In 1991 I had the honor of signing the bill that officially created what is known today as Florida Gulf Coast University. It was the fulfillment of a promise to the people of this region. A strong university system will help ensure that Florida has a strong economy with high wage, high-tech jobs for its workers. FGCU’s creation and development will help Florida continue to build a world-class higher education system.

- THE HON. LAWTON CHILES
  Office of the Governor
Welcome to Florida Gulf Coast University 5

The University's Guiding Principles 6

The Creation of the University 8
  Milestones 8
  The future path 10

A Learning-Centered University 12
  University student learning outcomes 14
  Planning and evaluation 14
  General education 15
  Diversity 16
  Community college articulation 17
  Limited Access 17
  Degree programs 17

The Colleges:
  College of Arts and Sciences 18
    The Collegium of Integrated Learning 21

College of Business 22
  The Center for Leadership and Innovation 25

College of Health Professions 26

College of Professional Studies 32

Library Services 42
  Southwest Florida Library Network (SWFLN) 44

Instructional Technology 45
  WGCU-TV and WGGU-FM 46

Student Services 48
  Admissions and Recruitment 49
  Financial Aid and Scholarships 49
  Multi Access Services 49
  Personal, Academic Skills and Career Counseling 50
  Registration and Records 50
  Student Development 50
  University Outreach Program 50
  Health Services/Health Insurance 51
  Family Resource Center 51

Southwest Florida 52
  Directions and Map 53

Board of Regents 54
FGCU Administration 54
State Board of Education 54
FGCU Foundation 55
Academic Calendar 56
Scholarships 58
Site Plan 60
Dear Students,

Florida Gulf Coast University welcomes you to higher education opportunities designed for the 21st century. FGCU is committed to the principle that education can and does make a difference to the quality of each person’s life and to the community in which we live. We, therefore, place student success at the center of all our endeavors and are firmly dedicated to providing the highest quality education to develop the whole person for an enriched life.

FGCU is an inclusive community, committed to providing educational opportunities to all who can benefit from them. But we are also a university that actively helps students overcome barriers that frequently hinder them from completing their educational programs. Thanks to technology, we can reach more students by providing our programs in time- and distance-free modes.

FGCU will offer you educational programs taught by the finest instructors, enriched by interdisciplinary, international, and environmental perspectives. Through partnerships with other institutions and agencies, we will harness the resources needed to enhance our programs with the most current knowledge and practice.

Florida Gulf Coast University will make a difference in your life and in the life of our region. We invite you to join us.

Roy E. McTarnaghan
President
Guiding Principles

The founding of Florida Gulf Coast University at the advent of a new century is a signal event. It comes at a moment in history when the conditions that formed and sustained American higher education are fundamentally changing and at a time when rapid shifts wrought by technology and social complexities are altering the very nature of work, knowledge, and human relationships. As a public institution, FGCU eagerly accepts the leadership opportunity and obligation to adapt to these changes and to meet the educational needs of Southwest Florida. To do so, it will collaborate with its various constituencies, listen to the calls for change, build on the intellectual heritage of the past, plan its evolution systematically for the 21st century, and be guided by the following principles:

Student success is at the center of all university endeavors.
The university is dedicated to the highest quality education that develops the whole person for success in life and work. Learner needs, rather than institutional preferences, determine priorities for academic planning, policies, and programs. Acceleration methods and assessment of prior and current learning are used to reduce the time it takes to earn a degree. Quality teaching is demanded, recognized, and rewarded.

Academic freedom is the foundation for the transmission and advancement of knowledge.
The university vigorously protects freedom of inquiry and expression, and categorically expects civility and mutual respect to be practiced in all deliberations.

Diversity is a source of renewal and vitality.
The university is committed to developing capacities for living together in a democracy whose hallmark is individual, social, cultural, and intellectual diversity. It fosters a climate and models a condition of openness in which students, faculty, and staff engage multiplicity and difference with tolerance and equity.

Informed and engaged citizens are essential to the creation of a civil and sustainable society.
The university values the development of the responsible self, grounded in honesty, courage, and compassion, and committed to the advancement of democratic ideals. Through service learning requirements, the university engages students in community involvement with time for formal reflection on experiences. Integral to the university’s philosophy is instilling in students an environmental consciousness that balances economic and social aspirations with the imperative for ecological sustainability.
Service to Southwest Florida, including access to the university, is a public trust.
The university is committed to forging partnerships and being responsive to its region. It strives to make available its resources, services, and educational offerings at times, places, in forms, and by methods that will meet the needs of all its constituents. Access means not only admittance to buildings and programs, but also entrance into the spirit of intellectual and cultural community that the university creates and nourishes.

Technology is a fundamental tool in achieving educational quality, efficiency, and distribution.
The university employs information technology in creative, experimental, and practical ways for delivery of instruction, for administrative and information management, and for student access and support. It promotes and provides distance- and time-free learning. It requires and cultivates technological literacy in its students and employees.

Connected knowing and collaborative learning are basic to being well-educated.
The university structures interdisciplinary learning experiences throughout the curriculum to endow students with the ability to think in whole systems and to understand the interrelation of knowledge across disciplines. Emphasis is placed on the development of teamwork skills through collaborative opportunities. Overall, the university practices the art of collective learning and collaboration in governance, operations, and planning.

Assessment of all functions is necessary for improvement and continual renewal.
The university is committed to accounting for its effectiveness through the use of comprehensive and systematic assessment. Tradition is challenged; the status quo is questioned; change is implemented.
The Creation Of
The University

January 1991 - Florida Board of Regents (BOR) recommends development of a new state university to be located in Southwest Florida. Faculty and students of the Fort Myers campus of the University of South Florida will become part of the new university.


February 1992 - BOR votes to accept offer by Alico, Inc., to donate 760 acres of land located just east of Interstate 75 between Alico and Corkscrew roads for the new university's campus.

April 1993 - State University System Chancellor Charles Reed announces the BOR's choice of Roy E. McTarnaghan as the university's president.

July 1993 - University opens temporary offices in space loaned by the Lee County Board of Commissioners in the Lee County Administration Building.

February 1994 - University unveils first-phase construction plan calling for four buildings: two academic buildings, a student services building and a library. Plans also call for a central utility plant, family resource center, WGCU radio and television broadcast facility, parking areas and a loop road around the academic core area of campus.

February 1994 - As university staff grows, operations are moved to the Midway Centre, located on South Tamiami Trail approximately four miles from the university site. In January 1996, a second site is added as the Academic Affairs Division moves into offices in the Gateway community.

April 1994 - Florida Legislature adopts bill officially naming the institution Florida Gulf Coast University.

May 1995 - BOR formally approves agreement with United Faculty of Florida that will allow FGCU to offer multi-year contracts instead of the traditional tenure system for its faculty.

August 1995 - Work begins on campus entry road.

November 28 1995 - In the presence of nearly 600 people — including Gov. Lawton Chiles, Board of Regents members, area residents, business and civic leaders, and elected officials — 24 students representing almost all of the high schools in Charlotte,
Collier, Glades, Hendry, and Lee counties plunge golden shovels into dirt to mark the ceremonial groundbreaking of Florida Gulf Coast University.

**February 1996** - A logo depicting an eagle in flight, its wings arced into the shape of a laurel wreath, is selected as the university’s symbol.

**March 1996** - The BOR approves FGCU’s inaugural degree programs consisting of 17 undergraduate and nine graduate degrees in the colleges of Arts and Sciences, Business, Health Professions and Professional Studies.

**July 1996** - FGCU assumes operation of public broadcasting stations WSFP-FM and WSFP-TV, which are renamed WGCU.

**July 1996** - The BOR gives final approval to the state’s FGCU-based Institute on Public Postsecondary Distance Learning. The Florida Distance Learning Network earlier had assigned the institute to FGCU, which will be central to distance learning for all 10 public universities and 28 community colleges in Florida.

**July 1996** - The Division of Student Services establishes a third FGCU site, moving into modular units on the USF - Fort Myers campus.

*If I were so tall as to reach the poles or grasp the ocean at a span, I must be measured by my soul for the mind is the standard of man.*  
- Martin Luther King, Jr.
The future path

- The transfer of personnel and responsibilities from USF-Fort Myers to FGCU is under way. FGCU provides business services for both institutions and the FGCU Student Services Division has moved onto the USF-Fort Myers campus to work more closely with students in the areas of admissions, registration, and financial aid in preparing them for their move to FGCU.

- Building construction is in progress for phase one of the campus. Concurrent with the campus site development, FGCU is committed to a 10-year plan designed to preserve, restore or improve the environmental quality of the property.

- Academic departments are focusing on faculty hiring. The university has received more than 4,000 applications for faculty positions.

- As FGCU grows and matures, the institutional vision will begin to become reality. While one can never be totally accurate in predicting the future, the early years of development are expected to bring:
  - A growing student population expected to reach approximately 5,000 by the year 2000, and 7,500 by 2003;
  - Continuing development of the 760-acre campus to increase the number of classrooms and associated facilities;
  - Expansion of the degree programs offered, based on identified needs of students and the region. Included will be offerings for continuing and extended education;
  - A campus library that serves not only as an educational resource to FGCU students, but also as the hub of the Southwest Florida Library Network, providing access throughout the five-county service area to materials in all possible formats;
  - A distance learning network, tapping into resources around the state, nation, and world that will further expand access to higher education opportunities for the citizens of Southwest Florida;
  - Research and public service that address specific needs of the region and state while improving the education of students and advancing university goals;
  - A university that serves as a community resource, not just in terms of higher education, but also culturally, socially, and economically; an institution that serves to facilitate the region’s best interests and strives to achieve common goals and solutions to common problems.
A Learning-Center
Man's mind, once stretched by a new idea.

