. (P) THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| PHY | 2 | 005 | L | APPLIED PHYSICS 2 LAB | 1 | | Natural Science | Yes | LABORATORY EXPERIENCE ILLUSTRATING THE PRACTICAL APPLICATIONS OF ELECTRIC AND MAGNETIC FIELDS GEOMETRICAL, WAVE AND APPLIED OPTICS; AND MODERN AND NUCLEAR PHYSICS. (P) COREQUISITE: PHY 2005. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| PHY | 2 | 005 | | APPLIED PHYSICS 2 | 3 | | Natural Science | Yes | CONTINUATION OF THE SEQUENCE. ELECTRIC AND MAGNETIC FIELDS. GEOMETRICAL, WAVE AND APPLIED OPTICS. MODERN AND NUCLEAR PHYSICS. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |

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|--------|-------|---------------|-----|---------------------------------------|--------|---------------------------------|----------------------------|-----------------|---|
| PHY | 2 | 020 | | INTRODUCTION TO PRINCIPLES OF PHYSICS | 3 | Natural Science | Natural Science | Yes | THIS COURSE OFFERS A COMPREHENSIVE SURVEY OF PHYSICS, COVERING A WIDE RANGE OF TOPICS INCLUDING MOTION, NEWTON'S LAWS, ENERGY, SOUND, HEAT, ELECTRICITY, MAGNETISM, AND OPTICS. EMPHASIZING A CONCEPTUAL UNDERSTANDING OF PHYSICS, THE COURSE INTEGRATES CRITICAL THINKING SKILLS AND REAL-WORLD APPLICATIONS. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| PHY | 2 | 030 | | HUMANS, SCIENCE, THE UNIVERSE | 3 | | Natural Science | Yes | WHAT IS THE UNIVERSE AND WHAT IS HUMANITY'S PLACE IN IT? THIS IS ONE OF THE FUNDAMENTAL QUESTIONS THAT PEOPLE HAVE ALWAYS ASKED, AND WE ARE STILL ASKING IT. THIS COURSE WILL EXPLORE HUMANITY'S VIEW OF TERRESTRIAL AND CELESTIAL PHENOMENA FROM ANCIENT TO MODERN TIMES, AND IN PARALLEL OFFER BASIC EXPLANATIONS FOR HOW SCIENCE VIEWS THESE PHENOMENA TODAY. TOPICS INCLUDE THE SOLAR SYSTEM AND HOW VARIOUS CIVILIZATIONS AND ERAS HAVE CONCEIVED OF ITS STRUCTURE, LIGHT AND RELATIVITY, AND MODERN CONCEPTS OF COSMOLOGY. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| PHY | 2 | 032 | | ENERGY AND SOCIETY | 3 | | Natural Science | Yes | ADDRESSES THE QUESTION OF HOW THE WORLD'S ENERGY NEEDS WILL BE MET BASED ON AVAILABLE RESOURCES, TECHNOLOGY, ENVIRONMENTAL CONCERNs, ECONOMICS, PERSONAL CHOICES, AND NATION AND INTERNATIONAL POLICY. DEVELOPS QUANTITATIVE REASONING SKILLS NECESSARY TO MAKE INFORMED DECISIONS. COMPARES ENERGY USE, RESOURCES, AND POLICY IN DIFFERENT COUNTRIES. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| PHY | 2 | 048 | | PHYSICS WITH CALCULUS 1 | 3 | Natural Science | Natural Science | Yes | THIS CALCULUS-BASED COURSE SERVES AS THE FIRST IN A TWO-PART SERIES, COVERING TOPICS LIKE KINEMATICS, DYNAMICS, ENERGY, MOMENTUM, ROTATIONAL MOTION, FLUID DYNAMICS, OSCILLATORY MOTION, AND WAVES. DESIGNED FOR SCIENCE AND ENGINEERING MAJORS, THE COURSE INTEGRATES CRITICAL THINKING, ANALYTICAL SKILLS, AND REAL-WORLD APPLICATIONS. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| PHY | 2 | 048 | L | LABORATORY FOR PHY 2048 | 1 | | Natural Science | Yes | LAB FOR PHYSICS WITH CALCULUS 1. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| PHY | 2 | 049 | | PHYSICS WITH CALCULUS 2 | 3 | | Natural Science | Yes | THE SECOND OF A TWO-SEMESTER SEQUENCE OF PHYSICS FOR SCIENTISTS AND ENGINEERS. CONTENT INCLUDES COULOMBS LAW, ELECTRIC FIELDS AND POTENTIALS, CAPACITANCE, CURRENTS AND CIRCUITS, AMPERES LAW, FARADAYS LAW, INDUCTANCE, MAXWELLS EQUATIONS, ELECTROMAGNETIC WAVES, RAY OPTICS, INTERFERENCE AND DIFFRACTION. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| PHY | 2 | 049 | L | LABORATORY FOR PHY 2049 | 1 | | Natural Science | Yes | LABORATORY EXPERIENCE FOR PHY 2049 ILLUSTRATING THE PRACTICAL APPLICATIONS OF COULOMB'S LAW, ELECTRIC FIELDS AND POTENTIALS, CAPACITANCE, CURRENTS AND CIRCUITS, AMPERE'S LAW, FARADAY'S LAW, INDUCTANCE, MAXWELL'S EQUATIONS, ELECTROMAGNETIC WAVES, RAY OPTICS, INTERFERENCE AND DIFFRACTION. (P)THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |

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|--------|-------|---------------|-----|----------------------------------|--------|---------------------------------|----------------------------|-----------------|---|
| PHY | 2 | 053 | | PHYSICS 1 | 4 | Natural Science | Natural Science | Yes | THIS COURSE IS THE FIRST IN A TWO-PART SERIES INTENDED FOR NON-PHYSICS MAJORS, OFFERING AN ALGEBRA AND TRIGONOMETRY APPROACH TO TOPICS SUCH AS KINEMATICS, DYNAMICS, ENERGY, MOMENTUM, ROTATIONAL MOTION, FLUID DYNAMICS, OSCILLATORY MOTION, AND WAVES. THE COURSE FOSTERS ANALYTICAL AND CRITICAL THINKING SKILLS TO PROMOTE A SCIENTIFIC UNDERSTANDING OF THE REAL WORLD. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| PHY | 2 | 053 | L | LABORATORY FOR PHY 2053 | 1 | | Natural Science | Yes | LABORATORY EXPERIENCE FOR PHY 2053 ILLUSTRATING THE PRACTICAL APPLICATIONS OF THE STRUCTURE AND PROPERTIES OF MATTER; KINEMATICS, DYNAMICS AND STATICS; MOMENTUM AND ENERGY; ROTATION, ELASTICITY; VIBRATION; FLUIDS; TEMPERATURE AND EXPANSION, HEAT TRANSFER, THERMAL BEHAVIOR OF GASES; WAVE MOTION AND SOUND. (P) THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| PHY | 2 | 054 | | PHYSICS 2 | 4 | | Natural Science | Yes | "SECOND SEMESTER OF INTRODUCTORY PHYSICS DE-EMPHASIZING CALCULUS. ELECTRIC CHARGE, FIELDS AND CIRCUITS; ELECTROMAGNETISM, APPLIED ELECTRICITY; GEOMETRICAL OPTICS, APPLIED OPTICS; ELECTRONS AND PHOTONS; ATOMS AND NUCLEI. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| PHY | 2 | 054 | L | LABORATORY FOR PHY 2054 | 1 | | Natural Science | Yes | LABORATORY EXPERIENCE FOR PHY 2054 ILLUSTRATING THE PRACTICAL APPLICATIONS OF ELECTRIC CHARGE, FIELDS AND CIRCUITS; ELECTROMAGNETISM, APPLIED ELECTRICITY; GEOMETRICAL OPTICS, WAVE OPTICS, APPLIED OPTICS; ELECTRONS AND PHOTONS; ATOMS AND NUCLEI. (P) THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| PHY | 2 | 060 | | ENRICHED PHYSICS WITH CALCULUS 1 | 3 | | Natural Science | Yes | FIRST OF THE ENRICHED SEQUENCE FOR PHYSICS MAJORS AND OTHERS WISHING A DEEPER UNDERSTANDING OF MECHANICS, KINEMATICS, CONSERVATION LAWS, HARMONIC MOTION, CENTRAL FORCES AND SPECIAL RELATIVITY. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| PHY | 2 | 061 | | ENRICHED PHYSICS WITH CALCULUS 2 | 3 | | Natural Science | Yes | SECOND COURSE OF THE ENRICHED SEQUENCE. ELECTRICITY AND MAGNETISM, INCLUDING ELECTROSTATICS, GAUSS'S LAW, POTENTIALS, VECTOR ANALYSIS, LAPLACE'S EQUATION, CONDUCTORS AND INSULATORS, CIRCUITS, MAGNETISM, MAXWELL'S EQUATIONS AND E&M FIELDS IN MATTER. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| PLP | 2 | 000 | | PLANTS, PLAGUES, & PEOPLE | 3 | | Natural Science | Yes | BIOLOGY AND HISTORY OF THE HUMAN SPECIES. ORIENTED TOWARDS NONSCIENCE MAJORS AND PRESENTED CHRONOLOGICALLY FROM THE ORIGIN OF LIFE TO THE PRESENT. SPECIAL EMPHASIS ON THE IMPACT PLANTS, ANIMALS, AND DISEASES HAVE HAD AND ARE HAVING ON HUMAN CIVILIZATIONS. |

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|--------|-------|---------------|-----|--|--------|---------------------------------|----------------------------|-----------------|--|
| PLP | 2 | 060 | | FUNGUS AMONG US: MUSHROOMS, MOLDS AND CIVILIZATION | 3 | | Natural Science | Yes | THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. THE ROLE OF FUNGI IN HUMAN AFFAIRS, INCLUDING THEIR HISTORICAL USE AS FOOD OR MEDICINE, IN RELIGIOUS ACTIVITIES, AND THEIR CURRENT IMPACT ON SOCIETY AS PATHOGENS OF PLANTS AND ANIMALS, IN THE DETERIORATION OF FOOD AND FABRIC, AND SYNTHESIS OF OUR MOST IMPORTANT DRUGS. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| PLP | 2 | 311 | | WHAT ARE PLANTS TALKING ABOUT? | 3 | | Natural Science | Yes | EMERGING PATHOGENS AND PESTS ARE THREATENING OUR PLANTS. ARE PLANTS CRYING OUT FOR HELP AND WE CAN'T HEAR? DO PLANTS TALK? REMEMBER? FEEL? THESE AND OTHER INTRIGUING AND SCIENTIFICALLY PRESSING QUESTIONS WILL BE ADDRESSED IN THIS MULTI-DISCIPLINARY COURSE AND ADDRESSES TOPICS ABOUT PLANT PHYSIOLOGY, PLANT PATHOLOGY, ENTOMOLOGY, AND MICROBIOLOGY. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| PLS | 2 | 003 | C | PLANTS THAT FEED THE WORLD | 3 | | Natural Science | Yes | INTRODUCTION TO 25 OF HUMANKINDS MOST IMPORTANT FOOD CROP PLANTS WITH EMPHASIS ON SOIL AND CLIMATIC ADAPTATIONS, MAJOR PRODUCERS AND CONSUMERS, NUTRITIONAL ATTRIBUTES, PROCESSING NEEDS AND TYPES OF PRODUCTS. STUDENTS WILL SEE THE PLANTS AND SEEDS, AS WELL AS FOOD AND INDUSTRIAL PRODUCTS OF THE CROP PLANTS UNDER STUDY. THIS IS AN INTRODUCTORY COURSE FOR MAJORS AND NON-MAJORS WHO HAVE NO PREVIOUS ACADEMIC EXPERIENCE WITH FOOD CROP PLANTS. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| PLS | 2 | 030 | | THE EVOLUTION OF EATING | 3 | | Natural Science | Yes | THIS COURSE WILL EXPLORE THE HISTORY OF AGRICULTURAL INNOVATIONS WHILE EXAMINING THEIR SOCIAL, POLITICAL, ECONOMIC, AND ENVIRONMENTAL CONSEQUENCES WITHIN THE CONTEXT OF THE GLOBAL FOOD SYSTEM. THROUGH ANALYSIS OF HOW EATING EVOLVED, WE WILL FORMULATE IDEAS ON HOW GLOBAL FOOD SYSTEMS WILL CHANGE AND FUNCTION IN THE FUTURE. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| PLS | 2 | 830 | | WORLD HERB AND VEGETABLES | 3 | | Natural Science | Yes | INTRODUCES STUDENTS TO A VARIETY OF VEGETABLES AND CULINARY HERBS. EMPHASIS PLACED ON GENETIC, PHYTOCHEMICAL AND BOTANICAL DIVERSITY AND IMPORTANCE OF FOOD PHYTOCHEMICALS AND ROLE OF VEGETABLES IN NUTRITION. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| POS | 2 | 041 | | AMERICAN FEDERAL GOVERNMENT | 3 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL INVESTIGATE HOW THE NATIONAL GOVERNMENT IS STRUCTURED AND HOW THE AMERICAN CONSTITUTIONAL REPUBLIC OPERATES. IT COVERS THE PHILOSOPHICAL AND HISTORICAL FOUNDATIONS OF AMERICAN GOVERNMENT, INCLUDING BUT NOT LIMITED TO THE DECLARATION OF INDEPENDENCE, THE UNITED STATES CONSTITUTION AND ALL ITS AMENDMENTS, AND THE FEDERALIST PAPERS. THE COURSE EXAMINES THE BRANCHES OF GOVERNMENT AND THE GOVERNMENT'S LAWS, POLICIES, AND PROGRAMS. IT ALSO EXAMINES THE WAYS IN WHICH CITIZENS PARTICIPATE IN THEIR GOVERNMENT AND WAYS THEIR GOVERNMENT RESPONDS TO CITIZENS. |
| POT | 2 | 002 | | INTRODUCTION TO POLITICAL THEORY | 3 | | Humanities | Yes | BASIC PRINCIPLES OF POLITICAL THOUGHT. EXAMINATION OF NATURE OF STATE AND RELATIONSHIP BETWEEN INDIVIDUAL AND STATE. COVERS TOPICS SUCH AS AUTHORITY, CONSENT, FREEDOM AND OBLIGATION. EXPLORATION OF THESE CONCEPTS THROUGHOUT WESTERN TRADITION AS WELL AS IN OTHER AREAS. |

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| PSY | 2 | 012 | | GENERAL PSYCHOLOGY | 3 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL GAIN AN INTRODUCTION TO THE SCIENTIFIC STUDY OF HUMAN BEHAVIOR AND MENTAL PROCESSES. TOPICS MAY BE DRAWN FROM HISTORICAL AND CURRENT PERSPECTIVES IN PSYCHOLOGY. |
| REL | 1 | 163 | | GOD, HUMANITY, AND EVOLUTION | 3 | | Humanities | Yes | EXAMINES THE LANGUAGE USED TO DESCRIBE SCIENCES AND RELIGIONS, FOCUSING ON CHARLES DARWIN'S EVOLUTIONARY THEORY THROUGH THE WRITINGS OF LEADING THINKERS, INCLUDING FROM THE WESTERN CANON, WHO PORTRAY THE WAYS THAT EVOLUTION RESHAPED RELIGION, AND RELIGION RESHAPED THE SCIENCES. STUDENTS ARE INSTRUCTED IN WRITING ABOUT FOUNDATIONAL CONCEPTS IN THE SCIENCES AND THE HUMANITIES. |
| REL | 1 | 411 | | WHY IS THERE EVIL IN THE WORLD? | 3 | | Humanities | Yes | THE PROBLEM OF EVIL HAS BEEN A FOCUS OF INTENSE REFLECTION BY PHILOSOPHERS, THEOLOGIANS, PSYCHOLOGISTS, AND NOVELISTS. STUDENTS WILL ADDRESS THIS KEY THEME IN THE HUMAN CONDITION IN THIS COURSE. THE CLASS WILL ENABLE STUDENTS TO ANALYZE THIS QUESTION IN A WRITTEN FORM AND ORALLY BY DRAWING ON A VARIETY OF METHODOLOGIES FROM DIFFERENT FIELDS IN THE HUMANITIES INCLUDING PHILOSOPHY, RELIGION, HISTORY, AND ART. STUDENTS WILL NOT ONLY READ AND ANALYZE CLASSICAL TEXTS FROM THE WESTERN CANON AND BEYOND, SUCH AS THE BIBLICAL BOOK OF JOB, AS WELL MODERN INTERPRETATION OF CLASSICAL THEMES IN TV SHOWS SUCH AS GOOD OMENS. THE CASE STUDIES EXAMINED, HISTORICAL AND CONTEMPORARY ALIKE, INCLUDING EGYPT IN ANTIQUITY, ITALY OF THE MIDDLE AGES, AND TWENTIETH CENTURY GERMANY AND FRANCE. |
| REL | 2 | 085 | | RELIGION AND VIOLENCE | 3 | | Humanities | Yes | INTRODUCTORY COURSE SURVEYS HISTORICAL, PHILOSOPHICAL, AND ANTHROPOLOGICAL SCHOLARSHIP ON RELIGION AND VIOLENCE. INTERDISCIPLINARY APPROACH ALLOWS STUDENTS TO THINK ABOUT HOW VARIOUS RELIGIOUS TRADITIONS, INCLUDING FROM WESTERN TRADITIONS, HAVE DEALT WITH VIOLENCE. DRAWS ON PHILOSOPHICAL, HISTORICAL, AND ANTHROPOLOGICAL STUDIES OF VIOLENCE. |
| REL | 2 | 240 | | INTRODUCTION TO THE NEW TESTAMENT | 3 | | Humanities | Yes | AN INTRODUCTION TO THE WRITINGS OF THE NEW TESTAMENT IN THE CONTEXT OF THE HISTORICAL DEVELOPMENT OF EARLY CHRISTIANITY. INCLUDES SELECTIONS FROM THE WESTERN CANON. |
| REL | 2 | 300 | | INTRODUCTION TO WORLD RELIGIONS | 3 | | Humanities | Yes | INTRODUCES KEY THEMES, FIGURES, AND SACRED TEXTS IN JUDAISM, CHRISTIANITY, ISLAM AND THE RELIGIONS OF SOUTH AND EAST ASIA. WE WILL LOOK AT THE HISTORY AND KEY MOMENTS IN THE RELIGIONS, SCRIPTURE, BELIEFS, AND PRACTICES, THE ATHENS-JERUSALEM HERITAGE OF CHRISTIANITY AND JUDAISM, AND SEE HOW SOME OF THESE RELIGIONS ARE PRESENT IN FLORIDA. |

