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:

Course Number and Title: COMM 413: Public Relations Case Studies

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.)

Boise State’s Foundational Studies Program provides undergraduates with a broad-based education that spans the entire university experience. COMM 413: Public Relations Case Studies satisfies three credits of the Foundation Studies Program’s Finishing Foundations (FF) 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 in speech, both as speaker and listener.
3. Engage in effective critical inquiry by defining problems, gathering and evaluating evidence, and determining the adequacy of argumentative discourse.
4. Think creatively about complex problems in order to produce, evaluate, and implement innovative possible solutions, often as one member of a team.

COMM 413: Public Relations Case Studies is designed to provide you an opportunity to demonstrate the research abilities you have developed in previous course work at BSU, particularly in the Department of Communication. They involve the ability to find, organize, analyze, and evaluate information, to develop new ideas, insights and concepts about human communication, and to share the results of this work clearly, concisely and persuasively in a formal presentation made to the class and other members of the department at semester’s end.

After successful completion of this course, students will be able to:
   a. understand the ethical, political and sociocultural impact of public relations campaigns
   b. understand the ethical responsibilities of public relations practitioners
   c. understand and carry out case study research, including associated writing practices
   d. understand the uses for case study research and the development of best practices
   e. identify and understand the R.O.P.E. model of strategic planning
   f. be able to document a public relations campaign, including campaign goals, objectives, strategies, tactics, outcomes, evaluations and future recommendations
   g. understand and be proficient in evaluating campaign preparation, implementation, and impact
   h. present their findings professionally, both visually and verbally

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.)
When necessary, all posted PDF reading assignments will be checked for readability by a screen reader. 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. Materials used in class lectures, readings and assignments, insofar as they contain graphs or other visual representations of content, will be verbally described to students on an as-needed basis. 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.

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.

<table>
<thead>
<tr>
<th>Foundational Studies Program Director Signature</th>
<th>Date</th>
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</thead>
</table>
Boise State University  
Foundational Studies Course  

Course Number and Title: COMM 413: Public Relations Case Studies  

Course Design Table  

<table>
<thead>
<tr>
<th>ULO 1: Writing</th>
<th>ULO 3: Critical Inquiry</th>
<th>ULO 4a: Innovation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 1: Write effectively; write in multiple contexts; write for a variety of audiences.</td>
<td>• • 3B: Collective and organizing evidence/data/reasons</td>
<td>• 4a1: Innovative processes</td>
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<tr>
<td>• 3C: Evaluative reasoning</td>
<td>• 3D: Demonstrative reasoning</td>
<td>• 4a2: Taking risks, idea and practice exploration</td>
</tr>
<tr>
<td>• 4a3: Making contributions/addressing a need/solving problems</td>
<td>• 4a4: Divergent and convergent thinking</td>
<td>• 4a5: Innovative thinking</td>
</tr>
<tr>
<td>• 4a6: Connecting, synthesizing, transforming</td>
<td>• 4a7: Connecting, synthesizing, transforming</td>
<td>• 4a8: Connecting, synthesizing, transforming</td>
</tr>
</tbody>
</table>

Course Learning Outcomes: By the end of this course, each student should be able to…  

Design and write a case study research proposal and finished product intended for consumption by a variety of audiences  

Assessment Method: Evidence of Student Learning  

• Graded case study project proposal and progress reports in which students identify their methodological design and decisions, and how those methods pertain to their specific project.  
• Drafts of research progress submitted to instructor.  
• Participation in regular discussions of students’ theoretical and methodological choices  

Planned Teaching & Learning Activities / Pedagogy  

• Project proposal assignment given and instructor feedback returned.  
• In-class discussion of case study research and methodology.  
• Illustrative examples of exemplary case study research and final reports provided.  
• Written and oral instructor feedback provided for students’ drafts.
<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>
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<tbody>
<tr>
<td>ULO 3: Critical Inquiry</td>
<td>3A: Articulating the problem/question/issue 3C: Evaluative reasoning 3D: Demonstrative reasoning 4a1: Innovative processes 4a2: Taking risks, idea and practice exploration 4a3: Making contributions/addressing a need/solving problems 4a4: Divergent and convergent thinking 4a5: Innovative thinking 4a6: Connecting, synthesizing, transforming</td>
<td>Identify the theoretical assumptions relevant to a program of study in human communication understand the ethical, political and sociocultural impact of public relations campaigns Understand the ethical responsibilities of public relations practitioners Understand and carry out case study research, including associated writing practices Understand the uses for case study research and the development of best practices Identify and understand the R.O.P.E. model of strategic planning Be able to document a public relations campaign, including campaign goals, objectives, strategies, tactics, outcomes, evaluations and future recommendations Understand and be proficient in evaluating campaign preparation, implementation, and impact Present their findings professionally, both visually and verbally</td>
<td>Graded proposals and progress reports Drafts of project progress submitted to instructor for feedback. Case study presentations describing and evaluating current public relations practices.</td>
<td>Prospectus assignment given and instructor feedback returned. In-class discussion of public relations case studies. Illustrative examples of exemplary case study research provided. Written and oral instructor feedback provided for students’ drafts.</td>
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| ULO 3: Critical Inquiry  | • 3B: Collective and organizing evidence/data/reasons  
• 3C: Evaluative reasoning  
• 3D: Demonstrative reasoning  
• 4a1: Innovative processes  
• 4a2: Taking risks, idea and practice exploration  
• 4a3: Making contributions/addressing a need-solving problems  
• 4a4: Divergent and convergent thinking  
• 4a5: Innovative thinking  
• 4a6: Connecting, synthesizing, transforming | Articulate the methodological requirements of case study research and practice | • Graded research prospectus and progress reports in which students identify their methodological design and decisions, and how those methods pertain to their specific project.  
• Drafts of research progress submitted to instructor.  
• Participation in regular discussions of students’ methodological choices. | • Project proposal assignment given and instructor feedback returned.  
• In-class discussion of case study research methodology.  
• Illustrative examples of exemplary case study research provided.  
• Written and oral instructor feedback provided for students’ drafts. |
| ULO 4a: Innovation       |  |  |  |  |
| ULO 2: Communication     | Communicate effectively as a speaker: Message, support, organization, language, delivery | Prepare and deliver a formal presentation of a finished case study project | Completion of a formal presentation of a finished case study project. | • In-class discussions of what constitutes an effective formal presentation.  
• Provide examples of effective case study presentations.  
• Written feedback from instructor on performance during presentation. |
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<tr>
<td>ULO 2: Communication</td>
<td>• Communicate effectively as a listener</td>
<td>Respond thoughtfully, via a question/answer period, to questions audience members have about the finished product.</td>
<td>Responses to audience questions during Q/A session</td>
<td>• In-class discussions of what constitutes an effective response to an audience question.</td>
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<tr>
<td></td>
<td>• Communicate effectively as a speaker</td>
<td></td>
<td></td>
<td>• Provide examples of effective Q/A sessions.</td>
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<td>• Written feedback from instructor on performance during Q/A session.</td>
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