APPENDIX 1
Diversity and General Education
FGCU General Education Program Strategic Plan, 2007

Florida Gulf Coast University

General Education Strategic Plan

2006-2010

Draft
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Introduction</td>
<td>4</td>
</tr>
<tr>
<td>II. Florida State University System General Education Policies</td>
<td>4</td>
</tr>
<tr>
<td>III. Florida Gulf Coast University General Education Program</td>
<td>5</td>
</tr>
<tr>
<td>IV. The Role of the General Education Council</td>
<td>10</td>
</tr>
<tr>
<td>V. Developing a Strategic Plan for General Education at FGCU</td>
<td>11</td>
</tr>
<tr>
<td>VI. Strategic Plan, 2006-2011</td>
<td>15</td>
</tr>
</tbody>
</table>
List of Tables

Table 1: Congruence of FGCU’s Strategic Plan and General Education Strategic Plan

Table 2: Recurring Assessment Tasks

Table 3: Planned Activities Based On Assessment Findings
I. Introduction
In the fall of 2003, Florida Gulf Coast University created a General Education Taskforce to begin the important process of assessing the entire General Education Program for the first time in the university’s history. The taskforce created a mission and learning goals for General Education. In the fall of 2004, the Faculty Senate created a standing Senate Team for General Education. This team, the General Education Council, continued the work of the taskforce and began to assess General Education in preparation for the upcoming Southern Association of Colleges and Schools (SACS) accreditation review. These preparations included the identification of four measurable General Education competencies: critical thinking, oral communication, written communication, and quantitative reasoning—all skills fundamental to academic success. As part of the assessment plan for the General Education Program, the Council held two forums called The University Conversation on General Education. The larger goal was to hear from the university community before recommending and implementing change to the Program. With baseline quantitative data from testing and qualitative data from the conversation, the Council has initiated change in several areas, including working with the EEO/Diversity committee to add a General Education diversity requirement, working with the library to measure students’ information and technological literacy, and enhancing student achievement in each of the four competency areas. The General Education Council has prepared this strategic plan to guide all Program initiatives over the next five years.

II. Florida State University System General Education Policies
The FGCU Strategic Plan for General Education is in keeping with the state of Florida requirements for General Education.

State Board of Education Rule 6A-10.024 (3a)
Each public postsecondary institution shall establish a general education core curriculum, which shall require thirty-six (36) semester hours of communication, mathematics, social sciences, humanities, and natural sciences for students working toward a baccalaureate degree.

State Board of Education Rule 6A-10.030
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 or college, a student shall complete successfully the following:

- Six (6) semester hours of English coursework and six (6) semester hours of additional coursework in which the student is required to demonstrate college-level writing skills through multiple assignments.
- Six (6) semester hours of mathematics coursework at the level of college algebra or higher. For the purposes 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 three (3) hours of the six (6) hours required by this section.

- A grade of C or higher is required for all Gordon Rule coursework. All mathematics courses offered by FGCU except MAT 1033 (Intermediate Algebra) fulfill Gordon Rule requirements.

III. Florida Gulf Coast University General Education Program

The Strategic Plan is in keeping with the FGCU General Education Mission and Goals.

a. Mission

The FGCU General Education Program helps students transition to the university experience, promotes mastery of the undergraduate student learning goals, encourages independent learning, and facilitates selection of a major. A comprehensive curriculum with a foundation in civic engagement challenges students to develop the knowledge, skills, and perspectives necessary for personal growth and success.

b. General Education Learning Goals and Objectives

GOAL 1: AESTHETIC SENSIBILITY

Objective 1: Know and understand the variety of aesthetic frameworks that have shaped, and continue to shape, human creative arts.

Objective 2: Analyze and evaluate the aesthetic principles at work in literary and artistic composition, intellectual systems, and disciplinary and professional practices.

Objective 3: Collaborate with others in projects involving aesthetic awareness, participation, and/or analysis.

GOAL 2: CULTURALLY DIVERSE PERSPECTIVE

Objective 1: Know and understand the diversity of the local and global communities, including cultural, social, political, and economic differences.

Objective 2: Analyze, evaluate, and assess the impact of differences in ethnicity, gender, socioeconomic status, native language, sexual orientation, and intellectual/disciplinary approaches.

Objective 3: Participate in collaborative projects requiring productive interaction with culturally-diverse people, ideas, and values.
GOAL 3: ECOLOGICAL PERSPECTIVE
Objective 1: Know the issues related to economic, social, and ecological sustainability.

Objective 2: Analyze and evaluate ecological issues locally and globally.
Objective 3: Participate in collaborative projects requiring awareness and/or analysis of ecological and environmental issues.

GOAL 4: EFFECTIVE COMMUNICATION
Objective 1: Know the fundamental principles for effective and appropriate communication, including reading, writing, speaking, and listening skills.

Objective 2: Organize thoughts and compose ideas for a variety of audiences, using a range of communication tools and techniques.

Objective 3: Participate in collaborative projects requiring effective communications among team members.

GOAL 5: ETHICAL RESPONSIBILITY
Objective 1: Know and understand the key ethical issues related to a variety of disciplines and professions.

Objective 2: Analyze and evaluate key ethical issues in a variety of disciplinary and professional contexts.

Objective 3: Participate in collaborative projects requiring ethical analysis and/or decision-making.

GOAL 6: INFORMATION LITERACY
Objective 1: Identify and locate multiple sources of information using a variety of methods.

Objective 2: Analyze and evaluate information within a variety of disciplinary and professional contexts.

Objective 3: Participate in collaborative analysis and/or application of information resources.

GOAL 7: PROBLEM-SOLVING ABILITIES
Objective 1: Understand the multi-disciplinary and interdisciplinary nature of knowledge.

Objective 2: Apply critical, analytical, creative, and systems thinking in order to recognize and solve problems.

Objective 3: Work individually and collaboratively to recognize and solve problems.

GOAL 8: TECHNOLOGY LITERACY
Objective 1: Develop knowledge of modern technology.

Objective 2: Process information through the use of technology.

Objective 3: Collaborate with others using technology tools.
GOAL 9: COMMUNITY AWARENESS AND INVOLVEMENT

Objective 1: Know and understand the important and complex relationships between individuals and the communities in which they live and work.

Objective 2: Analyze, evaluate, and assess human needs and practices within the context of community structures and traditions.

Objective 3: Participate collaboratively in community service projects.

GOAL 10: PERSONAL GROWTH AND DEVELOPMENT

Objective 1: Identify personal values; acquire knowledge of ways to enhance mental and physical wellness; become knowledgeable about goal-setting strategies, including the goal of life-long learning.

Objective 2: Challenge and defend personal values; select wellness strategies; set personal goals and objectives, including the goal of life-long learning.

Objective 3: In putting values into practice, accept personal responsibility for consequences of actions; practice and refine wellness strategies; refine goals, including the goal of life-long learning, based on additional knowledge, experience, and interaction with others.

c. Curriculum

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. Where applicable, courses taken to meet state common prerequisites for a program may also be used to fulfill General Education requirements. See current course catalog for a list of courses.

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 in the catalog 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.

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.

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.

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.
Natural Sciences (6-9 hours)

Students must successfully complete a minimum of two courses, totaling 6 to 9 semester hours, of approved coursework in the natural sciences that include biology, chemistry, geology, environmental studies, marine science, and physics. At least one course must include a laboratory or field component; courses meeting this requirement contain “C” in their course numbers. 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.

d. Competencies

Working with SACS representatives and with members of FGCU’s Office of Curriculum and Instruction and Office of Planning and Institutional Performance, the Council determined that the identification of measurable general education competencies—skills sets fundamental to academic success—would help us to make the collection of robust and essential data efficient. In other words, it was an impossible task to measure all ten learning goals as part of an accreditation review. As a result, the Council examined national models and best practices for measuring General Education and concluded that four competencies—oral communication, written communication, critical thinking, and quantitative analysis—formed the bedrock of the ten General Education Learning Goals noted above. The competencies are clear, nationally-recognized, and measurable skills that all university graduates should be able to demonstrate.

General Education Competencies

After completing the General Education Program, students will demonstrate that they can do the following:

Quantitative Reasoning

- Solve mathematical problems;
- Analyze and interpret quantitative data;
- Summarize data into graphic and tabular formats;
- Make valid inferences from data;
- Distinguish between valid and invalid quantitative analysis and reasoning.

Oral Communication

- Select a topic, and develop it for a specific audience and purpose, with respect for diverse perspectives;
• Organize and deliver a clear and effective presentation, with command of verbal and nonverbal communication;
• Use active listening skills in interpersonal settings;
• Participate in and lead group discussions effectively.

**Written Communication**
• Employ the conventions of standard written English;
• Select a topic, and develop it for a specific audience and purpose, with respect for diverse perspectives;
• Select, organize, and relate ideas and information with coherence, clarity, and unity;
• Develop research skills including the ability to collect, analyze, synthesize, and accurately present and document information;
• Apply critical reading skills.

**Critical Thinking**
• Define a problem using appropriate terminology;
• Select and organize information;
• Identify assumptions and underlying relationships;
• Synthesize information, and draw reasoned inferences;
• Formulate an appropriate problem solving strategy;
• Evaluate the feasibility of the strategy.
IV. The Role of the General Education Council

The Role of the General Education Council is determined by the FGCU faculty and is governed by the Faculty Governance Document, Section 4.02 (see below). In brief, the Council approves all curricular changes to the General Education Program and uses various assessment measures to determine the degree to which the program is meeting goals set by the university, by the state, and by the Southern Association of Colleges and Schools. While, state and SACS requirements provide impetus for assessment initiatives, the General Education Council has worked diligently to examine the “bigger picture” through a thoughtful examination of the General Education Program by students, faculty, staff, and community members.

Section 4.02 (j) of the FGCU faculty governance document:

(i) Composition
The General Education Council consists of three 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.

