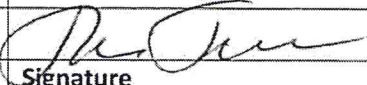
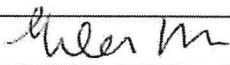


Section I, Important Dates and Endorsements Required

NOTE: Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Interim Provost for Academic Affairs' Office.

Term in which approved action will take place	Fall 2019
Provide an explanation below for the requested exception to the effective date.	
The Honors Advisory Council has redesigned the funding model and curricular requirements of the program to align with a new focus on undergraduate research. In order to pilot these changes in fall 2019, we need to add interdisciplinary Honors seminars for incoming students to prepare them for their required capstone projects.	

Any exceptions to the term start date requires the signatures of the Academic Dean and Interim Provost for Academic Affairs prior to submission to the Dropbox.		
Dean	Signature	Date
Dr. Deborah Teed		3-21-2019
Interim Provost for Academic Affairs	Signature	Date
Dr. Eileen DeLuca		3-21-19

Required Endorsements	Type in Name	Select Date
Department Chair or Program Coordinator/Director	Dr. Wendy Chase	3/19/2019
Academic Dean or Interim Provost for Academic Affairs	Dr. Eileen DeLuca	Click here to enter a date.

List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).
Rona Axelrod, Jacquelyn Davis, Ihasha Horn, Sarah Lublink

Has the Libraries' Collection Manager been contacted about the new course and discussed potential impacts to the libraries' collections?
--

Dr. Chase has written an email to Prof. Shuluk and Prof. Bishop to inform them of this course proposal and arrange for further discussion upon approval.

Section II, New Course Information (must complete all items)

List course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D").	Prerequisites: SB 1720 Testing Exemption or Testing into ENC 1101; or completion of {(ENC 0025 and REA 0017) or (ENC 0022 and REA 0019)} with a "C" or higher; or EAP 1620 and EAP 1640 with a "C" or higher; or an eligible testing/course completion combination Minimum Grade: C
Provide justification for the proposed prerequisite(s).	This course focuses on requires mastery of the rudimentary skills of reading and writing at a college level.
Will students be taking any of the prerequisites listed for this course in different parts of the same term (ex. Term A and Term B)?	No
List course co-requisites.	None
Provide justification for the proposed co-requisite(s).	
Is any co-requisite for this course listed as a co-requisite on its paired course? (Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)	N/A
Course credits or clock hours	3 credit hours
Contact hours (faculty load)	3
Are the Contact hours different from the credit/lecture/lab hours?	No
Select grade mode	Standard Grading (A, B, C, D, F)
Credit type	College Credit
Possible Delivery Types (Online, Blended, On Campus)	Ground, Blended, Online

Course description (provide below)

This course is designed to foster critical and creative thinking habits and develop the research skills necessary to conduct rigorous inquiry into the human condition. Interdisciplinary honors courses provide in-depth, transdisciplinary engagement with select topics by integrating enhanced learning experiences such as individual and group research, field trips, guest speakers, socratic discussions, and/or service learning initiatives into the curriculum. Selected topics may range from addressing the great questions of human existence such as *What is a Good Life?* or *Who Owns the Past?* to focusing on contemporary issues such as *Sustainability*, or *Poverty, Economics and Revolution*. The systemic problem-solving habits and research skills developed in this course will serve as the foundation for all further study in the Honors Scholar Program and therefore must be completed with a grade of "C" or better.

General topic outline (type in outline below)

- identifying each discipline involved in the teaching of the course and defining common research methodologies and approaches practiced in each field.
- Describing and drawing the boundaries of the specific course topic.
- Summarizing and analyzing the major questions/theories/themes related to the specific course topic.
- Assessing and appraising debates and issues in the field related to the specific course topic.
- Applying select research modalities related to at least one of the disciplines explored in the course to a research project.
-

Learning Outcomes: For information purposes only.

IV. Course Competencies, Learning Outcomes and Objectives

A. General Education Competencies and Course Outcomes

1. Integral *General Education Competency or competencies:*

General Education Competency: Think

- Apply intellectual standards and critical thinking to confront issues central to the human experience.
- Evaluate, read widely in, and analyze the thinking of others through a variety of fiction and nonfiction genres across disciplines.
- Improvise and seek out new ideas and solutions to complex problems in order to improve one's own thinking and foster maturity of judgment.
- Employ ethical decision-making and develop sound arguments using critical thinking.

