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: BAS 400: BAS Capstone

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
[ ] 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. BAS 400: BAS Capstone 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:

- ULO 2. Oral Communication
- ULO 3. Critical Inquiry
- ULO 4. Innovation

BAS 400 is designed to integrate a student’s technical knowledge with the knowledge, skills, and concepts critical to good communication. 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:

- Critically analyze a contemporary.
- Develop innovative ideas to solve a problem.
- Develop ways to implement your solutions.

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.)

**BAS 400: BAS Capstone**: All posted pdf reading assignments will be checked for readability by a screen reader. PowerPoint presentations 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. There will not be tests in the course, so testing accommodations should not be needed. However, 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 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.

________________________________________
Foundational Studies Program Director Signature    Date
### Boise State University
Foundational Studies Course

Course Number and Title: BAS 400: BAS Capstone

### 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 2 Oral Communication</td>
<td>• Effective organizational patterns&lt;br&gt;• Polished and compelling delivery technique</td>
<td>• Articulate in a presentation how their goals were met through their interdisciplinary education plan.</td>
<td>• Give a 5-7 minute presentation on your goals in the BAS program and how they were or were not met.</td>
<td>• Review what makes an “A” presentation vs a “C”.&lt;br&gt;• Hand out rubric in advance &amp; go over it so expectations are clear and concise</td>
</tr>
<tr>
<td>ULO 3 &amp; 5 Critical Inquiry and Ethics</td>
<td>• 3.1 - Articulating the problem&lt;br&gt;• 3.1 - Articulate a problem with an active interdisciplinary focus&lt;br&gt;• 5.2 - Analyzing Ethical Issues</td>
<td>• Clearly identify and analyze an ethical situation that occurs in their targeted career field. The student will use what they learned in their interdisciplinary upper-division coursework.</td>
<td>• Submit a detailed presentation proposal. This should state what the ethical issue is, and why it is important. This should also state the ethical framework that will be used in the presentation.</td>
<td>• Have a field trip to the library for a presentation on how to use their resources for research.&lt;br&gt;• Lecture on different ethical decision making philosophies and talk through some cases (maybe role playing based off index cards)</td>
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<tr>
<td>ULO 2 &amp; 4b Oral communication and Teamwork</td>
<td>• 2.6 - Critical Listener&lt;br&gt;• 4b.3 - Contributes outside of team meetings&lt;br&gt;• 4b.5 - Fosters a constructive team climate</td>
<td>• Work in a team and both give and receive thoughtful feedback via online and in-person, scheduled methods.</td>
<td>• Review the blackboard sites where each team member should post their work and respond to others.&lt;br&gt;• Participate during in-person team meetings and provide thoughtful feedback</td>
<td>• Set up teams for the duration of the ethics project. Teams will review each other’s work and give feedback.&lt;br&gt;• Students will give feedback on all team members.</td>
</tr>
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<td>ULO 4a Innovation</td>
<td>• Take risks and explore ideas</td>
<td>• The student will be able to look at a problem and Integrate alternate, and/or contradictory perspectives. The student will be able to take risks when evaluating and looking for solutions or alternate ideas.</td>
<td>• The student’s final project. This will demonstrate their innovative thinking and what methods they utilized. They will need to show how they looked at various ideas and new ways of looking at the problem.</td>
<td>• We will go over innovation and what it means. We will watch video clips, such as IDEO to see examples of innovative ideas and how to look at a problem differently.</td>
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<td></td>
<td>• Divergent and convergent thinking</td>
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