



MEMORANDUM

TO: Curriculum Committee Susan Ross

FROM: Susan Ross

DATE: February 10, 2020

SUBJECT: Curriculum Proposal # 19-20-18

This proposal will bring the Honors curriculum in line with the new Core Curriculum. Honors students will be asked to take a minimum of thirty hours; this includes six hours of the Honors senior project and Honors sections of courses in the Core Curriculum or elective Honors courses listed here. Because so many student in the Honors Program matriculate with AP and other credits for college courses, this proposal establishes the Director's discretion in substituting elective Honors course for Core Curriculum Honors courses. The proposal also establishes HONR 3350, Honors Seminar in Special Topics, as an upper-level interdisciplinary course for Honors students.

cc: Richard Harvey
Cheri Gonzalez
Laura Ransom
Lori Schoonmaker
Robert Baker

CURRICULUM PROPOSAL (Submit one hard copy and an electronic copy to the Associate Provost by the second Tuesday of the month.)

Proposal Number: 19-20-18

School/Department/Program: Honors Program

Preparer/Contact Person: Robin K. Payne and J. Robert Baker

Telephone Extension: x4758 and x 4260

Date Originally Submitted: _____

**Revision (Indicate date and label it
Revision #1, #2, etc.):** (r1)

Implementation Date Requested: Fall, 2020

- I. **PROPOSAL.** Write a brief abstract, not exceeding 100 words, which describes the overall content of the proposal.

This proposal will bring the Honors curriculum in line with the new Core Curriculum. Honors students will be asked to take a minimum of thirty hours; this includes six hours of the Honors senior project and Honors sections of courses in the Core Curriculum or elective Honors courses listed here. Because so many students in the Honors Program matriculate with AP and other credits for college courses, this proposal establishes the Director's discretion in substituting elective Honors course for Core Curriculum Honors courses. The proposal also establishes HONR 3350, Honors Seminar in Special Topics, as an upper-level interdisciplinary course for Honors students.

- II. **DESCRIPTION OF THE PROPOSAL.** Provide a response for each letter, A-H, and for each Roman Numeral II–V. If any section does not apply to your proposal, reply N/A.

- A. Deletion of course(s) or credit(s) from program(s)

Total hours deleted. 0

- B. Addition of course(s) or credit(s) from program(s)

Total hours added. 3

- C. Provision for interchangeable use of course(s) with program(s)

N/A

- D. Revision of course content. Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog.

N/A

- E. Other changes to existing courses such as changes to title, course number, and elective or required status.

N/A

- F. Creation of new course(s). For each new course

1. Designate the course number, title, units of credit, prerequisites (if any), ownership (FSU or shared) and specify its status as an elective or required course. If you are creating a shared course, attach a memo from the Deans of the affected Schools explaining the rationale for the course being shared.

HONR 3350. Honors Seminar in Special Topics. 3 credits. Pre-req: HONR 1100, Honors Seminar. FSU owned. Elective. Repeatable.

2. Include, as an appendix, a course description, written in complete sentences, suitable for use in the college catalog.

See Appendix B

3. Include, as an appendix, a detailed course outline consisting of at least two levels.

See Appendix C

4. In order to meet the requirements as outlined in Goal One of the Strategic Plan, please include Outcome Competencies and Methods of Assessment as an appendix. Examples are available upon request from the Chair of the Curriculum Committee.

See Appendix D

- G. Attach an itemized summary of the present program(s) affected, if any, and of the proposed change(s).

Describe how this proposal affects the hours needed to complete this program. Specifically, what is the net gain or loss in hours? Use the format for Current and Proposed Programs in Appendix A.

III. **RATIONALE FOR THE PROPOSAL.**

- A. **Quantitative Assessment:** Indicate the types of assessment data, i.e., surveys, interviews, capstone courses, projects, licensure exams, nationally-normed tests, locally developed measurements, accreditation reports, etc., that were collected and analyzed to determine that curricular changes were warranted. Quantitative data is preferred.

The standards adopted by the National Collegiate Honors Council for a fully developed Honors Program include an Honors curriculum that constitutes 20 to 25% of participants' undergraduate work. Our current Honors requirements ask students to take a minimum of 31 to 32 hours in Honors courses. The new curriculum will require a minimum of 30 to 33 hours.

- B. **Qualitative Assessment:** Based upon the assessment data above, indicate why a curricular change is justified. Indicate the expected results of the change. Be sure to include an estimate of the increased cost, or reduction in cost of implementation. FOR EXAMPLE: Will new faculty, facilities, equipment, or library materials be required?

Adding HONR 3350, Honors Seminar in Special Topics, and the elective courses will address one of the concerns noted by reviewers in the 2017 that "the present structure is something of a 'bookends' structure with engagement in the freshman year and then during the capstone project during the senior year with little in between." HONR 3350 will be a junior-level course as are many of the elective offerings, though these could also be taken in the sophomore year.

Additionally, as a special-topics class, HONR 3350 may be attractive to students in the STEM fields and help to allay another concern raised by students and reviewers—that of the need "to more fully engage STEM students and those from the professional schools."