(ii) 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:

- Review 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.
V. Developing a Strategic Plan for General Education at FGCU

The strategic plan is based on the following assumptions and is tied in the following ways to the Florida Gulf Coast University Strategic Plan.

a. General Assumptions

General education is a key component of the University’s curriculum. As such, the mission and goals of general education must fit with the University’s mission and goals. Because the curriculum is in the purview of the faculty, faculty must bring this vision to fruition through a well defined process.

b. Congruence of FGCU’s Strategic Plan and General Education Strategic Plan

The FGCU Strategic Plan incorporates several components that are inherent in the General Education Program:

i. FGCU Strategic Goal #1: High Quality Education

General education is at the heart of the first FGCU strategic goal: high quality education. The General Education Competencies reflect the core skills and knowledge developed by lower level undergraduate students. High quality education is ensured by assessing student learning of the competencies and using those results to inform curricular revision when appropriate.

ii. FGCU Strategic Goal #7 Community Leadership

General education serves not only the university community but the local and state communities—service organizations, employers, alumni, and citizens—by guaranteeing that FGCU graduates have achieved competencies in critical thinking, oral communication, written communication, and quantitative reasoning. The General Education University Conversation included participants from these communities.

iii. FGCU Strategic Goal #8 Ongoing Quality Improvement

Ongoing quality improvement is fundamental to the strategic planning process. In addition to addressing all SACS recommendations, the General Education Council has committed to including the General Education Program in the cyclical program review process, although this is optional. Please see Table 1.
<table>
<thead>
<tr>
<th>FGCU Strategic Goal</th>
<th>FGCU Strategic Goal Indicator</th>
<th>Link to General Education Strategic Plan</th>
<th>Related General Education Objective(s)</th>
</tr>
</thead>
</table>
| High Quality Education | 3.1: Systematic academic program review and assessment is performed and informs curriculum revision and new program development. | Achievement of General Education Competencies indicates high quality education | - FGCU students will achieve average CAAP scores equivalent to the national norms in Writing, Mathematics, and Basic Algebra.  
- FGCU students will achieve a mean rating of 70% (14 of 20) on the oral communication rubric |
| Community Leadership | 2.1: Course embedded service learning will become the norm for fulfilling student service learning requirements. | General Education Curriculum provides Service Learning opportunities | - The General Education Curriculum will provide students with the opportunity to complete 50% of their required service learning courses. |
| Ongoing Quality Improvement | 1.1: Recommendations of the Southern Association of Colleges and Schools (SACS) review team as included in its 05-06 decision on reaffirmation. | SACS Comprehensive Standard 3.5.1 states that we must provide, “evidence that graduates have attained” general education competencies | - FGCU students will achieve average CAAP scores equivalent to the national norms in Writing, Mathematics, and Basic Algebra.  
- FGCU students will achieve a mean rating of 70% (14 of 20) as measured by use of the General Education oral communication rubric.  
- The Council will maintain an ongoing University Conversation about General Education by reaching out to the communities served and contributing to the program. |
| **2.1:** Development and implementation of unit assessment plans with appropriate metrics and progress on them reported annually in unit annual reports. | General Education will participate in the process of conducting periodic program review | • The General Education Council will conduct the 7-year program review for the General Education Program.  
• The Council will maintain an ongoing University Conversation about General Education by reaching out to the communities served and contributing to the program. |
VI. The Strategic Plan—recent and upcoming initiatives

a. Collegiate Assessment of Academic Proficiency (CAAP)

In fall 2005, the General Education Council administered the mathematics, writing, and critical thinking CAAP tests in nine randomly selected sections of IDS 3920: University Colloquium, an upper-level course required of all University students. A total of 184 students were tested with 184 students completing all three sections of the test. The mathematics test measures students’ mathematical reasoning abilities; subscores are provided for basic algebra and college algebra. The writing skills test measures students’ understanding of standard written English; subscores are provided for usage/mechanics and rhetorical skills. Finally, the critical thinking test measures students’ skills in analyzing, evaluating, and extending arguments; no subscores are provided for this test.

The results of the tests demonstrate that FGCU students are at or near the national norms for students taking these tests. FGCU scores for the (overall) mathematics test, the algebra subscore, and both writing subscores are negligibly lower than the national norm. Scores for the algebra subscore, the (overall) writing test, and the critical thinking test are moderately lower than the national norm.

The Council has discussed the results of these tests with faculty responsible for teaching mathematics and composition, and they have been working with the Council to determine appropriate curricular revision.

The test was administered again in November 2006, and the Council will review the results in the spring of 2007.

Assessment results will be used to make curricular changes in order to improve student learning in the identified areas. The CAAP will be administered every three years for ongoing periodic normal referenced external assessment of General Education competencies. After the fall of 2007, the General Education Council will also work together with General Education faculty to develop an annual criterion referenced internal assessment of these General Education competencies.
b. Oral Communication rubric

During the summer of 2005, an oral communication workgroup designed an oral communication rubric and piloted it in the College of Business capstone course, GEB 4890: Business Strategy. This rubric rates students’ presentations from 1 (low) to 10 (high) in two sections. Section A assesses how well students “select a topic and develop it for a specific audience and purpose, with respect for diverse perspectives.” Section B assesses how well students “deliver a clear and effective presentation, with command of verbal and nonverbal communication.” Each presentation was rated by two judges. The evaluations demonstrated that it was a rubric with strong inter-rater reliability.

In the fall of 2005, the Council collaborated with the faculty in the Communication and Philosophy Department in the College of Arts and Sciences to fine-tune the rubric. This is the department that oversees the majority of University courses related to public speaking. Later that term, the revised rubric was used to assess students’ oral presentations in six sections of the Colloquium course. Inter-rater reliability in this sample was acceptable for both sections of the rubric (Cronbach’s alpha = 0.784 for section A; 0.769 for Section B). The mean presentation score for both sections was 57% or 11.4 out of a possible 20. Overall this is a weak score that is consistent with anecdotal information from faculty in all colleges that FGCU students have difficulty with public speaking.

The General Education Council recognizes that the average oral presentation score for students tested with the oral communication rubric was quite low (11.4 out of a possible 20, or 57%). This conclusion was fully supported by the data derived from the University Conversation on General Education (spring 2006). Therefore, the Council identified the most fundamental skills within the General Education Oral Communication Competency for emphasis in the University Colloquium beginning in fall 2006. Colloquium faculty have provided extra focus on the following skills: 1) select a topic and develop it for a specific audience and purpose, with respect to diverse perspectives, and 2) organize and deliver a clear and effective presentation, with command of verbal and nonverbal communication. This has been accomplished by colloquium faculty sharing the oral communication rubric with their students and increasing their own level of expectations in these areas. In addition, an oral presentation, which hitherto has been optional in ENC 1102, Composition II, will now be required. Students, who normally take this course in their sophomore year (at least a year before taking the Colloquium), will thus acquire more experience and get more feedback regarding their performance that will enable them to improve their speech skills in advance of assessment in the Colloquium.
The Council will measure oral communication by using the oral communication rubric again in December 2006, and the Council will review the results in the spring of 2007.

Assessment results will be used to make curricular changes in order to improve student learning in the identified areas. After the fall of 2007, the General Education Council will work together with General Education faculty to develop an annual criterion referenced internal assessment of this General Education competency.

c. The University Conversation on General Education

In building its assessment program, the General Education Council became deeply aware that General Education ultimately serves a wide range of constituencies, including students, faculty, and the external community. In addition, it gained an appreciation for the fact that maintaining good communication with the major stakeholders provides important information and support that is useful for assessing and enhancing the General Education program. Consequently, in the fall of 2005, the Council developed a comprehensive plan for The University Conversation on General Education, which gained the strong support of the President and Provost. Invitations were extended to all relevant constituencies to attend round table discussions focusing on the following issues: the purpose of General Education; the types of courses that a General Education program should include; the role of General Education in the preparation for the majors; the role of General Education in producing responsible citizens; and the expectations of employers and the external community regarding FGCU graduates and the role of General Education in meeting these expectations.

The planning resulted in two well-attended sessions (which included a large number of students,), that generated a wealth of raw qualitative data. The data, which were analyzed using the Colaizzi Interpretive Approach, yielded a very rich body of information that will help inform the future direction of FGCU’s General Education program. The details of the analysis can be found in the FGCU General Education University Conversation 2006 Report. One of the most notable immediate findings was the strong endorsement of the General Education competencies on the part of all constituencies.

The Council will report its findings to the university community in the spring of 2007. Feedback from the report is an important component of the assessment of this program.
d. Diversity Requirement
The data from the University Conversation speaks clearly to the need for an identifiable component of the General Education Program that is related to diversity. The Council will continue to work with the members of the FGCU EEO/Diversity Committee to develop this curricular component.

e. Assessment of Information and Technological Literacy
The data from the University Conversation speaks clearly to the importance of information and technological literacy in a General Education Program. To this end, the Council assigned a work team to examine the need for a fifth competency: Information and Technological Literacy. The members of this team included our Library representative, because the Library is in the process of piloting an assessment tool to measure information and technological literacy. The work group developed a fifth competency and presented it to the Council in November 2006. After deliberation, the council decided that a fifth competency in this area would be redundant, because the current competencies include goals that address information and technological literacy. The council will continue to work with faculty in the Library in order to apply the data they derive from their assessment tool to the General Education assessment of competencies.
### TABLE 2: Recurring Assessment Tasks

<table>
<thead>
<tr>
<th>TASK</th>
<th>RATIONALE</th>
<th>CONSTITUENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administer CAAP Test</td>
<td>To occur in 2005-2007 for assessment of written communication, critical thinking, and quantitative reasoning, and every three years after that, for ongoing periodic normal referenced external assessment. After the fall of 2007, the General Education Council will also work together with General Education faculty to develop an annual criterion referenced internal assessment of these General Education competencies.</td>
<td>General Education Council*, Faculty Course Facilitators, Office of Curriculum &amp; Instruction</td>
</tr>
<tr>
<td>Administer Oral Communication Assessment—the rubric</td>
<td>To occur in 2005-2007 for assessment of the oral communication competency. After the fall of 2007, the General Education Council will also work together with General Education faculty to develop an annual criterion referenced internal assessment of this General Education competency.</td>
<td>General Education Council, Faculty Course Facilitators, Office of Curriculum &amp; Instruction</td>
</tr>
<tr>
<td>Program Review</td>
<td>To occur every 7 years as per state requirements</td>
<td>General Education Council, Planning and Institutional Performance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TASK</th>
<th>RATIONALE</th>
<th>CONSTITUENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a General Education Policies and Procedures Document</td>
<td>Such a document will serve as a clear guide to faculty as they create courses for the General Education Program.</td>
<td>General Education Council*</td>
</tr>
<tr>
<td>Share university conversation</td>
<td>This is part of the Council’s commitment to maintain a university-wide conversation about and to nourish a</td>
<td>General Education Council*, University Community</td>
</tr>
<tr>
<td>Task</td>
<td>Activity</td>
<td>Responsible Party</td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Consider revising the General Education Mission and Outcomes       | The mission and goals were created prior to the creation and use of the competencies and prior to the university conversation and are therefore in need of revision. | General Education Council*  
  Office of Curriculum & Instruction                                      |
| Adopt a diversity policy                                           | This need has been underscored by the data from the university conversation. The council is committed to working with faculty and staff to approve a policy. | General Education Council  
  FGCU EEO/Diversity committee  
  Office of Curriculum & Instruction                                      |
| Conduct ongoing focus group meeting with faculty who teach and facilitators who schedule General Education courses. | This task is essential for a strong General Education Program.            | General Education Council*  
  Faculty Course Facilitators  
  Office of Curriculum & Instruction                                      |
| Work with faculty teams to implement recommended changes           | This task is essential for broadly supported and well-implemented enhancement of the curriculum. | General Education Council*  
  Faculty Course Facilitators  
  Office of Curriculum & Instruction                                      |

**TABLE 3: Planned Activities Based On Assessment Findings**

*includes the Director of General Education*
Students live in a society that is increasingly diverse and interconnected with the larger global community, and so are likely to interact with people of different cultures, ethnicities, religions, ages, genders, sexual orientations, socioeconomic conditions, and political affiliations. The university is committed to developing capacities for living together in a democracy whose hallmark is individual, social, cultural, and intellectual diversity. To help further this goal, students must successfully complete a minimum of six credits of approved coursework in Diversity. Courses in this list will also fulfill another General Education category, and do not add to the 36 total hours required.