We at Florida Gulf Coast University have embraced the challenge to create a "new" university — new not only in its coming into existence but also in its approaches to learning and instruction. As a learning-centered institution, FGCU aims to shift from merely conveying information to emphasizing the ability to apply knowledge and skills. Students must be willing to accept responsibility for their learning. We will create the climate and opportunities to facilitate your learning, but we cannot learn for you. Only you can do that.

-Suzanne L. Richter
Vice President for Academic Affairs

FGCU WILL PROVIDE OPPORTUNITIES FOR YOU TO

- focus on learning and the vitality inherent in a lifelong learning process;
- schedule courses in the community, at home, and at times convenient to you;
- access instructional resource material without driving to campus;
- interact with professors and fellow students using advanced technology that allows distance- and time-free communication;
- learn about fellow students by participating in student organizations and student development events;
- be challenged to think critically;
- blend the world and the classroom through field experiences as part of lecture courses;
- interact with the best classroom teachers available;
- participate in evaluating the university community; and
- become involved with the community in service and scholarship.
These specific programs and opportunities await you:

Service learning
Community-based public service will be incorporated into the curriculum. In addition, students will be encouraged to participate in other FGCU community projects.

International perspective
During the development process, FGCU formed relationships with institutions in Central and South America, the Caribbean Basin, and Western Europe. Students will have opportunities to travel and study abroad. The international experience provides exposure to a culturally rich environment for learning and exploring a variety of approaches to living in today's world.

Distance-free learning
FGCU houses the Institute on Public Postsecondary Distance Learning to coordinate policy and activity in the state of Florida for distance learning. In addition, FGCU intends to provide distance learning opportunities to university students in our region and state.

Continuing education
Continuing education will be a focus of each college, offering continued learning opportunities for professionals as well as recreational and advancement programs for the community.

Assessment
Assessment is an integral part of being an FGCU student. You will be able to avoid duplications in learning by being assessed for material already learned. In addition, students will be able to take advantage of national examinations and accelerated programs such as advanced placement and dual enrollment in their high schools.

University Colloquium and Senior Seminar
FGCU has structured its curricula to emphasize the interrelationship of knowledge across disciplines, and to provide students with the ability to think in whole systems. A three semester hour University Colloquium brings together students from all four colleges in an interdisciplinary learning experience. Students are introduced to the guiding principles and values of the university as a whole and are expected to develop critical thinking and communication skills. In addition, each college offers a three semester hour Senior Seminar, which provides a common capstone educational experience for students from all the majors in that college. The course integrates skills and knowledge gained from particular programs and broadens students' awareness and understanding of disciplines related to their chosen field. Both the University Colloquium and Senior Seminar courses involve team planning and teaching and encourage collaborative learning experiences.
University student learning outcomes

To encourage interdisciplinary learning and mastery of academic disciplines, Florida Gulf Coast University has identified essential student learning outcomes:

• AESTHETIC SENSITIVITY
  Know and appreciate artistic expression.

• CULTURALLY DIVERSE PERSPECTIVE
  Acknowledge the contributions of diverse cultures.

• ECOLOGICAL RESPONSIBILITY
  Demonstrate environmental consciousness and serve as a steward of the natural world.

• EFFECTIVE COMMUNICATION
  Communicate effectively using a full range of tools and techniques.

• ETHICAL RESPONSIBILITY
  Demonstrate ethical responsibility to self and others.

• INFORMATION LITERACY
  Accept responsibility to be informed, respect intellectual property rights, and support freedom of access to information.

• PROBLEM-SOLVING ABILITIES
  Use critical, analytical, scientific, creative, and systems thinking to solve problems.

• TECHNOLOGICAL LITERACY
  Master the use of technology tools.

The successful completion of the goals is a shared responsibility of the student and the university, resulting in a well-rounded, broadly-educated lifelong learner. A variety of evaluation activities will be performed to assess the accomplishment of these goals.

Planning and evaluation

Florida Gulf Coast University believes excellence is maintained through comprehensive and systemic planning that includes setting educational goals and determining whether those goals are achieved. Therefore, the university has established procedures to ensure that its educational programs and services are evaluated and the results used to enhance quality. Student success is at the core of planning and evaluation activity. To this end, the university continuously assesses student outcomes and the effectiveness of teaching, distance learning, experiential learning, and service learning.

FGCU, a public institution of higher education, is accountable to the constituencies it serves. As a member of the State University System of Florida, FGCU participates in all reporting and evaluation activities specified by the Florida Board of Regents. In addition, all of FGCU’s programs have been approved by the Board of Regents.

Accreditation — that is, certification by an external agency of an institution’s or program’s quality and integrity — is a key means for demonstrating accountability. FGCU is committed to achieving accreditation for the university as a whole by the Commission on Colleges of the Southern Association of Colleges and Schools, and for its professional programs by discipline-oriented professional accrediting agencies.
FGCU has established an Office of Planning and Evaluation to coordinate master planning and to assist all units of the university in assessing their performance. It is also the office’s responsibility to coordinate accreditation procedures and oversee accountability reporting.

**General education program**

Florida Gulf Coast University’s general education program is designed to provide students opportunities to become broadly literate. It emphasizes how and what to learn. At the same time, the program aspires to awaken and nourish appreciation for the act of learning itself — to bring students to embrace habits of mind that they will practice for the rest of their lives. These are habits, intellectual and personal, that will serve to enrich life and work.

The general education program provides the foundation for students to become broadly educated individuals who are

- **effective** communicators;
- **imbued** with a foundation in the liberal arts and conversant with major fields of knowledge;
- **equipped** to compete and excel in a complex, rapidly changing, and increasingly interconnected world;
- **prepared** to contribute to their communities;
- **capable** of thinking with international awareness and sensitivity;

- **habituated** to appreciate and participate in human creative arts;
- **motivated** to be active, ethical citizens and good stewards of the natural world;
- **able** to engage difference by thinking inclusively and by working collaboratively, with respect and discernment, across and within ethnic, cultural, gender, linguistic, intellectual, and discipline borders;
- **competent** to use information technology for navigation through an increasingly technology-based society;
- **empowered** to maintain intellectual habits and skills that perpetuate learning.

The general education program, consistent with state mandates, comprises 36 semester hours of course work in the subject areas of communication, mathematics, social science, humanities, and natural science. Students who transfer to FGCU after completing general education requirements at another Florida public university or community college will have completed FGCU’s general education requirements.

Students who transfer from out-of-state institutions will have their general education credits evaluated for possible fulfillment of FGCU’s general education program requirements.
Diversity statement

Florida Gulf Coast University is committed to building and maintaining a diverse, accessible, civil, and tolerant learning community. It fosters respect and understanding among all cultures and all individuals who work, study, live, and teach within this community. Bigotry, expressions of hatred or prejudice, behaviors that infringe upon the freedom and respect that every individual deserves, and harassment of any kind transgress the university’s purposes and values. Just as learning benefits from the interplay of teaching and scholarship in a variety of disciplines, so does the university community learn and profit from diverse cultures and perspectives.

Accordingly, FGCU is committed to the ethical principle that every member of the community enjoys certain human and constitutional rights, including the right to free speech, and requires compliance with existing federal and state equal opportunity laws and regulations. Consistent with this commitment and legal requirements, FGCU affirms diversity and does not discriminate on the basis of a person’s race, color, gender, religion, creed, national origin, disability, marital status, sexual orientation, disabled veteran status or age.
Articulation agreement

As a Florida public university, Florida Gulf Coast University subscribes fully to the state articulation agreement, which governs an effective and orderly transfer of Florida public community college students into the State University System (SUS). The agreement defines and establishes the Associate in Arts degree from a Florida public community/junior college as the basis for all articulation rights.

All FGCU undergraduate programs satisfy state requirements regarding program length (see program descriptions in the following four college sections for the number of credits required for each program). In accordance with the state's common prerequisites and course leveling system, prerequisites for FGCU’s undergraduate program will be the same as those for similar degree programs within the SUS.

LIMITED ACCESS *

Students seeking admission to limited access programs must meet special program requirements in addition to requirements for admission to the university. Undergraduate programs approved by the Board of Regents as limited access are marked (x) on the chart at right. Note that teacher education programs will be limited access if demand exceeds available resources.

Degree programs

Undergraduate

COLLEGE OF ARTS AND SCIENCES
B.A. Liberal Studies
Concentrations in: art, biology, computer science, English, environmental studies, history, interdisciplinary natural sciences, interdisciplinary social sciences, mathematics, psychology, Spanish, and theater (fall 1998).

COLLEGE OF BUSINESS
B.A./B.S. Accounting
B.A./B.S. Finance
B.A./B.S. Management
B.A./B.S. Management Information Systems
B.A./B.S. Marketing

COLLEGE OF HEALTH PROFESSIONS
B.S. Clinical Laboratory Science (beginning fall 1998)
B.S. Health Science
B.S. Nursing
B.S. Occupational Therapy (beginning fall 1998)
B.S. Physical Therapy (beginning fall 1998)

COLLEGE OF PROFESSIONAL STUDIES
B.A./B.S. Early Childhood Education
B.A./B.S. Elementary Education
B.A./B.S. Secondary Education
B.A./B.S. Special Education
B.S. Criminal Justice
B.S. Human Services

Graduate

COLLEGE OF BUSINESS
M.B.A. Business Administration

COLLEGE OF HEALTH PROFESSIONS
M.S. Health Science

COLLEGE OF PROFESSIONAL STUDIES
M.A./M.Ed. Counselor Education
M.A./M.Ed. Curriculum and Instruction
M.Ed. Educational Leadership
M.A./M.Ed. Elementary Education
M.A./M.Ed. Special Education
M.P.A. Public Administration (beginning spring 1998)
M.S.W. Social Work

* Limited access
The College of Arts and Sciences is the traditional intellectual core of the university. Its curriculum stretches across the broad vista of human history and contains the highest examples of our knowledge and accomplishments in the humanities, social sciences, and natural sciences. Its courses provide us opportunities to become broadly and soundly educated, armed with basic liberal arts skills, and grounded in the diverse and connected knowledge of how we got to be who, what, and where we are as humans. It gives us a background against which we can better understand the condition and implications of our present plight and circumstances. Prepared to investigate and question what we know and think we know, with a willingness to reinterpret old thinking, we are better able to carry on the human tradition and enlarge our capacity to create new combinations of ideas in intellectually useful, entrepreneurial, and aesthetic ways. Above all, by acquiring the knowledge, skills, and ways of knowing that a liberal arts education produces, we are able to learn and think for ourselves. We are able to be free.