- IV. Should this proposal affect any course or program in another school, a memo must be sent to the Dean of each school impacted and a copy of the memo(s) must be included with this proposal. In addition, the Deans of the affected schools must sign below to indicate their notification of this proposal.

By signing here, you are indicating your college's/school's notification of this proposal.

College/School	Dean	Signature
SCHOOL OF BUSINESS & AVIATION	TIMOTHY R. OXLEY	(Timothy R. Oxley)
School of Nursing	Laura H. Clayton	Laura H. Clayton
College of Sci Tech	Steven Rose	Steven Rose
School of Education, Health & Human Performance	Amanda Metcalf	Amanda Metcalf
College of Liberal Arts	Chris Kast	

- V. Should this proposal affect any course to be added or deleted from the general studies requirements, a memo from the chair of the General Studies Committee indicating approval of the change must be included with this proposal.

N/A

- VI. ADDITIONAL COMMENTS.

Appendix A
Honors Program
Current Program

Honors Seminar	1 credit	
Honors Composition	3 credits	
Honors Literature	3 credits	
Honors Science or math	3-4 credits	
Honors U.S. History	3 credits	
Honors Philosophy or World Civilization	3 credits	
Honors Fine Arts or Communications	3 credits	
Honors Social or Behavioral Studies	3 credits	
Honors Interdisciplinary Studies	3 credits	
Total General Studies Credits		25-26
Honors Senior Project	6 credits	
Total Honors Credits		31 to 32

Proposed Program

Honors Seminar	1 credit	
Honors Basic Skills	6-10 credits	
Honors Critical Reasoning in the Disciplines	6-10 credits	
Honors Personal Development	3-6 credits	
Total Core Curriculum Credits		16-27
Elective Courses *		
Honors BSBA 3306, Business Law I	3 credits	
Honors BSBA 3330, Leadership	3 credits	
Honors HONR 3301, Study/Travel	3 credits	
Honors HONR 3330, Empowering Leadership	3 credits	
Honors WGST 2201, Introduction to Women's and Gender Studies	3 credits	
Honors INTR 3300, Empowering Leadership	3 credits	
Honors INTR 3331, Great Ideas of Leaders	3 credits	
Honors POLI 3393, Future Global Crises	3 credits	
Honors PSCY 3393, Future Global Crises	3 credits	
Honors TECH 3393, Future Global Crises	3 credits	
Honors HONR 3350, Honors Seminar in Special Topics	3 credits	
Total Elective Credits		0-8
Honors Senior Project	6 credits	
Total Honors Credits		30-33 hours

Appendix B
HONR 3350. Honors Seminar in Special Topics
Catalog Description

This interdisciplinary seminar explores topics of current interest and draws on the expertise of a number of faculty. Students examine the topic through a number of disciplinary vertices to develop a rounded view of the topic. This seminar takes a problem-solution approach to the chosen topic so that students work toward potential solutions as they analyze the topic. Restricted to juniors and seniors; sophomores may be admitted with the instructor's approval. Three credits. Repeatable up to twelve hours.

Appendix C
HONR 3350. Honors Seminar in Special Topics
Course Outline

While topics will vary from year to year, if we were to do one on the opioid crisis, this is what the course outline might look like

- I. Introduction and Framing of the Topic
 - A. Definitions
 - B. Scope of Topic

- II. Perspective 1. Criminal Justice
 - A. War on drugs
 - B. Strains on the criminal justice system: reform of the criminal justice system

- III. Perspective 2. Science and Medicine
 - A. Structure and function of opioids
 - B. Medical perspectives—Response of health-care providers

- IV. Perspective 3. Marketing
 - A. History
 - B. Current Status

- V. Perspective 4. Law and Politics
 - A. The example of the Sackler family and Purdue Pharma
 - B. Historical contexts—crack, laudanum, etc.

- VI. Perspective 5. Culture
 - A. Representations of the crisis in culture
 - B. Regional cultures affected—Strains on families and communities

- VII. Solving the Problem
 - A. Team discussions
 - B. Further research

- VII. Presentations
 - A. In-class rehearsal
 - B. Public presentations

Appendix D
HONR 3350. Honors Seminar in Special Topics
Course Outcomes and Assessments

Outcome 1: Students will demonstrate their knowledge of the chosen topic.

Assessment measures:

A perspective paper at the beginning of the class and a perspective paper at the end of the class.

Outcome 2: Students will propose possible solutions after listening to presentations by experts.

Assessment measures:

Project proposals that include research about the viability of the “solution,” whether economic or political, and that address barriers as well as pros and cons.

Outcome 3: Students (working in teams) will organize the implementation of one solution.

Assessment measures:

Teamwork in which each student takes a specific role and responsibility or portion of the work; each team will do a self-evaluation, and the professor will do one as well.

Outcome 4: Students will demonstrate the basic skills associated with giving professional presentations.

Assessment measures:

Presentation to a civic, governmental, or public body, or to a conference.