Select 6 hours from the following:
AFA 2000 Introduction to African & 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 2211 Peoples of the World (W) (3)
ANT 2410 Cultural Anthropology (3)
ARH 2500 Survey of Non-Western Art (3)
ASN 2005 Introduction to Asian Studies (3)
ASN 2010 Civilizations of Asia: China & Japan (3)
ASN 2010 Civilizations of Asia: South Asia (3)
ENL 2012 British Literature & Culture I (3)
ENL 2022 British Literature & Culture II (3)
EUH 2031 Modern European History (3)
INR 2015 Global Studies (3)
ISS 2200 Introduction to International Studies (3)
LAS 2000 Introduction to Latin American Studies (W) (3)
LIT 2110 World Literature & Culture I (3)
LIT 2120 World Literature & Culture II (3)
REL 2306 Contemporary World Religions (3)
SOP 2270 Introduction to Human Sexuality (3)
SPC 1600 Fundamentals of Communication (3)
SPT 2721 Latino Culture & Society (3)
SYG 2010 Social Problems (3)
SYG 2012 Comparative Sociology-Global Issues (3)
SYG 2220 Introduction to Gender Studies (3)
SYG 2231 Introduction to African-American Studies (3)
SYG 2250 Multicultural Issues (3)
WOH 1023 World Civilization 1500-1815 (W) (3)
WOH 1030 World Civilization since 1815 (W) (3)
APPENDIX 3
Diversity and General Education
Florida SUS Diversity Requirements, February 2009

FAU General Education Curriculum Requirement for Foundations in Global Citizenship (Fall 2009):

FIU Core Curriculum Requirement for Societies & Identities:

FSU Liberal Studies and Competency Requirement for Multicultural Understanding:
http://facesenate.fsu.edu/multicultural.htm

UCF General Education Requirement for Diversity:

UF General Education Requirements for International and Diversity Courses:
http://www.cba.ufl.edu/gened/genedinfo.asp

UNF General Education Requirement for Cultural Diversity:
http://www.unf.edu/coas/gened/social_sci_b.html
http://www.unf.edu/uninfo/catalogs/undergrad/current/AppexE.pdf

USF General Education Requirement for Human Cultural Diversity and Global Context:
http://www.ugs.usf.edu/gened/1_3core.cfm

UWF Multicultural Requirement: http://uwf.edu/catalog/acadmulti.htm
Diversity (3 hours)

Students live in a society that is increasingly diverse and interconnected with the larger global community, and so are likely to interact with people of different cultures, ethnicities, religions, ages, genders, sexual orientations, socioeconomic conditions, and political affiliations. The university is committed to developing capacities for living together in a democracy whose hallmark is individual, social, cultural, and intellectual diversity. To help further this goal, students must successfully complete a minimum of three credits of approved coursework in Diversity; these credits are intended to serve as a foundation for additional coursework in Diversity education already widely dispersed throughout the majors. Courses in this list will also fulfill another General Education category, and do not add to the 36 total hours required.

[List of Courses Will Follow. Faculty may propose new or existing General Education courses for Diversity credit to their College Undergraduate Curriculum Committee, as part of the regular curricular approval process. All courses to be offered for General Education Diversity credit must meet the following criteria:

1. Open to students across all majors and offered on a regular and consistent basis;

2. Provides consistent and comparable instruction across all sections, using common course goals and learning outcomes;

3. Purposefully addresses one of the General Education Subject Areas in the syllabi for all course sections;

4. Provides sufficient breadth of experience for the General Education Subject Area in which it is approved;

5. Addresses one (1) or more of the General Education Competencies and is assessable in one (1) of those Competencies during any designated assessment period.

For General Education Diversity credit, a course must purposefully address one or more of the objectives listed for General Education Learning 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.]

APPENDIX 5

Diversity and General Education
Diversity Course Proposal Submission Form, November 2008

General Education Diversity Course Proposal
Deadline: February 1, 2009
Submit proposals to: General Education Council
Scott Anstadt, Professional Studies
Margaret Cavin, Arts and Sciences
Douglas Harrison, Arts and Sciences (Chair)
Eric Otto, Arts and Sciences
Danielle Rosenthal, Library
Halcyon St. Hill, Health Professions
Dean Stansel, Business
Dayle Upham, Education

COURSE INFORMATION
1. Course Title & Number: ________________________________

2. Department: __________________________________________

3. Faculty Contact: _______________________________________

4. Is this an existing General Education Course? Yes No
   If not, please note that all courses to be offered for General Education Diversity credit must also meet the following criteria for regular Gen Ed courses.
6. Open to students across all majors and offered on a regular and consistent basis;
7. Provides consistent and comparable instruction across all sections, using common course goals and learning outcomes;
8. Purposefully addresses one of the General Education Subject Areas in the syllabi for all course sections;
9. Provides sufficient breadth of experience for the General Education Subject Area in which it is approved;
10. Addresses one (1) or more of the General Education Competencies and is assessable in one (1) of those Competencies during any designated assessment period.

5. Circle which General Education Subject Area satisfies?
   Social Science     Natural Science
   Humanities         Mathematics

6. Is this a Gordon Rule course? Yes No
DIVERSITY COMPONENT
In no more than 250 words, please specify the particular way(s) in which this course would address one or more of the following objectives associated with General Education Learning Goal 2: Culturally Diverse Perspective (numbered ranking does not reflect priority of importance).

1. Know and understand the diversity of the local and global communities, including cultural, social, political, and economic differences.
2. Analyze, evaluate, and assess the impact of differences in ethnicity, gender, socioeconomic status, native language, sexual orientation, and intellectual/disciplinary approaches.
3. Participate in collaborative projects requiring productive interaction with culturally diverse people, ideas, and values.
APPENDIX 6
Diversity and General Education
Announcement of Diversity requirement framework approval, Nov. 2008

From: Harrison, Dr. Douglas
Sent: Monday, November 17, 2008 3:59 PM
To: Arts & Sciences Faculty
Cc: Henry, Dr. Donna Price; Hess, Dr. Debra; Wohlpard, Dr. Jim; Gray-Vickrey, Dr. Peg; Karakas, Dr. Scott; Toll, Dr. Ronald; McKinney, Dr. Charles; Seals-Gonzalez, Cheryl; Bradshaw, President Wilson G.
Subject: GEN ED: Diversity Requirement Approval and Call for Proposals

Dear Colleagues,

At its November 6, 2008 meeting, the General Education Council approved the framework for a three-hour General Education requirement in diversity coursework to be satisfied within the existing 36-hour General Education program (draft catalog copy is attached).

The General Education Council invites faculty to propose existing or new General Education courses that would satisfy the diversity requirement (please note: all courses to be offered for General Education Diversity credit must meet the criteria for regular General Education Courses). The Council especially encourages broad, creative, multidisciplinary interpretations of diversity as described by the framework. Faculty initiating particularly innovative proposals might consider submitting versions of their proposals for the recently announced grants for Creative Course Design in General Education. Please contact your representative(s) to the General Education Council if you have any questions about how these two processes might work together.

The deadline for Diversity course proposals is February 1, 2009. Please consult the attached document titled Diversity Course Proposal Submission for details on the process. In February 2009, the Council will review the submitted diversity courses and make a determination about the feasibility of implementing the requirement in Fall 2010 based on the courses proposed to satisfy it.

We appreciate the many efforts of university faculty, administration, and staff to develop this framework, which differs in key ways from the original proposal circulated earlier this semester. Changes to the requirement reflect the engaged, sustained, and serious discussion the Council has undertaken over the past month in light of valid concerns raised by faculty across the university. A detailed discussion of faculty feedback is provided below.

As always, please contact us with any feedback or questions you have about this process or any other matters relating to General Education.

Sincerely,
Maggie Cavin
Eric Otto
Doug Harrison (chair)
For those of you who have been following the ongoing discussions about adding a formal diversity component to General Education, below is a list of the main changes to the original version of the requirement as sent to faculty on October 9, 2008:

- The requirement no longer includes a pre-approved list of diversity courses. This change was made in response to comments reflecting the opinion that diversity is already widely dispersed throughout the curriculum and that a pre-approved list of diversity courses is prescriptive and fails to account for the ways faculty already incorporate diversity in their teaching. The Council decided that a better approach would be to have faculty who teach in General Education identify existing or new courses that could satisfy the intentionally broad definition of diversity as described in the requirement. The Council felt that through this approach, any requirement implemented in the curriculum would more fully reflect the variety of ways diversity is already embedded in what we do. This same line of thinking also led to the next change.

- The catalog copy for the requirement now includes a statement contextualizing the three (3) hours of required coursework as a foundation for diversity education that takes place across the curriculum, in and beyond Gen Ed.

- The requirement has been reduced from six (6) hours to three (3). This change was made in response to multiple comments raising concerns that a diversity requirement would negatively affect time-to-degree for students in majors with already limited options for Social Science and Humanities electives in General Education. In reducing the number of required credits in diversity to three (3), the Council feels the requirement strikes a balance between the need to emphasize diversity education in the undergraduate experience and the need to graduate students in a timely manner.

The Council also considered several other points that arose from the feedback we received:

- Effectiveness of requiring diversity coursework: multiple comments expressed concern about prescribing diversity education and limiting it to a fixed and relatively small number of hours in the curriculum. Related comments questioned the effectiveness of a diversity requirement that would exclude many transfer students. The Council felt that the diversity requirement is not intended to (and, given FGCU’s diverse student body, cannot) be comprehensive, exhaustive, or exclusive. Rather the requirement aims to establish the importance of diversity as described in Learning Goal 2 of the FGCU Student Learning Outcomes for the growing proportion of the student body that completes General Education at FGCU. This approach attempts to provide a foundation for diversity education that students can build in other academic work and beyond the university as graduates.

- Placement of a diversity requirement in the General Education program: several comments reflected the opinion that diversity is already widely dispersed throughout the curriculum and any diversity requirement should be satisfied through students’ majors. Other comments in this vein also suggested that consideration of any diversity requirement be preceded by studying the state of diversity education on campus. While curriculum in the majors is beyond the scope of Council’s area of oversight to, the Council fully supports a comprehensive approach to diversity education in the curriculum, and hopes this framework for a 3-credit requirement will contribute to a multifaceted approach to diversity instruction. In approving the framework for a diversity requirement in General Education, the Council is responding to qualitative and quantitative data from the 2006 Campus Conversation on General Education in which faculty strongly endorsed a formal commitment to diversity in the General Education Program.

