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

SOCWRK 499/Senior Seminar II

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. SOCWRK 499: Senior Seminar II 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 (ULO 1).
2. Engage in effective critical inquiry by defining problems, gathering and evaluating evidence, and determining the adequacy of argumentative discourse (ULO 3).
3. Think creatively about complex problems in order to produce, evaluate, and implement innovative possible solutions, often as one member of a team (ULO 4).

SOCWRK 499: Senior Seminar II is designed to be the capstone course assigning students with integrating classroom learning with learning in the field practicum. 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. Identify as a professional social worker and conduct oneself accordingly (SWC 2.1.1).
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.)

SOCWRK 499: Senior Seminar II: Students who require reasonable accommodations are responsible for making these arrangements with the instructor. Students who require reasonable accommodations should alert the instructors to their needs during the first class session. All reasonable 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.

See attached additional justification statement
Instructions and Examples for Foundational Studies Program Course Syllabus Statement

Use the template and the examples below to complete the following statement. This should be included on the first page of the syllabus for each Foundational Studies Program course.

Boise State's Foundational Studies Program provides undergraduates with a broad-based education that spans the entire university experience. __________ satisfies _______ credits of the Foundational Studies Program _______ requirements. It supports the following University Learning Outcomes, along with a variety of other course-specific goals.

#. XXXXX
#. XXXXXX

_________ is designed to __________. 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:

xxx
xxx
xxx

Example 1:

Boise State's Foundational Studies Program provides undergraduates with a broad-based education that spans the entire university experience. **COFF 320: Coffee Through the Ages** satisfies three credits of the Foundational Studies 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.

**COFF 320: Coffee Through the Ages** is designed to integrate course content with the opportunity to develop communication skills important in the field of Coffee-ology. 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:

Use written and verbal communication to describe the evolution of coffee from its invention to the present day.
Articulate arguments for the importance of various historical and cultural influences that have contributed to the evolution of coffee.
Predict the ongoing evolution of coffee.

Example 2:

Boise State's Foundational Studies Program provides undergraduates with a broad-based education that spans the entire university experience. **COFF 320: Coffee Through the Ages** satisfies three credits of the Foundational Studies 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.

**COFF 320: Coffee Through the Ages** is designed to integrate course content with the opportunity to develop communication skills important in the field of Coffee-ology. 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:

Use written and verbal communication to describe the evolution of coffee from its invention to the present day.
Articulate arguments for the importance of various historical and cultural influences that have contributed to the evolution of coffee.
Predict the ongoing evolution of coffee.
Example “Design for Accessibility” Statements

COFF 320: Coffee Through the Ages: 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.) Whenever available, videos chosen for use in the course will be those that have been close-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, oral examinations, or other accommodations will be provided to students as needed per the policies of the Disability Resource Center.

COFF 101: The Coffee Culture: Online sections will include narrated lectures combining PowerPoint presentations with the instructor’s voice. Instructors will be encouraged to provide PowerPoint files with a textual transcript of the lecture in the notes section of each slide. Images used in the Blackboard site will have appropriate textual descriptions that can be read by screen reader software. In all sections, students will be able to submit assignments in a variety of formats, including written papers and podcasts. Extra time on tests and other accommodations will be provided to students as needed per the policies of the Disability Resource Center.
Part V. Additional Justification (optional)

It is important to note that the School of Social Work has every intention of meeting the University requirements for the Finishing Foundations Curricula, as well as the requirements for Schools of Social Work accredited by our profession accrediting body, the Council on Social Work Education (CSWE). There will be one major written capstone project to be completed by the conclusion of the Social Work Finishing Foundation course, SOCWRK 499: Senior Seminar II. The capstone project is still being defined and will require input of the full faculty, however any accepted assignment will include the assessment and data collection mentioned throughout the Finishing Foundations Worksheet, which is attached to these application materials.

Also of importance is that the Finishing Foundations Credit gained in SOCWRK 499: Senior Seminar II is taken concurrently with SOCWRK 480 a 5-credit internship. Many of the ULO requirements are actually evaluated and demonstrated by each student during those 5 credits (480 hours over two semesters) completed in a local social service agency, under the direct supervision of a licensed social worker (field supervisor), and the faculty member assigned to their seminar section (faculty liaison). Grades for SOCWRK 480 and 499 are assigned in coordination between the field supervisor and the faculty liaison.
## ULO 1: Writing
Write effectively in multiple contexts, for a variety of audiences.

