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 department and college procedures. The approved course should be submitted to the University Curriculum Committee by October 1, 2011.

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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 I. Course Information

<table>
<thead>
<tr>
<th>Course Number and Title: CJ 103: Introduction to Law and Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Foundational Studies Course – (Choose One):</td>
</tr>
<tr>
<td>[x] DLS (Disciplinary Lens – Social Science)</td>
</tr>
<tr>
<td>[ ] DLL (Disciplinary Lens – Literature and Humanities)</td>
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<tr>
<td>[ ] DLV (Disciplinary Lens – Visual and Performing Arts)</td>
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<td>[ ] DLM (Disciplinary Lens – Mathematics)</td>
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<td>[ ] DLN (Disciplinary Lens – Natural, Physical, and Applied Sciences)</td>
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<tr>
<td>Includes Lab: [ ] Yes [ ] No</td>
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<tr>
<td>[ ] CID (Communication in the Discipline)</td>
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<tr>
<td>[ ] FF (Finishing Foundations)</td>
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<tr>
<td>Delivery Format(s) – (Check all that apply):</td>
</tr>
<tr>
<td>[x] Face to Face</td>
</tr>
<tr>
<td>[x] Fully Online</td>
</tr>
<tr>
<td>[x] Hybrid</td>
</tr>
<tr>
<td>[ ] Concurrent Enrollment</td>
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<tr>
<td>[ ] Other (briefly describe):</td>
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</tbody>
</table>
Part II. Syllabus Statement

Boise State's Foundational Studies Program provides undergraduates with a broad-based education that spans the entire university experience. CJ 103 satisfies 3 credits of the Foundational Studies Program's Disciplinary Lens – Social Science requirements. It supports the following University Learning Outcomes, along with a variety of other course-specific goals.

ULO 11. Apply knowledge and the methods of inquiry characteristic of the social sciences to explain and evaluate human behavior and institutions.

*CJ 103 Intro to Law and Justice* is designed to encourage students to understand the philosophies and practices of law and justice and to be critical of systems of justice and practices of law. This course helps to achieve the goals of the Foundations program by focusing on the following course learning outcomes.

After successful completion of this course, you will be able to:

- Identify and describe the ideologies and perspectives of law and justice.
- Identify impacts of law and justice on racial/ethnic minority groups and women
- Identify and describe constitutional framework of law and justice in America
- Recognize and evaluate social justice and social change in one’s community at the granular and global level.
- Organize and articulate arguments about the costs and benefits of different systems of justice – including the American system of justice.
- Differentiate and analyze traditional legal practices and new current legal trends.

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.)

*CJ 103: Introduction to Law and Justice:* Design will be adjusted accordingly to adhere with the Americans with Disabilities Act such as: All readings will be checked for readability by a screen reader, exams will be taken in accordance with the Disability Resource office for those who need extra time, a reader, etc., PowerPoint presentations used in class lectures will be verbally described to students on an as-needed basis.
Part IV. Evidence of Quality Course Design

Please use the table below (column headings for this table should not be changed) 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.

Please see below.
**Boise State University**  
Foundational Studies Course  
Spring 2014  

