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: GS 200: Introduction to General 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)
[ ] FF (Finishing Foundations)

Delivery Format(s) – (Check all that apply):
[ ] Face to Face
[ ] Fully Online
[ ] Hybrid
[ ] Concurrent Enrollment
[ ] Other (briefly describe):
Part II. Syllabus Statement

Boise State's Foundational Studies Program provides undergraduates with a broad-based education that spans the entire university experience. GS 200 satisfies 3 credits of the Foundational Studies Program's Communication in the Discipline requirements. It supports the following University Learning Outcomes, along with a variety of other course-specific goals.

ULO 1. Write effectively in multiple contexts for a variety of audiences
ULO 2. Communicate effectively in speech, both as a speaker and listener

GS 200: Introduction to General Studies is designed to help 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:

• Utilize library and other information resources to gather at least three sources of data to answer a research question.
• List three Student Services available to support your education/career goals.
• Based on your research define at least two different learning styles and identify your preferred style.
• Analyze and develop 3-5 life and career goals in the context of your BGS educational preparation and determine needed skills and knowledge you will learn through the courses in which you take.
• Apply adult learning theories and readings to assess critical thinking skills to be learned within the BGS degree.
• Articulate the connection between academic and life/career goals and specific Individual Degree Plan.

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.)

GS 200: Introduction to General Studies: Students with Disabilities Statement:

Boise State University’s Disability Resource Center (DRC) coordinates services to meet the educational needs of students with documented disabilities. The DRC works with students and faculty to arrange reasonable accommodations and promote an environment that is free of both physical and attitudinal barriers. If you feel you need accommodations based on the impact of a disability contact me privately to discuss your specific needs. You will also need to contact the Disability Resource Center (208-426-1583, Administration Building, Room 114) to meet with a specialist and coordinate reasonable accommodations for any documented disability.

For more information on BSU Disability Resource Center (DRC) see the web site at
http://drc.boisestate.edu

To schedule an appointment, contact Elyse Taylor at (208) 426-1583 or ElyseTaylor@boisestate.edu
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.
**Course Design Table**

<table>
<thead>
<tr>
<th>Foundation ULO 1 &amp; 2 Criteria</th>
<th>Foundation ULO 1 &amp; 2 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 1.1-1.6: Write effectively</td>
<td>* Focuses narrowly on a clear purpose</td>
<td>* Utilize library and other information resources to gather at least three sources of data to answer a research question.</td>
<td>* Reflection paper</td>
<td>* Faculty/Staff interviews</td>
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<td>* Adopts an appropriate voice, tone, &amp; level of formality</td>
<td>* List three Student Services available to support your education/career goals. Based on your research define at least two different learning styles and identify your preferred style.</td>
<td>* Individual Degree Plan (IDP)</td>
<td>* Discussion Board postings</td>
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<td>* Uses the text conventions of writing in a field professionally</td>
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<td>* Goals statement exercise</td>
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<td>* Evaluates &amp; synthesizes ideas from sources well; documents sources</td>
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<td></td>
<td>* DP Rough Draft Appointment</td>
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<tr>
<td></td>
<td>* Improves across series of drafts that are the result of drafting, revising and editing in response to feedback</td>
<td>* Analyze and develop 3-5 life and career goals in the context of your BGS educational preparation and determine needed skills and knowledge you will learn through the courses in which you take.</td>
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<td>* IDP Rough draft paper</td>
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<td>* Controls mechanical features such as syntax, grammar</td>
<td>* Apply adult learning theories and readings to assess critical thinking skills to be learned within the BGS degree.</td>
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<td></td>
<td>* Articulate the connection between academic and life/career goals and specific Individual Degree Plan.</td>
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</table>
| ULO 1.7-1.10: Write in multiple contexts | * Uses genres appropriate to the discipline | * Utilize library and other information resources to gather at least three sources of data to answer a research question. | * Reflection paper | * Faculty/Staff interviews  
| | * Responds well to the needs of different rhetorical situations | | * Individual Degree Plan (IDP) | * Discussion Board postings  
| | * Uses wide variety of resources to locate sources | * List three Student Services available to support your education/career goals. Based on your research define at least two different learning styles and identify your preferred style. | | * Goals statement exercise  
| | * Exploits wide range of communication strategies appropriate to contexts (including electronic ones) | * Analyze and develop 3-5 life and career goals in the context of your BGS educational preparation and determine needed skills and knowledge you will learn through the courses in which you take. | | * DP Rough Draft Appointment  
| | | | * Articulate the connection between academic and life/career goals and specific Individual Degree Plan. | * IDP Rough draft paper  

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| **ULO 1.11: Write for a variety of audiences** | * Responds well to the needs of different audiences  
* Addresses professionally the expectations of disciplinary audiences | * Utilize library and other information resources to gather at least three sources of data to answer a research question.  
* List three Student Services available to support your education/career goals. Based on your research define at least two different learning styles and identify your preferred style.  
* Analyze and develop 3-5 life and career goals in the context of your BGS educational preparation and determine needed skills and knowledge you will learn through the courses in which you take.  
* Apply adult learning theories and readings to assess critical thinking skills to be learned within the BGS degree.  
* Articulate the connection between academic and life/career goals and specific Individual Degree Plan. | * Reflection paper  
* Individual Degree Plan (IDP) | * Faculty/Staff interviews  
* Discussion Board postings  
*Goals statement exercise  
* DP Rough Draft Appointment  
* IDP Rough draft paper |
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<td>ULO 2.1-2.6: Communicate effectively as speaker and listener</td>
<td>* Focuses on a compelling central message that is precisely stated, appropriately repeated, memorable, and strongly supported</td>
<td>* Utilize library and other information resources to gather at least three sources of data to answer a research question.</td>
<td>* Faculty Interviews</td>
<td>* Colleague coaching</td>
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<td>* Offers a variety of supporting materials that are relevant to the central message, appropriate to the occasion, and in a variety of appropriated media (oral, written, media-supported) and establish the speaker’s credibility and authority</td>
<td>* List three Student Services available to support your education/career goals. Based on your research define at least two different learning styles and identify your preferred style.</td>
<td>* Reflections Presentation</td>
<td>* Faculty Interviews</td>
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<td>* Uses an organization pattern that is clear and consistently observable and makes content cohesive in creative ways</td>
<td>* Analyze and develop 3-5 life and career goals in the context of your BGS educational preparation and determine needed skills and knowledge you will learn through the courses in which you take.</td>
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<td>* Power Point Presentation</td>
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<td>* Makes imaginative, memorable, and compelling language choices with a tone appropriate to the audience and occasion</td>
<td>* Apply adult learning theories and readings to assess critical thinking skills to be learned within the BGS degree.</td>
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<td>* Uses compelling and appropriate delivery techniques (posture, vocal expressiveness, audience interactions) so that speaker appears prepared polished and confident</td>
<td>* Articulate the connection between academic and life/career goals and specific Individual Degree Plan.</td>
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<td>* Responds with critical understanding of oral communication of ideas</td>
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<td>Foundational Studies Program Director Signature</td>
<td>Date</td>
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