- Staffing and resource pressures: some comments raised concerns that any additional requirements in General Education would disproportionately burden the College of Arts and
Sciences and increase either enrollments in existing sections or the number of sections offered, without additional resources to support the added load. The Council discussed this point at length and agreed to continue to address the need for additional resources with stakeholders across campus. To that end, on November 12, 2008, the Council chair discussed the requirement at the EEO-Diversity Committee’s regular meeting. At that meeting, which included President Bradshaw, the Council chair discussed the scope and aim of the requirement and articulated faculty concerns about resources and staffing. The Council will continue to address these issues as the requirement moves toward implementation.

Douglas Harrison, assistant professor
Department of Language and Literature
Florida Gulf Coast University
10501 FGCU Blvd. S. | Reed Hall 133
Fort Myers, FL 33965-6565
dharriso@fgcu.edu | 239.590.7504
******************************************************************************
APPENDIX 7
Diversity and General Education
Diversity Course Proposals Submitted, February 2009

General Education Diversity Course Proposal
Deadline: February 1, 2009
Submit proposals to: General Education Council
Scott Anstadt, Professional Studies
Margaret Cavin, Arts and Sciences
Douglas Harrison, Arts and Sciences (Chair)
Eric Otto, Arts and Sciences
Danielle Rosenthal, Library
Halcyon St. Hill, Health Professions
Dean Stansel, Business
Dayle Upham, Education

COURSE INFORMATION
7. Course Title & Number: ANT 1471 Cultural Survival and Environmental Justice

8. Department: Anthropology Program/ Dept. of Marine and Ecological Sciences

9. Faculty Contact: Rebecca Austin, Program Leader

10. Is this an existing General Education Course? Yes No X
   If not, please note that all courses to be offered for General Education Diversity credit must also meet the following criteria for regular Gen Ed courses.
   11. Open to students across all majors and offered on a regular and consistent basis;
   12. Provides consistent and comparable instruction across all sections, using common course goals and learning outcomes;
   13. Purposefully addresses one of the General Education Subject Areas in the syllabi for all course sections;
   14. Provides sufficient breadth of experience for the General Education Subject Area in which it is approved;
   15. Addresses one (1) or more of the General Education Competencies and is assessable in one (1) of those Competencies during any designated assessment period.

11. Circle which General Education Subject Area satisfies?
   - Social Science
   - Natural Science
   - Humanities
   - Mathematics

12. Is this a Gordon Rule course? Yes No X
DIVERSITY COMPONENT

In no more than 250 words, please specify the particular way(s) in which this course would address one or more of the following objectives associated with General Education Learning Goal 2: Culturally Diverse Perspective (numbered ranking does not reflect priority of importance).

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

From the Anthropology Academic Learning Compact (for 2009-2010 calendar year):

“Anthropology is a discipline concerned with human diversity, including cultural and biological processes. Anthropology integrates a wide range of perspectives on human behavior, culture, and society. Students of anthropology at Florida Gulf Coast University learn the basic concerns and approaches through four sub-fields of the discipline:

- archaeology
- physical anthropology
- cultural anthropology
- anthropological linguistics.

Students also learn about applied anthropology, the practical use of any or all of these subdisciplines for problem-solving of real-world problems.”

This course examines some of the most pressing human and environmental crises with an anthropological lens that looks at the causes as well as solutions for issues such as the loss of ecosystems and associated human health problems due to chemical pollution, destruction of rainforests, global warming, famine, warfare, genocide, human trafficking, poverty, and catastrophic events, such as hurricanes and typhoons. Successful case studies of advocacy movements to counter these problems are provided that encourage students to seek creative solutions as global citizens.

The course covers a range of topics related to human survival, globalization, cultural and language revitalization, environment, and social justice. The course focuses on current challenges and crises humanity faces, using anthropology as a tool for understanding diverse cultural, socioeconomic, political and intellectual aspects of various global problems. Students’ final project is a web site that tackles a particular human problem illustrating the issues, and developing mock organizations or programs to deal with it.
COURSE INFORMATION

13. Course Title & Number: ___ANT 2000 Introduction to Anthropology_____

14. Department: _Anthropology Program/ Dept. of Marine and Ecological Sciences

15. Faculty Contact: __Rebecca Austin, Program Leader____________________

16. Is this an existing General Education Course?  X Yes   No
   If not, please note that all courses to be offered for General Education Diversity credit must also meet the following criteria for regular Gen Ed courses.
   16. Open to students across all majors and offered on a regular and consistent basis;
   17. Provides consistent and comparable instruction across all sections, using common course goals and learning outcomes;
   18. Purposefully addresses one of the General Education Subject Areas in the syllabi for all course sections;
   19. Provides sufficient breadth of experience for the General Education Subject Area in which it is approved;
   20. Addresses one (1) or more of the General Education Competencies and is assessable in one (1) of those Competencies during any designated assessment period.

17. Circle which General Education Subject Area satisfies?

- Social Science
- Natural Science
- Humanities
- Mathematics

18. Is this a Gordon Rule course?  Yes   No X
DIVERSITY COMPONENT

In no more than 250 words, please specify the particular way(s) in which this course would address one or more of the following objectives associated with General Education Learning Goal 2: Culturally Diverse Perspective (numbered ranking does not reflect priority of importance).

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

From the Anthropology Academic Learning Compact (for 2009-2010 calendar year):

“Anthropology is a discipline concerned with human diversity, including cultural and biological processes. Anthropology integrates a wide range of perspectives on human behavior, culture, and society. Students of anthropology at Florida Gulf Coast University learn the basic concerns and approaches through four sub-fields of the discipline:

- archaeology
- physical anthropology
- cultural anthropology
- anthropological linguistics.

Students also learn about applied anthropology, the practical use of any or all of these subdisciplines for problem-solving of real-world problems.”

This introductory general anthropology course provides an overview of the discipline of anthropology, the holistic study of humans, which includes cross-cultural study of humans from both a biological and social perspective. It surveys the four major branches of anthropology: Physical Anthropology (human biology and cultural patterns); Archaeology (the analysis of the prehistoric and historic remains of human cultures); Anthropological Linguistics (the analysis of language in its cultural context); and Cultural Anthropology (the cross cultural study of various peoples living in the world today, including tribal, fishers, farmers, or urban societies), as well as applied anthropology. This course also attempts to break down stereotypes that one might have about his or her society (be it western or non-western) and challenges students to be receptive to other ways of viewing the world. Gender roles and issues are discussed throughout the course.
General Education Diversity Course Proposal
Deadline: February 1, 2009
Submit proposals to: General Education Council
   Scott Anstadt, Professional Studies
   Margaret Cavin, Arts and Sciences
   Douglas Harrison, Arts and Sciences (Chair)
   Eric Otto, Arts and Sciences
   Danielle Rosenthal, Library
   Halcyon St. Hill, Health Professions
   Dean Stansel, Business
   Dayle Upham, Education

COURSE INFORMATION
19. Course Title & Number: ANT 2211 Peoples of the World

20. Department: Anthropology Program/ Dept. of Marine and Ecological Sciences

21. Faculty Contact: Rebecca Austin, Program Leader

22. Is this an existing General Education Course? X Yes No
   If not, please note that all courses to be offered for General Education Diversity credit must also meet the following criteria for regular Gen Ed courses.
   21. Open to students across all majors and offered on a regular and consistent basis;
   22. Provides consistent and comparable instruction across all sections, using common course goals and learning outcomes;
   23. Purposefully addresses one of the General Education Subject Areas in the syllabi for all course sections;
   24. Provides sufficient breadth of experience for the General Education Subject Area in which it is approved;
   25. Addresses one (1) or more of the General Education Competencies and is assessable in one (1) of those Competencies during any designated assessment period.

23. Circle which General Education Subject Area satisfies?
   Social Science  Natural Science
   Humanities     Mathematics

24. Is this a Gordon Rule course? X Yes No
DIVERSITY COMPONENT

In no more than 250 words, please specify the particular way(s) in which this course would address one or more of the following objectives associated with General Education Learning Goal 2: Culturally Diverse Perspective (numbered ranking does not reflect priority of importance).

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

From the Anthropology Academic Learning Compact (for 2009-2010 calendar year):

“Anthropology is a discipline concerned with human diversity, including cultural and biological processes. Anthropology integrates a wide range of perspectives on human behavior, culture, and society. Students of anthropology at Florida Gulf Coast University learn the basic concerns and approaches through four sub-fields of the discipline:

- archaeology
- physical anthropology
- cultural anthropology
- anthropological linguistics.

Students also learn about applied anthropology, the practical use of any or all of these subdisciplines for problem-solving of real-world problems.”

Peoples of the World is an introductory seminar(*) course in anthropology which explores through intensive reading, writing and discussion a range of human actions, ideas, beliefs, behaviors, thoughts and products, an assemblage known collectively as culture. The course covers material that examines in depth ethnographic case studies and livelihood patterns in a range of human societies, such as yak herders, hunter-gatherers in Africa, or abalone divers in Japan. Tasks students must successfully perform to succeed in this course include:

A. Making systematic observations of sociocultural phenomena
B. Making reasoned inferences about unobserved dimensions of sociocultural phenomena from systematic observations
C. Employing the conceptual language of anthropology effectively
D. Recognizing the influence of your own culture on your personal values, tastes and aesthetic senses, biases and responses to issues and modes of social interaction
E. Demonstrating social sensitivity – awareness of ethnocentrism and cultural relativism.
General Education Diversity Course Proposal  
**Deadline:** February 1, 2009  
**Submit proposals to:** General Education Council  
  Scott Anstadt, Professional Studies  
  Margaret Cavin, Arts and Sciences  
  Douglas Harrison, Arts and Sciences (Chair)  
  Eric Otto, Arts and Sciences  
  Danielle Rosenthal, Library  
  Halcyon St. Hill, Health Professions  
  Dean Stansel, Business  
  Dayle Upham, Education

**COURSE INFORMATION**

25. **Course Title & Number:** __ANT 2211 Peoples of the World_______________

26. **Department:** __Anthropology Program/ Dept. of Marine and Ecological Sciences__

27. **Faculty Contact:** _Rebecca Austin, Program Leader_____________

28. **Is this an existing General Education Course?**  
   **X Yes**  
   **No**  
   *If not, please note that all courses to be offered for General Education Diversity credit must also meet the following criteria for regular Gen Ed courses.*

   26. Open to students across all majors and offered on a regular and consistent basis;
   27. Provides consistent and comparable instruction across all sections, using common course goals and learning outcomes;
   28. Purposefully addresses one of the General Education Subject Areas in the syllabi for all course sections;
   29. Provides sufficient breadth of experience for the General Education Subject Area in which it is approved;
   30. Addresses one (1) or more of the General Education Competencies and is assessable in one (1) of those Competencies during any designated assessment period.

29. **Circle which General Education Subject Area satisfies?**

   - Social Science  
   - Natural Science  
   - Humanities  
   - Mathematics

30. **Is this a [Gordon Rule course]?**  
   **X Yes**  
   **No**
DIVERSITY COMPONENT

In no more than 250 words, please specify the particular way(s) in which this course would address one or more of the following objectives associated with General Education Learning Goal 2: Culturally Diverse Perspective (numbered ranking does not reflect priority of importance).

