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: ART 495 Capstone Review

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):
[x] Face to Face
[ ] Fully Online
[ ] Hybrid
[ ] Concurrent Enrollment
[x] 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. ART495 satisfies 3 credits of the Foundational Studies Program’s Finishing Foundations requirements. It supports the following University Learning Outcomes, along with a variety of other course-specific goals.

ULO-1 Writing
ULO-2 Oral Communication
ULO-3 Critical Inquiry
ULO-4 Innovation and Teamwork

ART495: Capstone Review is designed to give the student the opportunity to develop a portfolio of work that will enable them to present themselves professionally in the workplace. This course helps achieve the goals of the Foundation Studies Program by focusing on the following learning outcomes. After successful completion of this course, you will be able to:

• Produce, evaluate and present a professional portfolio to the career professionals and the general public.
• Orally describe and defend choices made in the creation of digital and print components of the portfolio.
• Work as a team to organize and market a community event.

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.)

ART495 Capstone Review course meetings will consist of face-to-face meetings with the instructor in ADA compliant buildings and classrooms with ADA accessible seating as needed. Other accommodations will be provided to students as needed per the policies of the Disability Resource Center. There are no tests given in this course, so testing accommodations are not necessary.

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 table below.

**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.

<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:** Art 495 Capstone Review

### 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>
<tbody>
<tr>
<td>ULO 1 Writing</td>
<td>• Focuses narrowly on a clear purpose</td>
<td>• Place their work in contemporary context through oral and written research presentations on contemporary designers</td>
<td>• Active participation in discussion/analysis is during and after oral/written research presentations.</td>
<td>• Complete revisions of the written component based on faculty feedback</td>
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<td></td>
<td>• Adopts an appropriate voice, tone &amp; level of formality</td>
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<td>• Provide/discuss examples of successful written research presentations.</td>
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<td>• Evaluates and synthesizes ideas from sources well; documents sources</td>
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<td>• Improves across a series of drafts that are the result of drafting, revising and editing in response to feedback</td>
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<td>ULO 2 Oral Communication</td>
<td>• Focuses on a compelling central message that is precisely stated, appropriately repeated, memorable and strongly supported</td>
<td>• Orally present their portfolio of work to the public and professionals. • Place their work in contemporary context through oral and written research presentations</td>
<td>• Post-portfolio event discussion and analysis of community and professional feedback • Active participation in discussion/analysis is during and after oral/written research presentations</td>
<td>• Feature guest speakers in class to orally present their portfolios and engage in a discussion of what they look in job applicants</td>
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<td>• Uses compelling and appropriate delivery techniques so that speaker appears prepared polished and confident</td>
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</thead>
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<tr>
<td>ULO 3 Critical Inquiry</td>
<td>• Clearly identifies and describes the problem: explains how it fits within the disciplines sphere of inquiry (concepts and theories of contemporary graphic design</td>
<td>• Prepare a successful portfolio of work to enter the professional job market.</td>
<td>• Complete revisions of the portfolio based on faculty and other professional feedback.</td>
<td>• Consistent pre-portfolio event review and feedback from design faculty</td>
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<td>• Accurately diagnoses failures of reasoning and clearly distinguishes different grades of reasoning quality according to discipline specific evaluative standard</td>
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<td>• Post-portfolio event discussion and analysis of community and professional feedback</td>
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<td>• Feature guest speakers in class to present their work/portfolios and engage in a discussion of what job applicants should include in their portfolios</td>
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<tr>
<td>ULO 4 Innovation and Teamwork</td>
<td>• Helps the team move forward by articulating merits of alternative ideas or proposals</td>
<td>• Identify the major characteristics of successful group/team interactions.</td>
<td>• Active participation in the organization of the portfolio community event.</td>
<td>• Present previous examples of portfolio events, how they were organized noting successes and shortcomings.</td>
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<td>• Completes assigned tasks by deadline: work accomplished is thorough, comprehensive and advances the project….</td>
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<td>• Supports a constructive team climate by doing the following: treats team members respectfully…</td>
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<td>• Uses positive vocal or written tone….</td>
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<td>• Motivates teammates…..</td>
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<td>• Provides assistance…….</td>
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