

**Florida Gulf Coast University
General Education Program Review**

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Prepared by Charles Lindsey
Associate Dean, College of Arts & Sciences

Introduction and Overview

The general education program at FGCU conforms to state mandates, in terms of number of hours required and subject area distribution. The basic structure of the program was developed in conjunction with the other components of FGCU's curricula, and approved by BOR in Spring of 1997. It has remained essentially the same since then, with some minor modifications to the list of courses approved to meet distribution requirements.

The goals, objectives, and specific requirements of the general education program were crafted to attempt to meet several requirements and other constraints:

- The requirement of 36 semester hours in the subject areas of communication, mathematics, humanities, natural science, and social science, as mandated by section 240.115(3), FS;
- The original vision of FGCU as an institution serving primarily upper level, nontraditional students, many attending part time, and having only a small enrollment at the lower level;
- The Undergraduate Student Learning Outcomes for the University, adopted by the Deans' Council in 1996, and included here as Appendix A;
- The needs of the newly-established system of common prerequisites for undergraduate majors.

With these in mind, the initial general education requirements were put together by a faculty committee, and approved at the same time as FGCU's other programs. When the university opened in August 1997, Dr. Charles Lindsey assumed oversight responsibilities for the program as Director of General Education, a situation which has continued through to the present. A mission statement, goals, and objectives, specifically for the program were developed in 1998-99 as part of the self-study for SACS accreditation. These goals were further refined in Fall 2000 as part of the College of Arts & Sciences' strategic plan development; the revised statement appears in Appendix B.

The general education curriculum at FGCU, while including the same hours and broad subject areas as other SUS institutions, incorporates some unique aspects:

- IDS 1301, *Styles & Ways of Learning*, is required of all entering freshmen. This is a 1 credit first-year experience course that introduces students to the university, and begins to help them transition to meeting the demands of a university education. For the past three years, we have offered an alternative course for students who need remedial work, or are otherwise identified as at-risk. SLS 1501, *Effective Learning*, incorporates the content of IDS 1301 but also includes some discussion of more fundamental student success skills, e.g. time management, study and note-taking skills, etc. SLS 1501 carries 3 credits, 1 of which counts in place of IDS 1301, and the other 2 are free elective credits.
- IDS 2110, *Connections*, is a 2 credit course intended to serve as a capstone to the general education program. This course helps students make the transition from general education into their upper level majors, and incorporates a number of interdisciplinary group projects that involve students in collaborative problem-solving experiences, often in the community.

- STA 2023, Statistical Methods, is required as 3 of the 6 hours needed to complete math distribution requirements. Rather than having a number of specialized introductory courses housed in different majors, students at FGCU all have the same beginning experience with statistics. (Students with a technical major can take STA 2037, Statistics with Calculus, to meet this requirement)
- HUM 2510, Understanding the Visual and Performing Arts, is a required course in the general education program. This interdisciplinary overview of the fine arts was initially adopted as a resource-efficient means of meeting the student learning outcome related to the arts (Aesthetic Sensibility).

The distribution requirements for the general education program are as follows:

Communication: 6 hours, consisting of ENC 1101 and ENC 1102.

Mathematics: 6 hours, to include STA 2023 or equivalent

Humanities: 9 hours, to include IDS 1301, IDS 2110, and HUM 2510

Social Sciences: 6-9 hours

Natural Sciences: 6-9 hours, including at least one course with laboratory.

Students must take a total of 15 hours from Social and Natural Sciences areas, with a minimum of 6 from each one. A complete list of approved courses for each of the areas, and a list of courses that fulfill Gordon Rule requirements, appear in Appendix C.

Current Status of Program

During the five years that FGCU has been open, enrollment patterns have shifted tremendously from what was originally anticipated. Beginning in Fall 1999, the university has shifted its recruiting efforts to focus on attracting traditional college-age students, especially new FTIC students, in order to boost FTE enrollment as quickly as possible. While this strategy has been quite successful in producing FTE enrollment gains, it has also resulted in a substantial shift in FGCU's enrollment patterns from what was originally planned. Table 1 shows the distribution of FGCU's enrollment among lower level, upper level, and graduate courses, as compared with the original enrollment plan (1992 plan) and the revised plan (1996 plan). Against either benchmark, lower level enrollment has turned out to be substantially higher than planned for. Indeed, for the current year, lower level enrollment is nearly 40% of FGCU's overall enrollment, a higher proportion than any other SUS institution except FAMU.

Lower Level (as Pct of Total)					
	1997-98	1998-99	1999-2000	2000-01	2001-02
1992 plan	10.0%	15.5%	18.2%	20.0%	21.3%
1996 plan	15.4%	23.2%	26.7%	28.6%	29.4%
Actual	16.9%	29.7%	32.9%	37.8%	39.9%
Upper Level (as Pct of Total)					
	1997-98	1998-99	1999-2000	2000-01	2001-02
1992 plan	73.0%	64.7%	61.2%	58.8%	57.2%

1996 plan	67.3%	58.0%	55.6%	55.4%	55.9%
Actual	63.7%	54.3%	51.4%	47.7%	45.6%
Graduate (as Pct of Total)					
	1997-98	1998-99	1999-2000	2000-01	2001-02
1992 plan	17.0%	19.8%	20.6%	21.2%	21.5%
1996 plan	17.3%	18.8%	17.8%	16.1%	14.6%
Actual	19.3%	15.9%	15.7%	14.5%	14.5%

Table 1: Overall FTE enrollment as percentage of FGCU total. Summer terms not included in calculations. Data from 2001-02 are preliminary figures.

