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

<table>
<thead>
<tr>
<th>Course Number and Title:</th>
<th>GS 400 Capstone to General Studies</th>
</tr>
</thead>
</table>

**Type of Foundational Studies Course - (choose one):**

- [ ] DLS (Disciplinary Lens – Social Science)
- [ ] DLL (Disciplinary Lens – Literature and Humanities)
- [ ] DLM (Disciplinary Lens – Mathematics)
- [ ] DLN (Disciplinary Lens – Natural, Physical and Applied Sciences) Includes Lab
- [ ] CID (Communication in the Discipline)
- [X] FF (Finishing Foundations)

**Delivery Format(s) - (check all that apply):**

- [ ] Face to Face
- [X] Fully Online
- [X] 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. This course is intended as a Capstone for Bachelors of General Studies students. By conducting 20 hours of Service Learning, writing a major research paper and presenting the results to colleagues’ students demonstrate critical thinking skills, communication strategies, and content expertise to analyze a problem or issue related to life and career goals. The course will provide evidence of attaining the educational goals of the student’s degree plan developed and approved by the General Studies Faculty Committee in the GS 200 Introduction to General Studies course. Upon approval it will include a relevant research paper integrating exposure with a local Community based organization selected by the student. GS 400: Capstone to General Studies 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. Engage in effective critical inquiry by defining problems, gathering and evaluating evidence and determining the adequacy of argumentative discourse.
3. Think creatively about complex problems in order to produce, evaluate, and implement innovative possible solutions, often as one member of a team.
4. Apply knowledge and the methods of inquiry characteristic of the social sciences to explain and evaluate human behavior and institutions.

This course helps to achieve the goals of the Foundational Studies Program by focusing on the following course learning outcomes. After successful completion of this course, you will be able to:

1. Utilize their service-learning experience to apply relevant theories and recognized bodies of knowledge to critically analyze a real world issue or problem being addressed by a local Community-based Organization.
2. Demonstrate effective research techniques using credible resources such as peer reviewed journals, books and the writing of an effective MLA or APA formatted research paper.
3. Articulate the ways in which he or she has met the educational goals outlined in the degree plan prepared in GS-200.
4. Demonstrate effective written and verbal communication skills, critical thinking skills and communication strategies by completing a research paper

**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.)

**Students with Disabilities Statement:**

Boise State University’s Disability Resource Center (DRC) coordinates services to meet the educational needs of students with documented disabilities. The DRC works with students and faculty to arrange reasonable accommodations and promote an environment that is free of both physical and attitudinal barriers. If you feel you need accommodations based on the impact of a disability contact me privately to discuss your specific needs. You will also need to contact the Disability Resource Center (208-426-1583, Administration Building, Room 114) to meet with a specialist and coordinate reasonable accommodations for any documented disability.

For more information on BSU Disability Resource Center (DRC) see the web site at [http://drc.boisestate.edu](http://drc.boisestate.edu)

To schedule an appointment, contact Elyse Taylor at (208) 426-1583 or ElyseTaylor@boisestate.edu
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>

1. Write effectively in multiple contexts, for a variety of audiences

- Utilize their service-learning experience to apply relevant theories and recognized bodies of knowledge to critically analyze a real world issue or problem being addressed by a local Community-based Organization.
- Demonstrate effective research techniques using credible resources such as peer reviewed journals, books and the writing of an effective MLA or APA formatted research paper.
- Articulate the ways in which he or she has met the educational goals outlined in the degree plan prepared in GS-200.
- Demonstrate effective written and verbal communication skills, critical thinking skills and communication strategies by completing a research paper and presenting research to colleagues.

- Discussion Board postings
- Proposed thesis
- Research proposal
- Research paper

- Proposed thesis submission for colleague and instructor feedback
- Research proposals submission for colleague and instructor feedback
| 3. Engage in effective critical inquiry by defining problems, gathering and evaluating evidence and determining the adequacy of argumentative discourse. |
|---|---|---|
| 1. Utilize their service-learning experience to apply relevant theories and recognized bodies of knowledge to critically analyze a real world issue or problem being addressed by a local Community-based Organization. |
| 2. Demonstrate effective research techniques using credible resources such as peer reviewed journals, books and the writing of an effective MLA or APA formatted research paper. |
| 3. Articulate the ways in which he or she has met the educational goals outlined in the degree plan prepared in GS-200. |
| 4. Demonstrate effective written and verbal communication skills, critical thinking skills and communication strategies by completing a research paper and presenting research to colleagues. |
| Research paper |
| Service Learning Discussion Board posts |
| Proposed thesis submission for colleague and instructor feedback |
| Research proposal submission for colleague and instructor feedback |
| Service Learning Discussion Board posts |
| Engage critical thinking through student responses to colleagues’ Discussion Board posts |

| 4. Think creatively about complex problems in order to produce, evaluate, and implement innovative possible solutions, often as one member of a team. |
|---|---|---|
| 1. Utilize their service-learning experience to apply relevant theories and recognized bodies of knowledge to critically analyze a real world issue or problem being addressed by a local Community-based Organization. |
| 2. Demonstrate effective research techniques using credible resources such as peer reviewed journals, books and the writing of an effective MLA or APA formatted research paper. |
| 3. Articulate the ways in which he or she has met the educational goals outlined in the degree plan prepared in GS-200. |
| 4. Demonstrate effective written and verbal communication skills, critical thinking skills and communication strategies by completing a research paper and presenting research to colleagues. |
| Service Learning Research presentation |
| Discussion Board postings |
| Service Learning experience and Discussion Board posts to colleagues |
| Engage critical thinking through student responses to colleagues’ Discussion Board posts |
| Evaluate Research presentations |
| Work in teams to provide feedback to colleagues on research presentations |
11. Apply knowledge and the methods of inquiry characteristic of the social sciences to explain and evaluate human behavior and institutions.

1. Utilize their service-learning experience to apply relevant theories and recognized bodies of knowledge to critically analyze a real-world issue or problem being addressed by a local Community-based Organization.

2. Demonstrate effective research techniques using credible resources such as peer-reviewed journals, books, and the writing of an effective MLA or APA formatted research paper.

3. Articulate the ways in which he or she has met the educational goals outlined in the degree plan prepared in GS-200.

4. Demonstrate effective written and verbal communication skills, critical thinking skills, and communication strategies by completing a research paper and presenting research to colleagues.

20 hours of Service Learning at a non-profit site related to their degree goals.

Research presentation

Service Learning experience

Journal entries on Service Learning Experience

Reflective responses to colleagues’ Service Learning postings.

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.

CERTIFIED FOR APPROVAL 9-7-2011.  
Electronically signed by Vicki Stiehe,  
Director, Foundational Studies Program  
Boise State University

Foundational Studies Program, Director  Date
Course Information

Course Number and Title: GS 400 Capstone to General Studies

Number of Credits: 3

Type of Foundational Studies Course (choose one)

- DLS (Disciplinary Lens – Social Science)
- DLM (Disciplinary Lens – Math)
- DLL (Disciplinary Lens – Literature and Humanities)
- DLN (Disciplinary Lens – Natural, Physical and Applied Science)
- DLV (Disciplinary Lens – Visual and Performing Arts)
- 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.

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

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:

This course does not directly address ULO 4, Teamwork/Innovation, which is required of FF courses.

Vicki and Erin,

Per Sharon’s request below I am resubmitting this to you with the inclusion of ULO #4.

If you need anything else, please let me know.

Thanks!

Vicki Budd, Program Director/Advisor/Adjunct Faculty

Bachelor of General Studies

Revised per Vicki Budd 9/7/11 – certified for approval. VS