

# GENERAL EDUCATION

At Lander University, a liberal arts education gives students a broad base of knowledge, an in depth understanding in their major, and the ability to think deeply and critically is valued. Every course at Lander should help students think deeply and critically, and the General Education program focuses on that goal. It is important to emphasize that what is done at Lander University, a liberal arts institution since its founding, is not limited to, nor restricted by, the following general education competencies. The general education curriculum provides a means of acquiring life skills, a common core of intellectual experiences, and a liberal arts foundation appropriate for all students. These experiences should allow students to successfully complete any undergraduate program of study and to be intellectually prepared for the challenges of modern life.

## Competencies

The General Education program is designed to enable students to develop:

1. Comprehension of university-level content
2. Higher order thinking skills such as critical thinking, inquiry, and analysis.
3. The ability to communicate professionally.

## General Education Curriculum

The categories below address all four of the competencies and the particular courses offered within each category. Students should check the major program requirements on the following pages for the specific general education courses that may be required in a particular category for each academic program.

Students who have earned a bachelor's degree from a regionally accredited institution are not required to meet the General Education Requirements.

Any student with an AA or AS degree from a regionally accredited institution will have met their general education requirements at Lander. Students will still have to meet specific requirements of their major, prerequisite requirements for upper-level coursework, and any South Carolina requirement.

Students transferring to Lander with 12 or more credit hours post high school graduation from a regionally accredited institution will be able to apply specific courses that counted for general education credit at the originating institution as meeting specific general education requirements in Lander's general education program under the following conditions.

- If the course was taken prior to enrollment at Lander and
- If the course grade was a "C" or better.

Note: Courses in mathematics are not included in this policy.

This policy does not exempt the student from taking courses that might be degree requirement or prerequisites of upper-level coursework.

Courses indicated in the South Carolina Transfer and Articulation Center (SC TRAC) as transferring to Lander University with course numbers of 1xxG or 2xxG will satisfy specific requirements in the Lander University General Education Program. Other courses will also meet general education requirements if the course articulates with a Lander University course approved for general education.

This policy does not exempt the student from taking courses that might be degree requirements or prerequisites for upper-level coursework. If more credit hours transfer than are required in a specific general education category, the extra credit hours will count as elective hours.

## General Education Category/Courses (credit hours)

### A. Core Academic Skills (9 credit hours)

Courses in this category will develop students' academic skills consistent with the liberal arts traditions of inquiry and critical thinking. These courses also refine students' abilities to discover, analyze, synthesize, and communicate information.

ENGL 101 (3 credit hours required)

ENGL 102 (3 credit hours required)

MATH (3-4 credit hours required):

MATH 101, MATH 121, MATH 123, MATH 141, MATH 211, MATH 212

B. Humanities and Fine Arts (6 credit hours selected from 2 different disciplines)

Courses in this category foster students' understanding of the human experience as it is reflected in and expressed through visual art, music, literature, film, performance, philosophy, and other media. These courses also contribute to students' broad education and connection with their communities by developing cultural knowledge, analytical skills, appreciation for complex forms of communication and expression, and ability to communicate effectively.

ART and ARTH will be considered the same discipline when dealing with Humanities and Fine Arts general education credit. Two different HONS courses may apply to this general education category.

ART 101, ART 102

ARTH 111, ARTH 112

ENGL 114, ENGL 201, ENGL 202, ENGL 204, ENGL 205, ENGL 214, ENGL 221, ENGL 241

FA 103

HIST 330

HONS 211, HONS 292, HONS 295, HONS 297

HUMA 111, HUMA 213, HUMA 230, HUMA 240, HUMA 250, HUMA 285, HUMA 330, HUMA 390

MEDA 101, MEDA 210, MEDA 215, MEDA 311, MEDA 370, MEDA 371, MEDA 372, MEDA 380

MUSI 101, MUSI 177, MUSI 178, MUSI 201, MUSI 333, MUSI 377, MUSI 378

PHIL 102, PHIL 103, PHIL 302, PHIL 309, PHIL 312, PHIL 315, PHIL 341

SPCH 101

THTR 201

C. Behavioral and Social Perspectives (6 credit hours selected from 2 different disciplines)

Courses in this category describe and explain human behavior through the study of human societies and individuals in order to help students understand themselves and others, their own society, and communities around the world. These courses will help students improve their critical thinking, writing, and decision-making, which will contribute to students' personal development and deepen their political, social, and historical awareness, encouraging their citizenship, and civic engagement.

