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

<table>
<thead>
<tr>
<th>Course Number and Title:</th>
<th>KINES 201 Foundations of Kinesiology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Foundational Studies Course - (choose one):</td>
<td></td>
</tr>
<tr>
<td>[ ] DLS (Disciplinary Lens – Social Science)</td>
<td>[ ] DLL (Disciplinary Lens – Literature and Humanities)</td>
</tr>
<tr>
<td>[ ] DLM (Disciplinary Lens – Mathematics)</td>
<td>[ ] DLN (Disciplinary Lens – Natural, Physical and Applied Sciences) Includes Lab [ ] Y [ ] N</td>
</tr>
<tr>
<td>[ ] FF (Finishing Foundations)</td>
<td></td>
</tr>
<tr>
<td>Delivery Format(s) - (check all that apply):</td>
<td></td>
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<tr>
<td>[ x ] Face to Face</td>
<td>[ ] Fully Online</td>
</tr>
<tr>
<td>[ ] Concurrent Enrollment</td>
<td>[ ] Other (briefly describe):</td>
</tr>
</tbody>
</table>

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 Foundations Programs provides undergraduates with a broad-based education that spans the entire university experience. KINES 101: Foundations of Kinesiology satisfies three units of the Foundations Program’s Communication in the Discipline 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 as speaker and listener.

KINES 101: Foundations of Kinesiology is designed to integrate course content with the opportunity to develop communication skills important in the field of Kinesiology. This course helps to achieve the goals of the Foundations program by focusing on the following learning outcomes. After successful completion of this course, you will be able to:

- Describe the subdisciplines within Kinesiology and begin to explain the connections between and amongst the subdisciplines
- Identify major areas of study and career options in Kinesiology
- Use written and verbal communication to identify issues and topics of concern within Kinesiology, both historically and in the present
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.)

All posted pdf 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.) Whenever available, videos chosen for use in the course will be those that have been closed-captioned by the content producer to provide access to students with hearing impairment. 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 web site. Extra time on tests or other accommodations will be provided to students as needed per the policies of the Disability Resource Center.

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.
**Boise State University**  
**Foundational Studies Course**  
**Fall 2011**

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**Course Number and Title:**  
_KINES 201: Foundations of Kinesiology_ (enrollment: 70 students/section)

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**Course Design Table**

<table>
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<td>&quot;By the end of this course, each student should be able to...&quot;</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>
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</tbody>
</table>
| **ULO 1 Write effectively:** Purpose | COURSE LEARNING OBJECTIVES LISTED ONCE:  
  - Describe the subdisciplines within Kinesiology and begin to explain the connections between and amongst the subdisciplines  
  - Identify major areas of study and career options in Kinesiology  
  - Use written and verbal communication to identify issues and topics of concern within Kinesiology, both historically and in the present |  
  - Teacher to student: response/grading form  
  - teacher review of informal writing to judge students’ comprehension |  
  - Journal Review (Part I, II)  
  - Reading Responses  
  - Career Choice  
  - Sport Experience Interview  
  - In-class writing in response to activities and lectures  
  - Group History Project |
| **ULO 1 Write effectively:** Voice | Teacher to student: response/grading form |  |  
  - Journal Review (Part I, II)  
  - Career Choice  
  - Sport Experience Interview  
  - Group History Project |
| **ULO 1 Write effectively:** Conventions | Teacher to student: response/grading form |  |  
  - Journal Review (Part I)  
  - Group History Project |
| **ULO 1 Write effectively:** Sources | Teacher to student: response/grading form |  |  
  - Journal Review (Part I, II)  
  - Reading Responses  
  - Career Choice  
  - Group History Project |
| **ULO 1 Write effectively:** Revision |  |  |  
  _students will have opportunities to revise and resubmit select assignments throughout the semester, but on a voluntary basis_ |

