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: ANTH 101 Biological Anthropology

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)
[x] DLN (Disciplinary Lens – Natural, Physical, and Applied Sciences)
   Includes Lab: [ ] Yes [x] No
[ ] CID (Communication in the Discipline)
[ ] FF (Finishing Foundations)

Delivery Format(s) – (Check all that apply):
[x] Face to Face
[x] 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. ANTH 101 satisfies 3 credits of the Foundational Studies Program's Disciplinary Lens - Natural, Physical, and Applied Science requirements. It supports the following University Learning Outcomes, along with a variety of other course-specific goals.

ULO 08: Natural, Physical, and Applied Sciences. Apply knowledge and the methods characteristic of scientific inquiry to think critically about and solve theoretical and practical problems about physical structures and processes.

ANTH 101: Biological Anthropology introduces students to understanding humans and our closest relatives from an evolutionary perspective. Students will use the scientific method to acquire and evaluate data, theory and methods pertaining to the study of biological variation in living humans, genetic inheritance, comparisons between non-human primate species, the fossil record of our ancestors, and relationships between biology, ecology, and behavior.

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

- Understand and apply the scientific method by formulating and testing hypotheses
- Understand principles of genetic inheritance and evolution by natural selection
- Understand comparative primate anatomy and behavior
- Understand human evolutionary history including population responses and behavioral adaptations to climate change

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.)

ANTH 101: Biological Anthropology: Extra time on tests, oral examinations, or other accommodations will be provided to students as needed per the policies of the Disability Resource Center. All posted PDF reading assignments will be checked for readability by a screen reader (Academic Technologies will be asked to assist with a review of these electronic materials). When available, videos chosen for use in the course will be those that have been close-captioned by the content producer, or links to internet transcripts will be provided. 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.

ANTH 101: Biological Anthropology: Online sections will include narrated lectures combining PowerPoint presentations with the instructor's voice. Instructors will be encouraged to provide PowerPoint files with a textual transcript of the lecture in the notes section of each slide. Images used in the Blackboard site will have appropriate textual descriptions that can be read by screen reader software. In all sections, students will be able to submit assignments in a variety of formats, including written papers and podcasts. 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.

Please see below.
Course Design Table

<table>
<thead>
<tr>
<th>Foundation ULO 8 Criteria and 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 8.1: Process of Inquiry and Analysis in Response to Evidence or Observation</td>
<td>Understand and apply the scientific method by formulating and testing hypotheses</td>
<td>Written statement and/or multiple choice exam questions to assess comprehension of key cases</td>
<td>Brainstorming in small groups, reading assignments, discussion activities and/or lecture presentations.</td>
</tr>
<tr>
<td>ULO 8.2: Understanding of knowledge and inquiry</td>
<td>Understand principles of genetic inheritance and evolution by natural selection</td>
<td>Written statement and/or multiple choice exam questions to assess comprehension of key cases</td>
<td>Individual or small group activities, reading assignments, discussion activities, and/or lecture presentations</td>
</tr>
<tr>
<td>ULO 8.2: Understanding of knowledge and inquiry</td>
<td>Understand comparative primate anatomy and behavior</td>
<td>Written statement and/or multiple choice exam questions to assess comprehension of key cases</td>
<td>Instructor presentations, videos, and readings on key concepts. Also may include discussion activities, a zoo visit, or service learning component</td>
</tr>
<tr>
<td>ULO 8.4: Understanding of interactions of science and technology with humans and environment</td>
<td>Understand human evolutionary history including population responses and behavioral adaptations of climate change</td>
<td>Written statement and/or multiple-choice exam questions to assess comprehension of key cases</td>
<td>Instructor presentations and readings. Also may include demonstration and analysis of items in our teaching collection as a class, in small groups, or by individuals.</td>
</tr>
</tbody>
</table>

5-16-2013

Foundational Studies Program Director Signature

Date