- Jack Crocker, Dean
Arts and Sciences

MISSION
The College of Arts and Sciences has a fundamental responsibility to the university, students, and the community. It must be effective, efficient, and imaginative in helping to fulfill the overall mission, goals, and principles of the university. It must help educate students to be good citizens; cultured, thinking, informed, and ethical individuals; and successful workers. For the community, it must be a partner and serve as intellectual and cultural catalyst.

GOALS
In assuring the highest standards of undergraduate education, the college will

• create a learning community where students can get the knowledge and skills and develop the values and attitudes to achieve personal, intellectual, and professional satisfaction and success;
• lead students to understand and appreciate how the arts inform and transform and how the sciences can satisfy our primary will to know;
• prepare students for informed and tolerant participation in a pluralistic society that aspires to democratic ideals;
• imbue students with a sense of place based in the local community while enabling them to view the world through an international perspective;
• empower students to make learning a vital and continuing part of their lives; and
• engender in students a continuing intellectual curiosity and sense of wonder for the human capacity to know and do.

for the demands of a workplace characterized by frequent change and are prepared to live an enriched existence, valuing responsibility to self, society, and the natural environment.

PROGRAM DESCRIPTION
LIBERAL STUDIES (B.A.): The Bachelor of Arts in Liberal Studies consists of an integrated core with concentrations in individual disciplines. Students must complete an area of concentration and the integrated core. The development of communication, quantitative, critical and creative thinking, problem-solving, and teamwork skills permeates the curriculum. In particular, students acquire knowledge navigation skills to access, assess, and judiciously use the expanding information of cyberspace networks and electronic databases. With emphases on holistic learning, interdisciplinarity, and theory supported by practical applications, the Liberal Studies program creates an environment for producing broadly educated students empowered to think in whole systems, to make connections, to adapt to change, and to acquire intellectual habits that perpetuate learning. As a result, students are equipped
CONCENTRATIONS:
- Art
- Biology
- Computer science
- English
- Environmental studies
- History
- Interdisciplinary natural sciences (chemistry, earth sciences, physics)
- Interdisciplinary social sciences
- Mathematics
- Psychology
- Spanish
- Theater

THE INTEGRATED CORE
The integrated core comprises courses, or course groupings, that integrate knowledge and intellectual methods from the humanities, social sciences, sciences, and other disciplines in transdisciplinary ways. Its purpose is to achieve a synthesis of learning by which students are able to see the whole fabric of knowledge and the ways discipline "strands" are connected, thus facilitating curriculum coherence and requiring students to experience thinking in whole systems. The integration needs of the core will influence the offerings within the discipline concentrations, thus preventing the individual concentrations from being totally isolated from the context of the broader curriculum. The lower-level general education program is designed also as a link to the core.
THE COLLEGIUM OF INTEGRATED LEARNING
College of Arts and Sciences faculty will share responsibility for the integrated core, constituting a Collegium of Integrated Learning. Faculty from other colleges may become part of the collegium. Faculty, interacting in interdisciplinary teams, will become learning communities to pool individual discipline knowledge to create an integrated whole. Students will enter into this learning community not only as students but also as partners in the process of intellectual inquiry.

Sample Curriculum
Freshman and sophomore years
60 semester hours
• 36 hours of general education
• 24 hours of electives and prerequisites

Junior and senior years
60 semester hours
• 24 hours of integrated core (including university colloquium)
• 36 hours in a concentration (including senior seminar)

Not choice... but habit rules the unreflecting herd.

- WILLIAM WORDSWORTH
College of Business

The world of business is one of dynamic and continuous change. We live in a highly competitive global marketplace in which economic forces pay little heed to regional or national boundaries. The College of Business will prepare students to compete successfully in this new economic arena. The college ensures the currency of its programs by maintaining a structure that embraces change; developing systematic contact with regional, national, and international business communities; and encouraging faculty growth. The college enhances the excellence of all its activities through rigorous evaluation of its programs, services, and operations.

- Dick Pegnetter, Dean

MISSION

The College of Business serves the educational and economic vitality of Southwest Florida and the nation by providing undergraduate and graduate programs in business which will prepare students to successfully contribute to the professional needs of business, non-profit, and government organizations. Students will be prepared to make immediate contributions and adapt to and facilitate change which leads to future personal growth and organizational success.

GOALS

The College of Business will provide the necessary education for initial entry into the labor market and for continued lifelong professional growth. This is accomplished through a unique mixture of faculty resources, integrated business learning, and technology strategies driven by the highest levels of academic quality. To accomplish these goals, the college will:

- continuously improve its programs and methods of instruction to provide an outstanding education and an environment which facilitates learning;
- seek input and feedback from employers to ensure that its programs prepare students to meet immediate and long-term needs;
- ensure that students have a firm foundation of liberal arts and sciences courses, which enable them to think critically and to communicate effectively;
• integrate the use of technology throughout its programs so that students are proficient and comfortable with its use;
• provide opportunities for students to participate in teams and develop interpersonal skills within the learning environment;
• ensure that students are educated in the strong values associated with the core tools of accounting, finance, marketing, human resource development, management, information systems, business communication, and economics;
• include knowledge of international, ethical, quality, and environmental issues within the students’ general and discipline-specific education;
• integrate interdisciplinary opportunities across and within traditional academic disciplines; and
• expose students to the issues of new organizational structures and the successful adaptation to constant change which characterize successful careers and lifelong learning.

ACCOUNTING (B.A./B.S.): The accounting program will prepare students for career opportunities as accountants in public accounting, tax accounting, industry, and government. The program will build its focus on accounting skills from a base of general liberal studies and core business areas. Leadership, communication, technical, and interpersonal skills will be integrated throughout the accounting and business curriculum. Students who wish to qualify to take the CPA examination for certification must take an additional 30 credit hours to comply with the Florida CPA Exam Education Requirements for accounting education in the state.

ACCREDITATION
The College of Business will initiate accreditation procedures with the American Assembly of Collegiate Schools of Business in accordance with that agency’s eligibility requirements.

PROGRAM DESCRIPTIONS:
The College of Business will offer the following degrees:
• B.A./B.S. in Accounting
• B.A./B.S. in Finance
• B.A./B.S. in Management
• B.A./B.S. in Management Information Systems
• B.A./B.S. in Marketing
• Master of Business Administration
Sample Curriculum
_Freshman and sophomore years_
**60 semester hours**
- 36 hours of general education
- 24 hours of prerequisites and electives

_Junior and senior years_
**60 semester hours**
- 36 hours of business core and required and elective courses in major (including university colloquium and senior seminar)
- 24 hours of electives

**FINANCE (B.A./B.S.):** The finance curriculum will prepare students for careers in financial management, banking, investments, real estate, and insurance. The program will develop analytical and behavioral skills necessary for success in dynamic domestic and global financial environments. Students will be exposed to basic humanities courses and core business foundations across all business disciplines. The program will prepare students to be leaders in applying finance tools in private- and public-sector organizations. The appropriate use of technology, new organizational structures, entrepreneurial thinking, and international awareness will be integrated throughout the program.

Sample Curriculum
_Freshman and sophomore years_
**60 semester hours**
- 36 hours of general education
- 24 hours of prerequisites and electives

_Junior and senior years_
**60 semester hours**
- 36 hours of business core and required and elective courses in major (including university colloquium and senior seminar)
- 24 hours of electives

**MANAGEMENT (B.A./B.S.):** The undergraduate management program will prepare students in a variety of general or specialized management careers. These include general management and leadership roles, human resource management, and organizational development. The management major will build on a general base of liberal studies and core business disciplines of accounting, finance, marketing, information systems, and policy. Communication, computer skills, and international business concepts will be integrated throughout the management curriculum.

Sample Curriculum
_Freshman and sophomore years_
**60 semester hours**
- 36 hours of general education
- 24 hours of prerequisites and electives

_Junior and senior years_
**60 semester hours**
- 36 hours of business core and required and elective courses in major (including university colloquium and senior seminar)
- 24 hours of electives

**MANAGEMENT INFORMATION SYSTEMS (B.A./B.S.):** The management information systems (MIS) program will prepare students for professional and leadership roles related to computer applications in business and service organizations. The MIS major will build on a general base of liberal studies and core business disciplines of accounting, finance, marketing, management, and policy. Communication, general management skills, and international business concepts will be integrated throughout the MIS curriculum.
Sample Curriculum

Freshman and sophomore years
60 semester hours
- 36 hours of general education
- 24 hours of prerequisites and electives

Junior and senior years
60 semester hours
- 36 hours of business core and required and elective courses in major (including university colloquium and senior seminar)
- 24 hours of electives

MASTER OF BUSINESS ADMINISTRATION: The master of business administration (MBA) program will prepare students for leadership in careers across all types of business, service, and public organizations. The MBA program will develop an understanding of the economic and social forces at work within local, national, and global economies and will prepare students to succeed in dynamic work environments. The program will emphasize the application of analytical, technical, and behavioral tools to solve administrative, economic, production, market, and organizational problems. Within the course work required for the degree, students will be exposed to core foundation concepts across all business disciplines. The appropriate use of technology, entrepreneurial approaches, understanding new organizational structures, and international awareness will be integrated throughout the program.