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|--------|-------|---------------|-----|---|--------|---------------------------------|----------------------------|-----------------|--|
| REL | 2 | 334 | | RELIGIONS OF INDIA | 3 | | Humanities | Yes | INTRODUCTORY COURSE FOCUSING ON THE RELIGIOUS TRADITIONS AND CULTURAL DIVERSITY SEEN IN THE INDIAN SUBCONTINENT AND THE ENGAGEMENT OF HINDU TEXTS WITH WESTERN PHILOSOPHY AND CLASSICS. USING HISTORICAL AND THEMATIC APPROACHES, THIS COURSE WILL FOCUS ON TEXTS, RITUALS, AND PHILOSOPHY OF HINDUISM, CHRISTIANITY, JUDAISM, AND ISLAM. |
| REL | 2 | 341 | | INTRODUCTION TO BUDDHISM | 3 | | Humanities | Yes | GENERAL HISTORICAL SURVEY OF THE CENTRAL BELIEFS, DOCTRINES, AND PRACTICES THAT HAVE FASHIONED THE CHARACTER OF BUDDHISM AS A GLOBAL RELIGION THAT TRANSCENDS ETHNIC, CULTURAL, AND LINGUISTIC BOUNDARIES. COVERS THE EARLY HISTORICAL DEVELOPMENT OF BUDDHISM, FORMATION OF ITS MAJOR TRADITIONS, AND EMERGENCE OF ALTRUISTIC IDEALS ESPoused BY THE MAHĀYĀNA MOVEMENT. EXPLORES THE SPREAD AND TRANSFORMATION OF BUDDHISM OUTSIDE OF ASIA, INCLUDING HISTORIC ENCOUNTERS BETWEEN BUDDHISM AND WESTERN TRADITIONS. INCORPORATES INSIGHTS AND SOURCES DRAWN FROM MAJOR HUMANISTIC DISCIPLINES SUCH AS HISTORY, LITERATURE, PHILOSOPHY, AND RELIGIOUS STUDIES. |
| REL | 2 | 388 | | INDIGENOUS RELIGIONS OF THE AMERICAS | 3 | | Humanities | Yes | THIS COURSE INTRODUCES THE STUDENT TO THE HISTORICAL AND CONTEMPORARY RELIGIOUS BELIEFS AND PRACTICES OF THE INDIGENOUS PEOPLES OF THE AMERICAS. EXPLORES HOW THESE ROOTS ARE EVIDENT THROUGHOUT WESTERN RELIGIOUS TRADITIONS TODAY. |
| STA | 2 | 023 | | INTRODUCTION TO STATISTICS 1 | 3 | Mathematics | Mathematics | Yes | IN THIS COURSE, STUDENTS WILL UTILIZE DESCRIPTIVE AND INFERNENTIAL STATISTICAL METHODS IN CONTEXTUAL SITUATIONS, USING TECHNOLOGY AS APPROPRIATE. THE COURSE IS DESIGNED TO INCREASE PROBLEM-SOLVING ABILITIES AND DATA INTERPRETATION THROUGH PRACTICAL APPLICATIONS OF STATISTICAL CONCEPTS. THIS COURSE IS APPROPRIATE FOR STUDENTS IN A WIDE RANGE OF DISCIPLINES AND PROGRAMS. |
| STA | 2 | 090 | | THE DATA ANALYTICS REVOLUTION IN SPORTS | 3 | | Social Science | Yes | EXPLORES THE DATA-DRIVEN DECISION PROCESS WITHIN THE FIELD OF ATHLETICS AND GAME PLAY USING DATA ANALYTICS AND VISUALIZATION TECHNIQUES. COMPARES THE PROCESSES USED IN SPORTS WITH THOSE USED IN BUSINESS AND EVERYDAY LIFE AND ILLUSTRATES EXAMPLES OF HOW DATA CAN BE USED TO UNDERSTAND HUMAN BEHAVIOR. |
| STA | 2 | 170 | | STATS IN THE PHYSICAL WORLD | 3 | | Natural Science | Yes | THIS COURSE IS INTENDED TO INTRODUCE GENERAL IDEAS INVOLVING PROBABILITY AND STATISTICS THROUGH THOUGHT PROVOKING EXAMPLES FROM SUBJECT AREAS IN THE PHYSICAL AND BIOLOGICAL SCIENCES. STUDENTS WILL BE EXPECTED TO THINK THROUGH SOLUTIONS TO PROBLEMS FROM THE VARIOUS CASES TO UNDERSTAND THE VARIOUS STATISTICAL METHODS INTRODUCED. THIS CAN LEAD TO QUESTIONS SUCH AS HOW CAN WE MEASURE AND DESCRIBE CLIMATE CHANGE BASED ON AVAILABLE EMPIRICAL DATA? THE COURSE WILL FOCUS ON "BIG PICTURE" USES OF STATISTICAL METHODS AND WILL USE STATISTICAL COMPUTING SOFTWARE AS OPPOSED TO "HAND CALCULATION. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |

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|--------|-------|---------------|-----|--|--------|---------------------------------|----------------------------|-----------------|---|
| SWS | 2 | 003 | | WATER FOR THE FUTURE | 3 | | Natural Science | Yes | THIS COURSE FOCUSES ON THE PRESSING QUESTION OF HOW TO BEST MANAGE FRESHWATER RESOURCES TO MEET THE GROWING NEEDS OF SOCIETY WHILE MAINTAINING HEALTHY FRESHWATER ECOSYSTEMS. SUCCESSFULLY ADDRESSING WATER SUSTAINABILITY ISSUES REQUIRES FUNDAMENTAL SCIENTIFIC APPROACHES (E.G., FROM BIOLOGY, GEOLOGY, AND CHEMISTRY) AS WELL AS APPROACHES FROM OTHER DISCIPLINES (E.G., ENVIRONMENTAL POLICY, ECONOMICS, AND ENGINEERING). WE WILL DRAW FROM THESE APPROACHES TO INFORM STUDENTS' UNDERSTANDING OF WATER SUSTAINABILITY, APPROACHES TO MANAGING WATER RESOURCES, AND THEIR ECOLOGICAL AND ECONOMIC CONSEQUENCES. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| SWS | 2 | 007 | | THE WORLD OF WATER | 3 | | Natural Science | Yes | INTRODUCTORY COURSE ADDRESSING THE ROLES OF WATER IN THE ENVIRONMENT. TOPICS RANGE FROM BASIC PROPERTIES OF WATER TO IMPORTANCE OF WATER TO DEVELOPMENT OF HUMAN CIVILIZATIONS TO WORLDWIDE DISTRIBUTION OF WATER AND ITS IMPORTANCE TO EARTH'S ECOSYSTEMS. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| SWS | 2 | 008 | | LAND AND LIFE | 3 | | Natural Science | Yes | COURSE WILL FOCUS ON RELATIONSHIPS BETWEEN HUMAN ACTIVITIES AND SOIL AND ENVIRONMENTAL QUALITY. LECTURES WILL CONCENTRATE ON FUNDAMENTALS OF SOIL AND ENVIRONMENTAL SCIENCE, USING CASE STUDIES TO ILLUSTRATE BASIC PRINCIPLES. INTENDED FOR NON-MAJORS. |
| SWS | 2 | 801 | | UNINTENDED CONSEQUENCES IN THE ENVIRONMENT | 3 | | Natural Science | Yes | HUMANS' IMPACT ON THE EARTH IS SO PROFOUND THAT A NEW GEOLOGICAL EPOCH - THE ANTHROPOCENE - HAS BEGUN. HUMAN DECISIONS OFTEN HAVE UNINTENDED EFFECTS ON THE ENVIRONMENT. FOR EXAMPLE, INDONESIA GOVERNMENT JEOPARDIZED THE CONSERVATION EFFORTS OF THE JAVAN HAWK EAGLE BY DECLARING IT A NATIONAL RARE ANIMAL. IN ANOTHER EXAMPLE, SUBSIDIES THAT PROMOTE ENERGY-EFFICIENT APPLIANCES OFTEN BACKFIRE BY INCREASING ENERGY CONSUMPTION AND GREENHOUSE GAS EMISSIONS. WHY DID THESE UNINTENDED CONSEQUENCES HAPPEN? HOW CAN WE BETTER PREDICT AND PREVENT THEM? TO ANSWER THESE QUESTIONS, WE WILL SEEK TO EXPLORE THE COMPLEX RELATIONSHIPS BETWEEN HUMANS AND THE ENVIRONMENT USING A SYSTEMS APPROACH. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| SYG | 2 | 000 | | INTRODUCTION TO SOCIOLOGY | 3 | | Social Science | Yes | IN THIS COURSE, STUDENTS WILL GAIN AN UNDERSTANDING OF THE BASIC SOCIOLOGICAL CONCEPTS AND VOCABULARY, INCLUDING THE METHODOLOGICAL TOOLS, SOCIOLOGICAL PERSPECTIVES, AND SCIENTIFIC PROCEDURES USED BY SOCIAL SCIENTISTS TO COLLECT DATA AND CONDUCT RESEARCH. TOPICS GENERALLY INCLUDE: SOCIETY AND CULTURE, INSTITUTIONS, SOCIALIZATION, INFLUENCES, CRIME, CHANGE, GROUPS, SEX, RACE AND ETHNICITY, FAMILY, CLASS AND POPULATION. |
| THE | 1 | 431 | | AUTOBIOGRAPHICAL LITERATURE & PERFORMANCE | 3 | | Humanities | No | The course explores the ways in which modern and contemporary American artists and writers have utilized self-examination as the basis for artistic creation. Often merging the factual with the theatrical or dramatic, autobiographical performance and literature personalizes the values, incidents and relationships that shape human experience and give life meaning. |

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|--------|-------|---------------|-----|--|--------|---------------------------------|----------------------------|-----------------|--|
| THE | 2 | 000 | | THEATRE APPRECIATION | 3 | Humanities | Humanities | Yes | IN THIS COURSE, STUDENTS WILL EXPLORE DRAMATIC STRUCTURE, TECHNIQUES, AND VARIOUS ORGANIZATIONAL ELEMENTS. THE COURSE PROVIDES AN INTRODUCTION TO THEATRE AS A COLLABORATIVE ART FORM THROUGH THE CRITICAL ANALYSIS OF ITS HISTORICAL CONTEXT, PRODUCTION, THEORY, AND CONNECTIONS TO THEATRICAL LITERATURE, INCLUDING THE WESTERN CANON. |
| THE | 2 | 001 | | AMERICAN MUSICAL THEATRE HISTORY | 3 | | Humanities | No | In this course, participants will investigate the history and culture of American Musical Theatre through music, choreography, acting, directing, and design over a century of performance. |
| TPP | 2 | 100 | | ACTING FOR NONMAJORS | 3 | | Humanities | Yes | THE DISCIPLINE AND THE CREATIVE PROCESS OF ACTING, INCLUDING FORMAL AND IMPROVISATIONAL TECHNIQUES FOR DEVELOPING VOCAL, PHYSICAL AND ANALYTICAL SKILLS APPLICABLE TO A VARIETY OF THEATRE STYLES, INCLUDING THOSE FROM THE WESTERN CANON. (H) |
| URP | 2 | 001 | | COMPARATIVE URBANIZATION | 3 | | Social Science | Yes | COMPARATIVE CASE STUDIES OF CONTEMPORARY CITIES IN THE U.S. AND A SERIES OF FOREIGN COUNTRIES BOTH INDUSTRIALIZED AND DEVELOPING WILL BE COVERED. SPECIAL CONSIDERATION WILL BE GIVEN TO ENERGY CONSUMPTION. |
| WIS | 2 | 040 | | WILDLIFE ISSUES IN A CHANGING WORLD: | 3 | | Natural Science | Yes | AN INTRODUCTION TO THE BIOLOGICAL AND ECOLOGICAL BASIS OF WILDLIFE ISSUES AND THE PATHWAYS HUMANS USE TO RESOLVE THESE ISSUES THROUGHOUT THE WORLD. TOPICS INCLUDE: MAJOR ANIMAL PHyla, EVOLUTIONARY HISTORY OF VERTEBRATES, STATE, FEDERAL AND INTERNATIONAL AGENCIES THAT MANAGE WILDLIFE WORLDWIDE, IMPACTS OF HUMAN ACTIVITIES ON WILDLIFE. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |
| WIS | 2 | 552 | | BIODIVERSITY CONSERVATION: GLOBAL PERSPECTIVES | 3 | | Natural Science | Yes | THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA THROUGH AN INTRODUCTION TO THE RELATIONSHIP BETWEEN HUMANS AND THE GLOBAL BIOTIC ENVIRONMENT THAT SUPPORTS THEM. THIS COURSE EXPLORES HUMAN PATTERNS OF RESOURCE USE AND POPULATION BIOLOGY DETERMINING THE STATUS OF THE EARTH'S BIODIVERSITY RESOURCES. THE GOAL OF THIS COURSE IS TO HELP STUDENTS UNDERSTAND HOW TODAY'S HUMAN SOCIETY AFFECTS GLOBAL LIFE SUPPORT SYSTEMS, AND HOW INDIVIDUALS CAN MAKE LIFETIME CONTRIBUTIONS TO ENVIRONMENTAL SOLUTIONS. THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. |

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|--------|-------|---------------|-----|------------------------------|--------|---------------------------------|----------------------------|-----------------|---|
| AMH | 2 | 010 | | US History to 1877 | 3 | Social Science | Social Science | Yes | In this course, students will examine United States history from before European contact to 1877. Topics will include but are not limited to indigenous peoples, the European background, the Colonial Period, the American Revolution, the Articles of Confederation, the Constitution, issues with the new republic, sectionalism, Manifest Destiny, slavery, the American civil war, and Reconstruction. |
| AMH | 2 | 020 | | US History Since 1877 | 3 | Social Science | Social Science | Yes | In this course, students will trace the history of the United States from the end of the Reconstruction Era to the contemporary era. Topics will include but are not limited to the rise of industrialization, the United States' emergence as an actor on the world stage, constitutional amendments and their impact, the Progressive Era, World War I, the Great Depression and New Deal, World War II, the Civil Rights era, the Cold War, and the United States since 1989. |
| ANT | 2 | 000 | | Introduction to Anthropology | 3 | Social Science | Social Science | Yes | In this course, students will learn the foundations of anthropology as the study of human variation in its biological, social, and cultural dimensions. Students will learn about anthropological concepts, principles, and methodologies to understand and explore past and present human behavior. They will apply the anthropological approach to analyze issues pertaining to past and contemporary cultures, and develop intellectual skills and habits to understand behavioral, social, and cultural issues from multiple disciplinary perspectives. |
| ARH | 2 | 000 | | Art Appreciation | 3 | Humanities | Humanities | Yes | In this course, students will develop an appreciation of and the ability to think critically about culture and be provided with the tools to understand, analyze, and discuss works of visual art and material culture. |
| AST | 2 | 002 | | Discovering Astronomy | 3 | Natural Science | Natural Science | Yes | This course provides a comprehensive look at modern astronomy, emphasizing the use of the scientific method and the application of physical laws to understand the universe including earth and its environment. Throughout the course, students will develop the ability to discern scientific knowledge from non-scientific information by using critical thinking. |
| BSC | 1 | 005 | | Principles of Biology | 3 | Natural Science | Natural Science | Yes | THIS COURSE APPLIES THE SCIENTIFIC METHOD TO CRITICALLY EXAMINE AND EXPLAIN THE NATURAL WORLD INCLUDING BUT NOT LIMITED TO CELLS, ORGANISMS, GENETICS, EVOLUTION, ECOLOGY, AND BEHAVIOR. |
| BSC | 1 | 010 | C | General Biology I | 4 | Natural Science | Natural Science | Yes | IN THIS COURSE, STUDENTS WILL APPLY THE SCIENTIFIC METHOD TO CRITICALLY EXAMINE AND EXPLAIN THE NATURAL WORLD. THIS COURSE WILL COVER MOLECULAR BIOLOGY, CELLULAR BIOLOGY, GENETICS, METABOLISM, AND REPLICATION. |

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|--------|-------|---------------|-----|---------------------------------|--------|---------------------------------|----------------------------|-----------------|--|
| BSC | 1 | 011 | C | General Biology II | 4 | | Natural Science | Yes | THIS COURSE EXAMINES THE EVIDENCE FOR EVOLUTION BY COMMON DESCENT, THE MECHANISMS OF BIOLOGICAL CHANGE, AND THE DIVERSITY, PHYLOGENETIC CLASSIFICATION, ANATOMY AND PHYSIOLOGY OF ORGANISMS FROM MICROBES TO PLANTS. THERE WILL BE THREE HOURS OF LECTURE AND ONE HOURS OF LABORATORY IN THIS COURSE. |
| BSC | 2 | 085 | C | Human Anatomy and Physiology I | 4 | Natural Science | Natural Science | Yes | THIS COURSE IS THE FIRST PART OF A TWO-SEMESTER SEQUENCE IN WHICH STUDENTS EXAMINE HUMAN ANATOMY AND PHYSIOLOGY THROUGH A SYSTEMS APPROACH BASED ON THE INTERACTION BETWEEN FORM AND FUNCTION, FROM THE MICROSCOPIC COMPONENTS OF CELLS AND TISSUES TO THE ORGANISMAL LEVEL. EMPHASIS IS PLACED ON HISTOLOGY AND THE INTEGUMENTARY, SKELETAL, MUSCULAR, AND NERVOUS SYSTEMS. |
| BSC | 2 | 086 | C | Human Anatomy and Physiology II | 4 | | Natural Science | Yes | This course is a continuation of BSC 2085C. The course includes units concerning the cardiovascular and respiratory systems, lymphatic and immune systems, digestion and metabolism, the urinary system and fluid and electrolyte balance, and reproduction and development. The laboratory involves dissection of preserved animals. (A course fee of \$30 will be assessed.) |
| CHM | 1 | 020 | | Discovering Chemistry | 3 | Natural Science | Natural Science | Yes | This course provides students with an introduction to chemical principles and applications for the non-science major. students will engage in problem solving and critical thinking while applying chemical concepts. topics will include the scientific method of problem solving, classification of matter, atomic theory, the periodic table, gases, chemical reactions, energy, and chemical bonds. |
| CHM | 2 | 045 | C | General Chemistry I | 4 | Natural Science | Natural Science | Yes | This course is designed for students pursuing careers in the sciences or who need a more rigorous presentation of chemical concepts than is offered in an introductory course. Students will engage in problem solving and critical thinking while applying chemical concepts. topics will include the principles of chemistry including atomic theory, electronic and molecular structure, measurement, stoichiometry, bonding, periodicity, thermochemistry, nomenclature, solutions, and the properties of gases. |
| CHM | 2 | 046 | C | General Chemistry II | 4 | | Natural Science | Yes | The course is the second semester of a two semester sequence and includes topics such as the chemistry of liquids and solids, kinetics, aqueous equilibria, thermodynamics, electrochemistry, and nuclear chemistry. Students will critically examine and evaluate the principles of the scientific method, model construction, and use the scientific method to explain natural experiences and phenomena. |
| ECO | 2 | 013 | | Principles of Macroeconomics | 3 | Social Science | Social Science | Yes | In this course, students will learn the foundations of macroeconomics as the branch of economics concerned with how decision-making, in an environment of scarcity, maps onto the aggregate economy. students will examine theories and evidence related the following core set of topics: national income determination, money, monetary and fiscal policy, macroeconomic conditions, international trade and the balance of payments, and economic growth and development. |

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| ENC | 1 | 101 | | Writing for Audience and Purpose | 3 | Communication | Communication | Yes | This course introduces students to rhetorical concepts and audience-centered approaches to writing including composing processes, language conventions and style, and critical analysis and engagement with written texts and other forms of communication. |
| ENC | 1 | 143 | | Writing with Evidence and Style | 3 | | Communication | Yes | This course will introduce students to common textual issues surrounding evidence-based writing, genre conventions, and citation style considerations to prepare them for the different kinds of texts they will encounter in upper-level academic courses as well as professional settings. Gordon Rule English credit. |
| ENC | 2 | 210 | | Technical Writing | 3 | | Communication | Yes | This course will introduce students to scientific, technical, and professional writing with a focus on practical information about communicating in different workplace environments and professional/technical discourse communities. Students will analyze rhetorical situations and issues (of audience, organization, visual design, style, and the material production of documents) common to different scientific, technical, and professional writing genres, including emails, letters, resumes, memos, reports (progress, lab, etc.), proposals, technical descriptions, technical definitions, and technical manuals. |
| ENC | 2 | 240 | | Professional Communications | 3 | | Communication | Yes | This course will introduce students to rhetorical strategies needed for successful research-based writing in diverse professional situations. This course will also require students to focus on the writing conventions and expectations in a given profession(s), as well as practice in writing in a variety of genres, including, e.g., case studies and white papers. Students will practice addressing a variety of audiences and using research strategies relevant to stated professional communities. Gordon Rule English credit. ENC1101 (Writing for Audience & Purpose) is a prerequisite for this course. |
| ESC | 2 | 000 | | Discovering Earth Science | 3 | Natural Science | Natural Science | Yes | Using the scientific method, critical thinking skills, data analysis, this course will examine the fundamental processes of the earth system, composed of an atmosphere, hydrosphere, lithosphere, biosphere, and exosphere, through time. The course will also explore interactions between these spheres, including critical analysis of scientific theories and emphasize earth's connections with humans. |
| HSC | 2 | 100 | | Personal and Public Health | 3 | | Social Science | Yes | THIS COURSE EXAMINES US HEALTH PRIORITIES WITH AN EMPHASIS ON BEHAVIORAL AND SOCIAL DETERMINANTS OF HEALTH. THE BASIC SOCIAL AND BEHAVIORAL SCIENCE CONCEPTS WILL BE EXPLORED. THIS WILL INCLUDE PRINCIPLES USED IN THE ANALYSIS OF BEHAVIOR AND PAST AND PRESENT SOCIAL, POLITICAL, AND ECONOMIC ISSUES RELATED TO HEALTH. MATERIAL PRESENTED WILL RAISE LEVELS OF AWARENESS AND PROVIDE INFORMATION NEEDED TO MAKE INFORMED HEALTH RELATED CHOICES, ENCOURAGE ATTITUDE CHANGE, AND DEVELOP DECISION MAKING SKILLS WHICH FACILITATE HEALTHIER LIFESTYLE BEHAVIORS. |
| HUM | 2 | 020 | | Introduction to Humanities | 3 | Humanities | Humanities | Yes | In this course, students will learn about the creative ideas and accomplishments of various cultures in various fields of humanities that may include art, architecture, drama, history, music, literature, philosophy, and religion. The course will include cultural expressions from the western canon and may also include expressions from around the globe. |