13. Know and understand the diversity of the local and global communities, including cultural, social, political, and economic differences.
15. Participate in collaborative projects requiring productive interaction with culturally diverse people, ideas, and values.

From the Anthropology Academic Learning Compact (for 2009-2010 calendar year):

“Anthropology is a discipline concerned with human diversity, including cultural and biological processes. Anthropology integrates a wide range of perspectives on human behavior, culture, and society. Students of anthropology at Florida Gulf Coast University learn the basic concerns and approaches through four sub-fields of the discipline:

- archaeology
- physical anthropology
- cultural anthropology
- anthropological linguistics.

Students also learn about applied anthropology, the practical use of any or all of these subdisciplines for problem-solving of real-world problems.”

Peoples of the World is an introductory seminar(*) course in anthropology which explores through intensive reading, writing and discussion a range of human actions, ideas, beliefs, behaviors, thoughts and products, an assemblage known collectively as culture. The course covers material that examines in depth ethnographic case studies and livelihood patterns in a range of human societies, such as yak herders, hunter-gatherers in Africa, or abalone divers in Japan. Tasks students must successfully perform to succeed in this course include:
A. Making systematic observations of sociocultural phenomena
B. Making reasoned inferences about unobserved dimensions of sociocultural phenomena from systematic observations
C. Employing the conceptual language of anthropology effectively
D. Recognizing the influence of your own culture on your personal values, tastes and aesthetic senses, biases and responses to issues and modes of social interaction
E. Demonstrating social sensitivity – awareness of ethnocentrism and cultural relativism.
General Education Diversity Course Proposal

Deadline: February 1, 2009

Submit proposals to: General Education Council
   Scott Anstadt, Professional Studies
   Margaret Cavin, Arts and Sciences
   Douglas Harrison, Arts and Sciences (Chair)
   Eric Otto, Arts and Sciences
   Danielle Rosenthal, Library
   Halcyon St. Hill, Health Professions
   Dean Stansel, Business
   Dayle Upham, Education

COURSE INFORMATION

31. Course Title & Number: _______ANT 2410______________________________

32. Department: _______________________________________________________
   Anthropology Program/ Dept. of Marine and Ecological Sciences

33. Faculty Contact: ____________________________________________________
   Rebecca Austin, Program Leader

34. Is this an existing General Education Course?  X Yes   No
   If not, please note that all courses to be offered for General Education Diversity
   credit must also meet the following criteria for regular Gen Ed courses.
   31. Open to students across all majors and offered on a regular and consistent
       basis;
   32. Provides consistent and comparable instruction across all sections, using
       common course goals and learning outcomes;
   33. Purposefully addresses one of the General Education Subject Areas in the
       syllabi for all course sections;
   34. Provides sufficient breadth of experience for the General Education Subject
       Area in which it is approved;
   35. Addresses one (1) or more of the General Education Competencies and is
       assessable in one (1) of those Competencies during any designated assessment
       period.

35. Circle which General Education Subject Area satisfies?

   Social Science          Natural Science
   Humanities              Mathematics

36. Is this a Gordon Rule course?  Yes  No  X
DIVERSITY COMPONENT

In no more than 250 words, please specify the particular way(s) in which this course would address one or more of the following objectives associated with General Education Learning Goal 2: Culturally Diverse Perspective (numbered ranking does not reflect priority of importance).

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

From the Anthropology Academic Learning Compact (for 2009-2010 calendar year):

“Anthropology is a discipline concerned with human diversity, including cultural and biological processes. Anthropology integrates a wide range of perspectives on human behavior, culture, and society. Students of anthropology at Florida Gulf Coast University learn the basic concerns and approaches through four sub-fields of the discipline:

- archaeology
- physical anthropology
- cultural anthropology
- anthropological linguistics.

Students also learn about applied anthropology, the practical use of any or all of these subdisciplines for problem-solving of real-world problems.”

Cultural anthropology is the subfield of anthropology that studies human behavior in all types of societies. This course attempts to break down stereotypes that one might have about his or her society (be it western or non-western) and challenges students to be receptive to other ways of viewing the world. A common theme throughout the course is consideration of scientific and humanistic approaches to cultural anthropology. Theoretical, ethical, and methodological considerations in anthropology will be emphasized. Significant attention will be given to the “ethnographic method,” the practice of long-term in-depth fieldwork and how this affects an understanding of culture. Other main topics covered include: participant observation, history of the discipline, language, marriage/kinship/family, gender, sexual orientation, cultural ecology, political systems, religion, the concepts of race/ethnicity/class, applied anthropology, the world system, and globalization.
General Education Diversity Course Proposal
Deadline: February 1, 2009
Submit proposals to: General Education Council
    Scott Anstadt, Professional Studies
    Margaret Cavin, Arts and Sciences
    Douglas Harrison, Arts and Sciences (Chair)
    Eric Otto, Arts and Sciences
    Danielle Rosenthal, Library
    Halcyon St. Hill, Health Professions
    Dean Stansel, Business
    Dayle Upham, Education

COURSE INFORMATION
37. Course Title & Number: __ANT 2511 Introduction to Physical Anthropology
38. Department: _Anthropology Program/ Dept. of Marine and Ecological Sciences
39. Faculty Contact: __Rebecca Austin, Program Leader; Alison Elgart, Biology
40. Is this an existing General Education Course?   X Yes   No
    If not, please note that all courses to be offered for General Education Diversity credit must also meet the following criteria for regular Gen Ed courses.
36. Open to students across all majors and offered on a regular and consistent basis;
37. Provides consistent and comparable instruction across all sections, using common course goals and learning outcomes;
38. Purposefully addresses one of the General Education Subject Areas in the syllabi for all course sections;
39. Provides sufficient breadth of experience for the General Education Subject Area in which it is approved;
40. Addresses one (1) or more of the General Education Competencies and is assessable in one (1) of those Competencies during any designated assessment period.

41. Circle which General Education Subject Area satisfies?

    Social Science

        Natural Science

    Humanities

        Mathematics

42. Is this a Gordon Rule course?   Yes   No X
DIVERSITY COMPONENT
In no more than 250 words, please specify the particular way(s) in which this course would address one or more of the following objectives associated with General Education Learning Goal 2: Culturally Diverse Perspective (numbered ranking does not reflect priority of importance).

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

From the Anthropology Academic Learning Compact (for 2009-2010 calendar year):

“Anthropology is a discipline concerned with human diversity, including cultural and biological processes. Anthropology integrates a wide range of perspectives on human behavior, culture, and society. Students of anthropology at Florida Gulf Coast University learn the basic concerns and approaches through four sub-fields of the discipline:

- archaeology
- physical anthropology
- cultural anthropology
- anthropological linguistics.

Students also learn about applied anthropology, the practical use of any or all of these subdisciplines for problem-solving of real-world problems.”

This course provides an introduction to the field of physical (also known as biological) anthropology, which is a study of people’s place in nature, human evolution, and the range of human biological variation. Students will study the ways in which humans are unique in the animal kingdom and how are we similar to other primates, such as apes and monkeys. Topics that will be addressed include evolutionary theory, genetics, heredity, human variation and the concept of “race,” human anatomy, primate classification and behavior. The course demonstrates – through scientific approaches – the ways in which the notion of “race” among humans is culturally constructed, and is not a valid biological category. Students will learn to understand global patterns of human variation within our species, and distinguish variation from “race,” as well as an understanding of variation of sexual orientation among individuals. The notion of ethnicity is also discussed in conjunction with cultural and disciplinary approaches, through understanding diverse human populations around the world.
General Education Diversity Course Proposal

Deadline: February 1, 2009
Submit proposals to: General Education Council
Scott Anstadt, Professional Studies
Margaret Cavin, Arts and Sciences
Douglas Harrison, Arts and Sciences (Chair)
Eric Otto, Arts and Sciences
Danielle Rosenthal, Library
Haleyon St. Hill, Health Professions
Dean Stansel, Business
Dayle Upham, Education

COURSE INFORMATION
1. Course Title & Number: ARH 2500, Survey of Non-Western Art

2. Department: Visual and Performing Arts, College of Arts and Sciences

3. Faculty Contact: Patricia Fay, pfay@fgcu.edu, 590-7229

4. Is this an existing General Education Course? Yes
   
   If not, please note that all courses to be offered for General Education Diversity credit must also meet the following criteria.
   1. Open to students across all majors and offered on a regular and consistent basis;
   2. Provides consistent and comparable instruction across all sections, using common course goals and learning outcomes;
   3. Purposefully addresses one of the General Education Subject Areas in the syllabi for all course sections;
   4. Provides sufficient breadth of experience for the General Education Subject Area in which it is approved;
   5. Addresses one (1) or more of the General Education Competencies and is assessable in one (1) of those Competencies during any designated assessment period.

5. Circle which General Education Subject Area satisfies?
   Social Science   Natural Science
   Humanities      Mathematics

6. Is this a Gordon Rule course? No
DIVERSITY COMPONENT
In no more than 250 words, please specify the particular way(s) in which this course would address one or more of the following objectives associated with General Education Learning Goal 2: Culturally Diverse Perspective (numbered ranking does not reflect priority of importance).

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

ARH 2500 is intended to give students an overview of non-Western artistic traditions. Clearly, "Non-Western" is a comparative classification, and offers the opportunity to identify and question established cultural norms. Three major geographical zones will provide the central focus for the course: the arts of the Americas, the arts of the African continent, and the arts of Asia. We will examine how our understanding of this art - and our way of studying it - has been influenced by such historical variables as the presence or absence of indigenous written documentation; hierarchies of medium; the impact of European colonialism; and the archeological, anthropological, and museological practices that have brought this work to Western attention. This perspective will help students understand how art functions in human society - to enhance communication, embody identity, and mediate between individuals, groups and the supernatural.

Writing and studio projects will be given in each of the three geographically-focused content areas. For the writing assignments students will be provided with two source texts that exemplify a Western interpretive approach, and an Indigenous experiential approach. With reference to these differing perspectives, students will analyze an exemplary work of art from the culture being studied. The studio exercises will focus on the following models: Native American pottery, African ritual masks, and Chinese calligraphy. For each project, a set of questions will be posed to build both conceptual and experiential linkages between the students and the producers and users of Non-Western art.
General Education Diversity Course Proposal

Deadline: February 1, 2009

Submit proposals to: General Education Council
Scott Anstadt, Professional Studies
Margaret Cavin, Arts and Sciences
Douglas Harrison, Arts and Sciences (Chair)
Eric Otto, Arts and Sciences
Danielle Rosenthal, Library
Haley St. Hill, Health Professions
Dean Stansel, Business
Dayle Upham, Education

COURSE INFORMATION
1. Course Title & Number: ______BSC 2026_______________________________

2. Department: ___________Biology_________________________________

3. Faculty Contact: _______Martha Rosenthal____________________________

4. Is this an existing General Education Course?  Yes No

If not, please note that all courses to be offered for General Education Diversity credit must also meet the following criteria.
6. Open to students across all majors and offered on a regular and consistent basis;
7. Provides consistent and comparable instruction across all sections, using common course goals and learning outcomes;
8. Purposefully addresses one of the General Education Subject Areas in the syllabi for all course sections;
9. Provides sufficient breadth of experience for the General Education Subject Area in which it is approved;
10. Addresses one (1) or more of the General Education Competencies and is assessable in one (1) of those Competencies during any designated assessment period.

