

Curriculum Committee



Change of Course Proposal

School or Division	School of Arts, Humanities, and Social Sciences
Program or Certificate	AA
Proposed by (faculty only)	Brandon Jett
Presenter (faculty only)	Brandon Jett
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 be resubmitted for a later date.	
Submission date	9/15/2020
Current course prefix, number, and title	AMH 2070: Florida History

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 Provost' Office.

Term in which approved action will take place	Fall 2021	
Provide an explanation below for the requested exception to the effective date.		
Type in the explanation for exception.		
Any exceptions to the term start date requires the signatures of the Academic Dean and Provost prior to submission to the Dropbox.		
Dean	Signature	Date
Dr. Deborah Teed		
Provost	Signature	Date
Dr. Eileen DeLuca		

Required Endorsements	Type in Name	Select Date
Department Chair or Program Coordinator/Director	Terri Housley	9/14/2020
Academic Dean or Provost	Deborah Teed	9/14/2020

List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).
Tom Donaldson

Leslie Bartley
Mark Herman
Lauren Madak
Matt Vivyan
Jackie Davis
Bruno Baltodano
Dawn Kulpanowski
Camille Drake-Brassfield
Phil Wiseley
Eric Seelau

Section II, Proposed Changes

Change to course prefix and number Lecture/lab course combined must include "C" / lab course must include "L"	N/A
Do any of the changes affect the AA focus? (If so, a Change of Program proposal is also needed.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Change to course title	N/A
Does the Course Title Change affect other courses? (Ex: If Guitar I becomes Intro to Guitar, should Guitar II become Guitar I?)	No
Change of School, Division, or Department	N/A
Change to course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D")	From: N/A To: 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 better; or EAP 1620 and EAP 1640 with a "C" or better; or an eligible testing/course completion combination
Provide justification for the proposed prerequisite(s).	This is a writing intensive course and completion of the above mentioned prerequisites will help make sure students are prepared for that kind of course.
Change to course co-requisites	N/A

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)	No List the co-requisite
Change to course credits or clock hours	N/A
Change to contact hours (faculty load)	N/A
Are the Contact hours different from the credit/lecture/lab hours?	No
Change to grade mode	Standard Grading (A, B, C, D, F)
Change to credit type	College Credit
Change to course description (provide below)	
<p>From: This course presents Florida history from the pre-Columbian Era to the present.</p> <p>To: This survey course provides students with a history of the political, economic, social, and environmental developments in Florida from the pre-Columbian Era to the present. Special emphasis is placed on the lived experiences of people living in the state, political developments over the last several hundred years, wars, economic booms and collapses, immigration, environmental changes, and urban and rural development. Students will engage with primary and secondary sources, analyze photographs and films, take class excursions to historical sites (when appropriate), and engage in critical discussions of several issues in Florida's history. This course counts toward the requirements for a Writing Intensive and International/Diversity Focus course.</p>	
Change to general topic outline (type in entire new outline below)	
<ul style="list-style-type: none"> • Original inhabitants • Encounters between Native Floridians and Europeans • Spanish Florida • British Rule • Florida in the 19th Century • Florida during the Civil War and Reconstruction • Florida during the Gilded Age and Progressive Era • Floridians in the 20th Century • Immigration and Economic Changes in Florida • Environmental Changes and Challenges 	

Change to 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 critically about questions to yield meaning and value.**

Course Outcomes or Objectives Supporting the General Education Competency Selected:

- Students will analyze historical evidence, primary sources, and generate arguments and conclusions about major problems, debates, and issues in Florida history.

2. Supplemental *General Education Competency or competencies*:

B. Other Course Objectives/Standards

- Students will analyze how Florida history compares and contrasts to the history of the United States.
- Students will analyze the experiences of Native Americans in Florida and the Southeast and Caribbean more broadly prior to European colonization.
- Students will understand the role of Florida in the larger colonization of the Western hemisphere by European powers in the 16th, 17th, and 18th centuries.
- Students will be able to identify major issues and development that have affected Floridians during the 19th, 20th and into the 21st centuries, including Manifest Destiny, the Civil War, Reconstruction, Gilded Age, Spanish-American War, Progressive Era, World War I, the 1920s, the Great Depression, World War II, the Civil Rights Movement, and deindustrialization and the rise of the Sun Belt.
- Students will understand the importance of immigration to the larger development of Florida's economy, politics, and social life.
- Students will analyze the larger environmental history of the state from the pre-European period to the present.

Section III (must complete each item below)

Should any major restrictions be listed on this course? If so, select "change" and list the appropriate major restriction codes or select no change.	No change
Change course to an "International or Diversity Focus" course?	Yes, International or Diversity Focus
Change course to a General Education course?	No
Change course from General Education to non-General Education?	No
Change course to a Writing Intensive course?	Yes
Change course from Writing Intensive to non-Writing intensive?	No

<p>Change course to repeatable?</p> <p>(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).</p> <p>*Not the same as Multiple Attempts or Grade Forgiveness</p>	No
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Impact of Change of Course Proposal	
Will this change of 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?	As an Intl/Div and WI course, this could affect enrollments in other history courses. However, this will be an elective course that I offer in the fall every other year and only on ground at the H-G campus. As such, it is unlikely to substantially affect enrollments in other HIS or SS WI courses.
Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.	
Discussed retention and modernization of this course with Department Chair, Dean, Associate Dean, Chair of Curriculum Committee, Provost	

Impact of Change of Course Proposal	
Will this change of course proposal impact library services or budgets?	No
If the answer to the question above is “yes”, list the impact on other courses, programs, or budgets?	List impacts here
Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.	
N/A	

Section IV, Justification for proposal

Provide justification (below) for each change on this proposed curriculum action.
This course has been on the books at FSW for quite some time, but not taught in maybe a decade. I’m revitalizing the course, updating it to be in line with current standards, and hoping to teach it in the Fall 2021 semester.