Course Outcomes or Objectives Supporting the General Education Competency Selected

- Students will define major concepts within the study of the themes and topics explored in the course.
- Students will draw connections between different academic approaches within a particular theme.
- Students will compare and contrast various perspectives on course content as identified by the major themes explored.
- Students will demonstrate willingness to inhabit the position of another

2. Integral General Education Competency: Research

- Understand how scholars across at least two academic disciplines investigate and speak to the human condition.
- Effectively locate, interpret, manage and use information and evidence from academic and non-academic sources in order to create an original project or proposal for a project to be completed in a capstone class.

Course Outcomes or Objectives Supporting the General Education Competency Selected

- Students will construct a research question as reflected by a coherent and insightful thesis statement
- Students will evaluate information and draw meaningful inferences from credible sources
- Students will use an appropriate citation style to correctly document sources in a bibliography and/ or in text with minimal errors in formatting the citations

2. Supplemental *General Education Competency or competencies*: B.

In accordance with Florida Statute 1007.25 concerning the state's general education core course requirements, this course meets the general education competencies for Part B would only be included in the course outlines of those courses are included in the FSW Catalog as a General Education Core Course. If this is not a core course, then outline letter C would become B.

C. Other Course Objectives/Standards

General Education Competency: Communicate

- Acquire communication and rhetorical literacy in order to speak and write effectively, express one's knowledge, read critically, analyze rhetorically, and synthesize information, skills necessary to furthering one's own educational and occupational goals.
- Understand, evaluate, and discuss rhetoric, argument, and persuasion in a variety of contexts. Critically examine evidence, interpret and integrate information, identify solutions and potential outcomes, and apply rhetorical and communication literacies to the real world.

Course Outcomes or Objectives Supporting the General Education Competency Selected:

- Formulate and defend a perspective on at least one of the themes using ideas from any one of the academic approaches in the course.
- Resist the urge for quick and easy answers

Copy and Paste the SCNS Course Profile Description below (http://scns.fldoe.org/scns/public/pb_index.jsp).

Research projects or certain aspects of research carried out by one or more students under the supervision of an instructor intended to help students acquire skills in applying research principles and obtaining practice in rigorous data collection and reporting. Hours may vary. Levels may vary within an institution.

ICS code for this course	ADVANCED AND PROFESSIONAL - 1.18.49 - INTERDISCIPLINARY
Institutional Reporting Code	11849
Degree Attributes	AA - AA COURSE
Degree Attributes (if needed)	
Degree Attributes (if needed)	
Degree Attributes (if needed)	
Should any major restriction(s) be listed on this course? If so, select "yes" and list the appropriate major restriction code(s) or select "no".	Yes This course is restricted to students who are members of The Honors Scholar Program
Is the course an "International or Diversity Focus" course?	No, not International or Diversity Focus
Is the course a General Education course?	No
Is the course a Writing Intensive course?	No
If Replacing a course, combining a Lecture/Lab or splitting a C course – Is there a course equivalency?	
Is the course repeatable*? (A repeatable course may be taken more than one time for additional credits. For example, MUT 2641, a 3 credit hour course can be repeated 1 time and a student can earn a maximum of 6 credits). *Not the same as Multiple Attempts or Grade Forgiveness	Yes 6
Do you expect to offer this course three times or less (experimental)?	No

Impact of Course Proposal	
Will this new course proposal impact other courses, programs, departments, or budgets?	Yes
If the answer to the question above is "yes", list the impact on other courses, programs, or budgets?	This has been vetted through the Honors Advisory Council, the Dean of SoAHSS and the Provost

Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.

- This proposal has been discussed extensively in the Honors Advisory Council meetings which are attended by the Interim Provost and with administration and faculty in SoHASS.

Section III, Justification for proposal

Provide justification (below) for this proposed curriculum action.

IDH 2910 aligns nicely with FSW's vision to be the catalyst for creating an innovative education system which provides accessible educational pathways that prepare students to be enlightened and productive citizens. This course will facilitate our strategic initiatives to recruit high-achieving students, increase opportunities for undergraduate research, and strengthen our academic learning community through opportunities for enhanced dialogue across disciplines