| **PROFESSOR:** |   |
| --- | --- |
| **OFFICE LOCATION:** |   |
| **OFFICE HOURS:** |   |
| **PHONE NUMBER:** |   |
| **E-MAIL:** |   |
| **SEMESTER:** |   |
| **DELIVERY METHOD:** |   |

# COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:

## IDH 2911 Interdisciplinary Studies and Capstone Course (3 Credits)

This course constitutes a culminating experience in the Honors curriculum focused on integra tive 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 nary training and implement the active learning habits necessary to design and execute a significant project.

## PREREQUISITES FOR THIS COURSE:

Prerequisites: IDH 2910

### CO-REQUISITES FOR THIS COURSE:

None

## GENERAL COURSE INFORMATION:

Topic Outline

 Integrating learning approaches from prior coursework and experiences

 Implementing common research methodologies in a chosen discipline in the execution of a cap-stone 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.

## ALL COURSES AT FLORIDA SOUTHWESTERN STATE COLLEGE CONTRIBUTE TO THE GENERAL EDUCATION PROGRAM BY MEETING ONE OR MORE OF THE FOLLOWING GENERAL EDUCATION COMPETENCIES:

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

A. General Education Competencies and Course Outcomes

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, para-phrase, 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 con-text. Empathize and engage with others from diverse backgrounds in order to develop, under-stand, 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 acade-my, 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.

 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.

## DISTRICT-WIDE POLICIES:

### PROGRAMS FOR STUDENTS WITH DISABILITIES

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <https://www.fsw.edu/adaptiveservices>.

### REPORTING TITLE IX VIOLATIONS

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct. Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at equity@fsw.edu. Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online. Additional information and resources can be found on the College’s website at <https://www.fsw.edu/sexualassault>.

## REQUIREMENTS FOR THE STUDENTS:

List specific course assessments such as class participation, tests, homework assignments, make-up procedures, etc.

## ATTENDANCE POLICY:

The professor’s specific policy concerning absence. (The College policy on attendance is in the Catalog and defers to the professor.)

## GRADING POLICY:

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

| **Grade Percent** | **Letter Grade** |
| --- | --- |
| 90 - 100 | A |
| 80 - 89 | B |
| 70 - 79 | C |
| 60 - 69 | D |
| Below 60 | F |

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

## REQUIRED COURSE MATERIALS:

(In correct bibliographic format.)

## RESERVED MATERIALS FOR THE COURSE:

Other special learning resources.

## CLASS SCHEDULE:

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

## ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:

(Which would be useful to the students in the class.)