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*Note: The table above outlines the course design, including learning outcomes, assessment methods, and planned teaching and learning activities.*
| ULO 1 Write effectively: Mechanics | Teacher to student: response/grading form | • Journal Review (Part I)  
• Career Choice  
• Sport Experience Interview |
<table>
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<tr>
<td>ULO 1 Write in multiple contexts: Genres</td>
<td>Teacher to student: response/grading form</td>
<td>• Journal Review (Part II)</td>
</tr>
<tr>
<td>ULO 1 Write in multiple contexts: Rhetorical Situation</td>
<td>Teacher to student: response/grading form</td>
<td>• Group History Project</td>
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</table>
| ULO 1 Write in multiple contexts: Research | Teacher to student: response/grading form | • Journal Review (Part II)  
• Group History Project |
| ULO 1 Write in multiple contexts: Strategies | Teacher to student: response/grading form | • Journal Review (Part II)  
• Group History Project |
| ULO 1 Write for a variety of audiences | Teacher to student: response/grading form | • Journal Review (Part II)  
• Group History Project |
| ULO 2 Communicate Effectively as a Speaker: Message | • Peer assessment (audience)  
• Peer assessment (group)  
• Self report  
• Teacher response | • Group History Project  
• Advocacy Presentations |
| ULO 2 Communicate Effectively as a Speaker: Support | • Peer assessment (audience)  
• Peer assessment (group)  
• Self report  
• Teacher response | • Group History Project  
• Advocacy Presentations |
| ULO 2 Communicate Effectively as a Speaker: Organization | • Peer assessment (audience)  
• Peer assessment (group)  
• Self report  
• Teacher response | • Group History Project  
• Advocacy Presentations |
| ULO 2 Communicate Effectively as a Speaker: Language | • Peer assessment (audience)  
• Peer assessment (group)  
• Self report  
• Teacher response | • Group History Project  
• Advocacy Presentations |
| ULO 2 Communicate Effectively as a Speaker: Delivery | • Peer assessment (audience)  
• Peer assessment (group)  
• Self report  
• Teacher response | • Group History Project  
• Guest Speakers  
• Advocacy Presentations |
| ULO 2 Communicate Effectively as a Listener | • Peer assessment (audience)  
• Collect in-class writing in response to guest speakers | • Group History Project  
• Guest Speakers  
• Advocacy Presentations |

Brief description of Teaching and Learning Activities (alphabetical):

**Advocacy Presentations**: Students will be divided into small groups and assigned a topic or issue to research. Students will deliver oral presentations to educate and inform classmates of the advocacy issue.

**Career Choice**: Part I: students research professional development and career opportunities specific to their area of interest (e.g., professional organizations, conferences, job postings). Part II: students describe and discuss how kinesiology subdisciplines are connected to their own major/career area of interest.

**Group History Project**: a semester long project that explores the history of sport, physical education and recreation at Boise State and on a national/international level. Students work in groups of 4-6 people and are assigned a time period to research. Intermediary work includes short writing assignments and discussions concerning effective oral communication. The project culminates in a written paper and an oral presentation. The oral presentation is graded on a rubric generated in advance by the students.
Journal Review, Part 1 [Written Assignment]: Students select, read and write a 1-2 page summary of a professional research journal article related to their subdiscipline/career interest; students respond to five specific questions about the article.

Journal Review, Part II [Written Assignment]: Students use the same journal article as in Part I, but this time, they communicate a summary of the research article for a particular audience (e.g., teachers, volunteer coaches, fitness instructors, Girl Scouts troop, parents, junior high school athletes, etc.) that they identify in advance. Students can select their own communication strategy.

Reading Responses: 4-6 one page reading responses in which students respond to posed questions about the readings.

Sport Experience Interview: Students will interview a male and female who attended high school during or prior to 1972 for the purpose of learning about the interviewees’ sport and physical activity opportunities and experiences.

Electronically signed by Vicki Staehl, Director, Foundational Studies Program
Boise State University
This course is certified for approval. 8-29-11

Boise State University
Foundational Studies Review Committee: Course Application Evaluation Form
Fall 2011

Course Information

<table>
<thead>
<tr>
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<td>□ DLV (Disciplinary Lens – Visual and Performing Arts)</td>
</tr>
<tr>
<td>□ CID (Communication in the Discipline)</td>
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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:

Looks good. The only thing I would like a second opinion on is whether it is acceptable for this course to offer draft revisions as an option rather than requirement.

Feedback from Foundational Studies Director:

It is my recommendation that there be an opportunity for students to build on their writing (revision). This may be accomplished by aligning one or two of the smaller writing assignments with the larger assignment. For example you could design Journal Review Part 2 to incorporate something that they have written and revised from part 1. Similarly, the 4-6 review articles could provide some “pre-writing” for another assignment. These are suggestions prompted by the reviewer’s concern above. No action necessary at this time.