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

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.) Attach additional
pages if needed.

Boise State's Foundational Studies Program provides undergraduates with a broad-based education that spans the
entire university experience. CHEM 398: Seminar satisfies three credits of the Foundational Studies Program's
Finishing Foundations requirement. It supports the following University Learning Outcomes, along with a variety
of other course-specific goals.

1. Write effectively in multiple contexts, for a variety of audiences.
2. Communicate effectively in speech, both as speaker and listener.
3. Engage in effective critical inquiry by defining problems, gathering and evaluating evidence, and determining the
   adequacy of argumentative discourse.
4. Think creatively about complex problems in order to produce, evaluate, and implement innovative possible
   solutions, often as one member of a team.
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.) Attach additional pages if needed.

CHEM 398: Seminar: All posted pdf reading assignments will be checked for readability by a screen reader. (The department will ask Academic Technologies to help with a review of these electronic materials.) PowerPoint presentations used in class lectures, insofar as they contain graphs or other visual representations of content, will be verbally described to students on an as-needed basis. We will add textual descriptions accessible by screen readers to images used on the course website. Extra time on tests, oral examinations, or other accommodations will be provided to students as needed per the policies of the Disability Resource Center.

Part IV. Evidence of Quality Course Design

Attach a separate document including a table like the one below. (A link to the Word template that allows rows to be adjusted as needed may be found at: Course Design Table. Column headings for this table should not be changed.) The purpose of the table is to provide evidence that the course has been carefully designed and is clearly aligned with Foundational Studies Program desired ULOs. All sections of the course should share similar student learning outcomes. Teaching and Learning Activities and Assessment Methods may vary from instructor to instructor. Please use the table to report representative strategies that may be used. Assessment activities used for reporting to the Foundational Studies Program should be consistent across different sections of the course.

<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>
<tbody>
<tr>
<td>These are drawn from the appropriate rubric for the ULO supported by the course.</td>
<td>All learning outcomes are listed.</td>
<td>How will the outcomes be assessed in the course? (Note key assessments to be used for reporting student learning outcomes.)</td>
<td>What kind of activities will be used to support students' success on the planned assessments?</td>
</tr>
</tbody>
</table>

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.

CHEM 398: Seminar served as the senior capstone course for our majors since at least 1998. They submit a research thesis and defend it orally. It is the ideal course to meet this requirement. With respect to course design, the written work will be graded by two assigned faculty readers. It has been a method that we have used for several years now.

Electronic signature included on course application evaluation form below

Foundational Studies Program, Director Date
<table>
<thead>
<tr>
<th><strong>Foundation ULO</strong> Criteria and Notions of Exemplary Work</th>
<th><strong>Course Learning Outcomes</strong> “<em>By the end of this course, each student should be able to...</em>”</th>
<th><strong>Assessment Method: Evidence of Student Learning</strong></th>
<th><strong>Planned Teaching &amp; Learning Activities/Pedagogy</strong></th>
</tr>
</thead>
</table>
| • Speak effectively  
• Offer supporting material  
• Effective organizational patterns  
• Connect and organize evidence/data/reasoning  
• Uses innovative processes  
• Articulate the problem/question/issue  
• Connect and organize evidence/data/reasoning  
• Makes a contribution to solving a problem  
• Takes risks, explores ideas | Construct a powerpoint presentation by summarizing a chemistry literature and give a talk in front of an audience  
Summarize his/her research results and compose a formal written report  
Construct a powerpoint presentation on his/her laboratory research results and deliver the talk in front of an audience | • Oral presentation  
• Peer/instructor evaluation rubric  
• Presentation file and recording of oral presentation  
• Peer/instructor evaluation rubric  
• Oral presentation  
• Peer/instructor critique and evaluation using grading rubric | • Oral presentation  
• Peer/instructor critique and evaluation using grading rubric  
• Writing workshop  
• Feedback from research advisor to assist in revisions of the report  
• Use of good writing examples (published papers) to compare with students’ report |
| | | | |
Boise State University

Foundational Studies Review Committee: Course Application Evaluation Form

Fall 2011

Course Information

<table>
<thead>
<tr>
<th>Course Number and Title: (Chem 498 or Chem 398?) Seminar</th>
<th>Number of Credits: 2 or 3 (?)</th>
</tr>
</thead>
</table>

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 – Math)
- ☐ DLN (Disciplinary Lens – Natural, Physical and Applied Science)
- ☐ CID (Communication in the Discipline)
- ☐ FF (Finishing Foundations)

Review Committee Checklist

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

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

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

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

_ X_ Course learning activities are likely to promote the achievement of the stated outcomes.

_ X_ 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:

The proposed course does an EXCELLENT job of addressing the University Learning Outcomes ULO1 (Writing), ULO2 (Communication) and a VERY GOOD job of addressing the ULO3 (Critical Inquiry) and ULO4 (Innovation and Teamwork) within the context of the Finishing Foundations Objectives.
The committee needs clarification – is the course Chem 398 or 498? Is it a 2 or a 3 credit class? The fall 2011 catalog lists Chem 498 as a (2-0-2), and no Chem 398.

The committee offers the following comments for your consideration:

A common component of capstone courses is providing the students with an opportunity to examine ‘real life’ problems in a way that integrates the skills they have developed during their degree. While there are components within this course description that address this goal, the committee would encourage looking for opportunities to strengthen the CAPSTONE nature of the proposed FFN course.

For your reference, we have highlighted the section in the FFN description that is the basis for these suggestion(s):


Finishing Foundations 400 (FF 400) courses are capstone courses (1-3 credits) taught in each department at the University. FF400 courses support University Learning Outcomes (ULO) 3 and 4, as well as either ULO 1 or 2; that is, they teach students to “engage in effective critical inquiry” and to “think creatively about complex problems . . . often as one member of a team,” as well as either to “write effectively in multiple contexts for a variety of audiences” or to “communicate effectively in speech.” Many FF400 courses incorporate interdisciplinary research, team teaching, and community based projects. **Capstone courses at most universities are typically intended to provide students with opportunities to bring all their disciplinary knowledge and skills to bear on important real-world issues.**

FF400 courses are part of a comprehensive plan for written and oral communication at Boise State, a plan that includes English 101 and 102, a CID course, and a Finishing Foundations (capstone) course, as well as opportunities across a student’s career to learn, practice, and use communication skills for many purposes and audiences.

Feedback will be shared with department for consideration in implementation.

Feedback on the FF in general, will be taken under advisement FSP

Certified as is for Foundational Studies Program by Sharon McGuire, September 1, 2011.