Within this increase in lower level enrollment, FTE totals in general education courses have increased even more dramatically. Table 2 shows FTE enrollment in general education courses for Fall and Spring terms beginning Fall 1999, when FGCU first received SACS accreditation. As can be seen, there has been a substantial increase in student demand for general education courses, with a 73.3% increase from Fall 1999 to Fall 2001. The data also show that enrollment in general education courses is increasing as a share of University totals, as well as in absolute numbers. While it is difficult to tell precisely how much of this increase is due to the University's shift in recruiting emphases, it seems reasonable to conclude that the new recruiting focus has had a significant impact on enrollment patterns.

Term	FTE Enrollment		Percent of FGCU total in Gen Ed
	In Gen Ed courses	FGCU Total	
Fall 1999	193.6	756.6	25.6%
Spring 2000	165.3	727.0	22.7%
Fall 2000	264.0	856.4	30.8%
Spring 2001	224.2	834.4	26.9%
Fall 2001	335.6	1065.9	31.5%
Spring 2002	288.4	1018.7	28.3%

Table 2: Overall FTE enrollment in general education courses (non-annualized). Spring 2002 data is preliminary.

This enrollment growth has created the usual pressures on facilities and faculty resources. Since FGCU has no graduate programs in the traditional subject areas of general education, there are no graduate students available to assist with the instructional load. As a result, class sizes have increased, and the University has begun to shift a few high-demand courses to various forms of lecture-discussion formats. This seems inevitable to some extent; much of the discussion has focused on which courses will be converted, and the need to maintain some consistency with FGCU's marketing publications, which promise small class sizes and high levels of interaction with faculty.

The main result to date has been an increasing reliance on qualified staff and adjunct faculty for instruction in general education courses. Table 3 shows the percentage of class sections of general education courses taught by non-faculty staff personnel (mostly from the Student Services area) or by adjuncts. The IDS/SLS courses are listed

separately from the other Humanities courses, since there are distinct issues associated with them.

Subject Area	Percent of Sections Taught by Part-Time Faculty	
	Fall 1999	Fall 2001
Communications	40.0%	58.8%
Mathematics	43.3%	47.1%
IDS/SLS courses	68.6%	85.3%
Humanities (other than IDS/SLS)	50.0%	60.9%
Natural Sciences	38.9%	40.0%
Social Sciences	18.8%	55.2%
Overall:	46.4%	58.7%

Table 3: Percent of Sections in general education subject areas taught by part-time faculty. “Part-time faculty” includes any university employee in a non-faculty position

In order to partially address this trend, FGCU has received a grant from the Pew Trusts to revise the required course HUM 2510 (Understanding the Visual and Performing Arts) so that it can be offered completely online, with a course coordinator managing the course during the term. The redesign has been completed, and a pilot section was offered in Spring 2002. An evaluation of student success rates and performance in the pilot section vs. the traditional sections is forthcoming, and the course is scheduled to be offered completely online in 2002-03, during the second year of the development project.

One major shortcoming that is becoming increasingly difficult is the lack of a formal faculty oversight body. Although the Director handles administrative details and some policy decisions, issues related to curriculum are very difficult to resolve in the absence of a faculty-led body charged with developing and initiating curricular and curriculum-related policy proposals for general education. Currently, proposals to include a new course in the list of approved courses for a subject area go to the Director, who brings it to the appropriate division chair in Arts and Sciences for an advisory opinion. The Director then writes a memo of approval or disapproval, which is attached to the new course proposal and submitted through the regular curriculum approval channels. If the new course is approved, it is included in the approved list of general education courses. Proposals to add existing courses to the approved list simply go through a discussion between the Director, the division chair, and the faculty in that subject. This informal process has worked so far, mainly because no controversial proposals have been put forward—with one exception, to be discussed below. Even so, modification to the list of approved courses is a curricular change, and as such properly belongs in the hands of the faculty. A proposal to establish a standing faculty committee to oversee general education (Appendix D) was submitted by the Director to the Faculty Senate in August 2000; after a brief but intense debate over its composition, it was laid on the table, where it has remained ever since. The university-wide undergraduate curriculum committee was directed by the Senate to provisionally assume some of the responsibilities, but this has

not been spelled out in any specificity, and there are some problematic aspects to this resolution, temporary though it may be.

More fundamentally, the existing general education program was conceived and developed in order to address the needs of a relatively small group of lower-level students, most of whom were expected to be part time commuter students in the 25 and over age group. It has been in operation for five years, during which time the demographics of the students in the program have changed dramatically. For these reasons, a faculty task force has been constituted to conduct a comprehensive review of the general education program and to make recommendations for revision. The document conveying the makeup and assignment of the task force was approved by the Provost and Deans in Fall 2001; task force members were appointed in Spring 2002, and the group will perform the review during the 2002-03 academic year. The structure and charge document is included as Appendix E to this report.