<table>
<thead>
<tr>
<th>ULO 1</th>
<th>Criteria and Notions of Exemplary Work</th>
<th>Course Learning Objectives</th>
<th>Assessment Method: Evidence of Student Learning</th>
<th>Planned Teaching and Learning Activity/Pedagogy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write Effectively: Purpose</td>
<td>Focuses narrowly on a clear purpose</td>
<td>1. Identify as a professional social worker and conduct oneself accordingly (SWC 2.1.1).</td>
<td>1. There will be a major written assignment. This project will help social work students to identify professionally as social workers and conduct themselves according.</td>
<td>Selected activities may include the following: 1. Facilitate discussion regarding aspects of professional identification as a social worker including the importance of and methods to focus writing and communicate a clear purpose. 2. Provide opportunities for peer review of written work in or outside of class. 3. Provide faculty feedback on all written work.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Write Effectively: Voice</th>
<th>Adopts an appropriate voice, tone, and level of formality</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write Effectively: Conventions</td>
<td>Uses the text conventions of writing in a field professionally</td>
<td>NA</td>
</tr>
<tr>
<td>Write Effectively: Sources</td>
<td>Evaluates and synthesizes ideas from sources well; documents sources according to disciplinary conventions</td>
<td>NA</td>
</tr>
<tr>
<td>Write Effectively: Revision</td>
<td>Improves across a series of drafts that are the result of drafting, revising and editing in response to feedback</td>
<td>NA</td>
</tr>
</tbody>
</table>
| Write Effectively: Mechanics | Controls mechanical features such as syntax, grammar, and punctuation | 1. Identify as a professional social worker and conduct oneself accordingly (SWC 2.1.1)  
**Explanation:** The above language is a part of our professional accreditation and cannot be altered. However, a premiere part of conducting oneself as a professional social worker includes maintaining accurate and complete records that are free of syntax, grammar, and punctuation errors. | 1. There will be a major written assignment. This project will help social work students to identify professionally as social workers and conduct themselves according recognizing that presenting written information, as a professional social worker must be mechanically sound. | Selected activities may include the following:  
1. Facilitate discussion regarding aspects of professional identification as a social worker including the importance of controlling syntax, grammar, punctuation, bias, and adhere to the most current version of APA standards. |
| Write in multiple Contexts: Genres | Uses genres appropriate to the discipline well | NA | NA | |
| Write in multiple contexts: Rhetorical Situation | Responds well to the needs of different rhetorical situations | NA | NA | |
| Write in multiple contexts: Research | Uses wide variety of resources to locate resources | NA | NA | |
| Write in multiple contexts: Strategies | Exploits wide range of communication strategies appropriate to contexts (including electronic ones) | NA | NA | |
| Write for a variety of audiences | Responds well to the needs of different audiences: addresses professional the expectations of disciplinary audience  
**Explanation:** The above language is a part of our professional accreditation and cannot be altered. However, a premiere part of conducting oneself as a professional social worker includes maintaining accurate and complete records that are free of syntax, grammar, and punctuation errors. | 1. Identify as a professional social worker and conduct oneself accordingly (SWC 2.1.1)  
**Explanation:** The above language is a part of our professional accreditation and cannot be altered. However, a premiere part of conducting oneself as a professional social worker includes maintaining accurate and complete records that are free of syntax, grammar, and punctuation errors. | 1. There will be a major written assignment. This project will help social work students to identify professionally as social workers and conduct themselves according by demonstrating the ability to respond to the unique needs of different audiences (horizontal  
2. Provide opportunities for peer |
<table>
<thead>
<tr>
<th>Criteria and Notions of Exemplary Work</th>
<th>Course Learning Objectives “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 Activity/Pedagogy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulating the problem/question/issue</td>
<td>Clearly identifies and describes the problem; explains how it fits within the discipline’s sphere of inquiry; describes multiple candidate approaches to address it.</td>
<td>1. Engage in research-informed practice and practice-informed research (SWC 6)</td>
<td>1. A major written assignment will be evaluated on the student’s ability to clearly demonstrate their ability to clearly identify a problem, articulate the place of the identified problem according to social work theory, and describe various approaches to addressing their chosen problem.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Explanation: The above language is a part of our professional accreditation and cannot be altered. However, we believe the accreditation standard is inline with the intent of the ULO because professional social workers are expected to demonstrate their ability to clearly identify a problem on a micro, mezzo, or macro level, articulate the place of the identified social problem according to social work theory (systems theory, network theory, etc.)</td>
<td>Selected activities may include the following: 1. Facilitate discussion of the problem solving process within the profession of social work and the importance of letting research inform practice and letting practice inform research. 2. Provide assignment guidelines and rubric when appropriate 3. Provide opportunities for peer review of written work in or outside of class. 4. Provide faculty feedback on all written work.</td>
</tr>
</tbody>
</table>
attachment theory, strengths theory, etc.), and describe various approaches to addressing their chosen problem (cognitive behavior therapy, supportive counseling, case management, etc.).

<table>
<thead>
<tr>
<th>Collecting and organizing evidence/data/reasons</th>
<th>Adheres to and clearly explains/justifies disciplinary best practices with respect to thoroughness and accuracy of data collection (examples: literature review, fieldwork, surveys, experimental procedures)</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluative reasoning</td>
<td>Accurately diagnoses failures of reasoning and clearly distinguishes different grades of reasoning quality according to discipline specific evaluative standards.</td>
<td>1. Apply critical thinking to inform and communicate professional judgments (SWC 3).</td>
</tr>
<tr>
<td>Demonstrative reasoning</td>
<td>Makes effective use of evidence and principles to produce chains of reasoning that are superior quality, as determined by discipline specific evaluative standards.</td>
<td>NA</td>
</tr>
</tbody>
</table>
Think creatively about complex problems in order to produce, evaluate, and implement innovative possible solutions, often as one member of a team.