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|--------|-------|---------------|-----|---|--------|---------------------------------|----------------------------|-----------------|---|
| INR | 2 | 002 | | Introduction to International Relations | 3 | | Social Science | Yes | Basic introduction to international politics and relations concentrating on describing the various ways nations interact with one another, how the world community looks at national power and how nations and the world community define and protect the national interest. In addition, the course examines and analyzes the role of international organizations in contemporary organizations in contemporary world politics. This course affords students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political, and economic issues. |
| LIT | 2 | 000 | | Introduction to Literature | 3 | Humanities | Humanities | Yes | In this course, students will be assigned readings representative of a broad range of literary genres and cultures. these readings will cover a variety of literary movements and historical eras. The readings will include selections from the western canon. Written analysis of literary works may be required. Students will be provided with opportunities to practice critical interpretation. |
| MAC | 1 | 1105 | C | College Algebra | 4 | Mathematics | Mathematics | Yes | In this course, students will develop problem solving skills, critical thinking, computational proficiency, and contextual fluency through the study of equations, functions, and their graphs. Emphasis will be placed on quadratic, exponential, and logarithmic functions. topics will include solving equations and inequalities, definition and properties of a function, domain and range, transformations of graphs, operations on functions, composite and inverse functions, basic polynomial and rational functions, exponential and logarithmic functions, and applications. |
| MAC | 1 | 114 | | Trigonometry | 3 | | Mathematics | Yes | This course will include the following topics: trigonometric functions and their inverses, graphing trigonometric functions, identities, complex numbers, solving triangles, and applications of trigonometric functions. Students may not receive credit for both MAC 1114 and MAC 1147. |
| MAC | 1 | 147 | | Precalculus | 4 | | Mathematics | Yes | Topics will include linear and quadratic functions and their applications; systems of equations; inequalities, polynomials, exponentials, logarithms, trigonometric functions and their inverses and their graphs; trigonometric identities, and complex numbers. Students may not receive credit for MAC 1147 and also for MAC 1105 or MAC 1114 or MAC 1101. |
| MAC | 2 | 233 | | Survey of Calculus | 3 | | Mathematics | Yes | Topics in differential and integral calculus with applications. |
| MAC | 2 | 311 | | Introduction to Calculus I | 4 | Mathematics | Mathematics | Yes | In this course, students will develop problem solving skills, critical thinking, computational proficiency, and contextual fluency through the study of limits, derivatives, and definite and indefinite integrals of functions of one variable, including algebraic, exponential, logarithmic, and trigonometric functions, and applications. topics will include limits, continuity, differentiation and rates of change, optimization, curve sketching, and introduction to integration and area. |

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| MAC | 2 | 312 | | Calculus II | 4 | | Mathematics | Yes | This course continues the study of definite and indefinite integrals, and the Fundamental Theorem of Calculus begun in MAC 2311. The course presents various integration techniques and their applications, convergence of sequences and series, as well as power series and Taylor series of a function of one variable. (This course cannot be used to satisfy upper-level degree requirements by mathematics, statistics or natural science majors.) |
| MGF | 1 | 130 | | Mathematical Thinking | 3 | Mathematics | Mathematics | Yes | In this course, students will utilize multiple means of problem solving through student-centered mathematical exploration. The course is designed to teach students to think more effectively and increase their problem-solving ability through practical application and divergent thinking. This course is appropriate for students in a wide range of disciplines/programs. |
| MUL | 2 | 010 | | Introduction to Music Literature | 3 | Humanities | Humanities | No | In this course, students will survey the history of classical music from antiquity to the modern period, focusing on western music. The curriculum may also integrate a variety of popular and global styles where appropriate. |
| PHI | 2 | 010 | | Introduction to Philosophy | 3 | Humanities | Humanities | Yes | In this course, students will be introduced to the nature of philosophy, philosophical thinking, major intellectual movements in the history of philosophy, including topics from the western philosophical tradition, and various problems in philosophy. Students will strengthen their intellectual skills, become more effective learners, and develop broad foundational knowledge. |
| PHY | 1 | 020 | | Discovering How Things Work | 3 | Natural Science | Natural Science | Yes | This course offers a comprehensive survey of physics, covering a wide range of topics including motion, Newton's laws, energy, sound, heat, electricity, magnetism, and optics. Emphasizing a conceptual understanding of physics, the course integrates critical thinking skills and real-world applications. |
| PHY | 2 | 053 | C | Algebra-Based Physics I | 4 | Natural Science | Natural Science | Yes | This course is the first in a two-part series intended for non-physics majors, offering an algebra and trigonometry approach to topics such as kinematics, dynamics, energy, momentum, rotational motion, fluid dynamics, oscillatory motion, and waves. The course fosters analytical and critical thinking skills to promote a scientific understanding of the real world. |
| PHY | 2 | 054 | C | Algebra-Based Physics II | 4 | | Natural Science | Yes | This course is an introduction to electricity, magnetism, light and modern physics. Calculus is not required in this course. This course will be three hours of lecture. |

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|--------|-------|---------------|-----|-------------------------------------|--------|---------------------------------|----------------------------|-----------------|---|
| PHY | 2 | 048 | C | Calculus-Based Physics I | 4 | Natural Science | Natural Science | Yes | This calculus-based course serves as the first in a two-part series, covering topics like kinematics, dynamics, energy, momentum, rotational motion, fluid dynamics, oscillatory motion, and waves. Designed for science and engineering majors, the course integrates critical thinking, analytical skills, and real-world applications. |
| PHY | 2 | 049 | C | Calculus-Based Physics II | 4 | | Natural Science | Yes | This course is a continuation of PHY 2048 or PHY 2048C with emphasis on electricity, magnetism and light. This course will be three hours of lecture. |
| POS | 2 | 041 | | Introduction to American Government | 3 | Social Science | Social Science | Yes | In this course, students will investigate how the national government is structured and how the American constitutional republic operates. It covers the philosophical and historical foundations of American government, including but not limited to the Declaration of Independence, the United States Constitution and all its amendments, and the Federalist Papers. The course examines the branches of government and the government's laws, policies, and programs. It also examines the ways in which citizens participate in their government and ways their government responds to citizens. |
| PSY | 2 | 012 | | Introduction to Psychology | 3 | Social Science | Social Science | Yes | In this course, students will gain an introduction to the scientific study of human behavior and mental processes. Topics may be drawn from historical and current perspectives in psychology. |
| REL | 2 | 300 | | Comparative Religion | 3 | | Humanities | Yes | Comparative Religion introduces students to the academic study of religion through comparison among major and minor religious traditions, including examples from the Western Canon. It also introduces students to key critical thinking concepts concerning human culture through a study of the traditions, theologies, major figures, and practices of the world's religions, with attention to Western religious traditions and other religious traditions. |
| SPC | 2 | 608 | | Fundamentals of Speech | 3 | | Communication | Yes | THIS INTRODUCTORY COURSE FOCUSES ON CURRENT COMMUNICATION THEORIES, AUDIENCE ANALYSIS, AND THE ART OF PERSUASION. STUDENTS WILL EXPLORE AND APPLY KEY CONCEPTS SUCH AS ARISTOTLE'S THREE MODES OF PERSUASION AND CICERO'S CANONS OF CLASSICAL RHETORIC. THE COURSE INCLUDES THE PREPARATION AND PRESENTATION OF SPEECHES ON CURRENT ISSUES. PERSONALIZED FEEDBACK WILL BE PROVIDED ON BOTH SPEECH CONTENT AND DELIVERY. THIS COURSE MAY FULFILL THE TEACHING CERTIFICATION REQUIREMENT IN SPEECH. |
| STA | 2 | 032 | | Introductory Statistics | 3 | Mathematics | Mathematics | Yes | In this course students will utilize descriptive and inferential statistical methods in contextual situations, using technology as appropriate. The course is designed to increase problem-solving abilities and data interpretation through practical applications of statistical concepts. This course is appropriate for students in a wide range of disciplines and programs. |

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| SYG | 2 | 000 | | Introduction to Sociology | 3 | | Social Science | Yes | In this course, students will gain an understanding of the basic sociological concepts and vocabulary, including the methodological tools, sociological perspectives, and scientific procedures used by social scientists to collect data and conduct research. topics generally include: society and culture, institutions, socialization, influences, crime, change, groups, sex, race and ethnicity, family, class, and population. |
| THE | 2 | 000 | | Theater Appreciation | 3 | Humanities | Humanities | Yes | In this course, students will explore dramatic structure, techniques, and various organizational elements. The course provides an introduction to theatre as a collaborative art form through the critical analysis of its historical context, production, theory, and connections to theatrical literature, including the western canon. |

PENDING APPROVAL

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| Prefix | Level | Course Number | Lab | Course Title | Credit | General Ed Core Discipline Area | General Ed Discipline Area | On 2025-26 List | Course Description |
|--------|-------|---------------|-----|---|--------|---------------------------------|----------------------------|-----------------|---|
| AMH | 2 | 010 | | American History I | 3 | Social Science | Social Science | Yes | In this course, students will examine United States history from before European contact to 1877. Topics will include but are not limited to indigenous peoples, the European background, the colonial period, the American Revolution, the Articles of Confederation, the Constitution, issues within the New Republic, sectionalism, Manifest Destiny, slavery, the American Civil War, and reconstruction. |
| AMH | 2 | 020 | | American History II | 3 | Social Science | Social Science | Yes | In this course, students will trace the history of the United States from the end of the reconstruction era to the contemporary era. Topics will include but are not limited to the rise of industrialization, the United States' emergence as an actor on the world stage, constitutional amendments and their impact, the progressive era, World War I, the Great Depression and New Deal, World War II, the Civil Rights Era, the Cold War, and the United States since 1989. |
| ANT | 2 | 000 | | Introduction to Anthropology | 3 | Social Science | Social Science | Yes | In this course, students will learn the foundations of anthropology as the study of human variation in its biological, social, and cultural dimensions. Students will learn about anthropological concepts, principles, and methodologies to understand and explore past and present human behavior. They will apply the anthropological approach to analyze issues pertaining to past and contemporary cultures, and develop intellectual skills and habits to understand behavioral, social, and cultural issues from multiple disciplinary perspectives. |
| ANT | 2 | 100 | | Archaeology | 3 | | Social Science | Yes | The cross-cultural study of humankind from its beginnings up to and including the historic period through the recovery, description, and analysis of the remains of past cultures and societies. This course affords students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political, and economic issues. |
| ANT | 2 | 511 | | Introduction to Biological Anthropology | 3 | | Natural Science | Yes | An introduction to biological anthropology: the student will learn about the general topics of biological anthropology, including genetics, primatology, comparative anatomy and paleoanthropology. To be taken in conjunction with ANT 2511L. |
| ARC | 2 | 211 | | Introduction to Architecture | 3 | | Humanities | Yes | An introduction to the analysis and interpretation of the architecture and urban design of various cultures. This course affords students the ability to think critically and includes selections from the western canon. |
| ARC | 2 | 701 | | Survey of Architectural History I | 3 | | Humanities | Yes | A general survey of socio-political, environmental, global, and cultural factors, which have generated architecture in Europe, United States, Asia, and Africa from prehistory to 1400 CE. Class covers the globalization of architecture of the Greco-Roman world, its relationship to Asia through silk roads. Class examines how Greco-Roman global revival impacted United States architecture. |

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| ARC | 2 | 702 | | Survey of Architectural History II | 3 | | Humanities | Yes | The course introduces the 15th-19th-century history of architects, buildings, design theories and corresponding philosophies of the Renaissance, Baroque, Enlightenment, and Neoclassicism architectural historical ages in western cultural traditions. The course also introduces a comparative cultural perspective on eastern gardens and eastern-western garden encounters during the 16th-18th centuries. |
| ARH | 2 | 000 | | Art and Culture | 3 | Humanities | Humanities | Yes | In this course, students will develop an appreciation of and the ability to think critically about culture and be provided with the tools to understand, analyze, and discuss works of visual art and material culture. |
| ARH | 2 | 050 | | History of Visual Arts I | 3 | | Humanities | Yes | Survey of world art to 1300 CE. Introduction to traditional art mediums and processes, and approaches to analyzing and interpreting the art of global cultures. This course affords students the ability to think critically and includes selections from the western canon, as well as insights into the artistic achievements of ancient civilizations, medieval societies, and early cultures from around the world. |
| ARH | 2 | 051 | | History of Visual Arts II | 3 | | Humanities | Yes | Survey of world art since 1300 CE. Introduction to traditional art mediums and processes and approaches to analyzing and interpreting the art of various global cultures. This course affords students the ability to think critically and includes selections from the western canon. They will also examine iconography and style as they are introduced to artistic trends and movements from the renaissance to the contemporary period. |
| ART | 2 | 201 | C | Concepts and Practices I | 3 | | Humanities | Yes | Introduce students to diverse art studio practices and concepts where topics include forms of communication, sourcing inspiration, and critical theory. Studio projects are augmented by lecture, discussion, reading, writing and critical analysis. This course affords students the ability to think critically and includes selections from the western canon. |
| ART | 2 | 500 | C | Painting I | 3 | | Humanities | Yes | This course is an introduction to the process of oil painting, its material properties, its safe handling, its historical use, and its future as an art medium. problems of format, composition, and content will be addressed. students become articulate makers of paintings and articulate critics of those objects. Includes selections from the western canon. |
| ART | 2 | 602 | | Digital Imaging | 3 | | Humanities | Yes | Course serves as a fundamental introduction to Photoshop basics. Students are introduced to digital manipulation, layers and other digital editing tools that are part of this graphic software. Includes selections from the western canon. |

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|--------|-------|---------------|-----|--|--------|---------------------------------|----------------------------|-----------------|---|
| AST | 2 | 002 | | Descriptive Astronomy | 3 | Natural Science | Natural Science | Yes | This course provides a comprehensive look at modern astronomy, emphasizing the use of the scientific method and the application of physical laws to understand the universe including Earth and its environment. Throughout this course, students will develop the ability to discern scientific knowledge from non-scientific information by using critical thinking. |
| BSC | 1 | 005 | | Biological Principles for Non-Majors | 3 | Natural Science | Natural Science | Yes | This course applies the scientific method to critically examine and explain the natural world including but not limited to cells, organisms, genetics, evolution, ecology, and behavior. |
| BSC | 2 | 010 | | Biology I Cellular Processes | 3 | Natural Science | Natural Science | Yes | In this course students will apply the scientific method to critically examine and explain the natural world. This course will cover molecular biology, cellular biology, genetics, metabolism, and replication. |
| BSC | 2 | 011 | | Biodiversity | 3 | | Natural Science | Yes | Biodiversity is an analysis of biological systems at the organismal level: evolution, speciation, history of life, and ecology. This course affords students the ability to critically examine and evaluate the principles of the scientific method, model construction, and use the scientific method to explain natural experiences and phenomena. |
| BSC | 2 | 085 | | Anatomy and Physiology I | 3 | Natural Science | Natural Science | Yes | This course is the first part of a two-semester sequence in which students examine human anatomy and physiology through a systems approach based on the interaction between form and function, from the microscopic components of cells and tissues to the organismal level. Emphasis is placed on histology and the integumentary, skeletal, muscular, and nervous systems. |
| BSC | 2 | 086 | | Human Anatomy & Physiology II | 3 | | Natural Science | Yes | This course is a continuation of BSC 2085. The course includes units concerning the cardiovascular and respiratory systems, lymphatic and immune systems, digestion and metabolism, the urinary system and fluid and electrolyte balance, and reproduction and development. |
| CGS | 2 | 060 | | Introduction to Computers and Computer Programming | 3 | | Mathematics | Yes | Introduction to computer programming using a modern high-level language and the application of computational methods to problem solving. Overview of computer systems and their application and role in society. This course affords students a mastery of foundational mathematical and computation models and methods by applying such models and methods in problem solving. |

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|--------|-------|---------------|-----|--|--------|---------------------------------|----------------------------|-----------------|--|
| CHM | 2 | 045 | | General Chemistry I | 3 | Natural Science | Natural Science | Yes | This course is designed for students pursuing careers in the sciences or who need a more rigorous presentation of chemical concepts than is offered in an introductory course. Students will engage in problem solving and critical thinking while applying chemical concepts. Topics will include the principles of chemistry including atomic theory, electronic and molecular structure, measurement, stoichiometry, bonding, periodicity, thermochemistry, nomenclature, solutions, and the properties of gases. |
| CHM | 2 | 781 | | Chemistry for Sustainability | 3 | | Natural Science | Yes | This course introduces a range of science and chemical concepts required for understanding and implementing sustainable technology, plans, and policies. Topics include mass and energy balances, water chemistry, energy production, and system theory. This course affords students the ability to critically examine and evaluate the principles of the scientific method, model construction, and use the scientific method to explain natural experiences and phenomena. |
| CLA | 2 | 103 | | Daily Life in Ancient Greece | 3 | | Humanities | Yes | Study of Greek civilization from its beginning to the Roman period, with emphasis on social customs, political institutions, and daily life. This course affords students the ability to think critically and includes selections from the western canon. |
| CLA | 2 | 124 | | Daily Life in Ancient Rome | 3 | | Humanities | Yes | This course surveys the major social, political, and cultural aspects of the ancient Roman world, topically and chronologically, from 753 BCE to 476 CE, through the literary, historical, and artistic records of the Romans. This course affords students the ability to think critically and includes selections from the western canon. |
| CLT | 2 | 374 | | Gods, Heroes and Monsters in the Ancient World | 3 | | Humanities | Yes | Classical mythology surveys the myths, legends, and sagas of the Greeks and Romans chronologically (c. 1200 BCE to 17 CE) and thematically, through literature (prose and poetry), iconography (art and architecture), and film (documentary and dramatic). This course affords students the ability to think critically and includes selections from the western canon. |
| CLT | 2 | 521 | | American Greece, American Rome | 3 | | Humanities | No | This course investigates the intellectual influence of Classical antiquity in the United States from the first colonies to the aftermath of 9/11. Students will contextualize and evaluate Greek and Roman models in American "formal" and "popular" culture. This course affords students the ability to think critically and includes selections from the Western canon. |
| COM | 2 | 000 | | Introduction to Communication | 3 | | Communication | Yes | Introduction to the roles, contexts, and issues in contemporary human communication. This course is intended to introduce students to major communication concepts, theories, processes and research and prepare them to develop effective oral, written, and electronic communication skills. This course affords students the ability to communicate effectively, including the ability to write clearly and engage in public speaking. |

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| CPO | 2 | 002 | | Introduction to Comparative Politics | 3 | | Social Science | Yes | Comparison and analysis of representative European and non-western political systems. This course affords students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political, and economic issues. |
| CRW | 2 | 100 | | Introduction to Creative Writing | 3 | | Communication | Yes | In this course, students will learn about various genres such as fiction, poetry, nonfiction, and comics with an emphasis on craft elements common to more than one genre. Students will also learn about the process of writing, including idea generation, drafting, and revision. This course affords students the ability to communicate effectively, including the ability to write clearly and engage in public speaking. |
| DAN | 2 | 100 | | Understanding the Dance Experience | 3 | | Humanities | Yes | A study of dance through lectures, discussions, concert attendance, and studio practice. Designed to develop awareness and insight of dance through creation, discussion, observation, writing, and movement experiences. This course affords students the ability to think critically and includes selections from the western canon. |
| DEP | 2 | 004 | | Human Development Across the Lifespan | 3 | | Social Science | Yes | This course is a survey of major themes and recent findings in the area of human development across the life span. An emphasis will be on the major transitions from fetal development through death in the physical, cognitive, social, and emotional domains. the impact of individual differences on development will be examined. |
| ECO | 2 | 013 | | Economic Principles (Macroeconomics) | 3 | Social Science | Social Science | Yes | In this course, students will learn the foundations of macroeconomics as the branch of economics concerned with how decision-making, in an environment of scarcity, maps onto the aggregate economy. Students will examine theories and evidence related the following core set of topics: national income determination, money, monetary and fiscal policy, macroeconomic conditions, international trade and the balance of payments, and economic growth and development. |
| ECO | 2 | 023 | | Principles of Microeconomics | 3 | | Social Science | Yes | Introduction to the theory of price determination. How an economy decides what to produce, how to produce, and how to distribute goods and services. This course affords students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political, and economic issues. |
| EGN | 2 | 440 | | Probability and Statistics with Calculus | 3 | | Mathematics | Yes | An introduction to concepts of probability and statistical analysis with special emphasis on critical interpretation of data, comparing and contrasting claims, critical thinking, problem solving, and writing. This course affords students a mastery of foundational mathematical and computation models and methods by applying such models and methods in problem solving. |