- 32-60 semester hours (to be determined)

CENTER FOR LEADERSHIP AND INNOVATION
The Center for Leadership and Innovation, a service unit of the College of Business, will coordinate and synergize a collection of programs directed toward strengthening the academic vitality and economic health of Southwest Florida. In partnership with other agencies and organizations, the center will provide support for a range of programs which individually and cooperatively play a significant role in enlarging economic opportunities for the region. The center will include executive professors drawn from the business and administrative leadership in Southwest Florida; the resources and staff of the Small Business Development Center; applied faculty research institutes; a distance learning facility; Edison Community College’s Management Development Institute and related continuing education programs; and a business information resource and data center. The center is pending approval by the Board of Regents.
The College of Health Professions seeks to establish a national reputation as a leader in preparing health professions practitioners for the health care delivery system of the 21st century. Congruent with this goal is a sincere appreciation for our students. My hope is that each student will learn to think critically, make wise decisions, develop a positive outlook on life that promotes civic responsibility and genuine respect for all humanity, challenge traditional professional roles, and become the leaders and change agents. Please join us as together we shape a new university, a caring health delivery system and a better society.

- Jim Blagg, Dean
Health Professions

MISSION

The College of Health Professions will offer exemplary, future-oriented undergraduate and graduate practitioner programs designed to provide access for entry-level students who desire to become health professionals and to foster upward mobility of current health professionals seeking to advance in careers. Curricula, therefore, will be designed to validate previous knowledge and skills and to be broadly accessible during the day, evening, weekend, and via distance learning. The curricula will organize the professional, core, and general education courses into a total educational experience emphasizing lifelong professional development. Interdisciplinary, multidisciplinary, and discipline-specific cognitive, affective, and clinical education experiences will be integrated to promote team coordination of client care services and development of cross-disciplinary understanding and skills. The programs in the college will emphasize alternative teaching systems and technology; a student-focused approach; an environment that stimulates excellence in teaching/learning, service and scholarship through teaming; and a commitment to diversity.

GOALS

The College of Health Professions has the responsibility to

- prepare entry-level students to assume vital roles as professional health care practitioners delivering contemporary health care in a global environment;
- foster the career mobility of current health professionals through advanced degrees and/or advanced course work;
- promote the values of ethical and compassionate care, diversity as a source of renewal and vitality, civic responsibility, and commitment to lifelong professional development;
- provide continuing education offerings to health care practitioners, health consumers, and the public;
Professions

- promote active involvement of faculty and students in community-based health care, public service projects and activities, and health care professional associations; and
- conduct and involve students in scholarly activities that support the teaching and service mission.

PROGRAM DESCRIPTIONS
The College of Health Professions will offer the following degrees:
- B.S. in Clinical Laboratory Science (beginning fall 1998)
- B.S. in Health Science
- B.S. in Nursing
- B.S. in Occupational Therapy (beginning fall 1998)
- B.S. in Physical Therapy (beginning fall 1998)
- M.S. in Health Science

CLINICAL LABORATORY SCIENCE (B.S.): The clinical laboratory scientist may apply a strong educational background in basic and medical sciences to a variety of different tasks. For example, this scientist may be a medical technologist, a histotechnologist, a cytogeneticist, a laboratory manager, a biomedical research associate or have expertise in a combination of these areas. In response to national trends and the needs of Southwest Florida, the program will prepare all students to perform as medical technologists and additionally provide significant exposure to a second area of clinical laboratory science. Students may enter this curriculum with no previous clinical laboratory science experience (e.g., students with an associate of arts degree and/or 60 credits of appropriate course work), or may enter as a licensed clinical laboratory assistant (i.e., students with an associate of science in medical laboratory technology, histology, or other clinical laboratory science field). The latter students will receive consideration for advanced standing.

Sample Curriculum
Freshman and sophomore years
60 semester hours
- 36 hours of general education
- 24 hours of electives and prerequisites
Junior and senior years

66 semester hours

- 9 hours of interdisciplinary core
- 51 hours of clinical laboratory science
- 3 hours of university colloquium
- 3 hours of interdisciplinary senior seminar

The Department of Clinical Laboratory Science will initiate accreditation procedures with the National Accrediting Agency for Clinical Laboratory Sciences per the established schedule for new programs as outlined by this agency.

HEALTH SCIENCE (B.S.): This interdisciplinary graduate program is designed to provide advanced opportunities for baccalaureate graduates who have completed the basic preparation and licensure (if the discipline has licensure) in one of the health professions. The curriculum will consist of four tracks: (a) education, for those who aspire to college/university faculty and/or educational administration positions; (b) administration, for those who aspire to manager/department head positions in health care facilities, government agencies and/or management of private practices or managed care facilities; (c) clinical, for those who desire to increase their expertise in the clinical arena; and (d) gerontology, for those who wish to care for the elderly and/or work in agencies and institutions that administer and deliver services to the elderly. Students will complete a common core, one required track core and will have the option of strengthening the track core with electives or completing a second track core. Prerequisites include a baccalaureate degree and licensure (if available for the discipline) in a health profession.

Sample Curriculum

Freshman and sophomore years

60 semester hours (i.e., all requirements of an A.S. degree program and 36 credits of general education)
Sample Curriculum

Year One • 24 semester hours
- 12 hours of health science common core
- 12 hours of track (clinical, education, administration, gerontology) core

Year Two • 18 - 21 semester hours
- 9-12 hours of electives or second track core
- 3 hours of health policy capstone seminar
- 6 hours of thesis or culminating project

NURSING (B.S.): The nursing program is designed to prepare graduates as nurse scholar clinicians for professional practice in contemporary health care settings who will assume vital roles in the improvement of the health care system. General education and established prerequisites will form the foundation of study for the major. A community-partnered, student-focused curriculum is grounded in knowledge of nursing theory and practice, with integration of decision making, critical thinking, communication and leadership skills.

Students may enter this curriculum with no previous nursing license (e.g., with an associate of arts degree and/or 60 credits of appropriate course work), or may enter with previous nursing experience (e.g., with an associate of science in nursing or as graduates of LPN, diploma or other nursing programs) and completion of all general education and prerequisite requirements.

Sample Curriculum

Freshman and sophomore years
60 semester hours
- 36 hours of general education
- 24 hours of electives and prerequisites

Junior and senior years
64 semester hours
- 9 hours of interdisciplinary core
- 43 hours of specialized nursing courses
- 3 hours of upper division electives
- 3 hours of university colloquium
- 3 hours of interdisciplinary senior seminar
- 3 hours of health related electives

Note: The admission of students who are not registered nurses requires provisional approval of the above program by the Florida State Board of Nursing (FSBN). The Department of Nursing has initiated this approval process, with action by the FSBN anticipated in February 1997. The RN-to-BSN component of the above curriculum does not require FSBN approval. The department also will initiate accreditation procedures with the National League for Nursing per the established schedule for new programs as outlined by this agency.
OCCUPATIONAL THERAPY (B.S.): Occupational therapy practitioners perform the art and science of directing an individual's participation in selected tasks to restore, reinforce, and enhance performance; facilitate learning of those skills and functions essential for adaptations and productivity; diminish or correct pathology; and promote and maintain health. Students may enter this curriculum with no previous occupational therapy experience (e.g., students with an associate of arts degree and/or 60 credits of appropriate course work), or may enter as certified occupational therapy assistants (i.e., students with an associate of science in occupational therapy assisting and licensed as occupational therapy assistants). The latter students will receive consideration for advanced standing.

Sample Curriculum
Freshman and sophomore years
60 semester hours
- 36 hours of general education
- 24 hours of electives and prerequisites

Junior and senior years
68 semester hours
- 9 hours of interdisciplinary core
- 53 hours of occupational therapy
- 3 hours of university colloquium
- 3 hours of interdisciplinary senior seminar

The Department of Occupational Therapy will initiate accreditation procedures with the American Council for Occupational Therapy Education per the established schedule for new programs as outlined by this agency.
PHYSICAL THERAPY (B.S.):
Physical therapy practitioners assess, evaluate, treat, and prevent disability, movement dysfunction, and pain resulting from injury, disease, disability or other health-related conditions. This program will prepare graduates as ethical and effective decision-making practitioners, valuing their role in the changing health care environment and society. Students with no previous physical therapy work experience and Licensed Physical Therapist Assistants (i.e., students with an associate of science from an accredited physical therapy assistant program and licensed as a PTA in the state of Florida) enter the program with 60 credit hours of general education and program prerequisite course work. (The licensed PTAs will receive consideration for advanced standing.)

Sample Curriculum
Freshman and sophomore years
60 semester hours
- 36 hours of general education
- 24 hours of electives and prerequisites

Junior and senior years
75 semester hours
- 9 hours of interdisciplinary core
- 60 hours of physical therapy
- 3 hours of university colloquium
- 3 hours of interdisciplinary senior seminar

The Department of Physical Therapy will initiate accreditation procedures with the Commission on Accreditation in Physical Therapy Education per the established schedule for new programs as outlined by this agency.

- of not thinking a thing wrong gives it the superficial
  of being right. - THOMAS PAINE
College of Profes

The highest reward for a person's toil is not what they get for it, but what they become by it. - JOHN RUSKIN

The College of Professional Studies is dedicated to helping students acquire the knowledge and skills necessary for meaningful careers in public service. Based upon a firm liberal arts foundation, undergraduate and graduate programs provide a community-based approach to the integration of theory and practice. Programs will rely heavily upon well-supervised field education and internship experiences to enable graduates to readily assume positions in their professional fields. College faculty are integrated with practicing professionals into the “work world.” This provides students with an exposure to an interdisciplinary, egalitarian, and cooperative model of professional practice between faculty and practitioners. Students will emerge ready for effective team practice and lifelong learning.

- Terry Wimberley, Dean
Professional Studies

MISSION
The College of Professional Studies will provide initial professional preparation and lifelong professional development in education, social work, public administration, criminal justice, and other public service professions. Students will be encouraged to prepare for ethical professional practice and to develop new approaches for addressing social problems.

