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: PHIL 495 – Senior Comprehensive Assessment

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):
[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 Foundations Program provides undergraduates with a broad-based education that spans the entire university experience. PHIL 495 satisfies 1 unit of the Foundation Program's Finishing Foundations (FF) requirement. It supports the following University Learning Outcomes, along with a variety of other course-specific goals.

- ULO 1: Write Effectively
- ULO 2: Oral Communication
- ULO 3: Critical Inquiry
- ULO 4: Innovation and Teamwork

PHIL 495 is designed to provide a culminating (capstone) experience for philosophy majors by prompting participants to reflect at length and in depth on the nature of their learning achievements over the course of their time at Boise State. This is achieved in part by having students review their body of work and then identify and classify learning outcomes and standards of evidence for those outcomes. The major deliverable for this class will be an essay length reflection on participant learning outcomes and discussion of future application of acquired skills. This course helps to achieve the goals of the Foundations program by focusing on the following course learning outcomes. After successful completion of this course, you will be able to:

- Articulate (both in writing and orally) the nature of your major learning achievements as a philosophy major
- Present evidence and argument for those achievements
- Interact successfully and creatively with fellow majors in order to conceptualize the cadre’s learning achievements.

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.)

The department will continue its current successful practice of dealing with accessibility issues by working with students and the Disability Resource Center on a case-by-case basis. Depending on the nature of the case, means to accessibility might include (but is not restricted to): a scribe, text-to-voice software (i.e., screen readers), extra time on exams and in-class assignments, and individual meetings to give needed oral explanations (say, of written comments on an assignment).
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.

None.

