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.

Table of Contents (Click title to go to that section)

Instructions: ........................................................................................................................................... 1
Part I. Course Information: ...................................................................................................................... 1
Part II. Syllabus Statement: ..................................................................................................................... 2
Part III. Design for Accessibility: .......................................................................................................... 2
Part IV. Evidence of Quality Course Design: ......................................................................................... 2
Part V. Additional Justification (Optional): ........................................................................................... 3
Course Design Table .................................................................................................................................. 4

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:

Course Number and Title: CE 483 Senior Design Project II

Type of Foundational Studies Course – (Choose One):
[ ] DLS (Disciplinary Lens – Social Science)
[ ] DLL (Disciplinary Lens – Literature and Humanities)
[ ] DLV (Disciplinary Lens – Visual and Performing Arts)
[ ] DLM (Disciplinary Lens – Mathematics)
[ ] DLN (Disciplinary Lens – Natural, Physical, and Applied Sciences)
   Includes Lab: [ ] Yes [ ] No
[ ] CID (Communication in the Discipline)
[x] FF (Finishing Foundations)

Delivery Format(s) – (Check all that apply):
[x] Face to Face
[ ] Fully Online
[ ] 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.)

<table>
<thead>
<tr>
<th>Boise State's Foundational Studies Program provides undergraduates with a broad-based education that spans the entire university experience. CE 483 Senior Design Project 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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Write effectively in multiple contexts for a variety of audiences.</td>
</tr>
<tr>
<td>• Communicate effectively as speaker and listener.</td>
</tr>
<tr>
<td>• Engage in effective critical inquiry by defining problems, gathering and evaluating evidence, and determining the adequacy of argumentative discourse. Critical Inquiry</td>
</tr>
</tbody>
</table>

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.)

| In the syllabus, the types of course materials and activities will be described. All students will be encouraged to meet or email the instructor privately if they have any issues with any of the course activities or materials and accommodations will be made. Extra time on oral presentations or 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 table below.
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.

______________________________________________________________________________________________

Foundational Studies Program Director Signature          Date
Boise State University  
Foundational Studies Course  

Course Number and Title: **CE 483 Senior Design Project II**  

## 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>
<tbody>
<tr>
<td>ULO 1 – Writing: Voice</td>
<td>Adopts an appropriate voice, tone and level of formality</td>
<td>• Present the results of their work, in various formats, in a clear, readily understood and complete manner.</td>
<td>• Students will write a series of progress reports on their semester long design project.</td>
<td>• Multiple drafts of progress reports will be required.</td>
</tr>
<tr>
<td>ULO 1 – Writing: Sources</td>
<td>Evaluates and synthesizes ideas from sources well; documents sources according to engineering conventions</td>
<td>• Students will write a series of progress reports on their semester long design project.</td>
<td>• Multiple drafts of progress reports will be required.</td>
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</tr>
<tr>
<td>ULO 1 – Writing: Revision</td>
<td>Improves across a series of drafts that are a the result of drafting revising and editing in response to feedback</td>
<td>• Present the results of their work, in various formats, in a clear, readily understood and complete manner.</td>
<td>• Students will write a series of progress reports on their semester long design project.</td>
<td>• Multiple drafts of progress reports will be required.</td>
</tr>
<tr>
<td>ULO 1 – Writing: Mechanics</td>
<td>Uses correct syntax, grammar, and punctuation</td>
<td>• Present the results of their work, in various formats, in a clear, readily understood and complete manner.</td>
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<td><strong>ULO 1 – Writing: Research</strong></td>
<td>Uses a wide variety of resources to locate sources.</td>
<td>• Present the results of their work, in various formats, in a clear, readily understood and complete manner.</td>
<td>• Students will write a series of progress reports on their semester long design project.</td>
<td>• Multiple drafts of progress reports will be required.</td>
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<td><strong>ULO 2 – Communication: Message</strong></td>
<td>Has a compelling message that is precisely stated and strongly supported</td>
<td>• Present the results of their work, in various formats, in a clear, readily understood and complete manner.</td>
<td>• Students will make oral presentations on a series of progress reports on their semester long design project to the entire class and local professionals.</td>
<td>• Each presentation will be evaluated at the time of the presentation.</td>
</tr>
<tr>
<td><strong>ULO 2 – Communication: Support</strong></td>
<td>Has a variety of supporting materials that are relevant and appropriate</td>
<td>• Present the results of their work, in various formats, in a clear, readily understood and complete manner.</td>
<td>• Students will make oral presentations on a series of progress reports on their semester long design project to the entire class and local professionals.</td>
<td>• Each presentation will be evaluated at the time of the presentation.</td>
</tr>
<tr>
<td><strong>ULO 2 – Communication: Organization</strong></td>
<td>Presentation is clear and consistent and makes content cohesive</td>
<td>• Present the results of their work, in various formats, in a clear, readily understood and complete manner.</td>
<td>• Students will make oral presentations on a series of progress reports on their semester long design project to the entire class and local professionals.</td>
<td>• Each presentation will be evaluated at the time of the presentation.</td>
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<td><strong>ULO 3 - Critical Inquiry</strong></td>
<td>Clearly identifies and describes the problem</td>
<td>• Identify the various components necessary to design the assigned problem and then formulate appropriate measures to bring about that design.</td>
<td>• Over the course of the semester the students will make a series of oral presentations as well as turn in written reports on their progress in designing an engineering system.</td>
<td>Each presentation will be evaluated at the time of the presentation. • Each written report will be evaluated by subject experts.</td>
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| ULO 3 - Critical Inquiry | • Collecting and organizing Data and Reasons.  
• Adheres to and clearly explains the problem | • Identify the various components necessary to design the assigned problem and then formulate appropriate measures to bring about that design. | • Over the course of the semester the students will make a series of oral presentations as well as turn in written reports on their progress in designing an engineering system. | Each presentation will be evaluated at the time of the presentation.  
• Each written report will be evaluated by subject experts. |
| ULO 3 - Critical Inquiry | • Demonstrative Reasoning.  
• Makes effective use of evidence and principles to defend their conclusions. | • Identify the various components necessary to design the assigned problem and then formulate appropriate measures to bring about that design. | • Over the course of the semester the students will make a series of oral presentations as well as turn in written reports on their progress in designing an engineering system. | Each presentation will be evaluated at the time of the presentation.  
• Each written report will be evaluated by subject experts. |
| ULO 4a - Innovation | Demonstrates and applies elements of innovation process. | • Identify the various components necessary to design the assigned problem and then formulate appropriate measures to bring about that design. | • Over the course of the semester the students will make a series of oral presentations as well as turn in written reports on their progress in designing an engineering system. | Each presentation will be evaluated at the time of the presentation.  
• Each written report will be evaluated by subject experts. |
| ULO 4a - Innovation | Develops a coherent plan to identify and address a need, recognizing consequences of solution and can articulate reason for choosing solution. | • Identify the various components necessary to design the assigned problem and then formulate appropriate measures to bring about that design. | • Over the course of the semester the students will make a series of oral presentations as well as turn in written reports on their progress in designing an engineering system. | Each presentation will be evaluated at the time of the presentation.  
• Each written report will be evaluated by subject experts. |
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<td>ULO 4b - Teamwork</td>
<td>Works to facilitate contributions of team members, and to build upon the ideas of others.</td>
<td>• Explain how the project has enhanced their view, both individually and as a team, of the necessity for continuing education.</td>
<td>• Questionnaires will be used at least twice during the semester to evaluate teamwork.</td>
<td>• Lecture on teamwork.</td>
</tr>
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</table>