5. Circle which General Education Subject Area satisfies?
   Social Science       Natural Science
   Humanities          Mathematics

6. Is this a Gordon Rule course? Yes No

46
DIVERSITY COMPONENT
In no more than 250 words, please specify the particular way(s) in which this course would address one or more of the following objectives associated with General Education Learning Goal 2: Culturally Diverse Perspective (numbered ranking does not reflect priority of importance).

4. Know and understand the diversity of the local and global communities, including cultural, social, political, and economic differences.

5. Analyze, evaluate, and assess the impact of differences in ethnicity, gender, socioeconomic status, native language, sexual orientation, and intellectual/disciplinary approaches.

6. Participate in collaborative projects requiring productive interaction with culturally diverse people, ideas, and values.

In The Biology of Human Sexuality (BSC 2026), we don’t limit our discussion to the anatomical and physiological aspects of human sexuality; the effect of social and cultural factors on the expression of sexuality is also a significant focus of the course. We discuss the impact of religion, history, culture, society, and language on sexual expression and attitudes. We also spend a significant amount of time covering gender (including intersexuality and transsexuality), sexual orientation, and cultural differences in beauty. Students often come into the class with the idea that there is an objective truth to sexuality—that it’s easy to define what is right or wrong, attractive or unattractive, male or female, gay or straight. Instead, I hope to show the students that sexual behaviors, attitudes, and other means of sexual expression are influenced by and interpreted through the lens of the prevailing attitudes of the culture in which they exist.
General Education Diversity Course Proposal
Deadline: February 1, 2009
Submit proposals to: General Education Council
Scott Anstadt, Professional Studies
Margaret Cavin, Arts and Sciences
Douglas Harrison, Arts and Sciences (Chair)
Eric Otto, Arts and Sciences
Danielle Rosenthal, Library
Halcyon St. Hill, Health Professions
Dean Stansel, Business
Dayle Upham, Education

COURSE INFORMATION
1. Course Title & Number: Environmental Humanities, HUM 2395

2. Department: Communication and Philosophy

3. Faculty Contact: Eric Otto, x7250, eotto@fgcu.edu

4. Is this an existing General Education Course? Yes No
   If not, please note that all courses to be offered for General Education Diversity credit must also meet the following criteria.
   11. Open to students across all majors and offered on a regular and consistent basis;
   12. Provides consistent and comparable instruction across all sections, using common course goals and learning outcomes;
   13. Purposefully addresses one of the General Education Subject Areas in the syllabi for all course sections;
   14. Provides sufficient breadth of experience for the General Education Subject Area in which it is approved;
   15. Addresses one (1) or more of the General Education Competencies and is assessable in one (1) of those Competencies during any designated assessment period.

5. Circle which General Education Subject Area satisfies?
   Social Science Natural Science
   Humanities Mathematics

6. Is this a Gordon Rule course? Yes No
DIVERSITY COMPONENT
In no more than 250 words, please specify the particular way(s) in which this course would address one or more of the following objectives associated with General Education Learning Goal 2: Culturally Diverse Perspective (numbered ranking does not reflect priority of importance).

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

At the core of FGCU’s Environmental Humanities class—and across all sections of the course—is the investigation of human-nature relationships as represented through a diversity of cultural production. In the first unit of the course, students study generational differences in the human-nature experience, and they engage in a service-learning project with local elementary school children. In the second unit of the course, students examine the perspectives of a multitude of faith traditions (Judaism, Christianity, Islam, Hinduism, Buddhism, Taoism, and Confucianism), as they also engage in discussions and assignments about feminist interpretations of human-nature relationships as well as alternative economic perspectives on these relationships. In the final unit of the course, students engage with film and literary texts, focusing on personal identity and Native American cultural production, respectively.
General Education Diversity Course Proposal

Deadline: February 1, 2009

Submit proposals to: General Education Council
Scott Anstadt, Professional Studies
Margaret Cavin, Arts and Sciences
Douglas Harrison, Arts and Sciences (Chair)
Eric Otto, Arts and Sciences
Danielle Rosenthal, Library
Halcyon St. Hill, Health Professions
Dean Stansel, Business
Dayle Upham, Education

COURSE INFORMATION

43. Course Title & Number: ___ Introduction to Music Literature __ MUL 2110 ___

44. Department: ______ Bower School of Music ______________________________

45. Faculty Contact: ______ Debra Hess ______________________________

46. Is this an existing General Education Course?  Yes X  No

If not, please note that all courses to be offered for General Education Diversity credit must also meet the following criteria for regular Gen Ed courses.

41. Open to students across all majors and offered on a regular and consistent basis;
42. Provides consistent and comparable instruction across all sections, using common course goals and learning outcomes;
43. Purposefully addresses one of the General Education Subject Areas in the syllabi for all course sections;
44. Provides sufficient breadth of experience for the General Education Subject Area in which it is approved;
45. Addresses one (1) or more of the General Education Competencies and is assessable in one (1) of those Competencies during any designated assessment period.

47. Circle which General Education Subject Area satisfies?
   Social Science  Natural Science
   Humanities X  Mathematics

48. Is this a Gordon Rule course?  Yes  No X
DIVERSITY COMPONENT

In no more than 250 words, please specify the particular way(s) in which this course would address one or more of the following objectives associated with General Education Learning Goal 2: Culturally Diverse Perspective (numbered ranking does not reflect priority of importance).

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

Introduction to Music Literature MUL 2110

Knowledge about the world and world cultures provides us with important information we need to make informed decisions and to participate fully as citizens of our state, our nation and our world. The arts provide a unique perspective to understanding what any civilization and its people value. At every socio-economic strata, people of all nations have developed unique musical expressions that present to the rest of the world the entire range of human emotions and conditions—the beautiful, the sorrowful and the sublime.

Introduction to Music Literature (MUL 2110) gives students the opportunity to study music from a wide variety of cultures around the world (for example: the Far East, the Middle East, Africa and the Caribbean) as well as the art music of the traditional Western world. The course provides the opportunity for students to consider and discuss the influence that music has had on society, politics, economics and technology through the ages. Students in this course will demonstrate the ability to differentiate between various styles and modes of musical expressions and to thoughtfully discuss the role of music in expressing the aesthetic heritage of specific cultures through the ages.
General Education Diversity Course Proposal
Deadline: February 1, 2009
Submit proposals to: General Education Council
Scott Anstadl, Professional Studies
Margaret Cavin, Arts and Sciences
Douglas Harrison, Arts and Sciences (Chair)
Eric Otto, Arts and Sciences
Danielle Rosenthal, Library
Haley St. Hill, Health Professions
Dean Stancel, Business
Dayle Upham, Education

COURSE INFORMATION
1. Course Title & Number: EMPLOYMENT, LAW AND DIVERSITY

2. Department: ____________________________ LEGAL STUDIES ____________________________

3. Faculty Contact: ________________________ DR. ROBERT N. DIOTALLEVI, ESQ., LL.M. ________________________

4. Is this an existing General Education Course? Yes [ ] No [ √ ]
   If not, please note that all courses to be offered for General Education Diversity credit must also meet the following criteria for regular Gen Ed courses.
   1. Open to students across all majors and offered on a regular and consistent basis;
   2. Provides consistent and comparable instruction across all sections, using common course goals and learning outcomes;
   3. Purposefully addresses one of the General Education Subject Areas in the syllabi for all course sections;
   4. Provides sufficient breadth of experience for the General Education Subject Area in which it is approved;
   5. Addresses one (1) or more of the General Education Competencies and is assessable in one (1) of those Competencies during any designated assessment period.

5. Circle which General Education Subject Area satisfies?
   Social Science [ ] Natural Science [ √ ]
   Humanities [ ] Mathematics [ ]

6. Is this a Gordon Rule course? Yes [ ] No [ √ ]

[Signature]

52
### APPENDIX X
#### Diversity and General Education
Faculty Feedback to Diversity Requirement proposal, October 2008

<table>
<thead>
<tr>
<th>COMMENT</th>
<th>ACTION REQUESTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>The general education learning goals looks good.</td>
<td>Disconnect requirement that diversity courses also fill one of the regular Gen Ed subject areas.</td>
</tr>
<tr>
<td>I did have a question about the “University's Guiding Principles” describing the definition of diversity. This section describes the importance of “individual, social, cultural, and intellectual diversity”, which is completely reasonable, and the courses outlined seem to accomplish this goal. However, I was struck by the lack of science. Science influences human diversity and is critical towards understanding our “individual, social, cultural, and intellectual diversity.” Science outlines a unique prospective on the human experience. I think that science courses that bridge science and society would be appropriate for the diversity section of our general education requirement, and not general education science courses that are primarily concerned about the scientific content. At this point, an &quot;Introduction to Human Sexuality&quot; seems to be the only course on the list that illustrates diversity while bridging science and society.</td>
<td>Include a philosophy of science or an intellectual history of scientific thought course in Gen Ed/Gen Ed Diversity</td>
</tr>
<tr>
<td>I have recently proposed a general education course that also captures this connection between science and cultural diversity, Civic Biology. In Civic Biology, non-major students will examine the science and implications of different biological topics that resonate in society. Because of the broad nature of the topics, students would explore the interaction between the interaction between the various sub-disciplines of biology. Further, students will determine how each topic affects our society as well as their daily lives and values. Students will examine and discuss the political, social, and where appropriate artistic and cultural implications of biology. The connection between science and cultural diversity is certainly more important than any one individual course. Additionally general education courses that could and should be considered to fill in this gap, include a philosophy of science or an intellectual history of scientific thought.</td>
<td>Add HUM 2510 to Diversity list</td>
</tr>
<tr>
<td>The documents make sense to me. The one aspect of the diversity requirement that has me a little worried is the fact that all the courses are going to come out of the social sciences and humanities categories. This is as it should be, of course, but with 3 hours of the humanities requirement already mandated through HUM 2510, I wonder if this could have the unintended consequence of effectively shutting out any humanities course that isn’t on the diversity requirement list. Just something to think about. Has there been any discussion of retooling any of the existing mandated courses-HUM 2510 or Composition-to fit this requirement? Thanks for all your work on this</td>
<td>Include more humanities courses in Diversity list</td>
</tr>
</tbody>
</table>
I would like to ask that BSC 2026 Biology of Human Sexuality be considered as one of the courses satisfying the diversity requirement. Please let me know what needs to be done for this to be approved.

Add BSC 2026 to Diversity list

The Anthropology Program and Environmental Studies program offer a jointly listed course on Cultural Ecology-- ANT 3403 and EVR 3025 respectively-- that achieves these, or arguably similar goals. This course is in our current rotation, offered most recently in Brazil this past summer. Rather than proposing a new course, it may be more efficient to submit these courses for inclusion on the Gen Ed list. Likewise, I invite you to review these courses: AFS 3251- African Environments, LAS 3007 Latin American Environments and ANT 2211- Peoples of the World which are also offered regularly and provide (or could be modified to provide)sufficient material on human-environment interaction and perception in selected parts of the world.