GOALS
The College of Professional Studies will

- continually review and revise its priorities to meet changing needs within the community;
- provide access to educational opportunities on campus and via distance learning;
- emphasize interdisciplinary education;
- provide opportunities for a broad range of students, with particular emphasis upon students who have been deprived access to education by virtue of economic, geographic, physical, gender, age or ethnicity-related factors;
- maintain regular faculty involvement in education, community service, and research efforts;
sional Studies

- include consumers and providers of public services in service and research efforts; and
- prepare the college's graduates for efficient and ethical professional practice.

ACCREDITATION
The College of Professional Studies will initiate accreditation procedures for its programs with the appropriate professional accrediting agencies in accordance with those agencies' established schedules:

Education programs - National Council for Accreditation of Teacher Education
Counselor education program - Council for Accreditation of Counseling and Related Educational Programs
Public administration program - National Association of Schools of Public Affairs and Administration
Social work program - Council on Social Work Education

PROGRAM DESCRIPTIONS
The School of Education will offer the following degrees:
- B.A./B.S. in Early Childhood Education
- B.A./B.S. in Elementary Education
- B.A./B.S. in Secondary Education
- B.A./B.S. in Special Education
- M.A./M.Ed. in Counselor Education
- M.A./M.Ed. in Curriculum and Instruction
- M.Ed. in Educational Leadership
- M.A./M.Ed. in Elementary Education
- M.A./M.Ed. in Special Education

The School of Public and Social Services will offer the following degrees:
- B.S. in Criminal Justice
- B.S. in Human Services
- M.P.A. in Public Administration (beginning spring 1998)
- M.S.W. in Social Work
School of Education

Undergraduate programs

EARLY CHILDHOOD EDUCATION (B.A./B.S.): The baccalaureate program in early childhood education is designed to prepare students for certification as teachers for children from age 3 to grade three. The need for this degree has risen from recent changes in the Florida Department of Education licensure requirements. Previously, teachers could certify for kindergarten teaching by completing two courses in this area as part of an elementary education degree. However, new regulations have expanded competencies to include content-specific knowledge applicable to the unique developmental needs of this age population rather than generalized, non-age specific training; a thorough understanding of cultural diversity, individual differences and skills to work with children in individual ways, particularly English for Speakers of Other Languages (ESOL) students; and an emphasis on capabilities of teachers to work with children with atypical abilities and special needs. The new early childhood program includes course work and extensive field experiences which enable students to dynamically integrate theory and teaching practices.

Sample Curriculum

Freshman and sophomore years:
60 semester hours
- 36 hours of general education
- 24 hours, to include 9 hours of required prerequisites, beginning courses in teaching specialization, and electives

Junior and senior years:
60 semester hours
- 30 hours of professional education core (including university colloquium and senior seminar)
- 30 hours of preparation for teaching specialization

ELEMENTARY EDUCATION (B.A./B.S.): The baccalaureate program in elementary education is designed to prepare students for teaching in Florida’s elementary schools and for certification by the Florida Department of Education as elementary school teachers (grades one through six). The program of study will include course work and extensive experience in elementary school settings throughout FGCU’s five-county service area (Charlotte, Collier, Glades, Hendry, and Lee) to enable students to integrate theory with teaching practice. In addition to professional education as a major, students will be required to complete a concentration in one or more of the arts and sciences.

Diversity of opinion within the framework of is not only basic to a university but fi
Sample Curriculum
Freshman and sophomore years

60 semester hours
- 36 hours of general education
- 24 hours, to include 9 hours of required prerequisites, beginning courses in teaching specialization, and electives

Junior and senior years

60 semester hours
- 27-36 hours of professional education core (including university colloquium and senior seminar)
- 24-33 hours of preparation for teaching specialization

SECONDARY EDUCATION (B.A./B.S.): The undergraduate program in secondary education is designed to prepare students to meet Florida teacher certification requirements for teaching in middle and high schools in the following areas: arts, English, foreign language, mathematics, sciences, and social science. The program will combine extensive course work and field experiences throughout the five-county service area at both the middle and high school levels. Extensive course work in the content area — the area to be taught — is expected and required in addition to the professional education course work and field experiences.

Sample Curriculum
Freshman and sophomore years

60 semester hours
- 36 hours of general education
- 24 hours, to include 9 hours of required prerequisites, beginning courses in teaching specialization, and electives

Junior and senior years

60 semester hours
- 27-36 hours of professional education core (including university colloquium and senior seminar)
- 24-33 hours of preparation for teaching specialization

SPECIAL EDUCATION (B.A./B.S.):
The undergraduate special education program will prepare students to work with children who have emotional and behavioral disturbances, mental retardation, and specific learning disabilities. Students majoring in special education may attain certification in one or more areas: emotional and behavioral disabilities (EH certification), mental retardation (MR certification), and specific learning disabilities (LD certification). Central to the special education program are field experiences, commencing in the first semester with increasing involvement throughout the program.

Loyalty to our free society
The entire nation. —James Bryant Conant
Sample Curriculum

*Freshman and sophomore years*

60 semester hours
- 36 hours of general education
- 24 hours, to include 9 hours of required prerequisites, beginning courses in teaching specialization, and electives

*Junior and senior years*

60 semester hours
- 29 hours of professional education core (including university colloquium and senior seminar)
- 31 hours of preparation for teaching specialization

Graduate programs

**COUNSELOR EDUCATION (M.A./M.Ed.)** The master's program in counselor education will prepare students to become guidance counselors in elementary and secondary schools. Program goals include development of professional competence; commitment to respect the worth of every individual and advocacy for rights of all clients; and enhanced self-awareness, individual growth, and professional identity. The program provides a broad
theoretical base for practice as well as appreciation of social and economic factors impacting individuals, families, communities, and social institutions (e.g., schools, agencies, self-help organizations). Likewise, the program promotes acquisition of appropriate counseling, consultation, student management, and referral skills for use in helping interventions.

Sample Curriculum
51 semester hours
- 15 hours of core education
- 36 hours of specialization course work

CURRICULUM AND INSTRUCTION (M.A./M.Ed.) The curriculum and instruction graduate program is designed to provide students with a theoretical foundation and practical skills required for developing curriculum and instructional materials for a variety of settings from pre-school through adult education. Particular emphasis will be placed on the use of instructional technology. The instructional technology program emphasis is designed to enable students to (1) provide leadership in applying distance learning technology to educational systems; (2) provide technical support and in-service education to teachers who wish to use technology in management and instruction; and (3) to design and implement courses in computer programming, applications, and literacy. The M.Ed. program is specifically designed for those who already possess Florida teacher certification, while the M.A. program is designed for those who are neither currently seeking nor intending to seek Florida certification.

Sample Curriculum
33 semester hours minimum
- 6-12 hours of process core
- 18-21 hours of specialization
- 3 hours of required curriculum and instruction
- 0-3 hours of electives

EDUCATIONAL LEADERSHIP (M.Ed.) The graduate program in educational leadership is designed to prepare students to assume leadership positions in educational settings as well as improve performance in school leadership positions. Program content focuses on the function of educational leaders, stressing the relationship between tested practice and applied theory. The program prepares students for “Level I” certification by the Florida Department of Education.
Sample Curriculum
33 semester hours minimum
- 6-12 hours of process core
- 18-21 hours of specialization
- 0-3 hours of elective

ELEMENTARY EDUCATION
(M.A./M.Ed.) The M.Ed. program in elementary education is designed to provide focused graduate study in an area of specialization for teachers currently certified to teach the elementary grades. Areas of specialization available include elementary curriculum, science and mathematics, language arts, and literacy in a diverse society (teaching English as a second language). The M.A. students may combine initial certification with a master’s degree program. Completion of certain undergraduate courses may be required. Both programs are practitioner-oriented and are aimed at increasing the curriculum and instructional expertise of teachers.

Sample Curriculum
33 semester hours minimum
- 9-12 hours of process core
- 18-21 hours of specialization
- 0-3 hours of elective

SPECIAL EDUCATION
(M.A./M.Ed.) The program in special education is designed to ensure all graduates are reflective practitioners, able to evaluate their own teaching and continuously add to skills and knowledge for increasing effectiveness; collaborative professionals who work cooperatively with children, families, and other professionals to solve problems and improve educational opportunities for all children; teachers affirming diversity, capable of working sensitively and productively with students displaying wide ranges of abilities, cultures, and socioeconomic differences; ethical and
competent professionals, knowledgeable of theory and research, and skilled in "best practices" in special education. The graduate program is designed to develop competencies in eight areas: professional/personal self-awareness; assessment of exceptional students; behavior management; classroom instruction; collaboration; knowledge of professional literature; knowledge of current research in critical areas such as child development, learning and teaching; and professional development.

Sample Curriculum
36 semester hours minimum
- 24 hours of core education
- 12 hours of elective course work and work in field settings

School of Public and Social Services

Undergraduate programs

CRIMINAL JUSTICE (B.S.):
The criminal justice program will provide students with an extensive overview of the criminal justice system, including law enforcement, corrections, the judiciary, juvenile justice, and probation and parole. The program will build upon a solid liberal arts core to achieve a balanced perspective regarding criminal justice, to include an emphasis upon the victim, offender, the criminal justice system, and the broader society. The program's objective is to develop a sound educational foundation for either graduate work or for professional practice at the bachelor's level. Students are provided a set of core courses and experiences to orient them to the broader criminal justice system. Thereafter, they may elect to specialize in law enforcement, corrections, criminal justice administration, or criminology.