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| EGN | 2 | 615 | | Economical Analysis of Systems | 3 | | Social Science | Yes | Presents basic economic models used to evaluate project investments with an understanding of the implications of socio-cultural factors on financial decisions through lectures, problem solving, and critical writing. This course affords students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political, and economic issues. |
| EME | 2 | 040 | | Technology for Leading and Learning | 3 | | Social Science | Yes | Designed as an introduction to technology and its role in communication, presentation, & learning processes. Topics include productivity software, ethical & social issues, mobile apps, interactive multimedia, and models for tech integration/usage. This course affords students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political, and economic issues. |
| EME | 2 | 390 | | Our Digital Lives - Social Media-Mobile Tech-and-Emerging Futures | 3 | | Social Science | No | This course explores how digital technologies—from social media platforms to video games to mobile devices and emerging innovations like artificial intelligence—are shaping our everyday lives, relationships, and sense of self. Students will critically examine the theoretical, practical, psychological, social, and cultural impacts of living in a connected world. Through multimedia assignments, discussions, and two major digital projects, learners will engage with topics such as algorithmic influence, digital distraction, online identity, digital addictions, and the future of human-technology interaction. This course affords students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political, and economic issues. |
| ENC | 1 | 101 | | Composition I | 3 | Communication | Communication | Yes | This course introduces students to rhetorical concepts and audience-centered approaches to writing including composing processes, language conventions and style, and critical analysis and engagement with written texts and other forms of communication. |
| ENC | 1 | 102 | | Composition II | 3 | | Communication | Yes | Instruction and practice in the skills of writing and reading. This course affords students the ability to communicate effectively, including the ability to write clearly and engage in public speaking. |
| ENC | 2 | 210 | | Technical Writing | 3 | | Communication | Yes | This course focuses on the forms, formats, and genres of business, government, professional, and technical communication. Students are given opportunities to practice creating proposals, reports, applications, and resumes. Students are trained in the collection, organization, analysis, evaluation, and professional presentation of business, industrial and/or scientific data. Students practice a variety of letter, memo, and report formats including the use of charts and drawings, as well as practice in oral reports. Students also complete a final research project. |
| ENC | 2 | 251 | | Professional Writing | 3 | | Communication | Yes | The course is an introduction to techniques and types of professional writing, including correspondence and reports. It is designed to help strengthen skills of effective business and professional communication in both oral and written modes. This course affords students the ability to communicate effectively, including the ability to write clearly and engage in public speaking. |

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| ENC | 2 | 307 | | Client and Civic Communication | 3 | | Communication | Yes | This course provides the groundwork for writing in civic life and explores working definitions of key terms: civic engagement, ethics, rhetoric, writing, composing and technology. This course affords students the ability to communicate effectively, including the ability to write clearly and engage in public speaking. |
| ENL | 2 | 330 | | Playing with Shakespeare | 3 | | Humanities | Yes | This course introduces students to at least six of Shakespeare's plays. The course will focus on artistic elements of the plays; the political, social, and intellectual milieu of the period; and contemporary issues in Shakespeare studies. This course affords students the ability to think critically and includes selections from the western canon. Will not count toward English major. |
| ESC | 2 | 000 | | Introduction to Earth Science | 3 | Natural Science | Natural Science | Yes | Using the scientific method, critical thinking skills, data analysis, this course will examine the fundamental processes of the earth system, composed of an atmosphere, hydrosphere, lithosphere, biosphere, and exosphere, through time. The course will also explore interactions between these spheres, including critical analysis of scientific theories and emphasize earth's connections with humans. |
| EUH | 2 | 011 | | Ancient History I | 3 | | Humanities | Yes | An introductory survey of ancient history. EUH 2011 treats the ancient near east and Greece from the origins of civilization to the full development of the Hellenistic kingdoms prior to conflict with Rome. This course affords students the ability to think critically and includes selections from the western canon. |
| EUH | 2 | 012 | | Ancient History II | 3 | | Humanities | Yes | An introductory survey of ancient history. EUH 2012 deals with Rome through the regal, republican, and imperial periods, from the beginnings of civilization in Italy to the division of the Roman Empire, A.D. 285. This course affords students the ability to think critically and includes selections from the western canon. |
| EUH | 2 | 022 | | The Medieval West | 3 | | Humanities | Yes | A thematic survey of western European and Mediterranean civilizations from ca. 312-1453. This course affords students the ability to think critically and includes selections from the western canon. |
| EUH | 2 | 030 | | Modern European History I | 3 | | Humanities | Yes | A thematic survey of Europe in the modern age. EUH 2030 treats the period from the Renaissance to the French Revolution. This course affords students the ability to think critically and includes selections from the western canon. |

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| EUH | 2 | 031 | | Modern European History II | 3 | | Humanities | Yes | A thematic survey of Europe in the modern age. EUH 2031, treats the period from the French Revolution to the present. This course affords students the ability to think critically and includes selections from the western canon. |
| EVR | 2 | 001 | | Introduction to Environmental Science | 3 | Natural Science | Natural Science | Yes | This course is a survey of basic chemical, biological, and physical principles of environmental science and their applications to environmental issues. This course is appropriate for students in a wide range of disciplines or programs. |
| EVR | 2 | 861 | | Introduction to Environmental Policy | 3 | | Social Science | Yes | An introduction to environmental policy using class lectures, student projects, and independent readings. Emphasis will be placed on understanding basic policy mechanisms and major policy actions relating to environmental issues at the local, national and international level. This course affords students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political, and economic issues. |
| FIL | 1 | 002 | | Introduction to Film Studies | 3 | | Humanities | Yes | An introduction to the study of moving-image culture, including of film, television, and digital media, throughout history and across the globe. This course affords students the ability to think critically and includes selections from the western canon. |
| FIL | 2 | 000 | | Film and Culture | 3 | | Humanities | Yes | This course introduces film as an art form and a social/cultural artifact by providing students with an understanding of the technical, theoretical, and ascetic aspects of film production and analysis. This course affords students the ability to think critically and includes selections from the western canon. |
| FIN | 2 | 100 | | Personal Finance | 3 | | Social Science | Yes | This course provides general education in financial information and data literacy, along with practical experience in personal financial management to encourage critical thinking and informed financial decision making to improve well-being. This course affords students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political, and economic issues. |
| FRE | 1 | 120 | | Beginning French I | 4 | | Communication | No | The first course in the study of elementary French. Emphasis on the development of basic skills in comprehension, speaking and reading. This course affords students the ability to communicate effectively, including the ability to write clearly and engage in public speaking. |

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| FRE | 1 | 121 | | Beginning French II | 4 | | Communication | No | A continuation of FRE 1120. This course affords students the ability to communicate effectively, including the ability to write clearly and engage in public speaking. |
| GEA | 2 | 000 | | World Regional Geography | 3 | | Social Science | Yes | Comparative and analytical analysis of representative world regions with emphasis on cultural, political, economic, environmental and physical diversity. This course affords students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political, and economic issues. |
| GEO | 2 | 200 | | Introduction to Physical Geography | 3 | | Natural Science | Yes | Principles of physical geography: maps, earth-sun relationships, meteorological, hydrological, pedological, aeolian, and glacial processes; and resultant landforms. This course affords students the ability to critically examine and evaluate the principles of the scientific method, model construction, and use the scientific method to explain natural experiences and phenomena. |
| GEO | 2 | 400 | | Human Geography | 3 | | Social Science | Yes | This course is an introductory survey of geographic theories, issues and applications from the human perspective. In particular how people interact with each other politically, economically, culturally and socially across distances, scales and within various physical environments. In addition, global contrasts are examined using urban versus rural habitation, local versus transnational trade, and uneven economic development. |
| GER | 1 | 120 | | Beginning German I | 4 | | Communication | No | This course develops basic communication skills in German; it develops and hones all five language skills (speaking, listening, writing, reading, and culture). It affords students the ability to communicate effectively, including the ability to write clearly and engage in public speaking. |
| GER | 1 | 121 | | Beginning German II | 4 | | Communication | No | This course builds on and advances basic German communication skills acquired in GER 1120; it further develops and hones all five language skills (speaking, listening, writing, reading, and culture). It affords students the ability to communicate effectively, including the ability to write clearly and engage in public speaking. |
| GEY | 2 | 000 | | Introduction to Aging Sciences | 3 | | Social Science | Yes | An introduction to the study of aging. The aging process is viewed from a multi-disciplinary perspective including the biological, psychological, and sociological aspects of aging. This course affords students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political, and economic issues. |

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| GLY | 2 | 010 | | Dynamic Earth: Introduction to Physical Geology | 3 | Natural Science | Natural Science | Yes | Using the scientific method, critical thinking skills, and data analysis, this course will examine the fundamental processes of the earth system, composed of an atmosphere, hydrosphere, cryosphere, lithosphere, biosphere, and exosphere through time. The course will also explore interactions between these spheres, including critical analysis of scientific theories and emphasize lithospheric connections with humanity. |
| GLY | 2 | 100 | | History of Life | 3 | | Natural Science | Yes | This course has several objectives. It is an introduction not only to basic scientific concepts in geology and evolutionary theory but, perhaps more importantly, to science as a way of understanding the world around you and finding answers to big questions. This course affords students the ability to critically examine and evaluate the principles of the scientific method, model construction, and use the scientific method to explain natural experiences and phenomena. |
| GRA | 2 | 109 | | Graphic Design Theory and Culture | 3 | | Humanities | Yes | A course that focuses on the historical and contemporary impact of graphic design as a field on culture, industry, philosophy, and communication media. Students will examine the practice of graphic designers, graphic design theory, and the process in which contemporary discourse in graphic design has evolved with culture. This course affords students the ability to think critically and includes selections from the western canon. |
| GRE | 1 | 120 | | Beginning Classical Greek I | 4 | | Humanities | No | An introductory course in Classical Greek grammar with appropriate readings. GRE 1120 is a Humanities course. Humanities courses must afford students the ability to think critically through the mastering of subjects concerned with human culture, especially literature, history, art, music, and philosophy, and must include selections from the Western canon. |
| GRE | 1 | 121 | | Beginning Classical Greek II | 4 | | Humanities | No | An introductory course in Classical Greek grammar with appropriate readings. GRE 1121 is a Humanities course. Humanities courses must afford students the ability to think critically through the mastering of subjects concerned with human culture, especially literature, history, art, music, and philosophy, and must include selections from the Western canon. |
| HSC | 2 | 100 | | Contemporary Health Science | 3 | | Social Science | Yes | An introduction to health concerns and problems in contemporary society, including methods of assessing individual health needs. This course affords students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political, and economic issues. |
| HUM | 1 | 020 | | Introduction to Humanities | 3 | Humanities | Humanities | Yes | In this course, students will learn about the creative ideas and accomplishments of various cultures in various fields of humanities that may include art, architecture, drama, history, music, literature, philosophy, and religion. The course will include cultural expressions from the western canon and may also include expressions from around the globe. |

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|--------|-------|---------------|-----|---------------------------------|--------|---------------------------------|----------------------------|-----------------|--|
| HUM | 2 | 210 | | Classical - Medieval Periods | 3 | | Humanities | Yes | A survey of literature and the arts of ancient Greece, Rome, and medieval Europe. Issues to be examined may include the dialogue between local traditions and cosmopolitan cultures, the relationship of the individual to society, and the bases for moral values. This course affords students the ability to think critically and includes selections from the western canon. |
| HUM | 2 | 230 | | Renaissance - 20th Century | 3 | | Humanities | Yes | Students will be exposed to the creative expressions and cultural products of western European societies in order not only to determine the past's values, beliefs, and concerns, but also to enrich our own spirits, imaginations, and intellects. This course affords students the ability to think critically and includes selections from the western canon. |
| HUM | 2 | 250 | | The Twentieth Century | 3 | | Humanities | Yes | Analyses of selected works of twentieth century art, including films, paintings, music, and literature, in the context of major political, social, and economic events, such as war, depression, totalitarianism, and technological change. This course affords students the ability to think critically and includes selections from the western canon. |
| HUM | 2 | 273 | | East/West Culture Since 1400 | 3 | | Humanities | Yes | This course examines the different ways westerners have viewed, understood, and made sense of Asia since the 15th-century. This course affords students the ability to think critically and includes selections from the western canon. |
| HUM | 2 | 522 | | Cultural Study of Pop Music | 3 | | Humanities | Yes | An interdisciplinary introduction to popular music, including the history of the music industry and music's many forms and styles. This course affords students the ability to think critically and includes selections from the western canon. |
| HUM | 2 | 593 | | Science in Cultural Context | 3 | | Humanities | Yes | A humanistic introduction to the cultural, historical, and philosophical study of the methods, institutions, and processes that give rise to scientific knowledge in particular contexts. This course affords students the ability to think critically and includes selections from the western canon. |
| HUN | 2 | 201 | | Fundamentals of Human Nutrition | 3 | | Natural Science | Yes | This course focuses on the elements of nutrition and factors influencing the ability of individuals to maintain good nutrition status. |

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|--------|-------|---------------|-----|--|--------|---------------------------------|----------------------------|-----------------|---|
| IDS | 2 | 231 | | Introduction to Global Sustainability | 3 | | Social Science | Yes | The course presents theory and practice of sustainability and discusses its three components: environment, society and economy. It discusses sustainability aspects at local and global levels. This course affords students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political, and economic issues. |
| IDS | 2 | 378 | | Foundations of Interdisciplinary Knowledge and Inquiry | 3 | | Communication | No | This course introduces students to foundational concepts and principles used to analyze complex issues from an interdisciplinary perspective. Students will explore five major domains of knowledge and inquiry: Science, Technology, Engineering, and Mathematics (STEM), Social Sciences, Health Professions, Business, and Humanities and Arts. Through applied critical thinking, students will examine how these disciplines approach problems, preparing them for collaborative, interdisciplinary problem solving. The course also develops students' ability to communicate effectively, both in writing and through public speaking. |
| INR | 2 | 002 | | Introduction to International Relations | 3 | | Social Science | Yes | Concepts and analytical tools applied to events such as politics among nations, control of foreign policies, types of actors, war and peace. This course affords students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political, and economic issues. |
| ITA | 1 | 120 | | Beginning Italian I | 4 | | Communication | No | The first course in the study of elementary Italian. Emphasis is on the development of basic skills in comprehension, speaking, and reading. This course affords students the ability to communicate effectively, including the ability to write clearly and engage in public speaking. |
| ITA | 1 | 121 | | Beginning Italian II | 4 | | Communication | No | The second course in the study of elementary Italian. Emphasis is on the development of basic skills in comprehension, speaking and reading. This course affords students the ability to communicate effectively, including the ability to write clearly and engage in public speaking. |
| JPN | 1 | 120 | | Modern Japanese I | 4 | | Communication | No | An intensive study of basic skills: pronunciation, listening comprehension, speaking, and some composition. This course is part of the University of South Florida's General Education Curriculum. It is certified for Communication (UGEC). Students enrolled in this course will be asked to participate in the USF General Education assessment effort. This will involve submitting copies of writing assignments for review via Canvas. |
| JPN | 1 | 121 | | Modern Japanese II | 4 | | Communication | No | A continuation of JPN 1120. More sophisticated oral/aural skills are attained. Basic reading skills are acquired. This course is part of the University of South Florida's General Education Curriculum. It is certified for Communication (UGEC). Students enrolled in this course will be asked to participate in the USF General Education assessment effort. This will involve submitting copies of writing assignments for review via Canvas. |

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|--------|-------|---------------|-----|--|--------|---------------------------------|----------------------------|-----------------|---|
| LAT | 1 | 120 | | Beginning Latin I | 4 | | Humanities | No | An introductory course in Latin grammar with appropriate readings. This course affords students the ability to think critically and includes selections from the Western canon. |
| LAT | 1 | 121 | | Beginning Latin II | 4 | | Humanities | No | An introductory course in Latin grammar with appropriate readings. This course affords students the ability to think critically and includes selections from the Western canon. |
| LDR | 2 | 010 | | Leadership Fundamentals | 3 | | Social Science | Yes | This introductory course includes the study and application of leadership theories, concepts, and skills. Students will analyze their leadership responsibilities for the common good and purposeful change in a global context. This course affords students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political, and economic issues. |
| LIN | 2 | 002 | | Language, Culture & Film | 3 | | Humanities | Yes | This course offers an introductory exposure to an array of major world languages and the corresponding cultures using lectures about and films in the target languages, as well as linguistic and cultural study materials. This course affords students the ability to think critically and includes selections from the western canon. |
| LIN | 2 | 009 | | Language Learning and Linguistics in Your Life | 3 | | Communication | No | LIN 2009 is an introductory course to key areas of Applied Linguistics. This course affords students the ability to communicate effectively, including the ability to write clearly and engage in public speaking. |
| LIS | 2 | 005 | | Information Literacy | 3 | | Communication | Yes | This course covers the development of undergraduate research and critical thinking skills to identify, evaluate, and use appropriate information sources to address educational, research, and other information needs. This course affords students the ability to communicate effectively, including the ability to write clearly and engage in public speaking. |
| LIT | 2 | 000 | | Introduction to Literature | 3 | Humanities | Humanities | Yes | In this course, students will be assigned readings representative of a broad range of literary genres and cultures. These readings will cover a variety of literary movements and historical eras. The readings will include selections from the western canon. Written analysis of literary works may be required. Students will be provided with opportunities to practice critical interpretation. |

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| LIT | 2 | 030 | | Introduction to Poetry | 3 | | Humanities | Yes | A study of the poem as literary form; approached from an historical perspective though not restricted to any historical period. Will not be counted toward the English major. This course affords students the ability to think critically and includes selections from the western canon. |
| LIT | 2 | 109 | | Great Literature of the World | 3 | | Humanities | Yes | An introduction to world literature, including samples from the ancient and modern era, literature in translation, male and female writers, and various cultures. This course affords students the ability to think critically and includes selections from the western canon. |
| LIT | 2 | 370 | | The Bible As Literature | 3 | | Humanities | Yes | Major emphasis on literary types, literary personalities of Hebrew and Christian testaments, and biblical archetypes in later literary classics. This course affords students the ability to think critically and comparatively from selections across global traditions and from the western canon. |
| LIT | 2 | 411 | | Religious and Philosophical Themes | 3 | | Humanities | Yes | Theological and philosophical ideas, allusions, and symbols in the writings of Dostoevsky, Nietzsche, Mann, Joyce, Eliot, Camus, Sartre, among others. Develops critical thinking skills and includes elements of the western canon. |
| MAC | 1 | 105 | | College Algebra | 3 | Mathematics | Mathematics | Yes | In this course, students will develop problem solving skills, critical thinking, computational proficiency, and contextual fluency through the study of equations, functions, and their graphs. Emphasis will be placed on quadratic, exponential, and logarithmic functions. Topics will include solving equations and inequalities, definition and properties of a function, domain and range, transformations of graphs, operations on functions, composite and inverse functions, basic polynomial and rational functions, exponential and logarithmic functions, and applications. |
| MAC | 1 | 147 | | Precalculus Algebra and Trigonometry | 4 | | Mathematics | Yes | This is an accelerated combination of precalculus algebra (MAC 1140) and precalculus trigonometry (MAC 1114); this course is best for students who have already seen some trigonometry. This course affords students a mastery of foundational mathematical and computation models and methods by applying such models and methods in problem solving. |
| MAC | 2 | 233 | | Calculus for Business | 3 | | Mathematics | Yes | Topics in differential and integral calculus with applications. (This course cannot be used to satisfy upper-level degree requirements by mathematics, statistics or natural science majors). |

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|--------|-------|---------------|-----|---|--------|---------------------------------|----------------------------|-----------------|---|
| MAC | 2 | 241 | | Life Sciences Calculus I | 3 | | Mathematics | Yes | This course is an introduction to the methods and applications of differential and integral calculus for students in the life sciences. Topics include limits, continuity, derivatives of basic functions in mathematics, differentiation rules, optimization problems, the definite integral and area under a curve, basic theory of differential equations and modeling with differential equations in the life sciences. |
| MAC | 2 | 311 | | Calculus I | 4 | Mathematics | Mathematics | Yes | In this course, students will develop problem solving skills, critical thinking, computational proficiency, and contextual fluency through the study of limits, derivatives, and definite and indefinite integrals of functions of one variable, including algebraic, exponential, logarithmic, and trigonometric functions, and applications. Topics will include limits, continuity, differentiation and rates of change, optimization, curve sketching, and introduction to integration and area. |
| MAC | 2 | 312 | | Calculus II | 4 | | Mathematics | Yes | Antiderivatives, the definite integral, applications, series, log, exponential and trig functions. This course affords students a mastery of foundational mathematical and computation models and methods by applying such models and methods in problem solving. |
| MAC | 2 | 313 | | Calculus III | 4 | | Mathematics | Yes | Vector algebra, vector-valued functions, and analytic geometry in space. Polar, cylindrical, and spherical coordinate systems. Quadric surfaces and functions of several variables, partial derivatives, and optimization problems. Multiple integrals and applications to engineering and the sciences. Line integrals if time permits. This course affords students a mastery of foundational mathematical and computation models and methods by applying such models and methods in problem solving. |
| MAD | 2 | 104 | | Discrete Mathematics | 3 | | Mathematics | Yes | This course discusses logic, sets, functions, algorithms and complexity, integers and algorithms, mathematical reasoning and induction, counting principles, permutations and combinations, discrete probability, advanced counting techniques and inclusion-exclusion. |
| MAD | 2 | 470 | | Introduction to Cryptography and its Applications | 3 | | Mathematics | Yes | This course starts with a review of the mathematical foundations of cryptography and then introduces classical cryptographic techniques. This course further discusses modern symmetric encryption, asymmetric encryption, and hash functions with their practical applications. This course affords students a mastery of foundational mathematical and computation models and methods by applying such models and methods in problem solving. |
| MAP | 2 | 302 | | Differential Equations | 3 | | Mathematics | Yes | First-order ordinary differential equations, theory of linear ordinary differential equations, solution of linear ordinary differential equations with constant coefficients, the Laplace transform and its application to solving linear ordinary differential equations. |