*If you already have credit for HIST 111, do not take HIST 111R; if you already have credit for HIST 112, do not take HIST 112R; if you already have credit for POLS 101, do not take POLS 101R.* Two different HONS courses may apply to this general education category.

ANTH 104

CRIM 101

ECON 101

HIST 101, HIST 102, HIST 111, HIST 111R, HIST 112, HIST 112R, HIST 121, HIST 122, HIST 205

HONS 291, HONS 294, HONS 296

PHIL 205

PEES 325

POLS 101, POLS 101R, POLS 103, POLS 250

PSYC 101

SOCI 101

D. Scientific and Mathematical Reasoning (7 credit hours selected from 2 different disciplines; 1 laboratory science required.)

Courses in this category provide students with a foundation for defining and investigating problems through numerical literacy, pattern recognition, and critical thinking skills to develop a cohesive view of and appreciation for the physical and natural worlds. These courses will help students.

- Develop and use models to predict and explain phenomena.
- Design and execute investigations.
- Obtain and evaluate evidence.
- Analyze and interpret data using mathematical, statistical, and/or computational reasoning.
- Communicate results and conclusions.

Two different HONS courses may apply to this general education category.

1. Laboratory Science (If 2 laboratory sciences are selected, they must be from 2 different disciplines)  
ASTR 111  
BIOL 101, BIOL 102, BIOL 103, BIOL 111, BIOL 112  
CHEM 103, CHEM 105, CHEM 106, CHEM 111, CHEM 112  
GEOL 111  
HONS 293  
PSCI 111, PSCI 112  
PHYS 101, PHYS 201, PHYS 202, PHYS 203, PHYS 211, PHYS 212
2. Mathematical Reasoning and/or non-laboratory science courses  
ASTR 101  
CHEM 101  
ES 111  
HONS 298, HONS 299  
MATH 101, MATH 121, MATH 123, MATH 141, MATH 142, MATH 211, MATH 212  
PHYS 105

E. Founding Documents of the United States (3 credit hours)

Courses in this category provide a comprehensive overview of the major events and turning points of American History and Government. These courses reinforce an appreciation of America's constitutional heritage by guiding students through a close reading and analysis of significant documents. These will include:

- the United States Constitution in its entirety.
- the Declaration of Independence in its entirety.
- the Emancipation Proclamation in its entirety.
- a minimum of five essays in their entirety from the Federalist Papers.
- one or more documents that are foundational to the African American Freedom struggle.

*If you already have credit for HIST 111, do not take HIST 111R; if you already have credit for HIST 112, do not take HIST 112R; if you already have credit for POLS 101, do not take POLS 101R*

HIST 111R, HIST 112R  
POLS 101R

F. World Cultures (3 credit hours)

Courses in this category foster students' awareness of the identities, perspectives, and ways of life in contemporary societies located primarily outside of the United States. These courses are intended to nurture cultural sensitivity, deepen an appreciation for cultural difference, improve communication skills, and cultivate a sense of place in an interconnected world. These courses will

- Engage students in understanding and/or analyzing one or more cultures, peoples and/or societies through the interpretation of current institutions, worldviews and/or issues.
- Promote a critical knowledge of cultural phenomena such as the arts, language, literature, religion, politics, and/or social interaction.
- Explore the impact (for example: economic, educational, environmental, health, and/or political) of power differentials as they relate to practices, beliefs, histories, traditions, and/or lived experiences of select societies around the world.

The World Cultures requirement will be waived for international degree-seeking students as well as students who spend a semester on an approved study abroad program; each student must still earn the minimum number of hours required for a degree.

CHEM 381  
EDUC 309  
ES 314  
FR 101, FR 102, FR 203  
HIST 307, HIST 363, HIST 365, HIST 370, HIST 375, HIST 376, HIST 377  
HONS 393  
HUMA 102, HUMA 103, HUMA 240, HUMA 390, HUMA 391

LEG 366  
MUSI 333  
NURN 310, NURS 310  
POLS 103, POLS 303, POLS 305, POLS 361, POLS 366  
RELI 301  
SOC1 229, SOCI 389  
SPAN 101, SPAN 102, SPAN 107, SPAN 203, SPAN 204, SPAN 205, SPAN 217, SPAN 327, SPAN 357,  
SPAN 367

G. LINK 101 (1 credit hour)

The first-year experience course in this category is designed to ease the transition from high school to college by providing students an opportunity to establish new academic skills while strengthening existing academic skill sets. The course will foster the students' ability to develop and reflect on a sense of belonging within the university community. Intentional curricular structuring promotes critical thinking and relationship building through peer-to-peer learning. Structured engagement in campus activities promotes validation of student experience and identifying community membership potentials.