Sample Curriculum
Freshman and sophomore years:
60 semester hours
- 36 hours of general education
- 24 hours of electives

Junior and senior years:
60 semester hours
- 24 hours of courses required in major
- 3 hours of senior seminar
- 9 hours of criminal justice electives
- 24 hours of university-wide electives and university colloquium

by chance, it must be sought for with diligence. - ABIGAIL ADAMS
HUMAN SERVICES (B.S.): The undergraduate human services major is designed to provide an interdisciplinary perspective to an array of helping and enabling services in public, non-profit, and proprietary human service agencies. Students will build upon a broad liberal arts and social sciences foundation and develop a core set of skills in counseling, case management, information and referral, and community organization. Course work will be supplemented by extensive fieldwork throughout the junior and senior years. Students may, upon graduation, choose to utilize their training for bachelor-level practice or may choose to pursue graduate training in social work, counseling, or one of the other helping professions such as psychology, social work, or rehabilitation counseling.

Sample Curriculum
Freshman and sophomore years:
60 semester hours
• 36 hours of general education
• 24 hours of electives

Junior and senior years:
60 semester hours
• 12 hours of courses required in major
• 9 hours of field education
• 3 hours of senior seminar
• 9 hours of human service electives
• 12 hours of human service-related electives drawn from social sciences, gerontology health sciences, criminal justice, or education
• 15 hours of liberal arts and business courses not related to human services, and university colloquium

Graduate programs

MASTER OF PUBLIC ADMINISTRATION (M.P.A.): The Master of Public Administration is designed to prepare graduates for administrative and policy-oriented practice in a variety of public, non-profit, and proprietary settings. The program will provide a solid theoretical grounding in public administration and organization theory, budgeting and financial management, urban management and planning, and policy analysis. Graduate courses will be grounded in a liberal arts tradition, with particular emphasis upon political science, sociology, and economics. Since the graduate program is designed to prepare students to function in a variety of practice settings, the curriculum is flexible, with opportunities for specialization available at internship sites. Those already employed in the public sector may wish to pursue the M.P.A. in order to broaden their educational backgrounds, to prepare themselves for increased job responsibilities, or to change career paths.

Sample Curriculum
Approximately 50 semester hours
Year One
• 25 hours

Year Two
• 25 hours

MASTER OF SOCIAL WORK (M.S.W.): The Master of Social Work program is designed to offer full- or part-time courses of study to individuals interested in
working within a broad-based practice setting. Areas of practice emphasized within the program include health, aging, public services, criminal justice, school social work, and mental health. Students are encouraged to initially develop the theoretical and practical skills for broad-based practice and then specialize in one of the aforementioned practice areas. The overall objectives of the graduate program are to (1) prepare students to pursue professional social work careers through the provision of specialized knowledge and skills necessary for practice with individuals, families, groups, and the community; (2) prepare students academically for pursuit of doctoral education in social work or related human services fields; and (3) contribute to the needed supply of professionally trained social workers in the region and statewide. The program is designed to produce graduates who exhibit professional standards, values, and ethics in the practice of social work; demonstrate a respect for human beings and a commitment to the capacity for growth and change in people; and, apply professional principles through professional discipline and self-awareness in the service of all clients. Graduates are expected to serve the community in a variety of public, non-profit, and proprietary settings, and particularly to help improve the social condition in which many of Southwest Florida’s residents live.

Sample Curriculum
Approximately 60 semester hours

Year One
- 30 hours of foundation courses

Year Two
- 30 hours of advanced courses
The university is a community of scholars and students united by a commitment to the pursuit of knowledge and its transmission from generation to generation. The library is the central repository for recorded knowledge and a primary point of departure to the world of electronic information. The library is grounded in the awareness of the power and responsibilities that come with knowledge and in the belief that nothing is more important to the future of our democracy than ensuring public access to information.

Integrated into the main fabric of the university’s educational delivery process, the library enhances and supports the importance of the physical university campus in a world dominated by electronic technology. Libraries put the human face on cyberspace. The library is one of the few places where you can get help from an expert — the librarian — in finding the precise information you need whether on-line or in some other form. Technology is an exciting new tool but it has not replaced other avenues for discovery and learning such as videos, audio cassettes and, yes, books.

- Carolyn Gray, Dean
Library Services

MISSION
The Florida Gulf Coast University Library strives to create for its students and Southwest Florida a thriving dynamic organization to serve as a model for the state and nation in collecting, conserving, and communicating information by utilizing the latest information technologies. The library is the campus entity responsible for information resource management: acquiring, organizing, preserving, and providing access from any location to recorded knowledge, information, and data in all formats. It is responsible for ensuring equity of access to all students regardless of geographic location, learning styles, or economic circumstances.

The library provides instruction and assistance. Librarians assist each user in the selection, classification, assimilation, and critical thinking about recorded knowledge, information, and data. Working in concert with professional and technical staff in allied fields, librarians create new knowledge packages and tools for independent and cooperative learning experiences. The librarian plays a key role in the educational process through work with faculty in the design of course materials and teaching methods that take advantage of emerging instructional, informational, and telecommunications technologies.
The library is a publisher of digital texts. Librarians assist faculty and students in the preparation of materials for electronic publishing. Digital texts are preserved as part of the university's archives. An essential characteristic of library services is that they are carried out in real space and in computer (or virtual) space. The library provides the place that is the intellectual center of the campus and serves as a primary locus of interaction for faculty, students, and other researchers who require interpersonal instruction and consultation, and who study archival materials. The virtual space characteristics of the library provide an electronic environment for teaching, learning, and accessing information wherever it is located or needed. Technologies will be the equalizing link toward knowledge for all students.

**Goals and services**

In order to provide the maximum direct services to students and faculty, library staff are organized into cross-functional teams in five broad areas: instruction, research consultation, borrower services, systems development and support, and collection development.

**INSTRUCTION**

Subject specialist librarians work with faculty to design instructional sessions focusing on resources specific to the discipline. The goal of the library's instructional program is to integrate teaching and learning about information resources into the curriculum.

**RESEARCH CONSULTATION**

Librarians provide research consultation services in the library and electronically. Librarians are available for consultation and assistance with reference questions or the most complex research problem for 60 hours a week on a walk-in basis and by appointment. In addition to in-person service, a network-based reference service includes interaction with librarians, digital reference materials, and on-line help guides (i.e., encyclopedias, dictionaries, and indexes).

**BORROWER SERVICES**

Borrower services include checking out materials from the library and from other libraries through interlibrary loan, and hard copy and digital course reserves for access in the library and from remote locations. Many full-text journal articles will be delivered electronically to a student's or faculty member's computer. The library network design includes the ability to deliver sound, video, and still and moving images.
SYSTEMS DEVELOPMENT AND SUPPORT

Systems staff will establish and maintain a state-of-the-art network for library services. Systems staff work with the Florida Center for Library Automation to integrate their services into the FGCU Library and the State University System’s (SUS) combined online catalog, LUIS. The library will have a multimedia computer lab providing electronic information resources, multimedia resources, and various software.

COLLECTION DEVELOPMENT

Subject specialist librarians work with individual colleges to develop collections to reflect curricular needs. Since the university’s primary focus is on undergraduate education, the library began by building a strong core collection to support the liberal arts curriculum and other undergraduate programs. The other emphasis is on developing collections to support the master’s degree programs. FGCU librarians work closely with the other SUS librarians in developing a shared digital library collection through LUIS.

The opening-day collection includes books, journal subscriptions, full-text digital journals in a number of disciplines, digital reference materials, microfilm backfiles for core journals and newspapers, and a number of research collections in microform targeted to specific programs. The digital collection is expected to grow at a more rapid rate than the analog (print, microfilm, microfiche, etc.) materials.

Southwest Florida Library Network

FGCU is host to another new organization, the Southwest Florida Library Network (SWFLN), which is being developed to serve the Southwest Florida region as a consortium of public, academic, and special libraries. When the network is fully developed, a person will be able to walk into any library in the region and find out what is available in all of the libraries and will be able to use all of the jointly owned digital collections. The library user will be able to request books and materials from any of the libraries to be delivered to the nearest library, or in some cases to the home or office.
Instructional Technology

The growth and ever-changing nature of technology have forever altered the way we live and work. Florida Gulf Coast University is committed to graduating students who confidently can use technology to compete successfully in the work market and to engage in lifelong learning. The university believes that technology when properly used can enhance the quality of our lives. Therefore, FGCU has established an Office of Instructional Technology to ensure the effective use of technology.

FGCU employs technology to improve the effectiveness of teaching and to expand the audience for its programs by offering courses at more convenient places and times. Teaching is improved through the design and use of instructional materials that permit students to access course assignments and materials electronically; hold electronic, out-of-class discussions; view live and taped video programs on large screens in classrooms; and access and view Internet-based databases and graphics during classroom sessions.

In addition, the Office of Instructional Technology helps faculty design courses that can be offered through distance learning methods. This means that in some cases students may earn course credits without needing to come to campus.

Courses may be completed by
- viewing materials on public broadcasting and cable television;
- viewing videotapes, reading assigned texts, and completing learning assignments;
- going to an off-campus facility that is equipped to permit persons at the off-campus site to see the professor and students on-campus — and vice versa — using television monitors; or
- using a home computer to access assignments, materials, and student discussions, and to submit completed assignments for feedback and grading.

The university recognizes that many students lack the skills and do not have access to the facilities needed to take full advantage of modern technology. Therefore, the Office of Instructional Technology provides technical support and on-campus facilities where students can go to use computers to
- send e-mail messages to professors and other students;
- use word processing, prepare spreadsheets, or create databases;
- complete course assignments;
- conduct Internet-based information searches;
- use multimedia courseware, such as simulated scientific experiments; or
- complete course projects that require the production of digitized media.

The university closely evaluates its educational programs to ensure that all courses are carefully designed to take advantage of the communication power that technology offers and to provide students with scheduling options and a quality learning experience.
WGCU-TV and WGCU-FM

WGCU, a Public Broadcasting Station affiliate managed by Florida Gulf Coast University and soon to be located on the FGCU campus, broadcasts public television and radio programs throughout Southwest Florida. In addition to national and state programming, the station provides local offerings on such topics as jazz, modern dance, contemporary authors, the environment, and history. WGCU also offers outreach programs that greatly expand educational opportunities for kindergarten through 12th grade and post-secondary students.

