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 400 Capstone 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)
[x] FF (Finishing Foundations)

Delivery Format(s) – (Check all that apply):
[ ] Face to Face
[x] Fully Online
[x] 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. This course is intended as a Capstone for Bachelors of General Studies students. By conducting 20 hours of Service Learning, writing a major research paper and presenting the results to colleagues’ students demonstrate critical thinking skills, communication strategies, and content expertise to analyze a problem or issue related to life and career goals. The course will provide evidence of attaining the educational goals of the student’s degree plan developed and approved by the General Studies Faculty Committee in the GS 200 Introduction to General Studies course. Upon approval it will include a relevant research paper integrating exposure with a local Community based organization selected by the student. GS 400: Capstone to General Studies 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:

1. Write effectively in multiple contexts for a variety of audiences.
2. Engage in effective critical inquiry by defining problems, gathering and evaluating evidence and determining the adequacy of argumentative discourse.
3. Apply knowledge and the methods of inquiry characteristic of the social sciences to explain and evaluate human behavior and institutions.

This course helps to 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:

1. Utilize their service-learning experience to apply relevant theories and recognized bodies of knowledge to critically analyze a real world issue or problem being addressed by a local Community-based Organization.
2. Demonstrate effective research techniques using credible resources such as peer reviewed journals, books and the writing of an effective MLA or APA formatted research paper.
3. Articulate the ways in which he or she has met the educational goals outlined in the degree plan prepared in GS-200.
4. Demonstrate effective written and verbal communication skills, critical thinking skills and communication strategies by completing a research paper and presenting research to colleagues.

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.)
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.

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.

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<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: GS 400 Capstone to General Studies

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 1: Writing         | • Write effectively in multiple contexts, for a variety of audiences             | • Utilize their service-learning experience to apply relevant theories and recognized bodies of knowledge to critically analyze a real world issue or problem being addressed by a local Community-based Organization.  
• Demonstrate effective research techniques using credible resources such as peer reviewed journals, books and the writing of an effective MLA or APA formatted research paper.  
• Articulate the ways in which he or she has met the educational goals outlined in the degree plan prepared in GS-200.  
• Demonstrate effective written and verbal communication skills, critical thinking skills and communication strategies by completing a research paper and presenting research to colleagues. | • Discussion Board postings  
• Proposed thesis  
• Research proposal  
• Research paper | • Proposed thesis submission for colleague and instructor feedback  
• Research proposal submission for colleague and instructor feedback |
<table>
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<tr>
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<th>Assessment Method: Evidence of Student Learning</th>
<th>Planned Teaching &amp; Learning Activities / Pedagogy</th>
</tr>
</thead>
</table>
| ULO 3: Critical Inquiry | • Engage in effective critical inquiry by defining problems, gathering and evaluating evidence and determining the adequacy of argumentative discourse. | • Utilize their service-learning experience to apply relevant theories and recognized bodies of knowledge to critically analyze a real world issue or problem being addressed by a local Community-based Organization.  
• Demonstrate effective research techniques using credible resources such as peer reviewed journals, books and the writing of an effective MLA or APA formatted research paper.  
• Articulate the ways in which he or she has met the educational goals outlined in the degree plan prepared in GS-200.  
• Demonstrate effective written and verbal communication skills, critical thinking skills and communication strategies by completing a research paper and presenting research to colleagues. | • Research paper  
• Service Learning Discussion Board posts | • Proposed thesis submission for colleague and instructor feedback  
• Research proposal submission for colleague and instructor feedback  
• Service Learning Discussion Board posts  
• Engage critical thinking through student responses to colleagues’ Discussion Board posts |
| ULO 3: Critical Inquiry | • Apply knowledge and the methods of inquiry characteristic of the social sciences to explain and evaluate human behavior and institutions. | • Utilize their service-learning experience to apply relevant theories and recognized bodies of knowledge to critically analyze a real world issue or problem being addressed by a local Community-based Organization.  
• Demonstrate effective research techniques using credible resources such as peer reviewed journals, books and the writing of an effective MLA or APA formatted research paper.  
• Articulate the ways in which he or she has met the educational goals outlined in the degree plan prepared in GS-200.  
• Demonstrate effective written and verbal communication skills, critical thinking skills and communication strategies by completing a research paper and presenting research to colleagues. | • 20 hours of Service Learning at a non-profit site related to their degree goals.  
• Research presentation | • Service Learning experience  
• Journal entries on Service Learning Experience  
• Reflective responses to colleagues’ Service Learning postings. |