Assessment of Program

Strengths

- The general education program is reasonably coherent as distribution-based programs go. It has a fair number of “tie points” in the curriculum that provide common experiences for all students that complete it: Styles and Ways of Learning, Connections, Understanding the Visual and Performing Arts, and Statistical Methods.
- Full-time faculty who have significant teaching responsibilities in general education are dedicated teachers, who are familiar with the university’s student learning outcome statements, and who are skilled in implementing outcomes-based curricula. They have designed courses, especially the required courses, consciously to address the outcomes and keep them in the forefront when rethinking course content.
- Freshman advisors are familiar with the general education and common prerequisite requirements, and are very effective at getting new students into appropriate courses for their individual backgrounds and interests. They know very well not only which courses are required, but which ones are not well-suited for students with a weak background in one or more areas, and help students to develop schedules accordingly.
- Student Services staff—including freshman advisors—are involved in teaching Styles & Ways of Learning. This is becoming increasingly common with first-year seminar courses, as these staff often can be the most effective mentors, role models, and instructors for these courses, which emphasize student acclimation, attitude-forming, and adaptation to university life over specific subject area knowledge. All FGCU staff involved in instruction meet SACS criteria for academic background and credentials.
- Sections of general education courses have so far been able to keep a maximum class size of 40, with one or two exceptions. This size facilitates direct interaction between faculty and students, and creates a climate more conducive to learning, particularly for new FTIC students.

Weaknesses

- The key existing curricular weakness in the program is the high use of part-time faculty, documented above. This excessive reliance on adjunct (non-staff) faculty makes it very difficult to provide a consistent quality of courses for students. This lack of quality control ultimately degrades the students' educational experiences, and reduces the likelihood that the courses being taught are being conducted with the student learning outcomes in mind. Also, this high percentage of adjuncts reduces the amount of interaction students get with faculty, as the university currently has very little space for adjunct offices, and adjunct faculty generally hold very limited office hours. A key challenge over the next few years will be to increase the percentage of students taught by full-time faculty without lapsing into a situation of most freshman courses being taught in large lecture format.
- The current lack of faculty-led curricular oversight for the program is another major weakness. Lines of responsibility and authority for making changes to the program, or for adopting policies, are unclear and frequently nonexistent. This makes it difficult to carry out a coherent planning and assessment process, and impossible to make needed changes to the program as a result of what assessments are being done. In areas where institutions have the latitude to make their own policies regarding general requirements (e.g. meeting foreign language requirements with "uncommon" languages), the process is slow and cumbersome because both the responsibility for initiation and review, and the authority for approval, are not set out anywhere.
- While the freshman advisors are very familiar with general education requirements, familiarity among the advisors in the Colleges varies tremendously. The policy documents that do exist regarding general education are scattered around—there currently is no handbook for advisors (or anyone else) that provides a single point of reference for information on general education and related requirements (e.g. Gordon Rule, CLAST, foreign language). This contributes to the lack of knowledge of requirements and policies on the part of college advisors, especially where faculty do student advising.

Opportunities

- The General Education Review Task Force represents the best opportunity presently existing to revise the curriculum, and to resume progress toward establishing a faculty council to oversee the program. If such a group is not established as a result of the task force's work, revisions to the program will have to be implemented by administrative fiat, which will become a source of tension with the faculty. The undergraduate curriculum team, while presently charged by the Senate with carrying out some of the needed functions of an oversight council, is not interested in becoming responsible for all of it. In addition, since the UUCT has equal representation from all colleges, such a decision amounts to a *de facto* victory for the Senate group advocating for such a composition.

- FGCU has joined a consortium of institutions across the country to submit a proposal to FIPSE, to fund the development of course-embedded assessment tools for general education. Even if FIPSE chooses not to fund the project, there is enough cohesiveness and momentum among the schools to continue to pursue other funding sources. This represents an excellent opportunity to develop and test a set of assessment tools for general education outcomes that should have some comparative value across institutions. The proposal focuses on assessment of three outcomes that are very common nationwide: written communication, quantitative reasoning, and diversity. These appear among FGCU's student learning outcomes as well, and so we hope to develop and implement an ongoing assessment process for these outcomes through participation in the project. This can also serve as a model for other SUS institutions in meeting the Management Objectives of FLBOE regarding assessment of general education.

Threats

The primary threats to the program fall into two broad categories: growth-related problems, and pressures related to articulation agreements. As the data presented earlier show, enrollment in general education courses has been growing 25-30% annually. The resulting pressures on faculty resources, operating budgets, and class sizes, have all been discussed above. One additional pressure results from the University's stated policy that future funding for academic units will follow enrollment growth. Units experiencing stagnant enrollments are beginning to look to general education courses as a source of FTE. However, rather than pursuing enrollment growth by having faculty teach existing general education courses, some of the units are proposing to add some of their own existing courses to the approved list. It is not clear whether the student learning outcomes are being considered in making proposals, but they are not being referred to as part of any rationale for inclusion of these courses. In any case, in the absence of faculty governance of the program, the traditional methods of resolving disagreements over changes are nonexistent. There is a significant risk of the program losing whatever coherence it presently has, and simply becoming a very large menu of widely disparate courses, having no common purpose beyond fulfilling state mandates.

The same risk exists with respect to AS-BS articulation agreements, which FGCU is actively pursuing with Edison Community College. One major point of contention of these agreements is in completing the remaining hours required for general education, since AS degrees typically only have 15-21 hours of general education courses. Negotiations are already underway to develop broad AS to BS agreements, with no advocate for general education at the table, and one party that has openly expressed hostility toward the idea that these students should be required to complete any courses outside their intended career field. In the name of "seamlessness," pressures will be exerted to accept all kind of miscellaneous courses toward general education requirements, so it can be "out of the way" for these students. This road, again, leads to incoherence.