WGCU sends classroom
material to every school in its Southwest Florida service area and broadcasts live interactive telecourses for Edison Community College, the University of South Florida-Fort Myers and FGCU. The WGCU facility has state-of-the-art classrooms for distance learning activities. Consistent with its service orientation, WGCU will make available a community teleconferencing room for scheduling by the public.
Student Services

If you want truly to understand something, try to change it. - KURT LEWIN

Student Services directs the university's efforts to recruit, enroll, retain, and graduate a diverse, high-quality student body at the undergraduate and graduate levels. A spirit of cooperation within Student Services fosters a learning environment that promotes the academic success and personal and career development of students with an emphasis on leadership skills, community services, and an appreciation for diversity.

- Wm. Gregory Sawyer,
  Dean
  Student Services

MISSION
The mission of the Division of Student Services is to provide an intellectual, cultural, and social environment that maximizes student potential and enhances the educational efforts of the university. The purpose of Student Services is to develop programs and offer services that facilitate the student's academic progress and social maturation; to assist in the empowerment of students through leadership development; to assess student needs; to assist students in understanding FGCU, its policies, procedures, and governance, and to encourage students to be responsibly involved; to provide programs which enhance the social and cultural environment through student activities and programs; to serve as an institutional resource with regard to information about students; to promote an environment appreciative of ethnic, religious, and cultural diversity; and to encourage a public spirit among students that works towards the common good of Florida Gulf Coast University, Southwest Florida, the state, and the world community.

GOALS
To achieve the highest standards of service to students, the Division of Student Services is committed to these goals:
• to recruit, enroll, retain, and graduate a
diverse, high-quality undergraduate and
graduate student body;
• to provide a learning environment in
and beyond the classroom that promotes
the academic success and personal and
career development of students with a
special emphasis on leadership skills,
community service, understanding and
appreciating diversity — all in preparation
for life after the university experience;
• to offer programs and services that will
enhance the quality of life at FGCU and fos-
ter positive interaction between members of
the campus and surrounding communities.

PROGRAMS AND SERVICES
Office of the Dean of Student
Services (DOSS): The Office of the
Dean of Student Services is responsible for
the overall development, management, and
evaluation of services provided for students.
In addition, the DOSS is responsible for
student discipline and implementation of
the Student Code of Conduct. Finally the
DOSS provides oversight and support of
the OAR, FASO, OMAS, PAC, ORR, and
OSD described below.

Office of Admissions and
Recruitment (OAR): The Office of
Admissions and Recruitment is responsible
for providing information about the univer-
sity to prospective freshman students,
transferring students, and the general public.
The OAR staff helps students make enroll-
ment decisions and assists in the application
process. Campus tours are coordinated
through the OAR. Additionally, the OAR
develops relationships with the community
to encourage and support individuals who
wish to pursue postsecondary education.

Financial Aid and Scholarships
Office (FASO): The Financial Aid and
Scholarships Office assists students who
cannot afford the cost of postsecondary
education. The FASO is responsible for the
administration of grants, scholarships,
loans, and student employment programs.
(See page 58 for list of available scholarships.)

Office of Multi Access Services
(OMAS): The Office of MultiAccess
Services strives to assist students who may
have difficulties in educational access. The
office will assist students to work through
the challenges of scheduling, note taking,
studying, and other problems that may be
created by a disabling condition. The OMAS
also serves international students who need
help adjusting to college life and life in the
United States. International students may
seek assistance from the OMAS with matters
of immigration and naturalization and for
general support and guidance. Finally, the
OMAS provides multi-cultural programs and
activities designed to enhance the college
experience through building support
groups and activities.
Office of Personal, Academic Skills and Career Counseling (PAC): PAC provides support for students by offering a variety of counseling services for students' personal and professional growth. Services include psychological assistance; academic and professional advising for freshmen and students transferring with less than 60 semester hours; and counseling services designed to assist students in making career choices. Students with more than 60 semester hours who have declared a major are advised by academic advisors in the colleges. PAC also provides testing services for the university (e.g., ACT, GMAT, GRE, SAT).

Office of Registration and Records (ORR): The Office of Registration and Records is the only office authorized to issue official transcripts, certify the enrollment of students, and award degrees. The ORR serves as an important information source for students, and actively seeks ways to effectively communicate and inform students regarding university policy and procedures. The ORR is also responsible for providing service to veterans wishing to utilize Veterans Administration benefits.

Office of Student Development (OSD): The Office of Student Development promotes campus life with activities designed to enhance and enrich the academic experience. The OSD offers a range of events designed to supplement the educational process and to enhance the recreational activities for students at the university. The OSD advises student clubs, organizations, and the Student Government Association. The office provides services that contribute to the health, well-being, development and education of students through involvement in recreational and leisure activities. OSD is central to the FGCU student's career development and planning. OSD helps students develop and improve their interviewing and resume writing skills. The office assists students in their job search, conducts career fairs, and provides information on off-campus housing. OSD provides a broad spectrum of intramural and wellness activities, including sports clubs and physical fitness. OSD works toward developing the total student physically and mentally.

University Outreach Program (UOP): The University Outreach Program introduces pre-college students to the university environment while encouraging them to pursue higher education through academic inquiry. The UOP works with middle schools, secondary schools, and community organizations in order to promote the values and benefits of higher education. The UOP creates and establishes an academic environment which promotes the physical, emotional, intellectual, and social development of students prior
to their university experiences. Activities, programs, and services are designed to improve the quality of the student's life and provide an opportunity to expand learning opportunities through personal enrichment programs. UOP oversees such programs as Eagle Quest, the College Reach-Out Program (CROP), Upward Bound, the Public School Enrichment Partnership (PSEP) and the Institute for Math and Science. These programs target and recruit at-risk student populations at the middle and high school levels in an effort to promote, motivate, and facilitate their continuation of education to the postsecondary level.

**STUDENT HEALTH SERVICES AND HEALTH INSURANCE**

These services include providing initial care and referral for medical issues that may arise during a student's involvement with the university. Student Health Services will also, in coordination with the Office of Registration and Records, assist in the evaluation of medical and immunization records. Student Health Services also provides education and training in health-related issues affecting the lives of students, staff, and faculty. Mental health counseling services are offered through the Office of Personal, Academic Skills and Career Counseling (PAC).

FGCU offers the opportunity to all enrolled students to purchase health insurance. Health insurance coverage is strongly recommended for all FGCU students, whether offered through the university or another source.

---

**Family Resource Center**

Florida Gulf Coast University understands that students with children to care for often have difficulty pursuing higher education goals because of this added responsibility. To assist these students, the university has established a Family Resource Center designed to provide accessible, quality, and affordable care.

The Family Resource Center will enroll children from six weeks through 6 years of age in educational programs suited to each child. Children will have opportunities to play in a safe environment, learn through activity and discovery, and develop physical, cognitive, and social skills. Extended hours and after-school care will be available for older children. The program will provide parent involvement and family support services.

FGCU recognizes that families, communities, and society share responsibility for protecting, nurturing, and educating. As its contribution, FGCU mobilizes its resources to provide quality education and compassionate care through the Family Resource Center. The center will be at the cutting edge of support service since it will provide opportunities for research related to the development and care of young children, and for supervised internships, practicum projects, and student teaching. Thus, the university's Family Resource Center is a model of intergenerational care for the benefit of FGCU students, their families, and the wider community.
Florida Gulf Coast University is located in Southwest Florida, in southern Lee County near Fort Myers. It is an area that has captivated explorers and visitors with its breathtaking beauty. Miles of sugar-white beaches accentuate the blue-green waters of the Gulf of Mexico and the hundreds of barrier islands hugging the coastline. Inland, the lush tropical foliage and exotic wildlife have earned this area the nickname "Florida's Florida."

FGCU’s five-county service area is home to a vast diversity, from the rapidly growing urban areas of Fort Myers and Cape Coral in Lee County to the Old World charm of Naples to the south in Collier County; the historic waterfront community of Punta Gorda to the north in Charlotte County; and the agricultural regions of Glades and Hendry counties to the east, among the nation’s top producers of vegetables, citrus, sugar cane, and beef cattle.

Southwest Florida’s attributes are gaining greater national attention. *Money* magazine recently ranked Punta Gorda, Fort Myers and Naples second, sixth and 15th respectively among the best places to live in the United States.

The first known inhabitants of the area were the Calusa Indians, who lived in villages along the coastline and were known as great fishermen and fierce warriors. Shell mounds, some of which were built as platforms for religious and civic ceremonies more than a thousand years ago, are all that survive of this once dominant nation.

Spanish colonization attempts ultimately led to the demise of the Calusa. At one time this tribe was estimated at 20,000; nearly all were wiped out by European-introduced disease, war or slave traders.

Fort Myers was established in 1841 as Fort Harvie, during the first Seminole War. Abandoned a year later, it was taken over by federal troops in 1863. The southernmost battle of the Civil War was fought here in February 1865.

Today, Fort Myers is known as the “City of Palms,” a nickname derived in part from the 15 miles of statuesque palm trees that line both sides of McGregor Boulevard. The first 200 of these trees were planted by Thomas Edison, one of the region’s earliest and most famous winter residents. Edison was a close friend of Henry Ford and
Harvey Firestone, both of whom were frequent visitors. Edison and Ford eventually became neighbors; their homes along the Caloosahatchee River now are museums.

Southwest Florida is unquestionably an outdoor lover's paradise. The average annual temperature is 74°F, ranging from an average annual high of 84°F to an average annual low of 64°F. There are numerous public parks and beaches throughout the region. Anglers can find a variety of saltwater and freshwater species to test their skills. Golfers will find more holes per capita than just about any place in the country — 1,549 holes on 95 courses. Those courses are complemented by some of the finest tennis facilities found anywhere. Nature lovers will be enthralled by the area, highlighted by the J.N. "Ding" Darling National Wildlife Refuge, which covers one-third of Sanibel Island off the Lee County coast.