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

Course Number and Title: **PHIL 495 – Senior Comprehensive Assessment**

### 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 1.1 – 1.6 |  *Write effectively*  
- Focuses narrowly on a clear purpose  
- Adopts an appropriate voice, tone, and level of formality  
- Uses the text and conventions of writing in a field professionally  
- Evaluates and synthesizes ideas from sources well; documents sources according to disciplinary conventions  
- Controls mechanical features such as syntax, grammar, punctuation  
- Improves across a series of drafts that are the result of drafting, revising and editing in response to feedback | Provide evidence for MLO’s  
A. Develop standards for presenting evidence  
B. Practice using standard on self/others  
C. Describe Ugrad path in terms of these MLO’s/cMLO’s |  
- Brain storming session –  
- Class syllabus/rubrics written by students  
- Grading own papers – early and late AND grading others papers  
- Reflection paper – organized by cMLO’s | See Assessment |
| **ULO 1:** Writing 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 wide range of communication strategies appropriate to contexts (including electronic ones) | Provide evidence for MLO’s  
A. Develop standards for presenting evidence  
B. Practice using standard on self/others  
C. Describe Ugrad path in terms of these MLO’s/cMLO’s |  
- Brain storming session –  
- Class syllabus/rubrics written by students  
- Grading own papers – early and late AND grading others papers  
- Reflection paper – organized by cMLO’s | See Assessment |
<table>
<thead>
<tr>
<th>ULO 1: Writing 1.11</th>
<th>ULO 2: Communication 2.1 – 2.5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Write for a variety of audiences</strong></td>
<td></td>
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<tr>
<td>• Responds well to the needs of different audiences</td>
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<tr>
<td>• Addresses professionally the expectations of disciplinary audiences</td>
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<tr>
<td><strong>Communicate effectively as speaker</strong></td>
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<tr>
<td>• Focuses on a compelling central message that is precisely stated, appropriately repeated, memorable, and strongly supported</td>
<td></td>
</tr>
<tr>
<td>• 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</td>
<td></td>
</tr>
<tr>
<td>• Uses an organizational pattern that is clear and consistently observable and makes content cohesive in creative ways</td>
<td></td>
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<tr>
<td>• Makes imaginative, memorable, and compelling language choices with a tone appropriate to the audience and occasion</td>
<td></td>
</tr>
<tr>
<td>• Uses compelling and appropriate delivery techniques (posture, vocal expressiveness, audience interaction) so that speaker appears prepared, polished, and confident</td>
<td></td>
</tr>
<tr>
<td><strong>Course Learning Outcomes:</strong> By the end of this course, each student should be able to…</td>
<td></td>
</tr>
<tr>
<td>• Identify major learning outcomes (MLO’s) of their Undergraduate path (aka how have I changed)</td>
<td></td>
</tr>
<tr>
<td>• By looking at own work</td>
<td></td>
</tr>
<tr>
<td>• By looking at work of others</td>
<td></td>
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<tr>
<td>• Categorize Major Learning Objective’s</td>
<td></td>
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<tr>
<td><strong>Assessment Method:</strong> Evidence of Student Learning</td>
<td></td>
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<tr>
<td>• Series of brainstorming sessions.</td>
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<tr>
<td>• After reading own work</td>
<td></td>
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<tr>
<td>• After reading others</td>
<td></td>
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<tr>
<td><strong>Planned Teaching &amp; Learning Activities / Pedagogy</strong></td>
<td></td>
</tr>
<tr>
<td>See Assessment – I’m assuming this will be a small group and we’ll operate on a seminar basis – so I’ll demo an activity – send them off to do it and we’ll report out and discuss at next meeting.</td>
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<td>Foundation ULO Criteria</td>
<td>Foundation ULO Notions of Exemplary Work</td>
</tr>
<tr>
<td>------------------------</td>
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</tr>
<tr>
<td>ULO 2: Communication 2.6</td>
<td>Communicate effectively as listener • Responds with critical understanding of oral communication of ideas</td>
</tr>
<tr>
<td>ULO 3: Critical Inquiry</td>
<td>Articulating the Problem/Question/Issue • Clearly identifies and describes the problem • Explains how it fits within the discipline’s sphere of inquiry • Describes multiple candidate approaches to addressing it</td>
</tr>
<tr>
<td>ULO 3: Critical Inquiry</td>
<td>Collecting and Organizing Evidence/Data/Reasons • Adheres to and clearly explains/justifies disciplinary best practices with respect to thoroughness and accuracy of data collection (examples; literature review, fieldwork, surveys, experimental procedures)</td>
</tr>
<tr>
<td>ULO 3: Critical Inquiry</td>
<td><strong>Evaluative Reasoning</strong></td>
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<tr>
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<tr>
<td></td>
<td>• Accurately diagnoses failures of reasoning and clearly distinguishes different grades of reasoning quality according to discipline-specific evaluative standards.</td>
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<td></td>
<td><strong>Demonstrative Reasoning</strong></td>
</tr>
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<td></td>
<td>• Makes effective use of evidence and principles to produce chains of reasoning that are of superior quality, as determined by discipline-specific evaluative standards.</td>
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<tr>
<td>ULO 4a.1: Innovation</td>
<td><strong>Innovation Process</strong></td>
</tr>
<tr>
<td></td>
<td>• Consistently demonstrates and applies multiple elements of innovation process resulting in unique application of knowledge and ideas.</td>
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**Assessment Method:**
- Brain storming session –
- Class syllabus/rubrics written by students
- Grading own papers – early and late AND grading others papers
- Reflection paper – organized by cMLO’s