Assessment of Outcomes in General Education

To date, there have been few coordinated outcome assessment activities for the General Education program. Some of the specific projects that have been conducted within the program have had some assessment components. These include the following:

- Connections (IDS 2110) has included group problem-solving projects as a substantial part of the graded assignments in the course. These activities address outcomes related to diversity, problem-solving, communication, and community awareness. By dint of the fact that these exercises make up a large portion of the course grade, final grades in Connections do provide some information regarding students' achievement of these outcomes.
- Writing samples (essays) of incoming students in Composition I (ENC 1101) have been kept on file. Our original intent was to have students complete similar assignments in Connections so that a relatively controlled assessment of students' progress in writing skills can be conducted. Lack of time and resources to carry out the evaluation have delayed this project; we are hoping to be able to complete it as part of the FIPSE project discussed earlier.
- A study was done of student success and retention rates, comparing students who took the Effective Learning course discussed above with those who completed Styles & Ways of Learning, to see if the additional explicit instruction in study and success skills improved student success (measured by the percent who stayed off Academic Probation) and retention (first semester to second semester and first year to second year), and if there was any difference between "regular" students and at-risk students. The only statistically significant difference found was that regular admits who took Effective Learning were significantly more likely to be on academic probation after the first semester than those who took Styles & Ways of Learning. While this seems counterintuitive, and the reasons are unclear, we believe that the Effective Learning course lulled this group into a sense of complacency, adversely affecting their performance in other courses. In any event, no significant differences were found in the at-risk group, so the Effective Learning experiment has been terminated.
- Part of the revision of the course HUM 2510 (Understanding the Visual and Performing Arts), which we are conducting with Pew Trusts support, involves before and after student surveys to measure changes in their attitudes toward the arts and their willingness to attend arts events. This directly addresses the Aesthetic Sensibility outcome, and to some extent the Community Awareness and Involvement outcome. The first round of surveys are currently being tabulated, and we expect to have some initial results by the end of the summer.
- One aspect of our analysis of our general education program concerns expanding our own knowledge of our incoming FTIC students. In addition to collecting the usual aggregate data on GPA and test scores, we administer the Myers-Briggs Type Indicator (MBTI) to all students in Styles & Ways of Learning. Although a full analysis has not been completed, preliminary observations of the aggregate results suggest that incoming freshmen at FGCU have a different distribution of types than is typical in college students. If confirmed, this information could have some important implications for how we design instruction and student interaction.

Plans for Review and Revision

As noted above, a faculty task force will be conducting a review of the general education curriculum during the 2002-03 academic year. We hope that this group will be the impetus for change that will finally lead to not only some revision and improvement of the curriculum, but also the establishment of an appropriate governance system for general education and the many separate but related issues such as foreign language requirements, CLAST, dual enrollment, articulation issues, etc. Although the basic framework is constructed at the state level, there are still many aspects of these programs for which institutions are allowed—indeed, expected—to formulate their own policies and procedures. The new requirement for CLEP exams for Bright Futures recipients alone promises to raise a number of interesting special situations that will have to be dealt with at an institutional level.

As for outcomes assessment activities, we have hopes that the FIPSE proposal will generate some momentum to move forward with additional assessment tools, and will enable FGCU to assume a leadership role in developing assessments that have national norms associated with them. One of the components of the Pew grant for redevelopment of HUM 2510 is the licensing and testing of a computer-based essay scoring software package. If it proves successful in HUM 2510, it has potential to provide a cost-effective method to carry out the large-scale evaluation of essays needed to implement the assessment of writing skills that was discussed earlier. Finally, in the near term, a good deal of environmental and descriptive data on our FTIC students already exists, in several places around campus and in several forms, e.g. the MBTI data noted above. Our next step will be to turn this data into *knowledge*, on which to base improvements in our pedagogies as well as our curriculum.

APPENDIX A Student Learning Outcomes (Undergraduate)

Florida Gulf Coast University is committed to the following learning goals and educational outcomes, believing they provide a foundation for lifelong learning and effective citizenship. The specific outcomes involving knowledge, understanding, analysis, evaluation and collaboration provide the basis on which the university and the learner, sharing responsibility, can measure progress toward reaching these goals.

Goal 1: Aesthetic sensibility. Know and understand the variety of aesthetic frameworks that have shaped, and continue to shape, human creative arts. Analyze and evaluate the aesthetic principles at work in literary and artistic composition, intellectual systems, and disciplinary and professional practices. Collaborate with others in projects involving aesthetic awareness, participation and/or analysis.

Goal 2: Culturally diverse perspective. Know and understand the diversity of the local and global communities, including cultural, social, political and economic differences. Analyze, evaluate, and assess the impact of differences in ethnicity, gender, socioeconomic status, native language, sexual orientation and intellectual/disciplinary approaches. Participate in collaborative projects requiring productive interaction with culturally-diverse people, ideas and values.

Goal 3: Ecological perspective. Know the issues related to economic, social and ecological sustainability. Analyze and evaluate ecological issues locally and globally. Participate in collaborative projects requiring awareness and/or analysis of ecological and environmental issues.

