Curriculum Committee

FLORIDA SOUTHWESTERN STATE COLLEGE

New Course Proposal

School or Division	School of Arts, Humanities, and Social Sciences
Program or Certificate	Associate of Arts
Proposed by (faculty only)	Wendy Chase, Sarah Lublink, Ihasha Horn
Presenter (faculty only)	Wendy Chase
Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and must be submitted for a later date.	
Submission date	3/28/2019
Course prefix, number, and title	IDH 2911: Interdisciplinary Honors Capstone

All Curriculum proposals require approval of the Curriculum Committee and the Interim Provost for Academic Affairs. Final approval or denial of a proposal is reflected on the completed and signed proposal.

☒ Approve ☐ Do Not Approve

Mary C. Myers — *Curriculum Committee Chair Signature*

4/12/19 — *Date*

☒ Approve ☐ Do Not Approve

Interim Provost for Academic Affairs Signature

4-24-19 — *Date*

All Curriculum proposals require review by the Office of Accountability & Effectiveness.

☑ Reviewed

Barbara D. Miley — *Office of Accountability & Effectiveness Signature*

4-25-19 — *Date*

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 the 2019-2020 academic year, we need to add an interdisciplinary Honors capstone course.	

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**
Deborah Teed		4.22.2019
Interim Provost for Academic Affairs	**Signature**	**Date**
Dr. Eileen DeLuca		4-24-19

Required Endorsements	**Type in Name**	**Select Date**
Department Chair or Program Coordinator/Director	Type name here	Click here to enter a date.
Academic Dean or Interim Provost for Academic Affairs	Type name here	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, Peggy Romeo, Jacquelyn Davis, Mark Herman, Russell Swanson, Ihasha Horn, Sarah Lublink, Whitney Rhyne

Has the Libraries' Collection Manager been contacted about the new course and discussed potential impacts to the libraries' collections?
Bill Shuluk, Tim Bishop, Jane Charles and Arenthia Herren have all been notified of this course proposal.

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").	Students must pass IDH 2910 with a B or higher in order to take this course
Provide justification for the proposed prerequisite(s).	IDH 2910 is the Honors seminar course which prepares students in various research methodologies they need to succeed in IDH 2911
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).	N/A
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
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, Online, Blended
Course description (provide below)	
This course constitutes a culminating experience in the Honors curriculum focused on integrative and applied learning. This course provides in-depth engagement with a specific topic through individual or group research, service learning, community-engaged education, and/or experiential learning. This capstone course provides an opportunity to synthesize prior disciplinary training and implement the active learning habits necessary to design and execute a significant project.	

General topic outline (type in outline below)
• Integrating learning approaches from prior coursework and experiences • Implementing common research methodologies in a chosen discipline in the execution of a capstone project • Applying active learning techniques in the design and completion of capstone project • Practicing discourse versatility in the presentation of capstone project to transfer knowledge to various individuals and audiences. •

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*:

Research and examine academic and non-academic information, resources, and evidence. Understand how scholars in their chosen academic discipline investigate and speak to the human condition. Conduct in-depth, reflective, and ethical research about the dynamics of the human condition and the physical world in order to acquire information literacy, refine critical thinking and analytical skills, and sharpen intellectual focus. Effectively locate, interpret, manage and use information and evidence from academic and non-academic sources in order to create original projects that engender meaningful learning in the classroom and beyond.

Course Outcomes or Objectives Supporting the General Education Competency Selected:

1. Students must incorporate research into their own capstone project using summary, paraphrase, and direct quotation in their presentations.
2. Locate, analyze, and evaluate primary and/or secondary sources in a variety of modes (print, digital, visual, oral etc.) in order to conduct academic research.
3. Students will learn how to cite sources appropriately and avoid plagiarism in academic research and writing.

2. Supplemental *General Education Competency or competencies*:

Investigate and engage in the transdisciplinary applications of research, learning, and knowledge

Discover and apply new ideas when required to break with traditional systems of thought. Foster systemic problem-solving habits that require thinking in terms of patterns, relationships, and context. Empathize and engage with others from diverse backgrounds in order to develop, understand, evaluate and assess information and generate solutions to important local, national, and global problems. Collaboratively work with others to creatively transfer knowledge and learning to a variety of new contexts. Learn different approaches to intellectual inquiry, test theories for issues that confront our communities, and imagine solutions to complex problems in the academy, the workplace, and the world.

Course Outcomes or Objectives Supporting the General Education Competency Selected:

1. Students will draw on course content in conjunction with prior disciplinary training, and/or other undergraduate experience in developing an approach to inquiry and executing and completing a major project.

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18;10/18

2. Students will critically engage and apply the discourse, methods and content of one or more disciplines to take an active approach to problem-solving.

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

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	Choose an item.11849
Degree Attributes	AA - AA COURSE
Degree Attributes (if needed)	Choose an item.
Degree Attributes (if needed)	Choose an item.
Degree Attributes (if needed)	Choose an item.
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	No
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?	No
If the answer to the question above is "yes", list the impact on other courses, programs, or budgets?	

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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 capstone course has been vetted through the Honors Advisory Council, the Dean of SoAHSS and the Provost

Section III, Justification for proposal

Provide justification (below) for this proposed curriculum action.
IDH 2911 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