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|--------|-------|---------------|-----|----------------------------------|--------|---------------------------------|----------------------------|-----------------|---|
| MCB | 2 | 000 | | Microbiology | 3 | | Natural Science | Yes | Basic concepts of microbes as pathogens, food spoilage and fermentative organisms. Microbial relationships to immunology, sanitation, pollution. For Non-Biology Majors. |
| MGF | 1 | 130 | | Mathematical Thinking | 3 | Mathematics | Mathematics | Yes | Through this course, students will utilize multiple means of problem solving through student-centered mathematical exploration. The course is designed to teach students to think more effectively and vastly increase their problem-solving ability through practical application and divergent thinking. This course is appropriate for students in a wide range of disciplines and programs. |
| MGF | 1 | 131 | | Mathematical Thinking in Context | 3 | | Mathematics | Yes | Through this course, students will experience the practicality of mathematics in a global society. Students will engage in the application of tools and techniques of mathematics in a variety of contextual situations from everyday life. This course is appropriate for students in a wide range of disciplines/programs. |
| MUC | 2 | 301 | | Introduction To Electronic Music | 3 | | Humanities | Yes | A study of the past century's technological explosion, which has affected the way in which music is performed, recorded, edited, composed, distributed, reproduced, and perceived worldwide. This course affords students the ability to think critically and includes selections from the western canon. |
| MUH | 2 | 013 | | Survey of Jazz | 3 | | Humanities | Yes | This course introduces undergraduate students to jazz music. Students will study historical, cultural and social issues associated with the evolution of jazz music and learn to hear and discern specific musical traits found in jazz music. This course affords students the ability to think critically and includes selections from the western canon. |
| MUH | 2 | 019 | | Modern Popular Music | 3 | | Humanities | Yes | This course surveys the development of popular music in the United States and internationally from the early 20th century to the present. It covers genres including Blues, Rock, Prog Rock (including its close associations with works of the western canon), Pop, R&B, Soul, Country, and Hip Hop, while considering the social, economic, and technological factors that helped shape these musical styles. |
| MUH | 2 | 020 | | The History of Blues and Rock | 3 | | Humanities | Yes | A study of the history of rock music: its roots, regions and countries of origin, evolution, styles, influences, social/cultural context, etc. Blues and rock are particularly American forms of music, but they reflect ancient practice as well. This course affords students the ability to think critically and includes selections from the western canon. |

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|--------|-------|---------------|-----|--|--------|---------------------------------|----------------------------|-----------------|--|
| MUH | 2 | 051 | | Folk/Traditional Music in World Cultures | 3 | | Humanities | Yes | A comparative survey of the stylistic traits and functions of the folk and traditional music, both sacred and secular, of diverse western and non-western cultures. For non-majors; may be taken by majors as an elective with departmental approval. This course affords students the ability to think critically and includes selections from the western canon. |
| MUH | 2 | 052 | | World Music | 3 | | Humanities | Yes | This survey course considers a vast range of global music cultures on a rotating and regional basis, engaging in a multitude of preliminary but informed discussions of music in the world, and in contemporaneous contexts. The course aims to complicate boundaries of nation, geography, and encounter looking beyond dichotomies of non-western and western, the formal and informal, or the traditional and popular in order to ponder connections to important themes and concepts in today's world through discussions of music and sound. This course affords students the ability to think critically and includes selections from the western canon. |
| MUL | 2 | 010 | | Music and Culture | 3 | Humanities | Humanities | Yes | In this course, students will survey the history of classical music from antiquity to the modern period, focusing on western music. The curriculum may also integrate a variety of popular and global styles where appropriate. |
| MUN | 1 | 120 | | Concert Band | 1 | | Humanities | Yes | This course involves the study, rehearsal and performance of varied literature from the wind band repertory. This ensemble endeavors to further develop the playing and listening skills of the members, both individually and as an ensemble. Students will also develop aesthetic value judgments through the literature selected for rehearsal and performance. This course includes selections from the western canon. |
| OCE | 2 | 001 | | Introduction to Oceanography | 3 | Natural Science | Natural Science | Yes | Using the scientific method, critical thinking skills, and data analysis, this course will examine the fundamental processes of the ocean system, composed of an atmosphere, hydrosphere, lithosphere, and biosphere, through time. The course will also explore interactions between these spheres, including critical analysis of scientific theories and emphasize oceanic connections with humanity. |
| PAD | 2 | 000 | | Introduction to Public and Community Service | 3 | | Social Science | Yes | Examination of policy design and implementation, organizational behavior and change, public management, financial administration, and personnel management in the context of public service and community leadership. This course affords students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political, and economic issues. |
| PHC | 2 | 100 | | Introduction to Public Health | 3 | | Natural Science | Yes | This course provides a comprehensive introduction to epidemiology, biostatistics, environmental health, health policy, and social and behavioral sciences. The course emphasizes critical thinking and the application of the scientific method to analyze and address public health issues. This course affords students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political, and economic issues. |

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| PHI | 1 | 103 | | Critical Thinking | 3 | | Humanities | Yes | Throughout this course, you will become a more effective problem solver, critical thinker, and reflective human being. You will develop intellectual humility and honesty, critique your own claims and processes, and create thoughtful proposals and original arguments based on careful research, analysis, and evaluation. We will accomplish all of this through problem-based learning, case study analysis, and the completion of a course-long critical thinking, research, and reflection project. This course affords students the ability to think critically and includes selections from the western canon. |
| PHI | 1 | 600 | | Introduction to Ethics | 3 | | Humanities | Yes | This course introduces students to key texts, concepts, problems, and methods in ethics, along with ethical theories, including virtue ethics, consequentialism, and deontology. This course affords students the ability to think critically and includes selections from the western canon. |
| PHI | 2 | 010 | | Introduction to Philosophy | 3 | Humanities | Humanities | Yes | In this course, students will be introduced to the nature of philosophy, philosophical thinking, major intellectual movements in the history of philosophy, including topics from the western philosophical tradition, and various problems in philosophy. Students will strengthen their intellectual skills, become more effective learners, and develop broad foundational knowledge. |
| PHI | 2 | 101 | | Formal Logic | 3 | | Mathematics | Yes | An elementary study of prepositional, predicate, class and syllogistic logic with some attention to basic problems of logical theory. This course affords students a mastery of foundational mathematical and computation models and methods by applying such models and methods in problem solving. |
| PHI | 2 | 622 | | Biomedical Ethics | 3 | | Humanities | Yes | This course will focus on the ethical issues arising from advances in medical practice, delivery of health care, and scientific research. This course affords students the ability to think critically and includes selections from the western canon. |
| PHY | 2 | 020 | | Conceptual Physics | 3 | Natural Science | Natural Science | Yes | This course offers a comprehensive survey of physics, covering a wide range of topics including motion, newton's laws, energy, sound, heat, electricity, magnetism, and optics. Emphasizing a conceptual understanding of physics, the course integrates critical thinking skills and real-world applications. |
| PHY | 2 | 048 | | General Physics I - Calculus Based | 3 | Natural Science | Natural Science | Yes | This calculus-based course serves as the first in a two-part series, covering topics like kinematics, dynamics, energy, momentum, rotational motion, fluid dynamics, oscillatory motion, and waves. Designed for science and engineering majors, the course integrates critical thinking, analytical skills, and real-world applications. |

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| PHY | 2 | 049 | | General Physics II - Calculus Based | 3 | | Natural Science | Yes | Second semester of calculus based general physics. Topics studied include wave mechanics, electricity and magnetism, and optics. This course affords students the ability to critically examine and evaluate the principles of the scientific method, model construction, and use the scientific method to explain natural experiences and phenomena. |
| PHY | 2 | 053 | | General Physics I | 3 | Natural Science | Natural Science | Yes | This course is the first in a two-part series intended for non-physics majors, offering an algebra and trigonometry approach to topics such as kinematics, dynamics, energy, momentum, rotational motion, fluid dynamics, oscillatory motion, and waves. The course fosters analytical and critical thinking skills to promote a scientific understanding of the real world. |
| PHY | 2 | 054 | | General Physics II | 3 | | Natural Science | Yes | Second semester of non-calculus based general physics. Topics studied include electricity and magnetism, optics and modern physics. This course affords students the ability to critically examine and evaluate the principles of the scientific method, model construction, and use the scientific method to explain natural experiences and phenomena. |
| PHY | 2 | 060 | | Enriched General Physics I with Calculus | 3 | | Natural Science | Yes | First semester of an enriched sequence of calculus based general physics designed for physics majors and other students seeking a deeper understanding of mechanics, kinematics, conservation laws, central forces, harmonic motion, and mechanical waves. This course affords students the ability to critically examine and evaluate the principles of the scientific method, model construction, and use the scientific method to explain natural experiences and phenomena. |
| PHY | 2 | 061 | | Enriched General Physics II with Calculus | 3 | | Natural Science | Yes | Second semester of an enriched sequence of calculus based general physics designed for physics majors and other students seeking a deeper understanding of thermodynamics, electricity, magnetism, electromagnetic fields and waves, circuits, and optics. This course affords students the ability to critically examine and evaluate the principles of the scientific method, model construction, and use the scientific method to explain natural experiences and phenomena. |
| POS | 2 | 041 | | American National Government | 3 | Social Science | Social Science | Yes | In this course, students will investigate how the national government is structured and how the American constitutional republic operates. It covers the philosophical and historical foundations of American government, including but not limited to the declaration of independence, the United States constitution and all its amendments, and the federalist papers. The course examines the branches of government and the government's laws, policies, and programs. It also examines the ways in which citizens participate in their government and ways their government responds to citizens. |
| PSC | 2 | 515 | | Energy and Humanity | 3 | | Natural Science | Yes | Explores energy use and its environmental impacts, including climate change. Energy resources, including alternatives to fossil fuels, are discussed. Basic science concepts as well as contemporary technologies are covered. This course affords students the ability to critically examine and evaluate the principles of the scientific method, model construction, and use the scientific method to explain natural experiences and phenomena. |

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| PSY | 2 | 012 | | Introduction to Psychological Science | 3 | Social Science | Social Science | Yes | In this course, students will gain an introduction to the scientific study of human behavior and mental processes. Topics may be drawn from historical and current perspectives in psychology. |
| QMB | 2 | 100 | | Quantitative Methods & Business Decisions I | 3 | | Mathematics | Yes | This course introduces students to the quantitative methods and analytical tools used in business decision-making. Introductory statistics topics include descriptive statistics, probability, regression analysis, decision analysis, and basic optimization techniques. Students will learn how to apply these methods to solve real-world business problems, enhancing their ability to make informed decisions based on quantitative data. The course also explores the historical development of quantitative analysis in business, highlighting key concepts that have influenced modern business practices. Through practical applications and case studies, students will gain proficiency in using quantitative tools to improve business outcomes. |
| REL | 2 | 300 | | Introduction to World Religions | 3 | | Social Science | Yes | This course is an introduction to the world's major religions. Open to majors and non-majors. This course affords students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political, and economic issues. |
| REL | 2 | 043 | | Sacred Texts | 3 | | Humanities | No | The course provides an introduction to the study of some of the foundational texts of selected religious traditions by focusing on reading and interpretative strategies in order to understand the central beliefs and practices presented in these texts. Humanities courses must afford students the ability to think critically through the mastering of subjects concerned with human culture, especially literature, history, art, music, and philosophy, and must include selections from the Western canon. |
| REL | 2 | 700 | | The Life Worth Living | 3 | | Humanities | No | What does it mean for life to go well? What would it look like for a life to be lived well? In short, what shape would a life worth living take? This course engages with these questions through readings from philosophical figures and religious texts, from the ancient world to the present day—from Plato to Nietzsche to Peter Singer to Marcus Aurelius; from the Bible to Confucius to the Dalai Lama. Close readings of these texts will form the basis for discussions on deep questions such as the necessity of belief in a higher power, the basis of moral action, our place in the world and the long span of history, and our obligations to others. Humanities courses must afford students the ability to think critically through the mastering of subjects concerned with human culture, especially literature, history, art, music, and philosophy, and must include selections from the Western canon. |
| SPA | 2 | 001 | | Introduction to Communication Sciences and Disorders | 3 | | Social Science | Yes | This course introduces the field of communication sciences and disorders. It will include information about the professions and practice settings therein. Students will also learn about the educational and licensure requirements for these professions. This course affords students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political, and economic issues. |
| SPC | 2 | 608 | | Public Speaking | 3 | | Communication | Yes | The nature and basic principles of human communication; emphasis on improving speaking and listening skills common to all forms of oral communication through a variety of experiences in public discourse. This course affords students the ability to communicate effectively, including the ability to write clearly and engage in public speaking. |

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| SPC | 2 | 420 | | Small Group Communication | 3 | | Communication | No | A survey of theory and research in group communication. This courses uses group discussions and communication exercises to increase awareness of the dynamics of human communication in small group and team settings. USF General Education Communication courses must afford students the ability to communicate effectively, including the ability to write clearly and engage in public speaking. |
| SPM | 2 | 019 | | Issues in Sport | 3 | | Social Science | Yes | A study of organized sport as a pervasive part of contemporary society. By increasing understanding of some of the issues and controversies based on the structure of sport and society, individuals will be able to understand and improve sport experiences. This course affords students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political, and economic issues. |
| SPN | 1 | 120 | | Beginning Spanish I | 4 | | Communication | No | Development of basic skills in listening and reading comprehension, speaking, and writing of Spanish. This course affords students the ability to communicate effectively, including the ability to write clearly and engage in public speaking. |
| SPN | 1 | 121 | | Beginning Spanish II | 4 | | Communication | No | Continue development of basic skills in listening and reading comprehension, speaking, and writing of Spanish. This course affords students the ability to communicate effectively, including the ability to write clearly and engage in public speaking. |
| SPN | 2 | 200 | | Spanish III | 3 | | Communication | No | Continued development of basic skills in listening and reading comprehension, speaking, and writing of Spanish. This course affords students the ability to communicate effectively, including the ability to write clearly and engage in public speaking. |
| STA | 2 | 023 | | Introductory Statistics I | 3 | Mathematics | Mathematics | Yes | In this course, students will utilize descriptive and inferential statistical methods in contextual situations, using technology as appropriate. The course is designed to increase problem-solving abilities and data interpretation through practical applications of statistical concepts. This course is appropriate for students in a wide range of disciplines and programs. |
| STA | 2 | 122 | | Social Science Statistics | 3 | | Mathematics | Yes | Students are taught the fundamental vocabulary and symbols of statistics as well as commonly used statistical procedures in social sciences. Students conduct analyses, interpret results, and make conclusions about research questions. This course affords students a mastery of foundational mathematical and computation models and methods by applying such models and methods in problem solving. |

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| Prefix | Level | Course Number | Lab | Course Title | Credit | General Ed Core Discipline Area | General Ed Discipline Area | On 2025-26 List | Course Description |
|--------|-------|---------------|-----|--|--------|---------------------------------|----------------------------|-----------------|---|
| SYG | 2 | 000 | | Introduction to Sociology | 3 | | Social Science | Yes | An introduction to sociological perspectives and methods and the basic areas of sociological interests such as socialization, gender, race and ethnic relations, deviance, social control, and social stratification. Required for sociology majors and minor. This course affords students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political, and economic issues. |
| THE | 2 | 000 | | Theater and Culture | 3 | Humanities | Humanities | Yes | In this course, students will explore dramatic structure, techniques, and various organizational elements. The course provides an introduction to theatre as a collaborative art form through the critical analysis of its historical context, production, theory, and connections to theatrical literature, including the western canon. |
| THE | 2 | 252 | | Great Performances on Film | 3 | | Humanities | Yes | This class traces the evolution of acting styles as evidenced through 100 years of cinema and explores how movies and actors mirror or influence American cultural trends. Major films are selected from various acting genres in the western canon. This course affords students the ability to think critically and includes selections from the western canon. |
| WOH | 2 | 022 | | Global History since 1750 | 3 | | Humanities | Yes | This course offers an introduction to the major themes and events in modern global history from 1750 to the present. This course affords students the ability to think critically and includes selections from the western canon. |
| WOH | 2 | 423 | | Epidemics and Pandemics in World History | 3 | | Social Science | Yes | This course examines epidemics and pandemics in world history, from antiquity to the present, with a focus on the political, economic, social, cultural, and medical consequences of various infectious diseases. This course affords students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political, and economic issues. |
| ZOO | 2 | 710 | C | Introduction to Animal Anatomy | 4 | | Natural Science | Yes | Anatomy of selected vertebrate types emphasizing evolutionary trends. Lec.-Lab. This course affords students the ability to critically examine and evaluate the principles of the scientific method, model construction, and use the scientific method to explain natural experiences and phenomena. |

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|--------|-------|---------------|-----|--|--------|---------------------------------|----------------------------|-----------------|--|
| AMH | 2 | 010 | | UNITED STATES TO 1877 | 3 | Social Science | Social Science | Yes | IN THIS COURSE STUDENTS WILL EXAMINE UNITED STATES HISTORY FROM BEFORE EUROPEAN CONTACT TO 1877. TOPICS WILL INCLUDE BUT ARE NOT LIMITED TO INDIGENOUS PEOPLES, THE EUROPEAN BACKGROUND, THE COLONIAL PERIOD, THE AMERICAN REVOLUTION, THE ARTICLES OF CONFEDERATION, THE CONSTITUTION, ISSUES WITHIN THE NEW REPUBLIC, SECTIONALISM, MANIFEST DESTINY, SLAVERY, THE AMERICAN CIVIL WAR, AND RECONSTRUCTION. |
| AMH | 2 | 020 | | UNITED STATES SINCE 1877 | 3 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL TRACE THE HISTORY OF THE UNITED STATES FROM THE END OF THE RECONSTRUCTION ERA TO THE CONTEMPORARY ERA. TOPICS WILL INCLUDE BUT ARE NOT LIMITED TO THE RISE OF INDUSTRIALIZATION, THE UNITED STATES' EMERGENCE AS AN ACTOR ON THE WORLD STAGE, CONSTITUTIONAL AMENDMENTS AND THEIR IMPACT, THE PROGRESSIVE ERA, WORLD WAR I, THE GREAT DEPRESSION AND NEW DEAL, WORLD WAR II, ISSUES OF CIVIL AND MINORITY RIGHTS, THE COLD WAR, AND THE UNITED STATES SINCE 1989. |
| AML | 2 | 010 | | AMERICAN LITERATURE I | 3 | | Humanities | Yes | SURVEY OF MAJOR AMERICAN LITERATURE FROM COLONIAL TIMES TO THE CIVIL WAR. INCLUDES SELECTIONS FROM THE WESTERN CANON. OPEN TO ALL STUDENTS. |
| AML | 2 | 020 | | AMERICAN LITERATURE II | 3 | | Humanities | Yes | SURVEY OF MAJOR AMERICAN LITERATURE FROM THE CIVIL WAR TO THE PRESENT. INCLUDES SELECTIONS FROM THE WESTERN CANON. OPEN TO ALL STUDENTS. |
| AMS | 2 | 010 | | CIVIL DISCOURSE AND THE AMERICAN POLITICAL ORDER | 3 | | Humanities | Yes | STUDENTS WILL EXPLORE THE CONCEPT OF CIVIL DISCOURSE ALONG WITH THE BASIC PRINCIPLES OF AMERICAN DEMOCRACY AND HOW THEY ARE APPLIED IN OUR REPUBLICAN FORM OF GOVERNMENT. THROUGH A REVIEW OF THE US CONSTITUTION, FOUNDING DOCUMENTS AND LANDMARK SUPREME COURT CASES, STUDENTS WILL UNDERSTAND HOW THE NATURE AND FUNCTIONS OF OUR INSTITUTIONS OF SELF-GOVERNANCE HAVE BEEN SHAPED. STUDENTS WILL THEN APPLY THESE LESSONS TO CASE STUDIES. |
| ANT | 2 | 000 | | HONORS INTRODUCTION TO ANTHROPOLOGY | 3 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL LEARN THE FOUNDATIONS OF ANTHROPOLOGY AS THE STUDY OF HUMAN VARIATION IN ITS BIOLOGICAL, SOCIAL, AND CULTURAL DIMENSIONS. STUDENTS WILL LEARN ABOUT ANTHROPOLOGICAL CONCEPTS, PRINCIPLES, AND METHODOLOGIES TO UNDERSTAND AND EXPLORE PAST AND PRESENT HUMAN BEHAVIOR. THEY WILL APPLY THE ANTHROPOLOGICAL APPROACH TO ANALYZE ISSUES PERTAINING TO PAST AND CONTEMPORARY CULTURES, AND DEVELOP INTELLECTUAL SKILLS AND HABITS TO UNDERSTAND BEHAVIORAL, SOCIAL AND CULTURAL ISSUES FROM MULTIPLE DISCIPLINARY PERSPECTIVES. |
| ANT | 2 | 000 | | INTRODUCTION TO ANTHROPOLOGY | 3 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL LEARN THE FOUNDATIONS OF ANTHROPOLOGY AS THE STUDY OF HUMAN VARIATION IN ITS BIOLOGICAL, SOCIAL, AND CULTURAL DIMENSIONS. STUDENTS WILL LEARN ABOUT ANTHROPOLOGICAL CONCEPTS, PRINCIPLES, AND METHODOLOGIES TO UNDERSTAND AND EXPLORE PAST AND PRESENT HUMAN BEHAVIOR. THEY WILL APPLY THE ANTHROPOLOGICAL APPROACH TO ANALYZE ISSUES PERTAINING TO PAST AND CONTEMPORARY CULTURES, AND DEVELOP INTELLECTUAL SKILLS AND HABITS TO UNDERSTAND BEHAVIORAL, SOCIAL AND CULTURAL ISSUES FROM MULTIPLE DISCIPLINARY PERSPECTIVES. |