Add ANT 3403 and EVR 3025 to gen ed
Review AFS 3251, LAS 3007 and ANT 2211 for possible gen ed/diversity course

EVR 3026 is also in the queue for approval - Human Ecology and Systems, which is also similar in nature to what Jerry is proposing. These are upper division, but if they are general enough, it would seem advantageous to have them listed as Gen Ed. I'm not sure if the 3000 designation prevents this.

Add upper division courses to gen ed

It seems to me that we could provide an important course that would fit into the Gen Ed list of options for the 6 hour requirement. A course titled something like "Culture, Society, and the Environment" that looked at cultural and societal differences in perception of the natural environment and environmental problems might be a very interesting alternative.

Add Culture, Society and Environment course to Gen Ed

I do have some concerns about the diversity requirement. Some of these have to do with the pressures we already have regarding accreditation (given the 120 cap on degrees) and other pressures regarding our coming Bachelor of Music Education (on the approved list of degrees to be added by 2011.

In the College of Arts and Sciences, not only do we have the university course, Colloquium, we also have Foundations of Civic Engagement. Once we add these to our gen ed package, we have 35% of our courses in non-music courses. For one of our degrees, we must have a minimum of 65% music courses in order to be accredited. Right now, we "strongly suggest" Introduction to Music Literature as a humanities credit for Gen Ed. In effect, it already is a requirement because it is a pre-requisite for our Music History courses. This leaves us very little wiggle room for other requirements to be added.

I also wonder, given the list, how some courses which have an American focus can truly be considered part of the diversity package. I guess I could make a case for American History to show diversity, but I believe that is stretching it.

Do not approve the Diversity requirement.

Thank you for considering my comments.
My concern is the pressure this will put on CAS courses. Currently, all but two of the courses on the list are CAS courses. We will (once again) be expected to provide more seats without additional resources to hire faculty or adjuncts.

Has the committee considered having a diversity requirement that is not superimposed over Gen Ed? In other words, include courses on the list that are upper level requirements or electives in the major and also include foreign language study. I am sure there are courses in every program across the university that deal with issues of diversity.

That would do two things:

1. It would assure that ALL students complete the diversity component. Currently if a student comes to us with a Florida AA (from any SUS institution OR community college) they would be exempt from any additional Gen Ed requirements and thus exempt from diversity reqs.
2. It would provide a way for students who transfer to FGCU with 60 or more credits (but without a Florida AA) a way to complete the diversity requirement without having to “go back” and take Gen Ed classes again.

I deal with these issues on a daily basis, so if you need further clarification, please let me know.

I greatly appreciate that you have been gathering feedback regarding this initiative, one that is a holdover from many years back. I provided this feedback at the time, and will do so again to you now for whatever it is worth.

When the requirement was initially proposed, several faculty (Chuck Lindsey as Director of General Education included) suggested that before we move forward with such a proposal we should find out what is happening in our classes that advances diversity. The point is that perhaps no added requirement was needed because diversity was spread across our curriculum. To the best of my knowledge no such survey was ever conducted.

I would suggest that adding diversity requirements was a necessary and good thing in the 1970s, 1980s and (maybe even) 1990s because we probably didn’t have as much diversity in our teaching and learning as we should have. When I think about the inclusion of women’s voices and African-American voices and Native American voices in American Literature over the last 20 years, I think that this issue has been resolved, to a large degree. I would think the same thing is true in history courses, or music literature courses, or philosophy courses, or science courses, or sociology courses.

The point is that I believe (and maybe this is my own naive optimism) that diversity is now a central part of all the teaching and learning that we do—which is as it should be. To make it an obvious “add-on” suggests

| My concern is the pressure this will put on CAS courses. Currently, all but two of the courses on the list are CAS courses. We will (once again) be expected to provide more seats without additional resources to hire faculty or adjuncts. | Do not approve proposal; satisfy diversity requirement in the majors |
| Has the committee considered having a diversity requirement that is not superimposed over Gen Ed? In other words, include courses on the list that are upper level requirements or electives in the major and also include foreign language study. I am sure there are courses in every program across the university that deal with issues of diversity. | |
| That would do two things: | |
| 1. It would assure that ALL students complete the diversity component. Currently if a student comes to us with a Florida AA (from any SUS institution OR community college) they would be exempt from any additional Gen Ed requirements and thus exempt from diversity reqs. | |
| 2. It would provide a way for students who transfer to FGCU with 60 or more credits (but without a Florida AA) a way to complete the diversity requirement without having to “go back” and take Gen Ed classes again. | |
| I deal with these issues on a daily basis, so if you need further clarification, please let me know. | |
| I greatly appreciate that you have been gathering feedback regarding this initiative, one that is a holdover from many years back. I provided this feedback at the time, and will do so again to you now for whatever it is worth. | |
| When the requirement was initially proposed, several faculty (Chuck Lindsey as Director of General Education included) suggested that before we move forward with such a proposal we should find out what is happening in our classes that advances diversity. The point is that perhaps no added requirement was needed because diversity was spread across our curriculum. To the best of my knowledge no such survey was ever conducted. | |
| I would suggest that adding diversity requirements was a necessary and good thing in the 1970s, 1980s and (maybe even) 1990s because we probably didn’t have as much diversity in our teaching and learning as we should have. When I think about the inclusion of women’s voices and African-American voices and Native American voices in American Literature over the last 20 years, I think that this issue has been resolved, to a large degree. I would think the same thing is true in history courses, or music literature courses, or philosophy courses, or science courses, or sociology courses. | |
| The point is that I believe (and maybe this is my own naive optimism) that diversity is now a central part of all the teaching and learning that we do—which is as it should be. To make it an obvious “add-on” suggests | |

55
that it isn’t already and automatically included in what we do—which I think is problematic. Calling attention to diversity through checking boxes diminishes the work that has been done over the last 30 years to advance this issue. It takes us backwards, not forwards.

If we are going to have an added requirement, I would suggest that we work towards a requirement that fits who we are as a unique institution and towards (what I think is) a central issue in human development right now—a requirement for ecological literacy or an environmental perspective. From my perspective, ecological literacy is now where diversity was in the 70s and 80s—and I hope it will be, in 20 or 30 years, an integral part of what we do (and no longer needing a separate requirement). We have said we are going to do this in our QEP, but so far, we have failed.

These are my thoughts, for what they are worth. Before we move forward, it seems that we should find out if the preponderance of our courses already include diversity. If they do, we shouldn’t need to tack on this requirement.

Thank you so much for your hard work on the General Education Council, and for the update in your recent email. Since you sent out the original proposal materials I have spoken with many faculty colleagues about this issue, and am summarizing their comments as well as my own concerns below. I apologize for the very late submission of these thoughts, and hope they may still be considered given that Oct. 31 is not quite over yet.

1) It is essential that any diversity requirement be considered within the context of existing, ongoing, and upcoming assessment strategies. All programs in CAS are currently being asked to revise their IPMs and ALCs to clearly reflect programmatic response to the University Learning Goals, in which diversity in the curriculum is specifically addressed. These documents are intended to provide supportable evidence that the Learning Goals are being met. It seems that setting a separate diversity course requirement would duplicate this effort.

2) Addressing "diversity" in any depth should not be isolated within the lower level confines of the General Education curriculum. For optimal understanding, it seems far more effective to meet the intent of this idea across the curriculum, and specifically to integrate diverse perspectives into the structure of each degree program. If there is to be a dedicated list of courses that can be used to meet a university-wide diversity requirement, it must be available to both lower and upper level courses, and to those courses that may not meet General Education standards and purposes but provide powerful learning experiences for our students.

3) I imagine that others have raised this issue already, but if the majority of courses that respond to this requirement are housed within a small number of departments then the service burden is unsupportable and unsustainable as we grow. The fact that they may be existing courses is irrelevant in light of the fact that 9000 students would be required to take them. No decision like this could be made without considering resource

<table>
<thead>
<tr>
<th></th>
<th>Do not approve proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>It is essential that any diversity requirement be considered within the context of existing, ongoing, and upcoming assessment strategies. All programs in CAS are currently being asked to revise their IPMs and ALCs to clearly reflect programmatic response to the University Learning Goals, in which diversity in the curriculum is specifically addressed. These documents are intended to provide supportable evidence that the Learning Goals are being met. It seems that setting a separate diversity course requirement would duplicate this effort.</td>
</tr>
<tr>
<td>2</td>
<td>Addressing &quot;diversity&quot; in any depth should not be isolated within the lower level confines of the General Education curriculum. For optimal understanding, it seems far more effective to meet the intent of this idea across the curriculum, and specifically to integrate diverse perspectives into the structure of each degree program. If there is to be a dedicated list of courses that can be used to meet a university-wide diversity requirement, it must be available to both lower and upper level courses, and to those courses that may not meet General Education standards and purposes but provide powerful learning experiences for our students.</td>
</tr>
<tr>
<td>3</td>
<td>I imagine that others have raised this issue already, but if the majority of courses that respond to this requirement are housed within a small number of departments then the service burden is unsupportable and unsustainable as we grow. The fact that they may be existing courses is irrelevant in light of the fact that 9000 students would be required to take them. No decision like this could be made without considering resource</td>
</tr>
</tbody>
</table>
allocation, new faculty lines, etc.

4) Another issue likely already raised regards fully committed degree program requirements in some majors and in some colleges, where no additional credit hours are available to dedicate to a new six hour requirement. Clearly, rather than revising degree requirements the onus should be on programs to prove their commitment to diverse perspectives within the curriculum.

I do not raise these concerns lightly; in the courses I teach and in my own scholarship and life experience I have made a personal commitment to learning from diverse communities and concerns, and to transmitting that learning in the classroom. I want to see FGCU providing students with a rich, complex, and multi-layered approach to diversity education, and I do not believe that the current proposal can do that.

Speaking for myself, I find a specific list of diversity focused courses, especially in the humanities, out-moded, adversarial and hopelessly narrow. Discussing which groups need representation (US government identified protective classes), all possible non-majority groups, every possible group in proportion to their numerical size in American and/or global societies, or any other system of affirmative inclusion to remedy past levels of neglect- benign or intentional- serves to divide rather than heal. If faculty and programs are not being inclusive in their choice of foci for their specific classes they are not functioning as engaged, responsible educators. Contrasted with the organic growth of inclusiveness within various curriculums, a quota system of inclusion is far more destructive to academic freedom and student engagement. A quota system sets us back further than is acceptable. If the contributions of a group's work is not compelling enough to be selected by a professional educator, then the imposition of that groups' work by administrative directive is almost certainly going to be detected and resented by the audience that has to encounter works that are only used to fulfill bean-counters directives.

Establishing one standard of importance for inclusion in general education course requirements and another set of standards for "diversity purposes" is just as poorly reasoned as those who fought to protect "the separate but equal" educational standards that were discarded in the 1950's.