Cultural life also thrives in Southwest Florida, led by two showpiece centers, the Barbara B. Mann Performing Arts Hall in Lee County and the Philharmonic Center for the Arts in Naples. A variety of museums, galleries, and renovated theaters add to the arts scene.

The area is served by Southwest Florida International Airport, conveniently located just north of the FGCU campus. The major access roads are Interstate 75 and US 41 which run north to south along the west coast before turning just below Naples to provide routes to Florida's east coast. Miami and Tampa are within two hours drive; Orlando is three and a half hours away.
Florida Board Of Regents

ELIZABETH G. LINDSAY
Chairman
Sarasota
May 1992 to Jan. 1998

STEVEN J. UHLFELDER
Vice Chairman
Tallahassee

AUDREA I. ANDERSON
Fort Myers
Nov. 1993 to Aug. 1999

JULIAN BENNETT JR.
Panama City
Dec. 1993 to Aug. 1999

FRANK T. BROGAN
Commissioner of Education
Tallahassee
Term of Commissioner

PAUL L. CEJAS
Miami

CHARLTON B. DANIEL JR.
Gainesville

JAMES E. HECKIN JR.
Orlando

PHILIP D. LEWIS
Riviera Beach

GWENDOLYN F. MCCLIN
Okeechobee

JON C. MOYLE
West Palm Beach

DENNIS M. ROSS
Tampa

WELCOM H. WATSON
Ft. Lauderdale

Student Regent
JAMES R. HARDING
Florida State University

Florida Gulf Coast University Administration

ROY E. McTARNAGHAN
President

SUZANNE L. RICHTER
Vice President for Academic Affairs

CURTIS BULLOCK
Vice President for Administrative Services

JOHN M. CROWLEY
Vice President for University Relations and Development

Florida State Board Of Education

LAWTON M. CHILES
Governor

SANDRA MORTHAM
Secretary of State

ROBERT A. BUTTERWORTH
Attorney General

C. WILLIAM NELSON
State Treasurer

FRANK T. BROGAN
Commissioner of Education

ROBERT F. MILLIGAN
Controller

ROBERT B. CRAWFORD
Commissioner of Agriculture
The Florida Gulf University Foundation was chartered under Florida statutes in May 1993. As the private fund-raising arm of the university, the foundation provides enhancement funds for the university not available through regular state funding.

The purpose of the foundation is to encourage, solicit, receive, and administer gifts and bequests of property and funds for scientific, educational, and charitable purposes directly related to the mission of the university. A major focus in the foundation’s fund-raising efforts is the development of student scholarships.

All gifts to FGCU are received and processed through the foundation, which is governed by a community-based Board of Directors. For more information, call (941) 590-1067.

Founding Board 1993 - 1994

W. Thomas Howard, President
Charles B. Edwards, Vice President
William N. Horowitz, Secretary/Treasurer

Richard C. Ackert
Audrea L. Anderson
Valerie Boyd
Barron Collier III
Jeffrey D. Fridkin
James F. Garner
Ben Hill Griffin III
Jody T. Hendry
Johanna H. Hudson
Robert N. McQueen
Roy E. McMarnagh
T. Wainwright Miller
G. David Powell
Suzanne L. Richter
Linda K. Taylor
Leo Woltzky

Current Officers and Members
July 1996

Chairperson
WILLIAM N. HOROWITZ

Vice Chairperson
JEFFREY D. FRIDKIN

Treasurer
RICHARD C. ACKERT

Assistant Treasurer
CURTIS BULLOCK

Secretary
G. DAVID POWELL

Executive Director
JOHN M. CROWLEY

Members

CLASS OF 1997
James F. Garner
Ben Hill Griffin III
William N. Horowitz

CLASS OF 1998
Valerie Boyd
Barron Collier III
Israel Suarez
James Courtney
James McFadden

CLASS OF 1999
T. Wainwright Miller
C. David Powell
Leo Wotitsky
Dudley Goodlette
Barbara Hilliard

CLASS OF 2000
Richard C. Ackert
Jeffrey D. Fridkin
Robert N. McQueen
Chauncey Goss
William Ausbon

CHAIRPERSONS EMERITI
Charles B. Edwards
Linda K. Taylor

EX OFFICIO
Regent Audrea L. Anderson
Roy E. McMarnagh
Curtis Bullock
John M. Crowley
Suzanne L. Richter
Proposed Academic Year:

**Academic year 1997-98**

**Fall semester 1997**
- Classes begin: Aug. 25, 1997
- Drop/add and late registration end: Aug. 29, 1997
- Labor Day (observed): Sept. 1, 1997
- Last day to withdraw from a course without academic penalty: Oct. 24, 1997
- Veterans Day (observed): Nov. 10, 1997
- Thanksgiving holiday (observed): Nov. 27-28, 1997
- Final examination week: Dec. 15-19, 1997
- Semester ends: Dec. 19, 1997

**Spring semester 1998**
- Classes begin: Jan. 5, 1998
- Drop/add and late registration end: Jan. 9, 1998
- Last day to withdraw from a course without academic penalty: March 6, 1998
- Spring break: March 9-13, 1998
- Final examination week: April 27-May 1, 1998
- Semester ends: May 1, 1998
- Commencement: May 2, 1998

**Summer terms**

**Session A (first 6 weeks)**
- Classes begin: May 11, 1998
- Drop/add and late registration end: May 15, 1998
- Memorial Day (observed): May 25, 1998
- Session A ends: June 19, 1998
- Summer break between sessions A & B: June 22-26, 1998

**Session B (second 6 weeks)**
- Classes begin: June 29, 1998
- Drop/add and late registration end: July 6, 1998
- Independence Day (observed): July 3, 1998
- Session B ends: Aug. 7, 1998

**Session C (12 weeks)**
- Classes begin: May 11, 1998
- Drop/add and late registration end: May 15, 1998
- Memorial Day (observed): May 25, 1998
- Independence Day (observed): July 3, 1998
- Session C ends: August 7, 1998
c Calendar

Academic year 1998-99

Fall semester 1998

Classes begin .............................................. Aug. 24, 1998
Drop/add and late registration end .................. Aug. 28, 1998
Labor Day (observed) ..................................... Sept. 7, 1998
Mid-term ....................................................... Oct. 14, 1998
Last day to withdraw from a course without academic penalty ........ Oct. 23, 1998
Veterans Day (observed) ................................. Nov. 16, 1998
Thanksgiving holiday ....................................... Nov. 26-27, 1998
Final examination week ................................. Dec. 14-18, 1998
Semester ends ................................................ Dec. 18, 1998

Spring semester 1999

Classes begin ................................................ Jan. 4, 1999
Drop/add and late registration end .................. Jan. 8, 1999
Martin Luther King, Jr. Day (observed) .......... Jan. 18, 1999
Mid-term ....................................................... Feb. 24, 1999
Last day to withdraw from a course without academic penalty .......... March 5, 1999
Spring break .................................................. March 8-12, 1999
Final examination week ................................. April 26-30, 1999
Semester ends ................................................ April 30, 1999
Commencement ............................................. May 1, 1999

Summer terms

Session A (first 6 weeks)

Classes begin .............................................. May 10, 1999
Drop/add and late registration end .................. May 14, 1999
Memorial Day (observed) ................................ May 31, 1999
Session A ends ............................................ June 18, 1999
Summer break between sessions A & B ............... June 21-25, 1999

Session B (second 6 weeks)

Classes begin .............................................. June 28, 1999
Drop/add and late registration end .................. July 2, 1999
Independence Day (observed) ........................... July 5, 1999
Session B ends ............................................ Aug. 6, 1999

Session C (12 weeks)

Classes begin .............................................. May 10, 1999
Drop/add and late registration end .................. May 14, 1999
Memorial Day (observed) ................................ May 31, 1999
Independence Day (observed) ........................... July 5, 1999
Session C ends ............................................. August 6, 1999
Scholarships

Florida Gulf Coast University Foundation endowed scholarships as of June 1996

- Dana and Barron Collier III Endowed Scholarship
- Greater Fort Myers Chamber of Commerce Endowed Scholarship
- James A. Franklin, Jr. Endowed Scholarship
- Muriel K. Hudson Endowed Nursing Scholarship
- Naples Woman's Club Endowed Scholarship
- Bob and Linda Taylor Endowed Scholarship
- Zonta Club of Fort Myers Area Endowed Scholarship

University of South Florida-Fort Myers scholarships to be transferred to FGCU at opening

- Barnett Bank of Fort Myers
- Jackson Burgess
- Zee Butler Memorial
- Coopers & Lybrand
- Edouard and Mary Eller
- First Florida Bank of Lee County
- Florida Federal Savings & Loan
- Aline T. Flynn
- Fort Myers Women's Network
- Florence Hecht/Naples-Fort Myers Greyhound Track
- Thomas Howard/Gannett Foundation
- John K. & Bella Kontinos
- Kiwanis Club of Fort Myers South
- Sanford Lawton, Jr. Memorial
- Professor and Mrs. E.L. Lord
- Edward R. Melton
- Moseley Title Foundation
- Munters Corporation
- NationsBank of Lee County
- News-Press
- Newman Oil Company
- Pan American Minority Association
- Jane Foster Pate & C. B. Pate
- Periwinkle Garden Club
- Chesley Perry/Gannett Foundation
- John E. & Aliese Price
- Rotary Club of Cape Coral
- George Sanders
- Silver Anniversary Fund
- Society First Federal Savings Bank
- Southwest Florida Regional Medical Center Auxiliary
- USF-Fort Myers Alumni
- USF-Fort Myers Faculty & Staff
- Robert A. Weiss, Jr. Memorial