Goal 4: Effective communication. Know the fundamental principles for effective and appropriate communication, including reading, writing, speaking and listening skills. Organize thoughts and compose ideas for a variety of audiences, using a range of communication tools and techniques. Participate in collaborative projects requiring effective communications among team members.

Goal 5: Ethical responsibility. Know and understand the key ethical issues related to a variety of disciplines and professions. Analyze and evaluate key ethical issues in a variety of disciplinary and professional contexts. Participate in collaborative projects requiring ethical analysis and/or decision-making.

Goal 6: Information literacy. Identify and locate multiple sources of information using a variety of methods. Analyze and evaluate information within a variety of disciplinary and professional contexts. Participate in collaborative analysis and/or application of information resources.

Goal 7: Problem-solving abilities. Understand the multidisciplinary and interdisciplinary nature of knowledge. Apply critical, analytical, creative and systems

thinking in order to recognize and solve problems. Work individually and collaboratively to recognize and solve problems.

Goal 8: Technological literacy. Develop knowledge of modern technology. Process information through the use of technology. Collaborate with others using technology tools.

Goal 9: Community awareness and involvement. Know and understand the important and complex relationships between individuals and the communities in which they live and work. Analyze, evaluate and assess human needs and practices within the context of community structures and traditions. Participate collaboratively in community service projects.

APPENDIX B

General Education Program Review Mission, Goals and Objectives

Mission Statement

General education, as the program students interact with the most during the first two years of college, helps students make the transition from secondary education to the university experience, and sets them on the path toward becoming independent learners, having fulfilling careers, and being productive members of society, contributing positively to their chosen communities. The purpose of the general education program at FGCU is to assist entering students toward fulfillment of the University outcomes, to the extent that is common across the university, regardless of the student's chosen major.

Goals and Objectives

General Education program goals and objectives for teaching and student learning have been established, and were included as part of the self-study for initial SACCS accreditation. Goals for other aspects of the program are spelled out in the College of Arts and Sciences' strategic plan, and more broadly in the FGCU strategic plan. The initial program review will include assessment of these goals, but with particular attention to the following key issues: (1) diversity education, (2) written communication skills, and (3) faculty resources dedicated to the program.

Teaching/Student Learning

Goal 1: Promote Student Engagement

Objective 1.1: Develop positive attitude toward learning as a lifelong process

Objective 1.2: Develop intellectual habits of mind and apply them to all areas of living

Objective 1.3: Ability to self-assess and reflect on previous learning

Objective 1.4: *Ability and willingness to consider new ideas*

Objective 1.5: Ability and willingness to undertake independent investigations

Objective 1.6: *Develop awareness of one's membership in a community and responsibility for contributing to its successful functioning*

Goal 2: Interdisciplinary perspective

Objective 2.1: Ability to identify connections across disciplines

Objective 2.2: *Ability to understand a variety of approaches to issues, and the idea of equifinality (more than one valid approach to a solution)*

Objective 2.3: Ability to incorporate learning from a variety of areas in problem-solving

Goal 3: Communication skills

Objective 3.1: *Ability to communicate effectively orally and in writing*

Objective 3.2: Ability to use technology as an aid to present information to others, and to converse with others

Objective 3.3: Ability to use technology to acquire information

Objective 3.4: Ability to function effectively as a member of a peer group in task-oriented and maintenance activities

Goal 4: Analytic/synthetic abilities

Objective 4.1: Ability to evaluate sources of information and to discriminate between kinds of information

Objective 4.2: Develop techniques for analyzing problems and constructing plans for addressing them

Objective 4.3: Ability to synthesize knowledge and approaches from multiple sources to solve problems

Objective 4.4: Ability to critically evaluate quantitative information, and use technology to perform analysis of data

Goal 5: Content for major

Objective 5.1: Gain competence in content material and prerequisite skills needed for success in chosen major

Goal 6: Environmental awareness

Objective 6.1: Develop awareness of current issues related to the environment

Objective 6.2: Understand the concept of sustainability as it relates to the Southwest Florida area.

Objective 6.3: Develop a personal definition and understanding of one's own relationship to the local area ("sense of place").

Other Goals for the Program

The following goals and objectives, primarily related to support of and resources for the program, are derived from the strategic plans of the University and the College of Arts and Sciences.

Goal 7: Increase the percentage of courses in the program taught by full-time faculty

Objective 7.1: Establish full-time coordinator for Styles & ways of Learning (IDS 1301L)

Objective 7.2: Increase the involvement of faculty from other colleges in teaching general education courses

Objective 7.3: revise format of HUM 2510 (Understanding the Visual and Performing Arts) to increase use of full-time faculty for instruction, and to develop online version for distance students

Goal 8: Develop administrative policies and processes for the program

Objective 8.1: Establish faculty body for oversight of curriculum

Objective 8.2: Complete development of policies and processes related to general education

Objective 8.3: Complete a revised general education manual for advisors and faculty

APPENDIX C

General Education

The university experience at FGCU is designed to prepare students for a rapidly changing world and workplace where professional careers demand a wide breadth of knowledge and value critical thinking and analysis, communication skills, teamwork, independent learning, and creative problem-solving. This preparation begins with a general education program that blends innovation with tradition. Interdisciplinary courses demonstrate the relationship of knowledge across academic fields, while traditional courses offer depth or breadth in specific disciplines and fulfill upper division program prerequisites or accreditation requirements. Introductory and capstone experiences tie general education into a coherent whole and launch the student toward acquiring the broad knowledge and perspective necessary for personal growth and success.