**Planned Teaching & Learning Activities / Pedagogy:**
- See Assessment
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<tr>
<td>ULO 4a.2: Innovation</td>
<td><em>Taking Risks, Idea and practice Exploration</em></td>
<td></td>
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<td></td>
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</table>
|                         | • Actively seeks out and follows through on untested and potentially risky directions or approaches to the assignment in the final product. | • Identify major learning outcomes (MLO’s) of their Undergraduate path (aka how have I changed)  
• By looking at own work  
• By looking at work of others  
• Categorize Major Learning Objective’s | • Series of brain storming sessions.  
• After reading own work  
• After reading others | See Assessment – I’m assuming this will be a small group and we’ll operate on a seminar basis – so I’ll demo an activity – send them off to do it and we’ll report out and discuss at next meeting. |
| ULO 4a.3: Innovation    | *Making Contributions/addressing a need/Solving Problems*  |
|                         | • Develops a coherent plan to identify and address a need, recognizing consequences of solution and can articulate reason for choosing solution. | • Identify major learning outcomes (MLO’s) of their Undergraduate path (aka how have I changed)  
• By looking at own work  
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| ULO 4a.4: Innovation    | *Divergent and Convergent Thinking*  |
|                         | • Integrates alternate, divergent, or contradictory perspectives or ideas fully. | • Identify major learning outcomes (MLO’s) of their Undergraduate path (aka how have I changed)  
• By looking at own work  
• By looking at work of others  
• Categorize Major Learning Objective’s | • Series of brain storming sessions.  
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| ULO 4a.5: Innovation    | **Innovative Thinking**                   | • Identify major learning outcomes (MLO’s) of their Undergraduate path (aka how have I changed)  
• By looking at own work  
• By looking at work of others  
• Categorize Major Learning Objective’s | • Series of brain storming sessions.  
• After reading own work  
• After reading others | See Assessment – I’m assuming this will be a small group and we’ll operate on a seminar basis – so I’ll demo an activity – send them off to do it and we’ll report out and discuss at next meeting. |
|                         | **Connecting, Synthesizing, Transforming** | • Identify major learning outcomes (MLO’s) of their Undergraduate path (aka how have I changed)  
• By looking at own work  
• By looking at work of others  
• Categorize Major Learning Objective’s | • Series of brain storming sessions.  
• After reading own work  
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| ULO 4b.1: Teamwork     | **Contributes to Team Meetings**          | • Identify major learning outcomes (MLO’s) of their Undergraduate path (aka how have I changed)  
• By looking at own work  
• By looking at work of others  
• Categorize Major Learning Objective’s | • Series of brain storming sessions.  
• After reading own work  
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| ULO 4b.2: Teamwork     | *Facilitates the Contributions of Team Members*  
  - Engages team members in ways that facilitate their contributions to meetings by either constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage. | • Identify major learning outcomes (MLO’s) of their Undergraduate path (aka how have I changed)  
  • By looking at own work  
  • By looking at work of others  
  • Categorize Major Learning Objective’s | • Series of brain storming sessions.  
  • After reading own work  
  • After reading others | See Assessment – I’m assuming this will be a small group and we’ll operate on a seminar basis – so I’ll demo an activity – send them off to do it and we’ll report out and discuss at next meeting. |
|                        |                                          |                                                                                |                                                 |                                                 |
| ULO 4b.3: Teamwork     | *Individual Contributions Outside of Team Meetings*  
  - Completes assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence. | • Identify major learning outcomes (MLO’s) of their Undergraduate path (aka how have I changed)  
  • By looking at own work  
  • By looking at work of others  
  • Categorize Major Learning Objective’s | • Series of brain storming sessions.  
  • After reading own work  
  • After reading others | See Assessment – I’m assuming this will be a small group and we’ll operate on a seminar basis – so I’ll demo an activity – send them off to do it and we’ll report out and discuss at next meeting. |
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| ULO 4b.5: Teamwork       | *Fosters Constructive Team Climate*      | • Identify major learning outcomes (MLO’s) of their Undergraduate path (aka how have I changed)  
• By looking at own work  
• By looking at work of others  
• Categorize Major Learning Objective’s (cMLO’s)  
• Series of brain storming sessions.  
• After reading own work  
• After reading others | See Assessment – I’m assuming this will be a small group and we’ll operate on a seminar basis – so I’ll demo an activity – send them off to do it and we’ll report out and discuss at next meeting. |
|                          |                                          | • Treats team members respectfully by being polite and constructive in communication.  
• Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.  
• Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.  
• Provides assistance and/or encouragement to team members. |                                                 |                                                 |
| ULO 4b.6: Teamwork       | *Responds to Conflict*                    | • Identify major learning outcomes (MLO’s) of their Undergraduate path (aka how have I changed)  
• By looking at own work  
• By looking at work of others  
• Categorize Major Learning Objective’s (cMLO’s)  
• Series of brain storming sessions.  
• After reading own work  
• After reading others | See Assessment – I’m assuming this will be a small group and we’ll operate on a seminar basis – so I’ll demo an activity – send them off to do it and we’ll report out and discuss at next meeting. |
|                          |                                          | • Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness. |                                                 |                                                 |
| Non-ULO Course LO’s      |                                          | • Imagine uses for those MLO’s in their post-graduate career  
• Evaluation of Major | • Reflection paper | See Assessment Brainstorm with students about what they found best and worst in the major and how it might be changed. |