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: KINES 240: Foundations of Health Promotion and Prevention

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. KINES 240 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

*KINES 240: Foundations of Health Promotion and Prevention* is designed to help to achieve the goals of the Foundations program by focusing on the following learning outcomes.

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

- Research and orally present on two national career related professional organizations.
- Provide a rationale for joining a professional organization.
- Research and orally present on two nationally recognized health-related professional certifications or licenses.
- Students will identify characteristics or professional health educator and the necessary skills sets for an entry level health educator.
- Analyze health education ethical issues presented in various case studies.

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.)

*KINES 240 Foundations of Health Education and Promotion*: (Place bound) 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. PowerPoints used in class lectures, insofar as they contain graphs or other visual representations of content, will be verbally described to students on an as-needed basis. Students may have a partner to help with writing in-class assignments. Extra time on tests, oral examinations, or other accommodations will be provided to students as needed per the policies of the Disability Resource center. Electronic text is available for students, will have to verify it is ADA compliant.

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: **KINES 240: Foundations of Health Promotion and Prevention**

## 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>* Write philosophy of health education</td>
<td>* Students write their professional philosophy of health education</td>
<td>* Instructor will help students explore predominant philosophies in the health education field through readings and presentations. Instructor will have students interview professionals and ask what is their personal and professional philosophy</td>
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<td></td>
<td>* Adopts an appropriate voice, tone, &amp; level of formality</td>
<td>* Evaluate and synthesize research article</td>
<td>* Student critical review of health education research article according to criteria provided</td>
<td></td>
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<tr>
<td></td>
<td>* Uses the text conventions of writing in a field professionally</td>
<td></td>
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<tr>
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<td>* Evaluates &amp; synthesizes ideas from sources well; documents sources</td>
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<td></td>
<td>* Improves across series of drafts that are the result of drafting, revising and editing in response to feedback</td>
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<td></td>
<td>* Controls mechanical features such as syntax, grammar, and punctuation</td>
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</table>
| **ULO 1.7-1.10: Write in multiple contexts** | * Uses genres appropriate to the discipline well  
* Responds well to the needs of different rhetorical situations  
* Uses wide variety of resources to locate sources  
* Exploits a wide range of communication strategies appropriate to context (including electronic ones) | * Identify different resources to find health education research.  
* Use three different strategies to communication health education information | * Students list 3 different credible health databases to use when searching for current health education research.  
* Students create PPT, conduct informational interview, identify two health education competencies | * Instructor will schedule a library class for students with health librarian. Librarian will demonstrate where to find different research-based health databases  
* Instructor will have students research professional organizations, conduct an informational interview and identify the seven health education professional competencies |
| **ULO 1.11: Write for a variety of audiences** | * Responds well to the needs of different audiences  
* Addresses professionally the expectations of disciplinary audiences | Students will write for a variety of audiences including a professional philosophy, a critical review a research article and an informational interview. | * Students will prepare a written review of a research article.  
* Students will interview a professional and write up a report.  
* Students will write a professional philosophy and share it with a health professional. | Instructor will provide a variety of writing assignments for students to demonstrate ability to write for different audiences. |
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</table>
| ULO 2.1-2.5: Communicate effectively as speaker | * Focuses on a compelling central message that is precisely stated, appropriately repeated, memorable, and strongly supported  
* Offers a variety of supporting materials that are relevant to the central message, appropriate to the occasion, and in a variety of appropriate media (oral, written, media-supported) and establish the speaker’s credibility and authority  
* Uses an organization pattern that is clear and consistently observable and makes content cohesive in creative ways  
* Makes imaginative, memorable, and compelling language choice with a tone appropriate to the audience and occasion  
* Uses compelling and appropriate delivery techniques (posture, vocal expressiveness, audience interaction) so that speaker appears prepared, polished, and confident | * Communicate effectively as a speaker.  
* Conduct and present a professional informational interview.  
* Research and orally present on two national career related professional organizations.  
* Provide a rationale for joining a professional organization.  
* Research and orally present on two nationally recognized health-related professional certifications or licenses. | * Students and faculty will create for a well-prepared oral report. Students will be assessed according to criteria.  
* Students will interview a professional in their chosen career area and present a synopsis of the interview according to the guidelines provided.  
* Students will research two professional organizations and present them to peers via a PPT according to guidelines provided. Peers will discuss merits of joining different organizations.  
* Students will research and present to peers on professional health-related certifications and be graded according to the guidelines provided. | Instructor will provide multiple opportunities for students to orally present to their peers and in public. Example include researching and reporting on national certifications, professional organizations, informational interview and creating a health promotion video. |
| ULO 2.6: Communicate effectively as speaker | Responds with critical understanding of oral communication of ideas | * Students will utilize listen skills.  
* Students will identify characteristics or professional health educator and the necessary skills sets for an entry level health educator. | * Via a discussion board, students will report on characteristics of a professional health educator.  
* After peers present in class, students will generate questions or highlight two points from each presentation. | * Instructor will bring in health education professionals who will provide students with an overview of the health education profession.  
* Instructor will provide multiple opportunities for students to listen to peer presentations and provide feedback. |

5-16-2013

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Foundational Studies Program Director Signature Date