The general education program at Florida Gulf Coast University, in accordance with state mandates, consists of 36 credit hours of coursework in the subject areas of communication, social sciences, humanities, natural sciences, and mathematics. Approved courses for each area are listed below. Where applicable, courses taken to meet state common prerequisites for a program may also be used to fulfill general education requirements. All first-time-in-college students are expected to take ENC 1101 (Composition I) and IDS 1301L (Styles and Ways of Learning) their first semester at FGCU.

In accordance with the state articulation agreement (State Board of Education Rule 6A-10.024), a transfer student who has completed general education requirements at any public university or community college in Florida prior to enrolling as a degree-seeking student at FGCU, and has this completion noted on his/her official transcript, shall be considered to have completed general education. All other transfer students are expected to satisfy FGCU's general education requirements. Transfer students' transcripts will be evaluated to determine course equivalencies and fulfillment of FGCU general education requirements.

All courses listed are approved for meeting general education requirements at FGCU. Courses marked with (W) can be used to satisfy a portion of the Gordon Rule writing requirement, and the mathematics courses can be used to satisfy a portion of the Gordon Rule computation requirement (State Board of Education Rule 6A-10.030). A grade of C or higher is required for all Gordon Rule coursework.

Communication (6 hours)

Each student must complete a two-semester sequence (ENC 1101-1102) in English composition. The sequence develops students' communication skills in written formats; this includes reading critically as well as writing clearly in a variety of styles. Students may satisfy all or part of this requirement by satisfactory CLEP or AP English scores.

ENC 1101 Composition I (W) (3)
ENC 1102 Composition II (W) (3)

Mathematics (6 hours)

Mathematics and statistics courses give students competence in quantitative methods and an understanding of how those methods are used to describe and analyze the natural world. These courses also give students exposure to the theories and practice of mathematics, and to the unique nature of mathematical knowledge. They will have a practical component, giving students the opportunity to apply mathematical and statistical methods to “real-world” problems. All students must successfully complete either STA 2023 Statistical Methods or STA 2037 Statistics with Calculus, and an additional 3 credit hours of approved coursework at the college algebra level or higher.

One of the following:

STA 2023 Statistical Methods (3)

STA 2037 Statistics with Calculus (3)

Plus one of the following:

MAC 1105 College Algebra (3)

MAC 1147 Precalculus (4)

MAC 2233 Elementary Calculus (3)

MAC 2311 Calculus I (4)

MAC 2312 Calculus II (4)

MAC 2313 Calculus III (4)

MAS 2103 Elementary Linear Algebra (3)

MAS 3121 Linear Operators & Diff Equations (4)

MGF 1106 Liberal Arts Math I (3)

MGF 1107 Liberal Arts Math II (3)

Humanities (9 hours)

At FGCU, the area of humanities includes literature, philosophy, religion, and the fine arts. Humanities courses provide students the opportunity to study the aesthetic dimension of human experience and to learn how people have given creative interpretations to events from differing perspectives. Students will learn the methods, suppositions, and theories of the chosen areas of study.

Required courses:

IDS 1301L Styles & Ways of Learning (1)

IDS 2110 Connections (2)

HUM 2510 Understanding the Visual & Performing Arts (3)

Plus one of the following:

AML 2010 Literature & Culture of US I (W) (3)

AML 2020 Literature & Culture of US II (W) (3)

ARH 2050 History of Visual Arts I (3)

ARH 2051 History of Visual Arts II (3)

CRW 2001 Intro to Creative Writing (3)
ENC 2160 Intro to Nature Writing (W) (3)
ENL 2012 British Literature & Culture I (W) (3)
ENL 2022 British Literature & Culture II (W) (3)
LIT 2110 World Literature & Culture I (W) (3)
LIT 2120 World Literature & Culture II (W) (3)
PHH 2000 Intro to Philosophy (W) (3)
REL 2306 Contemporary World Religions (W) (3)
THE 2020 Intro to Theater (3)

Social Sciences (6-9 hours)

Students must successfully complete 6 to 9 semester hours of approved coursework in the social science disciplines. Social sciences courses include the disciplines of history, economics, anthropology, sociology, area studies, geography, political science, and psychology. Students will gain an understanding of historical and sociocultural perspectives and a sense of the evolution of societies and the various modes of interaction among peoples of the world.

Select 6-9 hours from the following:

AFA 2000 Intro Afr & Diaspora Studies (W) (3)
AFS 2250 Culture & Society in Africa (3)
AMH 2010 US History to 1877 (W) (3)
AMH 2020 US History since 1877 (W) (3)
ANT 2000 Introduction to Anthropology (3)
ANT 2100 Introduction to Archaeology (3)
ANT 2211 Peoples of the World (W) (3)
ANT 2410 Cultural Anthropology (3)
ASH 2001 Civilizations of Asia: China and Japan
ASH 2005 Civilizations of Asia: South Asia
ASN 2005 Intro to Asian Studies (W) (3)
DEP 2004 Principles of Development (3)
ECO 2013 Principles of Macro Economics (3)
ECO 2023 Principles of Micro Economics (3)
EUH 1000 The Western Tradition, Part I (3)
EUH 1001 The Western Tradition, Part II (3)
EUH 2011 Ancient European History (3)
EUH 2031 Modern European History (3)
GEA 2000 Introduction to Geography (3)
INR 2015 Global Studies (3)
ISS 2011 Interdisciplinary Social Sciences (3)
ISS 2200 Intro to International Studies (3)
LAS 2000 Intro to Latin Amer Studies (W) (3)
POS 2041 American National Government (3)
POS 2112 State & Local Govt & Politics (3)
PSY 2012 General Psychology (3)

