Boise State University
Foundational Studies Program Course Application Form
Due to the Foundational Studies Program by August 19, 2011

After the Foundational Studies Program has approved a course, departments will continue through the regular departmental and college procedures. The approved course should be submitted to the University Curriculum Committee by October 1, 2011.

Instructions:
1. Complete one form per course.
2. Attach this Foundational Studies Course Application Form to the back of the University Curriculum Committee “Request for Curriculum Action” form. Both forms should be submitted to the Foundational Studies Program Office by August 19, 2011.

Part 1. Course Information

Course Number and Title: **BusCom 201 Business Communication**

Type of Foundational Studies Course (choose one)

- □ DLS (Disciplinary Lens – Social Science)
- □ DLL (Disciplinary Lens – Literature and Humanities)
- □ DLV (Disciplinary Lens – Visual and Performing Arts)
- □ DLM (Disciplinary Lens – Mathematics)
- □ DLN (Disciplinary Lens – Natural, Physical and Applied Sciences)
  Includes Lab □ Y □ N
- □ CID (Communication in the Discipline)
- □ FF (Finishing Foundations)

Delivery Format(s) (check all that apply)

- ☑ Face to Face
- □ Fully Online
- □ Hybrid
- □ Concurrent Enrollment
- □ Other (briefly describe)
Part II. Syllabus Statement

In the space below, include the syllabus statement for this course which will appear on the first page of the syllabus for each section of this course. (Template and examples are appended to this application form.)

Boise State’s Foundational Studies Program provides undergraduates with a broad-based education that spans the entire university experience. BusCom 201 satisfies the Communication in the Discipline requirement for business students.

BusCom 201 supports the following University Learning Outcomes (ULO):

ULO 1: Write effectively in multiple contexts for a variety of audiences
ULO 2: Communicate effectively as a speaker and listener

BUSCOM 201 will help students improve their abilities to analyze business communication situations and develop appropriate communication strategies. After successful completion of this course, you will be able to:

- Design, draft, and edit a variety of business message types (good news/routine; bad-news; persuasive; and employment-based). (ULO 1)
- Use a reader-friendly approach to balance the needs of the audience with the desires and objectives of the writer. (ULO 1)
- Develop and give an oral business presentation using effective visual aids. (ULO 2)

Part III. Design for Accessibility

In the space below, briefly describe plans for providing access to course materials and activities (or equivalent alternatives) to all students in adherence with the Americans with Disabilities Act. Although these plans may vary from instructor to instructor, the descriptions provided below should be representative of intended departmental and instructor practices. (See example statements appended to this form.)

As we have in the past, BUSCOM instructors will make all appropriate and necessary accommodations to all students in adherence with the Americans with Disabilities Act, including provisions for additional time for testing, alternate document formats and types, approved transcriptionists in cases of hearing impairment, among other interventions/accommodations.

Part IV. Evidence of Quality Course Design

See next page.
## Course Design Table

<table>
<thead>
<tr>
<th>Foundational Studies ULO Criteria and Notions of Exemplary Work</th>
<th>Course Learning Outcomes “By the end of this course, each student should be able to…”</th>
<th>Assessment Method: Evidence of Student Learning</th>
<th>Planned Teaching and Learning Activities/Pedagogy</th>
</tr>
</thead>
</table>
| **ULO 1:** Write effectively in multiple contexts for a variety of audiences | Design, Draft, Edit, and Assess a variety of business message types:  
  - good-news/routine  
  - bad-news  
  - persuasive  
  - employment-related | Students will participate in instruction for each message type and will draft and edit four separate messages. Instructors, and possibly students in the class, will assess these assignments. | The instructor and the students will (1) discuss the business communication situation and needs, (2) review sample messages prior to drafting, and (3) discuss students' performance for each message type. The instructor usually will use rubrics for assessment in the instruction and assessment process. |
| **ULO 2:** Communicate effectively as a speaker and listener | Develop and present an oral presentation using effective visual aids. | Students will make at least one formal oral presentation in the course of the class. | Students will participate in the instruction and review of effective oral business presentations strategies and techniques by discussion sample presentations, best-practice checklists, and assessment rubrics. |

## Part V. Additional Justification (optional)

If the brief justification provided to the University Curriculum Committee in the proposal to accompany the “Request for Curriculum Action” is not sufficient to make the case for including the course in the Foundational Studies Program, additional (optional) narrative can be added here.
Boise State University
Foundational Studies Review Committee: Course Application Evaluation Form
Fall 2011

Course Information

<table>
<thead>
<tr>
<th>Course Number and Title: BUSCOM 201</th>
<th>Number of Credits:</th>
</tr>
</thead>
</table>

Type of Foundational Studies Course (choose one)

- DLS (Disciplinary Lens – Social Science)
- DLM (Disciplinary Lens – Math)
- FF (Finishing Foundations)
- DLL (Disciplinary Lens – Literature and Humanities)
- DLV (Disciplinary Lens – Visual and Performing Arts)
- DLN (Disciplinary Lens – Natural, Physical and Applied Science)
- CID (Communication in the Discipline)

Review Committee Checklist

_ * _ Syllabus Statement - statement introduces the student to the purpose and role of the course in the Foundational Studies Program curriculum.

_ Y _ An appropriate number of Course Learning Outcomes are specified for the course and are clearly designed to support the Foundational Studies Program ULOs.

_ Y _ Course Learning Outcomes are appropriately designed for level of the course and address both content mastery and skill-based outcomes.

_ Y _ The types and numbers of assessments planned for the course are appropriate for measuring the content or skills being assessed

_ Y** _ Course learning activities are likely to promote the achievement of the stated outcomes

_ Y _ Course design and materials have considered best practices for accessibility to course materials and ideas by all students (e.g., alternatives to auditory and visual content)

Feedback from Review Committee:

* Syllabus statement needs to address the number of credits (required to be 2-3)

** Like many CIDs we've seen, the assignments are a fairly low number of pages required, etc. But the CID legislation, by design, has no minimum page limit, so while some departments require many pages of research writing, others have only a few short assignments.

Feedback from Foundational Studies Program
Please revise syllabus statement to specify the three credits toward CID requirements. Given the fact that this is a 3 credit course and (noting the review committee’s comments about the number of written pages) it is recommended that the faculty monitor the student learning outcomes and consider the number of assignments as a variable that could be changed to enhance learning outcomes should assessment demonstrate such a need.

CERTIFIED FOR APPROVAL 10-21-2011.