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|--------|-------|---------------|-----|---|--------|---------------------------------|----------------------------|-----------------|---|
| ANT | 2 | 100 | | INTRODUCTION TO ARCHAEOLOGY | 3 | | Social Science | Yes | THE HISTORICAL AND THEORETICAL BACKGROUNDS OF ARCHAEOLOGY, THE GOALS AND METHODS OF ARCHAEOLOGY, AND ARCHAEOLOGICAL FIELDWORK TECHNIQUES. |
| ANT | 2 | 511 | | BIOLOGICAL ANTHROPOLOGY | 3 | | Natural Science | Yes | HUMAN EVOLUTION AND VARIATION WITH EMPHASIS ON PRINCIPLES OF EVOLUTION, PRIMATE BIOLOGY, FOSSIL RECORDS, VARIABILITY IN LIVING POPULATIONS, AND THE BIOLOGICAL FOUNDATIONS OF HUMAN CULTURE CAPACITIES. |
| ARH | 1 | 000 | | ART APPRECIATION | 3 | Humanities | Humanities | Yes | IN THIS COURSE, STUDENTS WILL DEVELOP THE ABILITY TO THINK CRITICALLY ABOUT HUMAN CULTURE AND BE PROVIDED WITH THE TOOLS TO UNDERSTAND, ANALYZE, AND DISCUSS WORKS OF VISUAL ART AND MATERIAL CULTURE. NOT OPEN TO ART MAJORS. |
| ARH | 2 | 050 | | WESTERN SURVEY I: PREHISTORY TO THE MEDIEVAL PERIOD | 3 | | Humanities | Yes | ANALYZES THE HERITAGE OF THE WESTERN CANON WITHIN ITS CULTURAL CONTEXT FROM THE BIRTH OF ART THROUGH THE MEDIEVAL PERIOD. |
| ARH | 2 | 051 | | WESTERN SURVEY II: RENAISSANCE TO CONTEMPORARY | 3 | | Humanities | Yes | ANALYZES THE AESTHETIC HERITAGE OF THE WESTERN CANON WITHIN ITS CULTURAL CONTEXT FROM THE FIFTEENTH CENTURY TO THE PRESENT. REQUIRED OF ALL ART MAJORS. SATISFIES THE LOWER DIVISION REQUIREMENT, ARH 1000. |
| AST | 1 | 002 | | DESCRIPTIVE ASTRONOMY | 3 | Natural Science | Natural Science | Yes | THIS COURSE PROVIDES A COMPREHENSIVE LOOK AT MODERN ASTRONOMY, EMPHASIZING THE USE OF THE SCIENTIFIC METHOD AND THE APPLICATION OF PHYSICAL LAWS TO UNDERSTAND THE UNIVERSE INCLUDING EARTH AND ITS ENVIRONMENT. THROUGHOUT THIS COURSE, STUDENTS WILL DEVELOP THE ABILITY TO DISCERN SCIENTIFIC KNOWLEDGE FROM NON-SCIENTIFIC CLAIMS BY USING CRITICAL THINKING. |
| BOT | 2 | 010 | | GENERAL BOTANY | 3 | | Natural Science | Yes | INTRODUCTION TO THE BASIC CONCEPTS WHICH APPLY TO ALL PLANTS INCLUDING CELL THEORY, BIOSYNTHETIC PROCESSES, PHYSIOLOGICAL RESPONSE, DEVELOPMENT AND REPRODUCTION, AS WELL AS CONSIDERATION OF PLANT MORPHOLOGY, SYSTEMATICS AND EVOLUTION. MATERIAL AND SUPPLY FEE WILL BE ASSESSED FOR CORRESPONDING LAB. |

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|--------|-------|---------------|-----|---|--------|---------------------------------|----------------------------|-----------------|--|
| BSC | 1 | 005 | | GENERAL BIOLOGY FOR NON-MAJORS | 3 | Natural Science | Natural Science | Yes | THIS COURSE APPLIES THE SCIENTIFIC METHOD TO CRITICALLY EXAMINE AND EXPLAIN THE NATURAL WORLD INCLUDING BUT NOT LIMITED TO CELLS, ORGANISMS, GENETICS, EVOLUTION, ECOLOGY, AND BEHAVIOR. |
| BSC | 1 | 050 | | FUNDAMENTALS OF ECOLOGY | 3 | | Natural Science | Yes | INTENDED FOR NON-MAJORS WHO HAVE AN INTEREST IN NATURE AND HOW THEY INTERACT WITH NATURE. GIVES GENERAL OVERVIEW OF ECOLOGICAL PRINCIPLES AND HOW THESE PRINCIPLES INFLUENCE THE OUTSIDE WORLD AROUND US. IMBEDDED ARE SEVERAL ACTIVITIES THAT ARE ASSOCIATED WITH EACH CHAPTER. THE ACTIVITIES WERE DEVELOPED SO THAT THE STUDENT WILL GAIN A RESPECT FOR ECOLOGY AS WELL AS SHOW HOW ECOLOGICAL PRINCIPLES AFFECT YOUR DAILY LIFE. |
| BSC | 1 | 085 | | ANATOMY AND PHYSIOLOGY I | 3 | Natural Science | Natural Science | Yes | THIS COURSE IS THE FIRST PART OF A TWO-SEMESTER SEQUENCE IN WHICH STUDENTS EXAMINE HUMAN ANATOMY AND PHYSIOLOGY THROUGH A SYSTEMS APPROACH BASED ON THE INTERACTION BETWEEN FORM AND FUNCTION, FROM THE MICROSCOPIC COMPONENTS OF CELLS AND TISSUES TO THE ORGANISMAL LEVEL. EMPHASIS IS PLACED ON HISTOLOGY AND THE INTEGUMENTARY, SKELETAL, MUSCULAR, AND NERVOUS SYSTEMS. |
| BSC | 1 | 086 | | ANATOMY & PHYSIOLOGY II | 3 | | Natural Science | Yes | CONTINUATION OF ANATOMY AND PHYSIOLOGY I. REVIEWS BASIC ANATOMICAL/ PHYSIOLOGICAL ATTRIBUTES OF ENDOCRINE, CARDIOPULMONARY, DIGESTIVE, REPRODUCTIVE AND IMMUNE SYSTEMS. LAB OPTIONAL. |
| BSC | 2 | 010 | | BIOLOGY I | 3 | Natural Science | Natural Science | Yes | IN THIS COURSE STUDENTS WILL APPLY THE SCIENTIFIC METHOD TO CRITICALLY EXAMINE AND EXPLAIN THE NATURAL WORLD. THIS COURSE WILL COVER MOLECULAR BIOLOGY, CELLULAR BIOLOGY, GENETICS, METABOLISM, AND REPLICATION. |
| BSC | 2 | 011 | | BIOLOGY II | 3 | | Natural Science | Yes | EXPLORES THE DIVERSITY OF LIFE INCLUDING BACTERIA, PROTISTS, FUNGI, PLANTS AND ANIMALS AT THE INTRODUCTORY LEVEL DESIGNED FOR STUDENTS STARTING A MAJOR IN BIOLOGY. THE COURSE WILL OUTLINE THE TREE OF LIFE IN ILLUSTRATING THE EVOLUTIONARY RELATIONSHIPS AMONG ORGANISMS. THE COURSE WILL ALSO COVER BASIC FUNCTIONAL MORPHOLOGY AND PHYSIOLOGY AT THE ORGANISMAL LEVEL, AND PROVIDE AN INTRODUCTION TO ECOLOGICAL INTERACTIONS AT THE POPULATION AND COMMUNITY LEVEL |
| BSC | 2 | 311 | | INTRODUCTION TO OCEANOGRAPHY AND MARINE BIOLOGY | 3 | | Natural Science | Yes | AN INTRODUCTION TO THE CHEMICAL, PHYSICAL AND GEOLOGICAL FEATURES OF THE WORLD OCEAN AND THE MAJOR GROUPS OF LIVING MARINE ORGANISMS THAT INHABIT IT. PHYSICAL CHEMICAL AND BIOLOGICAL INTERRELATIONSHIPS WILL BE EMPHASIZED. CREDIT NOT GRANTED TOWARD A MAJOR IN BIOLOGY. |

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|--------|-------|---------------|-----|----------------------------------|--------|---------------------------------|----------------------------|-----------------|--|
| CCJ | 2 | 002 | | SURVEY OF CRIME AND JUSTICE | 3 | | Social Science | Yes | AN INTRODUCTION TO THE AMERICAN CRIMINAL JUSTICE SYSTEM THROUGH THE LENS OF SOCIAL SCIENCE INQUIRY. EXAMINES THE HISTORICAL FOUNDATIONS, ETHICAL PHILOSOPHIES, AND EVOLVING PRACTICES OF JUSTICE IN THE UNITED STATES. EXPLORES THE TRADITIONS AND PHILOSOPHIES THAT SHAPE THE AMERICAN JUSTICE SYSTEM AND EVALUATES CLASSICAL CHALLENGES OF CRIME AND JUSTICE SUCH AS DUE PROCESS, EQUAL PROTECTION, AND THE RULE OF LAW. EMPHASIS IS PLACED ON HOW JUSTICE INSTITUTIONS INTERSECT WITH BROADER CIVIC, CONSTITUTIONAL, AND SOCIETAL FRAMEWORKS. DESIGNED FOR STUDENTS ACROSS DISCIPLINES, THIS COURSE FOSTERS INFORMED AND ETHICAL CITIZENSHIP BY EXPLORING HOW JUSTICE IS CONCEPTUALIZED, IMPLEMENTED, AND ANALYZED IN AMERICAN SOCIETY. |
| CGS | 2 | 020 | | INTRODUCTION TO MACHINE LEARNING | 3 | | Natural Science | Yes | THIS COURSE OFFERS AN INTRODUCTION TO MACHINE LEARNING THAT IS DESIGNED FOR AN INTERDISCIPLINARY AUDIENCE. STUDENTS IN THIS COURSE WILL CRITICALLY EXAMINE HOW THE SCIENTIFIC METHOD IS USED IN MACHINE LEARNING MODEL CREATION AND EXPLORE THE MACHINE LEARNING LANDSCAPE INCLUDING THE SCOPE AND ITS APPLICABILITY IN A WIDER CONTEXT AND IN A VARIETY OF DISCIPLINES. THIS COURSE WILL ALSO PROVIDE STUDENTS WITH AN OVERVIEW OF THE FIELD OF DATA SCIENCE SHOULD THEY LIKE TO PURSUE IT AS THEIR CHOICE IN HIGHER EDUCATION. |
| CHM | 1 | 020 | | CONCEPTS IN CHEMISTRY | 3 | Natural Science | Natural Science | Yes | THIS COURSE PROVIDES STUDENTS WITH AN INTRODUCTION TO CHEMICAL PRINCIPLES AND APPLICATIONS FOR THE NON-SCIENCE MAJOR. STUDENTS WILL ENGAGE IN PROBLEM SOLVING AND CRITICAL THINKING WHILE APPLYING CHEMICAL CONCEPTS. TOPICS WILL INCLUDE THE SCIENTIFIC METHOD OF PROBLEM SOLVING, CLASSIFICATION OF MATTER, ATOMIC THEORY, THE PERIODIC TABLE, GASES, CHEMICAL REACTIONS, ENERGY, AND CHEMICAL BONDS. |
| CHM | 2 | 045 | | GENERAL CHEMISTRY I | 3 | Natural Science | Natural Science | Yes | THIS COURSE IS DESIGNED FOR STUDENTS PURSUING CAREERS IN THE SCIENCES OR WHO NEED A MORE RIGOROUS PRESENTATION OF CHEMICAL CONCEPTS THAN IS OFFERED IN AN INTRODUCTORY COURSE. STUDENTS WILL ENGAGE IN PROBLEM SOLVING AND CRITICAL THINKING WHILE APPLYING CHEMICAL CONCEPTS. TOPICS WILL INCLUDE THE PRINCIPLES OF CHEMISTRY INCLUDING ATOMIC THEORY, ELECTRONIC AND MOLECULAR STRUCTURE, MEASUREMENT, STOICHIOMETRY, BONDING, PERIODICITY, THERMOCHEMISTRY, NOMENCLATURE, SOLUTIONS, AND THE PROPERTIES OF GASES. |
| CHM | 2 | 046 | | GENERAL CHEMISTRY II | 3 | | Natural Science | Yes | CONTINUATION OF CHM 2045 WITH EMPHASIS ON CHEMICAL CALCULATIONS AND PROBLEM SOLVING. TOPICS INCLUDE THERMODYNAMICS, EQUILIBRIA, KINETICS AND AN INTRODUCTION TO TRANSITION METAL COMPLEXES. A GRADE OF "C-" OR HIGHER IS REQUIRED IN PREREQUISITE COURSES. |
| CIS | 2 | 530 | | INTRODUCTION TO CYBERSECURITY | 3 | | Social Science | Yes | THIS COURSE INTRODUCES STUDENTS TO CYBERSECURITY . IT PROVIDES INFORMATION RELATED TO CYBER THREATS AS WELL AS THE BASIC SECURITY DESIGN AND INFORMATION ASSURANCE FUNDAMENTALS. IN ADDITION THE COURSE COVERS INFORMATION ASSURANCE CONTROLLING LAWS AND GUIDELINES. |
| CPO | 2 | 002 | | COMPARATIVE POLITICS | 3 | | Social Science | Yes | EXAMINATION OF POLITICAL PROCESSES AND POLITICAL INSTITUTIONS IN SELECTED FOREIGN COUNTRIES SUCH AS BRITAIN, FRANCE, GERMANY, USSR, JAPAN AND INDIA. METHODS OF CROSS-NATIONAL POLITICAL ANALYSIS. AS WITH ALL INTRODUCTORY SOCIAL SCIENCE COURSES IN THE GENERAL EDUCATION CURRICULUM, THIS COURSE WILL PROVIDE STUDENTS WITH AN UNDERSTANDING OF THE BASIC SOCIAL AND BEHAVIORAL SCIENCE CONCEPTS AND PRINCIPLES USED IN THE ANALYSIS OF BEHAVIOR AND PAST AND PRESENT SOCIAL, POLITICAL, AND ECONOMIC ISSUES. |

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|--------|-------|---------------|-----|----------------------------------|--------|---------------------------------|----------------------------|-----------------|---|
| CRW | 2 | 001 | | INTRODUCTION TO CREATIVE WRITING | 3 | | Communication | Yes | OVERVIEW AND INTRODUCTION TO THREE GENRES OF CREATIVE WRITING: POETRY, FICTION, AND CREATIVE NONFICTION; INCLUDES ELEMENTS OF THE WESTERN CANON. WILL BE TAUGHT AS PART LECTURE/DISCUSSION AND PART WRITING WORKSHOP. CREDIT CANNOT BE RECEIVED IN BOTH CRW 2001 AND CRW 2000. |
| ECO | 2 | 013 | | PRINCIPLES OF ECONOMICS MACRO | 3 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL LEARN THE FOUNDATIONS OF MACROECONOMICS AS THE BRANCH OF ECONOMICS CONCERNED WITH HOW DECISION-MAKING, IN AN ENVIRONMENT OF SCARCITY, MAPS ONTO THE AGGREGATE ECONOMY. STUDENTS WILL EXAMINE THEORIES AND EVIDENCE RELATED TO THE FOLLOWING CORE SET OF TOPICS: NATIONAL INCOME DETERMINATION, MONEY, MONETARY AND FISCAL POLICY, MACROECONOMIC CONDITIONS, INTERNATIONAL TRADE AND THE BALANCE OF PAYMENTS, AND ECONOMIC GROWTH AND DEVELOPMENT. |
| ENC | 1 | 101 | | ENGLISH COMPOSITION I | 3 | Communication | Communication | Yes | THIS COURSE INTRODUCES STUDENTS TO RHETORICAL CONCEPTS AND AUDIENCE-CENTERED APPROACHES TO WRITING INCLUDING COMPOSING PROCESSES, LANGUAGE CONVENTIONS AND STYLE, AND CRITICAL ANALYSIS AND ENGAGEMENT WITH WRITTEN TEXTS AND OTHER FORMS OF COMMUNICATION. |
| ENC | 1 | 102 | | ENGLISH COMPOSITION II | 3 | | Communication | Yes | INTRODUCTION TO PUBLIC WRITING WITH AN EMPHASIS ON RHETORICAL AND GENRE ANALYSIS. COURSE PROVIDES INSTRUCTION ON WRITING TO AUDIENCES IN SITUATIONS AND CONTEXTS BEYOND THE ACADEMIC ESSAY. STUDENTS WILL LEARN TO ORGANIZE AND PRESENT IDEAS IN A RANGE OF DIGITAL AND PRINT GENRES AND MULTIPLE MODES OF COMMUNICATION. |
| ENC | 1 | 102 | | HONORS ENGLISH COMPOSITION II | 3 | | Communication | No | INTRODUCTION TO PUBLIC WRITING WITH AN EMPHASIS ON RHETORICAL AND GENRE ANALYSIS. COURSE PROVIDES INSTRUCTION ON WRITING TO AUDIENCES IN SITUATIONS AND CONTEXTS BEYOND THE ACADEMIC ESSAY. STUDENTS WILL LEARN TO ORGANIZE AND PRESENT IDEAS IN A RANGE OF DIGITAL AND PRINT GENRES AND MULTIPLE MODES OF COMMUNICATION. THIS COURSE IS OFFERED FOR STUDENTS PARTICIPATING IN THE KUGELMAN HONORS PROGRAM. |
| ENL | 2 | 010 | | HISTORY OF ENGLISH LITERATURE I | 3 | | Humanities | Yes | HISTORICAL SURVEY OF BRITISH LITERATURE FROM BEOWULF TO 1660. INCLUDES SELECTIONS FROM THE WESTERN CANON. OPEN TO ALL STUDENTS. |
| ENL | 2 | 020 | | HISTORY OF ENGLISH LITERATURE II | 3 | | Humanities | Yes | HISTORICAL TRENDS: 1660 TO PRESENT. INCLUDES SELECTIONS FROM THE WESTERN CANON. OPEN TO ALL STUDENTS. |