SYG 2000 Introduction to Sociology (3)
SYG 2010 Social Problems (3)
SYG 2012 Comparative Sociology—Global Issues (3)
SYG 2231 Intro to African-American Studies (3)
SYG 2250 Multicultural Issues (3)
SYG 2310 Introduction to Human Relations (3)
WOH 1023 World Civilization 1500 -1815 (W) (3)
WOH 1030 World Civilization since 1815 (W) (3)

Natural Sciences (6-9 hours)

Students must successfully complete 6 to 9 semester hours of approved coursework in the natural sciences which include biology, chemistry, geology, environmental studies, marine science, and physics. Students are encouraged to select courses with a laboratory or field component. Courses will give students experience in the theories, principles, and practices of the natural sciences and will address the relationship of science with the modern world.

Select 6-9 hours from the following:

ANT 2511 Physical Anthropology (4)
AST 2100C Solar System Astronomy (4)
AST 2201C Stellar Astronomy (4)
BSC 1010C General Biology w/Lab I (4)
BSC 1011C General Biology w/Lab II (4)
BSC 1020C Human Systems (3)
BSC 1051C Environmental Biology-SW Florida (3)
BSC 1085C Human Anat & Physiology w/Lab I (4)
BSC 1086C Human Anat & Physiology w/Lab II (4)
BSC 2024C Human Species (3)
BSC 2300C Biological Systems I (4)
CHM 1045C General Chemistry w/Lab I (4)
CHM 1046C General Chemistry w/Lab II (4)
CHM 1084C Environmental Chemistry (3)
CHM 2210C Organic Chemistry w/Lab I (4)
CHM 2211C Organic Chemistry w/Lab II (4)
GLY 1010C Physical & Historical Geology (4)
MCB 2010C Intro Microbiology w/Lab (4)
OCE 1001C Marine Systems (3)
PHY 2048C General Physics w/Lab I (4)
PHY 2049C General Physics w/Lab II (4)
PHY 2053C College Physics w/Lab I (4)
PHY 2054C College Physics w/Lab II (4)

Gordon Rule

Prior to receipt of an associate of arts degree from a public community college or university or prior to entry into the upper division of a public university, a student shall successfully complete the following:

- Twelve semester hours of English coursework in which the student is required to demonstrate writing skills. For purposes of this rule, an English course is defined as any semester-length course in the general study area of the humanities in which the student is required to produce written work of at least 6,000 words.
- Six semester hours of mathematics coursework at the college algebra level or above. For the purpose of this rule, applied logic, statistics, and other such computation coursework, which may not be placed within a mathematics department, may be used to fulfill 3 of the 6 hours required by this section.

A grade of C or higher is required for all Gordon Rule coursework.

FGCU has designated certain courses as “writing-intensive” for the purpose of meeting part one of this rule. Courses that count toward Gordon Rule writing requirements include a statement in their course descriptions to that effect. Students are strongly urged to complete ENC 1101 Composition I before attempting any additional writing-intensive courses.

All mathematics courses offered by FGCU except MAT 1033 (Intermediate Algebra) fulfill Gordon Rule requirements.

Satisfactory AP English, Calculus, or Statistics exam scores may be used to fulfill Gordon Rule requirements. Students should consult with an academic advisor regarding other college-level exam programs.

As of March 1, 2001, the courses listed below require 6,000 words of graded written work.

AFA 2000 Intro to African & Diaspora Studies (3)
AMH 2010 American History until 1877(3)
AMH 2020 US History since 1877 (3)
AML 2010 Literature & Culture of US I (3)
AML 2020 Literature & Culture of US II (3)
ANT 2211 Peoples of the World (3)
ASN 2005 Introduction to Asian Studies (3)
CRW 2100 Introduction to Fiction Writing (3)
ENC 1101 Composition I (3)
ENC 1102 Composition II (3)
ENC 2160 Intro to Nature Writing (3)
ENC 3213 Professional Writing (3)
ENC 3310 Expository Writing (3)
ENL 2012 British Literature & Culture I (3)
ENL 2022 British Literature & Culture II (3)

IDS 3920 University Colloquium (3)
LAS 2000 Intro to Latin American Studies (3)
LIT 2110 Intro to World Literature & Culture I (3)
LIT 2120 Intro to World Literature & Culture II (3)
PHH 2000 Introduction to Philosophy (3)
POS 3033 Issues in American Govt & Politics (3)
POT 3003 Political Theorists (3)
PUP 4002 Public Policy (3)
REL 3111 Religion in Film (3)
WOH 1023 World Civilization 1500 -1815 (3)
WOH 1030 World Civilization since 1815 (3)

Transfer students who have taken one or more of the above courses at another Florida institution will have these courses counted toward Gordon Rule requirements only if the course was so designated at the institution where the course was taken.

APPENDIX D

Faculty Governance Document Amendment Proposal 2000-03 (Fall) Submitted August 10, 2000 to the Faculty Senate

We, the undersigned members of the Faculty Senate, propose the addition of subsection (j) of Section 4.02, Composition, Responsibilities, and Duties of Faculty Standing Teams.