<table>
<thead>
<tr>
<th>ULO 4</th>
<th>Criteria and Notions of Exemplary Work</th>
<th>Course Learning Objectives</th>
<th>Assessment Method: Evidence of Student Learning</th>
<th>Planned Teaching and Learning Activity/Pedagogy</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a1 Innovation processes</td>
<td>Consistently demonstrates and applies multiple elements of innovation process resulting in unique application of knowledge and ideas.</td>
<td>&quot;By the end of this course, each student should be able to...&quot;</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>4a2 Taking risks, idea and practice exploration</td>
<td>Actively seeks out and follows through an untested and potentially risky directions or approaches to the assignment in the final product.</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 4a3 Making contributions/addressing a need/solving problems | Develops a coherent plan to identify and address a need, recognizing consequences of solution and can articulate reason for choosing solution. | 1. Apply critical thinking to inform and communicate professional judgments (SWC 3). 

**Explanation:** The above language is a part of our professional accreditation and cannot be altered. However, we believe that our accreditation standard is inline with the ULO because part of being a professional social worker and applying critical thinking requires that students demonstrate their ability develop a coherent plan to identify and address a need (we call this engaging in a planned change process) and recognizing consequences of the solution (we call this considering all solutions and it is a specific part of the planned change process) and articulating their reasons for favoring one plan of action over others. | 1. A major written assignment will be evaluated on student’s demonstration of their ability to develop a coherent plan to address a need, recognize, and articulate consequences of possible solutions by completing a learning contract.

Note: A learning contract is a student specific plan to address student learning needs, goals, tasks, and evaluation methods. It is signed by the student, faculty field liaison/seminar instructor, and field supervisor (social worker providing supervision of 480 practicum hours) | Selected activities may include the following:
1. Facilitate in class exercises to assist in completion of learning contracts
2. Facilitate in class exercises to use critical thinking skills especially in order to recognize learning opportunities and professional goals and growth
3. Conduct field visits to sign learning contracts |
<p>| 4a4 Divergent and convergent thinking | Integrates alternative, divergent, or contradictory perspectives or ideas fully. | NA | | |</p>
<table>
<thead>
<tr>
<th>4a5 Innovative thinking</th>
<th>Extends a novel or unique idea, question, format or product to create a new knowledge or knowledge that crosses boundaries.</th>
<th>NA</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4a6 Connecting, synthesizing, transforming</td>
<td>Transforms ideas or solutions into entirely new forms.</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>4b1 contribution to team meetings</td>
<td>Helps the team move forward by articulating the merits of alternative ideas or proposals.</td>
<td>1. Identify as a professional social worker and conduct oneself accordingly (SWC 2.1.1)</td>
<td>1. Teamwork is largely evaluated in coordination with the field supervisor (social worker supervising 480 hour internship), the student’s self-evaluation, and faculty liaison (seminar instructor). The faculty member actually assigns the grade through the university grading system, however the evaluation is done largely through observation of the student by the field supervisor. The quantified observations of the field supervisor are compared to the student’s self-evaluation and are reported through the midterm and end of semester evaluation form during a field visit in which the student, field supervisor, and faculty liaison are present.</td>
</tr>
<tr>
<td>4b2 facilitates the contributions of team members</td>
<td>Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>4b3  individual contributions outside of team meetings</td>
<td>Completed assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>4b5  fosters constructive team climate</td>
<td>Supports a constructive team climate by doing all of the following: Treats team members respectfully by being polite and constructive in communication. Uses positive verbal or written tone, facial expressions and/or body language to convey a positive attitude about the team and its work. Motivates teammates by expressing confidence about the importance of the task and then team’s ability to accomplish it. Provides assistance and/or encouragement to team members.</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>4b6  responses to conflict</td>
<td>Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness</td>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>
Boise State University

Foundational Studies Review Committee: Course Application Evaluation Form

Fall 2011

Course Information

Course Title: SOCWRK 499  Number of Credits: 3

Type of Foundational Studies Course (choose one)

☐ DLS (Disciplinary Lens - Social Science)  ☐ DLL (Disciplinary Lens - Lit 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

☐ 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.

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

☐ 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:

The Course Learning Objectives listed on the Course Design Table need to align with the ULO listed in the first column. The rows in the Course Design Table should be able to be read across.

School of Social Work Response to Feedback from Committee:

In response to feedback from the review committee and several conversations with Vicki Stieha we have provided the following changes to the School of Social Work’s proposal for Finishing Foundations course SOCWRK 499/Senior Seminar:

1. The Course Learning Objectives remain unchanged due to professional accreditation standards that require specific language.
2. An additional explanation has been added to the Course Learning Objectives column in order to make the bridge between our social work standards and the ULO clear.

Certified for Approval (see attached revised course development table)

Electronically signed by Vicki Stieha, Director, Foundational Studies Program
Boise State University