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|--------|-------|---------------|-----|--|--------|---------------------------------|----------------------------|-----------------|--|
| ESC | 2 | 000 | | INTRODUCTION TO EARTH SCIENCE | 3 | Natural Science | Natural Science | Yes | USING THE SCIENTIFIC METHOD, CRITICAL THINKING SKILLS, DATA ANALYSIS, THIS COURSE WILL EXAMINE THE FUNDAMENTAL PROCESSES OF THE EARTH SYSTEM, COMPOSED OF AN ATMOSPHERE, HYDROSPHERE, LITHOSPHERE, BIOSPHERE, AND EXOSPHERE, THROUGH TIME. THE COURSE WILL ALSO EXPLORE INTERACTIONS BETWEEN THESE SPHERES, INCLUDING CRITICAL ANALYSIS OF SCIENTIFIC THEORIES AND EMPHASIZE EARTH'S CONNECTIONS WITH HUMANS. |
| EUH | 1 | 000 | | WESTERN PERSPECTIVES I | 3 | | Social Science | Yes | STUDENTS WILL GAIN AN UNDERSTANDING OF THE BASIC SOCIAL AND BEHAVIORAL SCIENCE CONCEPTS AND PRINCIPLES USED IN THE ANALYSIS OF BEHAVIOR, PAST AND PRESENT. THE COURSE SURVEYS THE MAJOR ECONOMIC, SOCIAL, POLITICAL, RELIGIOUS, AND CULTURAL INSTITUTIONS AND IDEAS FROM THE BEGINNING OF WESTERN CIVILIZATION TO THE EARLY MODERN EUROPEAN PERIOD. THIS COURSE EXAMINES THE MAJOR EVENTS IN THE HISTORY OF WESTERN CIVILIZATION FROM ANTIQUITY TO THE 17TH CENTURY. IT ALSO EXAMINES EUROPE'S SOCIAL, RELIGIOUS, SCIENTIFIC, CULTURAL, POLITICAL, AND INTELLECTUAL DEVELOPMENTS FROM ANTIQUITY TO THE 17TH CENTURY. |
| EUH | 1 | 001 | | WESTERN PERSPECTIVES II | 3 | | Social Science | Yes | STUDY OF THE WEST'S GEOGRAPHICAL, SOCIO-CULTURAL, POLITICAL AND SCIENTIFIC DEVELOPMENTS WITH AN EMPHASIS ON HOW CHANGES IN THESE AREAS HELPED TO SHAPE CIVILIZATION IN THE WEST, INFLUENCED THE NON-WESTERN WORLD, AND PROVIDED INSIGHT INTO THE CURRENT CONDITIONS IN THE WEST AND ITS RELATIONSHIP WITH THE GLOBAL COMMUNITY. |
| EVR | 2 | 001 | | HONORS INTRODUCTION TO ENVIRONMENTAL SCIENCE | 3 | Natural Science | Natural Science | Yes | THIS COURSE IS A SURVEY OF BASIC CHEMICAL, BIOLOGICAL, AND PHYSICAL PRINCIPLES OF ENVIRONMENTAL SCIENCE AND THEIR APPLICATIONS TO ENVIRONMENTAL ISSUES. THIS COURSE IS APPROPRIATE FOR STUDENTS IN A WIDE RANGE OF DISCIPLINES OR PROGRAMS. |
| EVR | 2 | 001 | | INTRODUCTION TO ENVIRONMENTAL SCIENCE | 3 | Natural Science | Natural Science | Yes | THIS COURSE IS A SURVEY OF BASIC CHEMICAL, BIOLOGICAL, AND PHYSICAL PRINCIPLES OF ENVIRONMENTAL SCIENCE AND THEIR APPLICATIONS TO ENVIRONMENTAL ISSUES. THIS COURSE IS APPROPRIATE FOR STUDENTS IN A WIDE RANGE OF DISCIPLINES OR PROGRAMS. |
| FIN | 2 | 104 | | PERSONAL FINANCE | 3 | | Social Science | Yes | SURVEY OF PERSONAL FINANCIAL PLANNING TOPICS. INCLUDES: MANAGING MONEY AND CREDIT, PERSONAL LOANS, INSURANCE, INVESTMENTS, HOME OWNERSHIP, AND TAXES. |
| GEA | 2 | 000 | | NATIONS AND REGIONS OF THE WORLD | 3 | | Social Science | Yes | REGIONAL TREATMENT OF THE PHYSICAL & CULTURAL ENVIRONMENTS OF THE WORLD. INTERDEPENDENCE OF PEOPLES AND NATIONS OF THE WORLD WILL BE STRESSED WITHIN THE CONTEXT OF ENVIRONMENTAL ATTRIBUTES AND SHORTCOMINGS AND HUMAN RESPONSES TO ENVIRONMENTAL OPPORTUNITIES OR LIMITATIONS. |

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|--------|-------|---------------|-----|---------------------------------------|--------|---------------------------------|----------------------------|-----------------|---|
| GEB | 1 | 011 | | INTRODUCTION TO BUSINESS | 3 | | Social Science | Yes | PROVIDES IN-DEPTH COVERAGE OF ALL ASPECTS OF BUSINESS BY PRESENTING AN INTEGRATED AND BALANCED REVIEW OF THE EXTERNAL AND INTERNAL FORCES THAT COMPRIZE BUSINESS AND ECONOMIC SYSTEMS. INTENDED PRIMARILY FOR FRESHMAN/SOPHOMORES TO ASSIST THE STUDENT'S SELECTION OF A BUSINESS CAREER OR BUSINESS MAJOR. |
| GLY | 2 | 010 | | PHYSICAL GEOLOGY | 3 | Natural Science | Natural Science | Yes | USING THE SCIENTIFIC METHOD, CRITICAL THINKING SKILLS, DATA ANALYSIS, THIS COURSE WILL EXAMINE THE FUNDAMENTAL PROCESSES OF THE EARTH SYSTEM, COMPOSED OF AN ATMOSPHERE, HYDROSPHERE, CRYOSPHERE, LITHOSPHERE, BIOSPHERE, AND EXOSPHERE THROUGH TIME. THE COURSE WILL ALSO EXPLORE INTERACTIONS BETWEEN THESE SPHERES, INCLUDING CRITICAL ANALYSIS OF SCIENTIFIC THEORIES AND EMPHASIZE LITHOSPHERIC CONNECTIONS WITH HUMANITY. |
| HIS | 2 | 050 | | EXPLORE HISTORY | 3 | | Social Science | Yes | STUDENTS WILL GAIN AN UNDERSTANDING OF THE BASIC SOCIAL AND BEHAVIORAL SCIENCE CONCEPTS AND PRINCIPLES USED IN THE ANALYSIS OF BEHAVIOR, PAST AND PRESENT. THIS COURSE INTRODUCES THE FOUNDATIONS OF HISTORICAL RESEARCH METHODS AND INTERPRETATIONS. STUDENTS WILL LEARN AND PRACTICE HISTORICAL RESEARCH AND WRITING USING APPROPRIATE HISTORICAL RESEARCH TOOLS AND SKILLS. IN ADDITION TO THE BASIC SKILLS INTRODUCED, STUDENTS WILL ALSO DIVE INTO THE MODERN (POST-1700) HISTORY OF EURASIA. |
| HSC | 2 | 100 | | PERSONAL, FAMILY AND COMMUNITY HEALTH | 3 | | Social Science | Yes | THIS COURSE EXAMINES U.S. HEALTH PRIORITIES WITH AN EMPHASIS ON BEHAVIORAL AND SOCIAL DETERMINANTS OF HEALTH. THE BASIC SOCIAL AND BEHAVIORAL SCIENCE CONCEPTS WILL BE EXPLORED. THIS WILL INCLUDE PRINCIPLES USED IN THE ANALYSIS OF BEHAVIOR AND PAST AND PRESENT SOCIAL, POLITICAL, AND ECONOMIC ISSUES RELATED TO HEALTH. MATERIAL PRESENTED WILL RAISE LEVELS OF AWARENESS AND PROVIDE INFORMATION NEEDED TO MAKE INFORMED HEALTH RELATED CHOICES, ENCOURAGE ATTITUDE CHANGE, AND DEVELOP DECISION MAKING SKILLS WHICH FACILITATE HEALTHIER LIFESTYLE BEHAVIORS. |
| HUM | 2 | 020 | | HONORS INTRODUCTION TO HUMANITIES | 3 | Humanities | Humanities | Yes | IN THIS COURSE, STUDENTS WILL LEARN ABOUT THE CREATIVE IDEAS AND ACCOMPLISHMENTS OF VARIOUS CULTURES IN VARIOUS FIELDS OF HUMANITIES THAT MAY INCLUDE ART, ARCHITECTURE, DRAMA, HISTORY, MUSIC, LITERATURE, PHILOSOPHY, AND RELIGION. THE COURSE WILL INCLUDE CULTURAL EXPRESSIONS FROM THE WESTERN CANON AND MAY ALSO INCLUDE EXPRESSIONS FROM AROUND THE GLOBE. THIS COURSE MEETS THE KUGELMAN HONORS PROGRAM HUMANITIES REQUIREMENT. |
| HUM | 2 | 020 | | INTRODUCTION TO HUMANITIES | 3 | Humanities | Humanities | Yes | IN THIS COURSE, STUDENTS WILL LEARN ABOUT THE CREATIVE IDEAS AND ACCOMPLISHMENTS OF VARIOUS CULTURES IN VARIOUS FIELDS OF HUMANITIES THAT MAY INCLUDE ART, ARCHITECTURE, DRAMA, HISTORY, MUSIC, LITERATURE, PHILOSOPHY, AND RELIGION. THE COURSE WILL INCLUDE CULTURAL EXPRESSIONS FROM THE WESTERN CANON AND MAY ALSO INCLUDE EXPRESSIONS FROM AROUND THE GLOBE. |
| INR | 2 | 002 | | INTERNATIONAL POLITICS | 3 | | Social Science | Yes | THIS COURSE EXPLORES THE ORIGINS AND EVOLUTION OF THE INTERNATIONAL SYSTEM, THEORIES FOR UNDERSTANDING INTERNATIONAL POLITICS, AND EXPLANATIONS FOR FOREIGN POLICY, WAR AND TODAY'S GLOBALIZED ORDER. AS WITH ALL INTRODUCTORY SOCIAL SCIENCE COURSES IN THE GENERAL EDUCATION CURRICULUM, THIS COURSE WILL PROVIDE STUDENTS WITH AN UNDERSTANDING OF THE BASIC SOCIAL AND BEHAVIORAL SCIENCE CONCEPTS AND PRINCIPLES USED IN THE ANALYSIS OF BEHAVIOR AND PAST AND PRESENT SOCIAL, POLITICAL, AND ECONOMIC ISSUES. |

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|--------|-------|---------------|-----|-------------------------------|--------|---------------------------------|----------------------------|-----------------|--|
| LIT | 2 | 000 | | INTRODUCTION TO LITERATURE | 3 | Humanities | Humanities | Yes | IN THIS COURSE, STUDENTS WILL BE ASSIGNED READINGS REPRESENTATIVE OF A BROAD RANGE OF LITERARY GENRES AND CULTURES. THESE READINGS WILL COVER A VARIETY OF LITERARY MOVEMENTS AND HISTORICAL ERAS. THE READINGS WILL INCLUDE, BUT ARE NOT LIMITED TO, SELECTIONS FROM THE WESTERN CANON. WRITTEN ANALYSIS OF LITERARY WORKS MAY BE REQUIRED. STUDENTS WILL BE PROVIDED WITH OPPORTUNITIES TO PRACTICE CRITICAL INTERPRETATION. |
| LIT | 2 | 030 | | INTRODUCTION TO POETRY | 3 | | Humanities | Yes | ELEMENTS OF POETRY, TERMINOLOGY OF PROSODY, GENRE, AND THE POETIC PROCESS. THIS COURSE INCLUDES ELEMENTS OF THE WESTERN CANON. WRITING OF SHORT ANALYTICAL PAPERS AND CREATIVE WORKS. THE COURSE IS OPEN TO ALL UWF STUDENTS. |
| MAC | 1 | 105 | | COLLEGE ALGEBRA | 3 | Mathematics | Mathematics | Yes | IN THIS COURSE, STUDENTS WILL DEVELOP PROBLEM SOLVING SKILLS, CRITICAL THINKING, COMPUTATIONAL PROFICIENCY, AND CONTEXTUAL FLUENCY THROUGH THE STUDY OF EQUATIONS, FUNCTIONS, AND THEIR GRAPHS. EMPHASIS WILL BE PLACED ON QUADRATIC, EXPONENTIAL, AND LOGARITHMIC FUNCTIONS. TOPICS WILL INCLUDE SOLVING EQUATIONS AND INEQUALITIES, DEFINITION AND PROPERTIES OF A FUNCTION, DOMAIN AND RANGE, TRANSFORMATIONS OF GRAPHS, OPERATIONS ON FUNCTIONS, COMPOSITE AND INVERSE FUNCTIONS, BASIC POLYNOMIAL AND RATIONAL FUNCTIONS, EXPONENTIAL AND LOGARITHMIC FUNCTIONS, AND APPLICATIONS. |
| MAC | 1 | 105 | C | COLLEGE ALGEBRA WITH LAB | 4 | Mathematics | Mathematics | Yes | IN THIS COURSE, STUDENTS WILL DEVELOP PROBLEM SOLVING SKILLS, CRITICAL THINKING, COMPUTATIONAL PROFICIENCY, AND CONTEXTUAL FLUENCY THROUGH THE STUDY OF EQUATIONS, FUNCTIONS, AND THEIR GRAPHS. EMPHASIS WILL BE PLACED ON QUADRATIC, EXPONENTIAL, AND LOGARITHMIC FUNCTIONS. TOPICS WILL INCLUDE SOLVING EQUATIONS AND INEQUALITIES, DEFINITION AND PROPERTIES OF A FUNCTION, DOMAIN AND RANGE, TRANSFORMATIONS OF GRAPHS, OPERATIONS ON FUNCTIONS, COMPOSITE AND INVERSE FUNCTIONS, BASIC POLYNOMIAL AND RATIONAL FUNCTIONS, EXPONENTIAL AND LOGARITHMIC FUNCTIONS, AND APPLICATIONS. |
| MAC | 1 | 114 | | TRIGONOMETRY | 3 | | Mathematics | Yes | TRIGONOMETRIC FUNCTIONS, THEIR PROPERTIES AND GRAPHS, INVERSE TRIGONOMETRIC FUNCTIONS, THEIR PROPERTIES AND GRAPHS, TRIGONOMETRIC IDENTITIES, CONDITIONAL TRIGONOMETRIC EQUATIONS; SOLUTIONS OF TRIANGLES, VECTOR ALGEBRA, PARAMETRIC EQUATIONS, POLAR COORDINATES, APPLICATIONS. COLLEGE ALGEBRA OR A STRONG HIGH SCHOOL ALGEBRA BACKGROUND IS REQUIRED. |
| MAC | 1 | 140 | | PRECALCULUS ALGEBRA | 3 | | Mathematics | Yes | STRESSES THE ASPECTS OF ALGEBRA THAT ARE IMPORTANT FOR THE CALCULUS SEQUENCE. LAYS EMPHASIS ON GRAPHS IN THE STUDY OF FUNCTIONS AND ALGEBRAIC RELATIONS. COVERS POLYNOMIALS; RATIONAL FUNCTIONS; LOGARITHMIC, EXPONENTIAL, AND PIECEWISE DEFINED FUNCTIONS; INEQUALITIES; CONIC SECTIONS; MATRICES; SEQUENCES, AND SERIES; MATHEMATICAL INDUCTION. PREREQUISITE COURSE OR APPROPRIATE SCORE ON PLACEMENT TEST IS REQUIRED. |
| MAC | 1 | 147 | | PRECALCULUS WITH TRIGONOMETRY | 4 | | Mathematics | Yes | THIS COURSE STRESSES THE ASPECTS OF ALGEBRA AND TRIGONOMETRY THAT ARE IMPORTANT FOR THE CALCULUS SEQUENCE. THE COURSE LAYS EMPHASIS ON GRAPHS IN THE STUDY OF FUNCTIONS AND ALGEBRAIC RELATIONS; COVERS POLYNOMIALS, RATIONAL FUNCTIONS, LOGARITHMIC, EXPONENTIAL, AND PIECEWISE DEFINE FUNCTIONS; INEQUALITIES; CONIC SECTIONS; MATRICES; AND SEQUENCES AND SERIES. ADDITIONALLY, THE COURSE COVERS ANGLES, TRIGONOMETRIC FUNCTIONS AND GRAPHS; INVERSE TRIGONOMETRIC FUNCTIONS AND GRAPHS; TRIGONOMETRIC FORMULAS, IDENTITIES AND EQUATIONS; SOLUTIONS OF TRIANGLES; AND POLAR COORDINATES, EQUATIONS, AND GRAPHS. |

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|--------|-------|---------------|-----|--------------------------------------|--------|---------------------------------|----------------------------|-----------------|--|
| MAC | 2 | 233 | | CALCULUS WITH BUSINESS APPLICATIONS | 3 | | Mathematics | Yes | SETS AND FUNCTIONS; DERIVATIVES; AREAS UNDER A CURVE; INTEGRATION; EXPONENTIALS AND LOGARITHMS; APPLICATIONS OF DERIVATIVES AND INTEGRALS. |
| MAC | 2 | 311 | | ANALYTIC GEOMETRY AND CALCULUS I | 4 | Mathematics | Mathematics | Yes | IN THIS COURSE, STUDENTS WILL DEVELOP PROBLEM SOLVING SKILLS, CRITICAL THINKING, COMPUTATIONAL PROFICIENCY, AND CONTEXTUAL FLUENCY THROUGH THE STUDY OF LIMITS, DERIVATIVES, AND DEFINITE AND INDEFINITE INTEGRALS OF FUNCTIONS OF ONE VARIABLE, INCLUDING ALGEBRAIC, EXPONENTIAL, LOGARITHMIC, AND TRIGONOMETRIC FUNCTIONS, AND APPLICATIONS. TOPICS WILL INCLUDE LIMITS, CONTINUITY, DIFFERENTIATION AND RATES OF CHANGE, OPTIMIZATION, CURVE SKETCHING, AND INTRODUCTION TO INTEGRATION AND AREA. |
| MAC | 2 | 312 | | ANALYTIC GEOMETRY AND CALCULUS II | 4 | | Mathematics | Yes | APPLICATION OF THE DEFINITE INTEGRAL. HYPERBOLIC AND INVERSE TRIGONOMETRIC FUNCTIONS. METHODS OF INTEGRATION. SEQUENCES AND INFINITE SERIES. |
| MAC | 1 | 147 | | HONORS PRECALCULUS WITH TRIGONOMETRY | 4 | | Mathematics | No | THIS COURSE STRESSES THE ASPECTS OF ALGEBRA AND TRIGONOMETRY THAT ARE IMPORTANT FOR THE CALCULUS SEQUENCE. THE COURSE LAYS EMPHASIS ON GRAPHS IN THE STUDY OF FUNCTIONS AND ALGEBRAIC RELATIONS; COVERS POLYNOMIALS, RATIONAL FUNCTIONS, LOGARITHMIC, EXPONENTIAL, AND PIECEWISE DEFINE FUNCTIONS; INEQUALITIES; CONIC SECTIONS; MATRICES; AND SEQUENCES AND SERIES. ADDITIONALLY, THE COURSE COVERS ANGLES, TRIGONOMETRIC FUNCTIONS AND GRAPHS; INVERSE TRIGONOMETRIC FUNCTIONS AND GRAPHS; TRIGONOMETRIC FORMULAS, IDENTITIES AND EQUATIONS; SOLUTIONS OF TRIANGLES; AND POLAR COORDINATES, EQUATIONS, AND GRAPHS. THIS COURSE IS OFFERED FOR STUDENTS PARTICIPATING IN THE KUGELMAN HONORS PROGRAM. |
| MAC | 2 | 313 | | ANALYTIC GEOMETRY AND CALCULUS III | 4 | | Mathematics | No | ANALYTIC GEOMETRY AND CALCULUS. VECTORS AND VECTOR-VALUED FUNCTIONS. PARTIAL DIFFERENTIATION. MULTIPLE INTEGRATION. |
| MAP | 2 | 302 | | DIFFERENTIAL EQUATIONS | 3 | | Mathematics | No | INTRODUCTION TO ORDINARY DIFFERENTIAL EQUATIONS; EMPHASIS ON LINEAR EQUATIONS, OPERATOR METHODS, SYSTEMS OF EQUATIONS, AND APPLICATIONS. |
| MCB | 1 | 000 | | FUNDAMENTALS OF MICROBIOLOGY | 3 | | Natural Science | Yes | AN INTRODUCTORY MICROBIOLOGY COURSE FOR NON-SCIENCE MAJORS SPECIFICALLY DESIGNED TO MEET THE MICROBIOLOGY PRE-REQUISITE REQUIREMENT FOR THE 4 YEAR BSN DEGREE. WILL COVER THE PRINCIPLES OF MICROBIOLOGY, INCLUDING CELLULAR ORGANIZATION, GROWTH, AND METABOLISM OF MAJOR MICROBIAL GROUPS (BACTERIA, FUNGI, VIRUSES AND PROTOZOA); CULTIVATION AND CONTROL OF MICROBES; AND THE INTERACTION BETWEEN MICROORGANISMS AND HUMANS AS IT RELATES TO DISEASE TRANSMISSION, PATHOGENESIS, CONTROL MEASURES, AND TREATMENT. |