The proposed text of the new subsection is attached. This addition will create a university-wide General Education Council for the purpose of overseeing the general education portion of FGCU's undergraduate curriculum.

Rationale: The general education program is an important part of all undergraduate majors at FGCU, and so should have an oversight body composed of faculty from across the university. With the recent reorganization in Arts & Sciences, administrative oversight of General Education is now part of the Assistant Dean's position. It is critical that, like the rest of the curriculum, the curricular requirements of the program remain in the hands of the faculty. This council would assume the main responsibility for academic development of the general education program, and advise the Director of General Education on matters relating to administration of the program.

We propose, by adoption of this amendment, to create this Council, and we further request that it take effect immediately upon ratification.

Proposed addition to **Section 4.02 Composition, Responsibilities, and Duties of Faculty Standing Teams:**

General Education Council

Composition

The General Education Council shall be composed of the following members:

- Five faculty members from the College of Arts and Sciences,
- one faculty member from each of the other academic units;
- Director of General Education (*ex-officio*);
- a representative of the Academic Advising Council (non-voting).

Faculty must teach at least one undergraduate course per year to be eligible to serve on the Council.

Responsibilities and Duties

The Council will have primary responsibility for all curricular aspects of the General Education program and related university requirements, and will advise the Director of General Education on policy matters related to administration of the program. Specific responsibilities of the Council include:

- Reviewing proposed changes to distribution requirements for General Education;
- Reviewing proposals to add or remove courses from the approved list of general education courses;
- Reviewing proposals to add or remove the writing-intensive designation from courses;

- Recommending to the Director of General Education policies and procedures necessary to carry out the Council's duties;
- Advising the Director of General Education on matters related to articulation between high schools, community colleges, other universities, and FGCU;
- Reviewing as needed university policies related to awarding credit through acceleration programs (e.g., Advanced Placement, International Baccalaureate);
- Reviewing requirements for the Associate of Arts degree as needed;
- Advising the Director of General Education on other policies related to general education.

The Council shall act as the unit-level review body for curricular proposals affecting general education requirements. Proposals approved by the Council shall be forwarded to the University Undergraduate Curriculum Team for final review.

APPENDIX E

General Education Review Task Force Structure and Charge

Structure

The task force will be chaired by the Director of General Education, who will be a non-voting member of the task force. The following personnel will constitute the voting membership of the task force:

- two faculty members from the College of Arts and Sciences,
- one faculty member from each of the following units: College of Business, College of Education, College of Health Professions, College of Professional Studies.

The Deans of the respective Colleges will recommend faculty candidates to the Provost, who will appoint the representatives to the task force.

The Dean of Planning & Evaluation will appoint a liaison from the P&E office who will work with the task force on a regular basis, and serve as a resource for issues pertaining to requirements of external organizations (state articulation coordinating committee, SACS, etc.). The liaison will also assist the task force in ensuring that the organization, conduct, and results of the review are consistent with existing guidelines in FGCU's Institutional Effectiveness plan, and will work with the chair to ensure that the results are in a format compatible with existing standards, to maximize the effective use of any data collected.

The task force will occasionally need to make use of the expertise of individual faculty and/or staff for various specific topics, and may invite those individuals to participate and contribute their expertise on an *ad hoc* basis. Naturally, meetings of the task force are subject to the Sunshine Law and are open to all.

Charge:

The Task Force is charged with the following responsibilities:

1. Conduct a series of open workshops with the FGCU faculty to increase faculty awareness of and familiarity with the undergraduate student learning outcomes;
2. Conduct a review of the existing general education program to assess the degree to which each of the undergraduate student learning outcomes is addressed within program requirements;
3. Identify areas of strength, weakness, and vulnerability in the general education program with respect to addressing the undergraduate student learning outcomes, and identify needs for changes to the program to improve areas of weakness and/or vulnerability. "Areas of vulnerability" is defined here as program areas/outcomes that are currently being satisfactorily met, but are likely to become a problem if present trends continue.
4. Develop recommendations for the establishment of a mechanism for faculty oversight of the general education curriculum and related university degree

- requirements and policies. The task force may choose to develop and present multiple alternatives for faculty oversight mechanisms, without formally endorsing any particular one.
5. Produce a report, to be delivered to the Faculty Senate and the Deans Council, detailing the results of tasks 3 and 4 above.

The task force may suggest specific actions for addressing areas of weakness and/or vulnerability in the program. Any such suggestions must take into account program needs and prerequisites, available faculty resources, and other support required, including library and technology support. However, any formal proposals for new courses or changes to courses must be originated by the responsible academic unit, and must proceed through regular curriculum approval processes. Changes to distribution requirements, including addition or removal of a specific course as a requirement, shall require the approval of the Faculty Senate as well as the academic units housing the courses and/or subject areas affected.

The task force may request copies of syllabi for some or all sections of courses, or other course documents helpful to the task force's work. The chair will work with the academic units to secure copies of any needed documents, and will ensure that appropriate confidentiality measures are taken if needed, consistent with state requirements regarding public records.

The chair will be responsible for organizing and chairing task force meetings, arranging for needed information to be provided to the members, acting as lead author of the final report, and for communicating regularly with faculty and administration, providing progress reports and ensuring opportunities for broad-based contributions from faculty.