This is a solution that is looking to solve a problem that has already been solved by the last generation of educator preparation. Those faculty who don't get the importance of diversifying their disciplines engagement with the complete range of producers of cultural works are not likely to be adequate guides or advocates for spreading the light about what it means to be human in our times. Forcing students into mandatory diversity experience, as boxes that simply need to be checked off to move forward is not an adequate solution to an issue that is better served by faculty choosing to have students engage and reflect on the complete range of human circumstances as their individual courses require.

I clearly oppose specific lists of "diversity" classes; I strongly support students being exposed to a diverse set of "meaning makers " across both
their general education and upper-level course work. A 21st century educational process that fails to demonstrate a commitment to be inclusive would be a catastrophic blunder, but this proposed system of required courses to provide "the place" where diversity is documented is an extraordinarily poorly conceived plan. We have to do better than lists of courses. Please re-think this proposal.

I am writing in response to the proposed changes in the general education requirements at Florida Gulf Coast University. The proposal for 6 credits in General Education Diversity Requirements would severely limit options for engineering students, the U.A. Whitaker would support a 3 credit diversity requirement.

The U.A. Whitaker School of Engineering does not support the proposed changes in the general education requirements, introducing 6 credits in diversity topics. Due to the requirements already in place, and freshman advising practices, the engineering students are already severely limited in their humanities and Social Science choices.

It is our experience that Freshman Advising routinely places all first year students in HUM1931, First Year Humanities Seminar, which does not satisfy the proposed diversity requirements or Gordon Writing Rule requirements.

Engineering students are already limited in the total humanities (9 hrs total, required to take HUM 2510 (3)) and social sciences (6 hrs) electives. Incorporating the proposed changes will further limit their choices to 3 credits in humanities and 3 credits in social science. If the proposed changes are implemented, all engineering students would be advised to take Gordon Writing Rule classes, significantly increasing the enrolment in diversity classes that meet the Gordon Writing Rule requirement.

The diversity proposal it would add 6 more credits to general education requirements. If this happened for nursing students they would have 1 credit for general electives in their entire 4 years of study. Not acceptable move. The national accreditation standards for nursing require that diversity be threaded through the entire nursing curriculum. I agree that diversity is an important topic, but adding more credits does not seem like a good approach.

A "no" vote on this proposal as drafted

Support & advocate for “general education” as an important component of a baccalaureate degree. Much of the proposal’s philosophy supporting the need for graduates to be even more prepared for living and working with a much more diverse population. In order to leave some room in lower division for prerequisites - strongly t general education not take more than the 36 credits already allotted (of a normally 60 credit lower division). The proposal makes no overt guarantee that this does not add to general education requirements. I would encourage [the college rep to GEC] to vote against the proposal

Clinical Laboratory Science program also has 27 credits of common prerequisites (science and math courses) and would be adversely

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Do not approve the proposal</td>
<td></td>
</tr>
<tr>
<td>More comprehensive look at the general education requirements could find a way to have this important topic addressed within the current general education requirements.</td>
<td></td>
</tr>
<tr>
<td>NOTE: CHP goals include “Prepare students to assume vital roles as health professionals delivering care in diverse and dynamic interdisciplinary and global environments.”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>More of a credit burden to the students</td>
</tr>
<tr>
<td></td>
<td>Possibly incorporate diversity into general education courses that are</td>
</tr>
</tbody>
</table>
impacted by this proposal.

<table>
<thead>
<tr>
<th>required of all students, such as HUM 2510 Understanding Visual &amp; Performing Arts and Comp I &amp; II? This would fulfill the diversity requirement without adding more record keeping and extra work for advisors.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possibly to expand it (Diversity Requirement) to upper division courses within the major? If so, each program could submit upper division courses to include in CAPP to meet this requirement. There are several courses in the Health Science program that address diversity, along with the core courses mentioned. This material is integrated within the nursing curriculum. We satisfy this requirement and do not need to have the gen ed courses that our students take changed. This may be an issue in other colleges and programs but we should not have to change to fix their issues.</td>
</tr>
<tr>
<td>True, but Gen Ed courses have to be open to all students.</td>
</tr>
<tr>
<td>I am concerned that once again FGCU is trying to be different from the other State Universities and make it difficult for students transferring into FGCU and transferring out of FGCU.</td>
</tr>
<tr>
<td>It seems the majority of courses are from Social Sciences which students only need 6-9 credits to meet general education requirements. Yet, all students are required to take 9 credits of humanities. Unfortunately, many majors have specific course requirements from the social sciences such as economics, sociology, psychology, and others. According to Florida State Articulation agreements, general education requirement must include some SUS prerequisites allowing students to meet both general education requirements as well as SUS prerequisites in lower division coursework. I believe limiting so many of these courses to Social Sciences will actually force students to take more than 36 hours of general education to meet the diversity requirement.</td>
</tr>
<tr>
<td>In addition, I see the same issue with Gordon Rule courses - most are identified in the Social Sciences. I question this proposal being so heavy in social sciences - diversity affects much more.</td>
</tr>
<tr>
<td>I am very concerned about the impact on CHP students as many have mentioned, diversity is covered all of our programs. However, I am more concerned about FGCU students as a whole. This proposal has many issues related to general education requirements and being equitable for all students.</td>
</tr>
<tr>
<td>I am very concerned about the impact on CHP students as many have mentioned, diversity is covered all of our programs. However, I am more concerned about FGCU students as a whole. This proposal has many issues related to general education requirements and being equitable for all students.</td>
</tr>
<tr>
<td>However, if our input is not accepted and this proposal passes it could still be workable for CHP. In looking at the choices of diversity courses it seems it would be possible to advise students to take the 6 credits in those courses that meet all of the following: diversity, humanities, and Gordon Rule to avoid adding any additional coursework. This would require meticulous advising and students would have to follow directions and not drop courses willy nilly. I still vote no on this for the record.</td>
</tr>
<tr>
<td>For this proposal to be fair and equitable to all students I believe additional courses should be identified in Humanities and those courses must be Gordon Rule.</td>
</tr>
<tr>
<td>See recommendations above</td>
</tr>
</tbody>
</table>
I believe this impacts the entire student population and should be reworked.

One question I have: Why don’t the basic Sociology and Psychology course include diversity content? See recommendations above – consider including sociology and psychology courses to include diversity content & requirement,

IHS 4938 Senior Seminar, IHS 3101 and IHS 3203 are CHP Core upper level courses, also addresses diversity. See recommendations above – consider the inclusion of upper division courses to meet diversity requirements

Adding more course credits to students and/or programs does not appear to be a viable solution with already strained budgets and larger class sizes. It appears we may be „reinventing the wheel“ here.

Granted, there may be some undergraduate general education courses where diversity can be integrated into the curriculum, but, there are also many other topics that could be integrated into Gen. Ed. requirements such as aging across the lifespan. Be sure to include all aspects of diversity include aging across the lifespan in GenEd

We have been addressing diversity in health care from the inception of FGCU’s College of Health Professions. Our CHP goals include “Prepare students to assume vital roles as health professionals delivering care in diverse and dynamic interdisciplinary and global environments.”

Looking at it more closely reveals that these 6 credits of diversity come from within the 36 hours required for gen ed. It doesn’t add more courses per se, but definitely it is an advising issue to make sure that students realize that 6 of their 36 hours must meet this diversity requirement. If students were not careful in their course choices or specific courses were not available in a given semester when they needed them, they might end up taking additional courses to fulfill the requirement,

The Diversity proposal states that “Courses in this list will also fulfill another General Education category, and do not add to the 36 total hours required.” Most if not all of the courses listed are already included in other Gen Ed categories. I don’t think it would add more hours to Gen Ed, but it would add another graduation requirement that students and advisors would have to track (as if we don’t have enough requirements already). If students did not include these classes when fulfilling the other categories, then they might be forced to take additional classes.

The same is true for ANT 2000/SYG 2000 for OT. These will now appear as added credits.

All SHR students would have to “double dip” in all of the following areas: Humanities and GRW, Humanities and Diversity, and Social Science and Diversity in order to keep their gen. ed. credits at 36. This is problematic because it is not always possible for freshmen and sophomores to get into these courses when registration opens for them. In effect, the “double dip” courses will be more “popular” and the enrollment numbers on the single Humanities and Social Science courses will suffer. Advising, particularly in First Year, would need to be proactive in making sure that students in our programs have the “double dip” courses added to their schedule early on. The addition of gen. ed. credits will be unavoidable for

Consider whether this is a University requirement or a General Education Requirement and revise the diversity document accordingly. Also be sure to address the impact on advisors and the processes in place to accommodate recommended changes.

Human Performance and Athletic Training students who have been using DEP 2004 to fulfill a Gen. Ed. Social Science and a PT prerequisite will no longer have this option. The same is true for ANT 2000/SYG 2000 for OT. These will now appear as added credits.

Similar to above recommendations - This problem would be solved if diversity content were to be integrated with HUM 2510 and ENC 1101 or 1102. I would also like to suggest that Humanities GRW courses be added to the list of those offering diversity. PSY 2012 offered as a diversity course would also benefit our students.
<table>
<thead>
<tr>
<th>Requirement</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>students who change their major to one in SHR, if they have already taken</td>
<td>Consider HUM 2510 as diverse; consider expanding the number of courses in HUM &amp;</td>
</tr>
<tr>
<td>a General Humanities or Social Science (which is a large number of students).</td>
<td>GRW; Consider ENC 1101 &amp; 1102, PSY 2012 and consider CRW 2001 (HUM &amp; GRW)</td>
</tr>
<tr>
<td>The additional credits are already inevitable for those students pursuing</td>
<td>Also consider adding SYG 2000</td>
</tr>
<tr>
<td>PT or OT due to the added prerequisites needed.</td>
<td>Courses in Philosophy should be considered and possibly added.</td>
</tr>
<tr>
<td>I am against this. Our students already have plenty of gen ed and have a</td>
<td>Similarly consider the addition of courses in economics that address global</td>
</tr>
<tr>
<td>limit on the # of credits they can take. I agree with many of the others</td>
<td>issues.</td>
</tr>
<tr>
<td>that point out that cultural diversity is included in many of the courses</td>
<td>See above recommendations for extending the list of courses that would meet the</td>
</tr>
<tr>
<td>students already take. For example, in NUR 4636C Community Partnered Care –</td>
<td>diversity requirement.</td>
</tr>
<tr>
<td>we have a chapter on Cultural Diversity in the Community and an entire unit</td>
<td>Consider a waiver process for students in upper division</td>
</tr>
<tr>
<td>on Vulnerable Populations.</td>
<td></td>
</tr>
<tr>
<td>Limited number of humanities and none that are also GRW.</td>
<td></td>
</tr>
<tr>
<td>Requirement for diversity can hold back students in a cohort for programs</td>
<td></td>
</tr>
<tr>
<td>that do not have rolling admissions as exemplified by CHP programs</td>
<td></td>
</tr>
<tr>
<td>including but not limited to nursing.</td>
<td></td>
</tr>
</tbody>
</table>