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|--------|-------|---------------|-----|----------------------------------|--------|---------------------------------|----------------------------|-----------------|--|
| MGF | 1 | 130 | | MATHEMATICAL THINKING | 3 | Mathematics | Mathematics | Yes | IN THIS COURSE, STUDENTS WILL UTILIZE MULTIPLE MEANS OF PROBLEM SOLVING THROUGH STUDENT-CENTERED MATHEMATICAL EXPLORATION. THE COURSE IS DESIGNED TO TEACH STUDENTS TO THINK MORE EFFECTIVELY AND VASTLY INCREASE THEIR PROBLEM-SOLVING ABILITY THROUGH PRACTICAL APPLICATION AND DIVERGENT THINKING. THIS COURSE IS APPROPRIATE FOR STUDENTS IN A WIDE RANGE OF DISCIPLINES/PROGRAMS. |
| MGF | 1 | 131 | | MATHEMATICS IN CONTEXT | 3 | | Mathematics | Yes | THROUGH THIS COURSE, STUDENTS WILL EXPERIENCE THE PRACTICALITY OF MATHEMATICS IN GLOBAL SOCIETY. STUDENTS WILL ENGAGE IN THE APPLICATIONS OF TOOLS AND TECHNIQUES OF MATHEMATICS IN A VARIETY OF CONTEXTUAL SITUATIONS FROM EVERYDAY LIFE. THIS COURSE IS APPROPRIATE FOR STUDENTS IN A WIDE RANGE OF DISCIPLINES/PROGRAMS. |
| MMC | 2 | 000 | | PRINCIPLES OF MASS COMMUNICATION | 3 | | Communication | Yes | PRINCIPLES, ISSUES, ORGANIZATIONS AND FUNCTIONS OF FILM, RADIO, TELEVISION, PRINT AND OTHER MEDIA OF MASS COMMUNICATION. CONSIDERATION OF CURRENT PRACTICES AND RECENT DEVELOPMENTS AND THEIR IMPLICATIONS FOR THE FUTURE DIRECTION OF MASS MEDIA. |
| MUH | 2 | 004 | | THE MUSIC EXPERIENCE - CONCERTS | 3 | | Humanities | Yes | THIS COURSE COVERS MAJOR COMPOSERS AND PERIODS OF MUSIC WITHIN THE WESTERN CANON. ALONG THE WAY, STUDENTS WILL LEARN THE HISTORY AND ETIQUETTE OF CONCERT PERFORMANCE. |
| MUL | 2 | 010 | | HONORS MUSIC APPRECIATION | 3 | Humanities | Humanities | Yes | IN THIS COURSE, STUDENTS WILL SURVEY THE HISTORY OF CLASSICAL MUSIC FROM ANTIQUITY TO THE MODERN PERIOD, FOCUSING ON WESTERN MUSIC. THE CURRICULUM MAY ALSO INTEGRATE A VARIETY OF POPULAR AND GLOBAL STYLES WHERE APPROPRIATE. CREDIT CANNOT BE EARNED IN BOTH MUH 2110 AND MUL 2010. |
| MUL | 2 | 010 | | MUSIC APPRECIATION | 3 | Humanities | Humanities | Yes | IN THIS COURSE, STUDENTS WILL SURVEY THE HISTORY OF CLASSICAL MUSIC FROM ANTIQUITY TO THE MODERN PERIOD, FOCUSING ON WESTERN MUSIC. THE CURRICULUM MAY ALSO INTEGRATE A VARIETY OF POPULAR AND GLOBAL STYLES WHERE APPROPRIATE. CREDIT CANNOT BE EARNED IN BOTH MUH 2110 AND MUL 2010. |

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|--------|-------|---------------|-----|-----------------------------------|--------|---------------------------------|----------------------------|-----------------|---|
| PHC | 2 | 082 | | INFORMATICS AND YOUR HEALTH | 3 | | Natural Science | Yes | MULTI-DISCIPLINARY EXPLORATION OF HOW INFORMATION IS REPRESENTED, PROCESSED, SHARED, AND PROTECTED IN TOOLS/APPLICATIONS DIRECTLY LINKED TO THE HEALTH OF YOU AND THE PLANET. EXAMINES IMPACTS ON INDIVIDUALS AND PUBLIC HEALTH; PROVIDES PRACTICE WITH A VARIETY OF DIGITAL TECHNOLOGIES AND DATA COLLECTION STRATEGIES; ADDRESSES INTERPRETING RESULTS OF AND CONCERNs IN MEDICAL AND HEALTH-RELATED HUMAN SUBJECT RESEARCH. DEVELOPS PROFESSIONAL AND TECHNICAL SKILLS, INCLUDING PRESENTING IDEAS THROUGH WRITTEN/VERBAL COMMUNICATION, CITING AI TOOLS AS PART OF AI-FACILITATED LEARNING, AND APPLYING ETHICAL PROTOCOLS WITHIN AI-AUGMENTED WORKFLOWS FOR VISUALIZING DATA. STUDENTS WILL USE THE SCIENTIFIC METHOD TO FORMULATE HYPOTHESES IN MAP AND DATA DASHBOARD DESIGN PROCESSES TO CREATE VISUALIZATIONS TO EXPLAIN OBSERVED PATTERNS AND STATISTICAL MODELS DERIVED FROM THEIR COLLECTED GEOLOCATED DATA TO FOSTER AN UNDERSTANDING OF SCIENTIFIC PRINCIPLES AND THEIR PRACTICAL APPLICATION TOWARD REAL-WORLD ISSUES. |
| PHI | 2 | 010 | | INTRODUCTION TO PHILOSOPHY | 3 | Humanities | Humanities | Yes | IN THIS COURSE, STUDENTS WILL BE INTRODUCED TO THE NATURE OF PHILOSOPHY, PHILOSOPHICAL THINKING, MAJOR INTELLECTUAL MOVEMENTS IN THE HISTORY OF PHILOSOPHY, INCLUDING TOPICS FROM THE WESTERN PHILOSOPHICAL TRADITION, AND VARIOUS PROBLEMS IN PHILOSOPHY. STUDENTS WILL STRENGTHEN THEIR INTELLECTUAL SKILLS, BECOME MORE EFFECTIVE LEARNERS, AND DEVELOP BROAD FOUNDATIONAL KNOWLEDGE. |
| PHI | 2 | 103 | | CRITICAL THINKING | 3 | | Humanities | Yes | A COURSE IN PRACTICAL REASONING DESIGNED TO SHARPEN ABILITIES AT ANALYZING, EVALUATING, AND CONSTRUCTING ARGUMENTS. TO ASSIST IN DECISION MAKING, THERE WILL BE AN APPRAISAL OF THE EVALUATION OF EVIDENCE, PRACTICE IN THE DETECTION OF FALLACIES AND IRRELEVANCIES, AND THE TESTING OF THE ARGUMENTS FOR VALIDITY AND RELIABILITY. INCLUDED IN THESE STRATEGIES WILL BE EXAMINING ASSUMPTIONS, QUESTIONING SOCRATICALLY, ANALYZING EXPERIENCES, AND EVALUATING PERSPECTIVES WITHIN THE WESTERN CANON. THESE STRATEGIES WILL BE APPLIED TO A NUMBER OF REAL LIFE SITUATIONS. APPROPRIATE FOR AND APPLICABLE TO ANY MAJOR. |
| PHI | 2 | 603 | | ETHICS IN CONTEMPORARY SOCIETY | 3 | | Humanities | Yes | EXPLORES THE FUNDAMENTAL PROBLEMS OF WESTERN ETHICS, THE CLASSICAL AND JUDEO-CHRISTIAN TRADITIONS, MODERN IDEALS OF THE GOOD FOR THE INDIVIDUAL BUSINESS, POLITICS AND THE ENVIRONMENT WITHIN THE WESTERN CANON. |
| PHI | 2 | 010 | | HONORS INTRODUCTION TO PHILOSOPHY | 3 | Humanities | Humanities | No | IN THIS COURSE, STUDENTS WILL BE INTRODUCED TO THE NATURE OF PHILOSOPHY, PHILOSOPHICAL THINKING, MAJOR INTELLECTUAL MOVEMENTS IN THE HISTORY OF PHILOSOPHY, INCLUDING TOPICS FROM THE WESTERN PHILOSOPHICAL TRADITION, AND VARIOUS PROBLEMS IN PHILOSOPHY. STUDENTS WILL STRENGTHEN THEIR INTELLECTUAL SKILLS, BECOME MORE EFFECTIVE LEARNERS, AND DEVELOP BROAD FOUNDATIONAL KNOWLEDGE. THIS COURSE MEETS THE KUGELMAN HONORS PROGRAM HUMANITIES REQUIREMENT. |
| PHI | 2 | 600 | | INTRODUCTION TO ETHICS | 3 | | Humanities | No | THIS COURSE TRACES THE DEVELOPMENT OF ETHICAL THOUGHT FROM THE CLASSICAL PERIOD TO THE PRESENT, FOCUSING ON SEMINAL WORKS FROM THE WESTERN CANON THAT HAVE SHAPED MORAL PHILOSOPHY. READINGS INCLUDE CLASSIC TEXTS BY PLATO, ARISTOTLE, AQUINAS, KANT, MILL, AND OTHER INFLUENTIAL THINKERS WHOSE IDEAS HAVE HELPED FORGE THE MORAL FOUNDATIONS OF WESTERN CIVILIZATION. |

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|--------|-------|---------------|-----|-------------------------------|--------|---------------------------------|----------------------------|-----------------|--|
| PHY | 1 | 020 | | CONCEPTUAL PHYSICS | 3 | Natural Science | Natural Science | Yes | THIS COURSE OFFERS A COMPREHENSIVE SURVEY OF PHYSICS, COVERING A WIDE RANGE OF TOPICS INCLUDING MOTION, NEWTON'S LAWS, ENERGY, SOUND, HEAT, ELECTRICITY, MAGNETISM, AND OPTICS. EMPHASIZING A CONCEPTUAL UNDERSTANDING OF PHYSICS, THE COURSE INTEGRATES CRITICAL THINKING SKILLS AND REAL-WORLD APPLICATIONS. |
| PHY | 2 | 048 | | CALCULUS-BASED PHYSICS I | 3 | Natural Science | Natural Science | Yes | THIS CALCULUS-BASED COURSE SERVES AS THE FIRST IN A TWO-PART SERIES, COVERING TOPICS LIKE KINEMATICS, DYNAMICS, ENERGY, MOMENTUM, ROTATIONAL MOTION, FLUID DYNAMICS, OSCILLATORY MOTION, AND WAVES. DESIGNED FOR SCIENCE AND ENGINEERING MAJORS, THE COURSE INTEGRATES CRITICAL THINKING, ANALYTICAL SKILLS, AND REAL-WORLD APPLICATIONS. |
| PHY | 2 | 049 | | CALCULUS-BASED PHYSICS II | 3 | | Natural Science | Yes | CONTINUATION OF PHY 2048. ELECTROSTATICS AND MAGNETISM; BASIC ELECTRIC CIRCUITS; OPTICS; SELECTED TOPICS IN MODERN PHYSICS. |
| PHY | 2 | 053 | | ALGEBRA-BASED PHYSICS I | 3 | Natural Science | Natural Science | Yes | THIS COURSE IS THE FIRST IN A TWO-PART SERIES INTENDED FOR NON-PHYSICS MAJORS, OFFERING AN ALGEBRA AND TRIGONOMETRY APPROACH TO TOPICS SUCH AS KINEMATICS, DYNAMICS, ENERGY, MOMENTUM, ROTATIONAL MOTION, FLUID DYNAMICS, OSCILLATORY MOTION, AND WAVES. THE COURSE FOSTERS ANALYTICAL AND CRITICAL THINKING SKILLS TO PROMOTE A SCIENTIFIC UNDERSTANDING OF THE REAL WORLD. |
| PHY | 2 | 054 | | ALGEBRA-BASED PHYSICS II | 3 | | Natural Science | Yes | ALGEBRA-BASED PHYSICS II IS THE SECOND OF A TWO-SEMESTER SEQUENCE OF PHYSICS TOPICS CHOSEN AS AN INTRODUCTION TO THIS SCIENCE. THIS IS AN ALGEBRA AND TRIGONOMETRY BASED COURSE. LIGHT; OPTICS; ELECTRICITY AND MAGNETISM; CIRCUITS; ELEMENTARY QUANTUM THEORY; ATOMIC, NUCLEAR AND PARTICLE PHYSICS. |
| PLA | 2 | 013 | | HONORS SURVEY OF AMERICAN LAW | 3 | | Social Science | Yes | STUDY OF AMERICAN LAW, FOCUSING ON WHY THERE ARE LAWS, AS WELL AS WHO MAKES AND ENFORCES THE LAWS. COVERS WHAT IS COMMONLY KNOWN AS "EVERYDAY LAW," THAT IS, HOW LAW AFFECTS US IN OUR DAILY LIVES. THIS COURSE SURVEYS THE MAIN AREAS OF PROCEDURAL AND SUBSTANTIVE LAW AND PROVIDES AN OVERVIEW OF THE PRACTICE OF LAW. THIS COURSE MEETS THE KUGELMAN HONORS PROGRAM SOCIAL SCIENCES REQUIREMENT. |
| PLA | 2 | 013 | | SURVEY OF AMERICAN LAW | 3 | | Social Science | Yes | STUDY OF AMERICAN LAW, FOCUSING ON WHY THERE ARE LAWS, AS WELL AS WHO MAKES AND ENFORCES THE LAWS. COVERS WHAT IS COMMONLY KNOWN AS "EVERYDAY LAW," THAT IS, HOW LAW AFFECTS US IN OUR DAILY LIVES. THIS COURSE SURVEYS THE MAIN AREAS OF PROCEDURAL AND SUBSTANTIVE LAW AND PROVIDES AN OVERVIEW OF THE PRACTICE OF LAW. |

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|--------|-------|---------------|-----|---------------------------------|--------|---------------------------------|----------------------------|-----------------|---|
| POS | 2 | 041 | | AMERICAN POLITICS | 3 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL INVESTIGATE HOW THE NATIONAL GOVERNMENT IS STRUCTURED AND HOW THE AMERICAN CONSTITUTIONAL REPUBLIC OPERATES. IT COVERS THE PHILOSOPHICAL AND HISTORICAL FOUNDATIONS OF AMERICAN GOVERNMENT, INCLUDING BUT NOT LIMITED TO THE DECLARATION OF INDEPENDENCE, THE UNITED STATES CONSTITUTION AND ALL ITS AMENDMENTS, AND THE FEDERALIST PAPERS. THE COURSE EXAMINES THE BRANCHES OF GOVERNMENT AND THE GOVERNMENT'S LAWS, POLICIES, AND PROGRAMS. IT ALSO EXAMINES THE WAYS IN WHICH CITIZENS PARTICIPATE IN THEIR GOVERNMENT AND WAYS THEIR GOVERNMENT RESPONDS TO CITIZENS. |
| PSY | 2 | 012 | | GENERAL PSYCHOLOGY | 3 | Social Science | Social Science | Yes | IN THIS COURSE, STUDENTS WILL GAIN AN INTRODUCTION TO THE SCIENTIFIC STUDY OF HUMAN BEHAVIOR AND MENTAL PROCESSES. TOPICS MAY BE DRAWN FROM HISTORICAL AND CURRENT PERSPECTIVES IN PSYCHOLOGY. |
| PSY | 2 | 012 | | HONORS GENERAL PSYCHOLOGY | 3 | Social Science | Social Science | No | IN THIS COURSE, STUDENTS WILL GAIN AN INTRODUCTION TO THE SCIENTIFIC STUDY OF HUMAN BEHAVIOR AND MENTAL PROCESSES. TOPICS MAY BE DRAWN FROM HISTORICAL AND CURRENT PERSPECTIVES IN PSYCHOLOGY. THIS COURSE MEETS THE KUGELMAN HONORS PROGRAM SOCIAL SCIENCES REQUIREMENT. |
| REL | 1 | 300 | | INTRODUCTION TO WORLD RELIGIONS | 3 | | Humanities | Yes | BROAD UNDERSTANDING OF THE MAJOR RELIGIOUS TRADITIONS, INCLUDING ELEMENTS OF THE WESTERN CANON. MAY INCLUDE JUDAISM, CHRISTIANITY, HINDUISM, BUDDHISM, ISLAM AND OTHERS. COMPARATIVE STUDY OF SIMILARITIES AND DIFFERENCES AMONG THESE TRADITIONS. |
| SPC | 2 | 608 | | PUBLIC SPEAKING | 3 | | Communication | Yes | EMPHASIZES THE LINK BETWEEN THE FUNDAMENTAL THEORIES IN SPEECH COMMUNICATION AND EFFECTIVE PUBLIC SPEAKING. INCLUDES PRACTICAL TRAINING AND STUDY IN PUBLIC PRESENTATION SKILLS, AUDIENCE ANALYSIS, SPEECH CONSTRUCTION AND PROBLEM SOLVING USING LECTURE AND EXPERIENTIAL LEARNING FORMAT. CREDIT MAY NOT BE RECEIVED IN BOTH SPC 2608 AND SPC 2016. |
| STA | 2 | 023 | | ELEMENTS OF STATISTICS | 3 | Mathematics | Mathematics | Yes | IN THIS COURSE STUDENTS WILL UTILIZE DESCRIPTIVE AND INFERENCEAL STATISTICAL METHODS IN CONTEXTUAL SITUATIONS, USING TECHNOLOGY AS APPROPRIATE. THE COURSE IS DESIGNED TO INCREASE PROBLEM-SOLVING ABILITIES AND DATA INTERPRETATION THROUGH PRACTICAL APPLICATIONS OF STATISTICAL CONCEPTS. THIS COURSE IS APPROPRIATE FOR STUDENTS IN A WIDE RANGE OF DISCIPLINES AND PROGRAMS. |
| STA | 2 | 023 | | HONORS ELEMENTS OF STATISTICS | 3 | Mathematics | Mathematics | Yes | IN THIS COURSE STUDENTS WILL UTILIZE DESCRIPTIVE AND INFERENCEAL STATISTICAL METHODS IN CONTEXTUAL SITUATIONS, USING TECHNOLOGY AS APPROPRIATE. THE COURSE IS DESIGNED TO INCREASE PROBLEM-SOLVING ABILITIES AND DATA INTERPRETATION THROUGH PRACTICAL APPLICATIONS OF STATISTICAL CONCEPTS. THIS COURSE IS APPROPRIATE FOR STUDENTS IN A WIDE RANGE OF DISCIPLINES AND PROGRAMS. |

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|--------|-------|---------------|-----|-------------------------------|--------|---------------------------------|----------------------------|-----------------|--|
| STA | 2 | 360 | | INTRODUCTION TO DATA SCIENCE | 3 | | Mathematics | Yes | THIS IS A FIRST COURSE IN DATA SCIENCE AT THE UNDERGRADUATE LEVEL. IN ADDITION TO DATA ETHICS, THE DATA SCIENCE CYCLE WILL BE COVERED, INCLUDING DATA WRANGLING, EXPLORATORY DATA ANALYSIS, DATA VISUALIZATION, PREDICTIVE MODELING, AND COMMUNICATING RESULTS. AN EMPHASIS WILL BE PLACED ON CONDUCTING REPRODUCIBLE RESEARCH READY FOR DISSEMINATION. THIS COURSE WILL PROVIDE AN OVERVIEW OF COMMON TOPICS IN DATA SCIENCE. NO PRIOR PROGRAMMING OR STATISTICS EXPERIENCE IS NECESSARY FOR THIS COURSE. |
| SYG | 2 | 000 | | INTRODUCTION TO SOCIOLOGY | 3 | | Social Science | Yes | IN THIS COURSE, STUDENTS WILL GAIN AN UNDERSTANDING OF THE BASIC SOCIOLOGICAL CONCEPTS AND VOCABULARY, INCLUDING THE METHODOLOGICAL TOOLS, SOCIOLOGICAL PERSPECTIVES, AND SCIENTIFIC PROCEDURES USED BY SOCIAL SCIENTISTS TO COLLECT DATA AND CONDUCT RESEARCH. TOPICS GENERALLY INCLUDE: SOCIETY AND CULTURE, INSTITUTIONS, SOCIALIZATION, INFLUENCES, CRIME, CHANGE, GROUPS, SEX, RACE AND ETHNICITY, FAMILY, CLASS, AND POPULATION. |
| THE | 2 | 000 | | THEATRE APPRECIATION | 3 | Humanities | Humanities | Yes | IN THIS COURSE, STUDENTS WILL EXPLORE DRAMATIC STRUCTURE, TECHNIQUES, AND VARIOUS ORGANIZATIONAL ELEMENTS. THE COURSE PROVIDES AN INTRODUCTION TO THEATRE AS A COLLABORATIVE ART FORM THROUGH THE CRITICAL ANALYSIS OF ITS HISTORICAL CONTEXT, PRODUCTION, THEORY, AND CONNECTIONS TO THEATRICAL LITERATURE, INCLUDING THE WESTERN CANON. |
| THE | 2 | 300 | | SURVEY OF DRAMATIC LITERATURE | 3 | | Humanities | Yes | SURVEY OF PLAY SCRIPTS REPRESENTING A SUCCINCT HISTORY OF WESTERN DRAMA. INCLUDES SELECTIONS FROM THE WESTERN CANON. |