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: ED-LLC 200: Cultural Diversity in Schools</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>
</tr>
<tr>
<td>[ ] DLV (Disciplinary Lens – Visual and Performing Arts)</td>
</tr>
<tr>
<td>[ ] DLM (Disciplinary Lens – Mathematics)</td>
</tr>
<tr>
<td>[ ] DLN (Disciplinary Lens – Natural, Physical, and Applied Sciences)</td>
</tr>
<tr>
<td>Includes Lab: [ ] Yes [ ] No</td>
</tr>
<tr>
<td>[ ] CID (Communication in the Discipline)</td>
</tr>
<tr>
<td>[ ] FF (Finishing Foundations)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Delivery Format(s) – (Check all that apply):</th>
</tr>
</thead>
<tbody>
<tr>
<td>[x] Face to Face</td>
</tr>
<tr>
<td>[ ] Fully Online</td>
</tr>
<tr>
<td>[ ] Hybrid</td>
</tr>
<tr>
<td>[ ] Concurrent Enrollment</td>
</tr>
<tr>
<td>[ ] Other (briefly describe):</td>
</tr>
</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. ED-LLC 200 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.

ED-LLC 200: Cultural Diversity in Schools is designed for students interested in gaining a broader understanding of diversity. This course is designed to help students deepen their knowledge of diverse populations. Over the course, we will engage critical perspectives on the impact of diversity in schools. Moreover, we will engage in discussion that will challenge our understanding of persons from ethno-linguistically and culturally diverse backgrounds. We will also investigate issues that involve multicultural and bilingual education and creating a more socially just global society. This course helps to achieve the goals of the Foundational Studies program by focusing on the following learning outcomes.

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

- Articulate a deeper understanding of the lives of diverse, minoritized and marginalized individuals and communities in relation to the student’s own life, language, and cultural background
- Explain the historical and cultural influences that impact culturally diverse students
- Reflect on political dimensions of monolingualism/bilingualism in relation to the role of educational institutions in creating a more socially just society
- Analyze the ways age, gender, race, disability, national origin, military status, social & economic class, and/or sexual orientation are used to discriminate against individuals or groups
- Critique educational and other social institutions using theoretical yardsticks
- Demonstrate knowledge of education for a pluralistic, democratic and socially just society through discussion, writing, and active community service

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.)

ED-LLC 200: Cultural Diversity in Schools: Students who require accommodations/support other than what is written into the syllabus, please see the instructor as soon as possible or make an appointment to discuss accommodations. 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 assessments 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 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: ED-LLC 200: Cultural Diversity in Schools

**Course Design Table**

<table>
<thead>
<tr>
<th>Foundation ULO Criteria</th>
<th>Foundation ULO 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  
* Articulates his/her own place within own culture and examines cultural assumptions about people and the world | * Demonstrate a broader understanding of multicultural and bilingual education  
* Articulate a deeper understanding of the lives of diverse, minoritized and marginalized individuals and communities in relation to the student’s own life, language, and cultural background | * Observation of student participation and class behavior  
* Quality of reflection, analysis, research, and comprehension of course topics as demonstrated through a variety of written assignments and oral discussion activities  
* Community Learning Project | Example Assignment: Students read self-ethnographic essay(s) in literature and discuss in small groups. Using a list of cultural components, each student will complete a focused free write on growing up in own culture of origin. Selections will be shared in small groups with report/share in preparation for initial draft of essay.  
Note: Learning activities for course learning objects will include some or all of the activities in boxes below. |
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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  
* Analyzes the world views and/or assumptions of a given source  
* Draws connections between diverse perspectives | * Demonstrate awareness of critical perspectives that historically and currently impact culturally diverse students  
* Articulate issues that involve multicultural and bilingual education  
* Explain the role of educational institutions in creating a more socially just society | * Observation of student participation and class behavior  
* Quality of reflection, analysis, research, and comprehension of course topics as demonstrated through a variety of written assignments and oral discussion activities  
* Community Learning Project | * Oral and/or written analysis of reading assignments  
* Journal (reflective) Writing  
* Class discussions (group and whole class)  
* Online Blackboard discussions  
* Individual/group presentations (formal/informal)  
* Self-ethnographic essay  
* Research and/or various topical writing assignments  
* Community Learning Project |
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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 | * Connect the curriculum to the understandings, perspectives, identities, and cultures of students and their families  
* Analyze, write about and discuss the ways age, gender, race, disability, national origin, military status, social & economic class, and/or sexual orientation are used to discriminate against individuals or groups | * Observation of student participation and class behavior  
* Quality of reflection, analysis, research, and comprehension of course topics as demonstrated through a variety of written assignments and oral discussion activities  
* Community Learning Project | * Oral and/or written analysis of reading assignments  
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<td>ULO 11.4: Responsibility, personal reflection</td>
<td>Demonstrates (through personal reflection and action) an understanding of the importance of an active commitment to support community</td>
<td>Demonstrate (through discussion, writing, and active participation in community service) knowledge of education for a pluralistic, democratic and socially just society</td>
<td>* Observation of student participation and class behavior * Quality of reflection, analysis, research, and comprehension of course topics as demonstrated through a variety of written assignments and oral discussion activities * Community Learning Project</td>
<td>* Oral and/or written analysis of reading assignments * Journal (reflective) Writing * Class discussions (group and whole class) * Online Blackboard discussions * Individual/group presentations (formal/informal) * Self-ethnographic essay * Research and/or various topical writing assignments * Community Learning Project</td>
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5-16-2013

Foundational Studies Program Director Signature

Date