Course Number and Title: CJ 103: Introduction to Law and Justice

## Course Design Table

<table>
<thead>
<tr>
<th>Foundation ULO 11 Criteria</th>
<th>Foundation ULO 11 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 &amp; Learning Activities / Pedagogy</th>
</tr>
</thead>
</table>
| **ULO 11.1:** Understanding of individuals as members of a particular culture and/or community | Demonstrates an understanding that members of different cultures and/or communities see, interpret, and experience the world differently | Recognize and evaluate social justice and social change in one’s community at the granular and global level. | Assessments (requires: summary of issue; connection to material; reflection). Best practices inform such as:  
* Oral communication (scenario buster; debates)  
* Written communication (news media summaries, 2 minute papers; essay question on exam; discussion board)  
Rubric on required items:  
* High – all 3  
* Medium – 2 of the 3  
* Low – 0 or 1 | * News media summaries  
* 2 minute papers  
* Reflection papers  
* Scenario Buster (theory/ideology taught; group discussions to answer a question(s), reports) |
| **ULO 11.2:** Understanding of individuals as members of a particular culture and/or community | Articulates his/her own place within own culture and examines cultural assumptions about people and the world | Identify impacts of law and justice on racial/ethnic minority groups and women | Assessments (requires: knowledge of material):  
* Multiple choice assessments (quiz or exam or clicker survey)  
* High – 85% or higher  
* Medium – 70-84%  
* Low – 69% or lower | * Lecture  
* Discussions  
* Video Clips |
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| **ULO 11.2: Understanding of historical and/or cultural forces** | Demonstrates an understanding of the historical and/or social forces that shape individuals and institutions | Identify and describe the ideologies and perspectives of law and justice. | Assessments (requires: knowledge of material):  * Multiple choice assessments (quiz or exam or clicker survey)  * High – 85% or higher  * Medium – 70-84%  * Low – 69% or lower | * Lecture  
* Discussions |
| **ULO 11.2: Understanding of historical and/or cultural forces** | Analyzes the world views and/or philosophical assumptions of a given source | Organize and articulate arguments about the costs and benefits of different systems of justice – including the American system of justice. | Assessments (requires: summary of issue; connection to material; reflection). Best practices inform such as:  * Oral communication (scenario buster; debates)  * Written communication (news media summaries, 2 minute papers; essay question on exam; discussion board)  Rubric on required items:  * High – all 3  * Medium – 2 of the 3  * Low – 0 or 1 | * News media summaries  
* 2 minute papers  
* Reflection papers  
* Scenario Buster (theory/ideology taught; group discussions to answer a question(s), reports) |
| **ULO 11.2: Understanding of historical and/or cultural forces** | Draws connections between diverse perspectives | Recognize and evaluate social justice and social change in one’s community at the granular and global level. | Assessments (requires: summary of issue; connection to material; reflection). Best practices inform such as:  * Oral communication (scenario buster; debates)  * Written communication (news media summaries, 2 minute papers; essay question on exam; discussion board)  Rubric on required items:  * High – all 3  * Medium – 2 of the 3  * Low – 0 or 1 | * News media summaries  
* 2 minute papers  
* Reflection papers  
* Scenario Buster (theory/ideology taught; group discussions to answer a question(s), reports) |
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| ULO 11.3: Reasoning, inquiry, and problem-solving | * Demonstrates an understanding of the theoretical framework that is behind various approaches to education  
* Analyzes own and others’ assumptions and evaluates the relevance of contexts  
* Uses information and analysis to capture the critical elements of the discussion | * Identify and describe the ideologies and perspectives of law and justice.  
* Identify and describe constitutional framework of law and justice in America  
* Organize and articulate arguments about the costs and benefits of different systems of justice – including the American system of justice.  
* Differentiate and analyze traditional legal practices and new current legal trends. | Assessments (requires: knowledge of material):  
* Multiple choice assessments (quiz or exam or clicker survey)  
* High – 85% or higher  
* Medium – 70-84%  
* Low – 69% or lower  
Assessments (requires: summary of issue; connection to material; reflection). Best practices inform such as:  
* Oral communication (scenario buster; debates)  
* Written communication (news media summaries, 2 minute papers; essay question on exam; discussion board)  
Rubric on required items:  
* High – all 3  
* Medium – 2 of the 3  
* Low – 0 or 1 | * Lecture  
* Discussions  
* News media summaries  
* 2 minute papers  
* Reflection papers  
* Scenario Buster (theory/ideology taught; group discussions to answer a question(s), reports) |
| ULO 11.4: Responsibility, personal reflection | Demonstrates (through personal reflection and action) an understanding of the importance of an active commitment to support community | * Recognize and evaluate social justice and social change in one’s community at the granular and global level.  
* Differentiate and analyze traditional legal practices and new current legal trends. | Assessments (requires: summary of issue; connection to material; reflection). Best practices inform such as:  
* Oral communication (scenario buster; debates)  
* Written communication (news media summaries, 2 minute papers; essay question on exam; discussion board)  
Rubric on required items:  
* High – all 3  
* Medium – 2 of the 3  
* Low – 0 or 1 | * News media summaries  
* 2 minute papers  
* Reflection papers  
* Scenario Buster (theory/ideology taught; group discussions to answer a question(s), reports) |
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<thead>
<tr>
<th>Foundational Studies Program Director Signature</th>
<th>Date</th>
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</thead>
</table>

5-16-2013