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: CE 321: Principles of Environmental Engineering Lab

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. CE 321 satisfies 1 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

CE 321: Principles of Environmental Engineering Lab is designed to help 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:

• Perform a variety of water parameter analyses via standard laboratory and field-based wet chemistry methods.
• Create a STELLA model solution for calculation of dissolved oxygen concentrations in natural riverine-type systems
• Perform a variety of wastewater parameter analyses via standard wet chemistry methods.
• Identify the components and functions of a typical wastewater treatment facility.
• Create a modeling solution to predict the impact of recycling on solid waste volume and energy content.
• Prepare laboratory test reports according to the “Specifications for Laboratory Reports”.
• Prepare and deliver an oral presentation to an audience of their peers.

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.)

CE 321: Principles of Environmental Engineering Lab: In the syllabus, the types of course materials and activities will be described. All students will be encouraged to meet or email the instructor privately if they have any issues with any of the course activities or materials and accommodations will be made. For example, laboratory exercises in materials processing will be modified to accommodate a student in a wheel chair. Extra time on tests, oral presentations or 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 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><strong>ULO 1.2: Write effectively: Voice</strong></td>
<td>Adopts an appropriate voice, tone and level of formality</td>
<td>Prepare laboratory test reports according to the “Specifications for Laboratory Reports”.</td>
<td>Students will write a series of laboratory reports.</td>
<td>Report Specifications will be assigned. Multiple drafts of reports will required.</td>
</tr>
<tr>
<td><strong>ULO 1.5: Write effectively: Revision</strong></td>
<td>Improves across a series of drafts that are the result of drafting revising and editing in response to feedback</td>
<td>Prepare laboratory test reports according to the “Specifications for Laboratory Reports”.</td>
<td>Students will write a series of laboratory reports.</td>
<td>Report Specifications will be assigned. Multiple drafts of reports will required.</td>
</tr>
<tr>
<td><strong>ULO 1.6: Write effectively: Mechanics</strong></td>
<td>Uses correct syntax, grammar, and punctuation</td>
<td>Prepare laboratory test reports according to the “Specifications for Laboratory Reports”.</td>
<td>Students will write a series of laboratory reports.</td>
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<tr>
<td>ULO 2.1: Communicate effectively as speaker: Message</td>
<td>Focuses on a compelling central message that is precisely stated, appropriately repeated, memorable, and strongly supported</td>
<td>Prepare and deliver an oral presentation to an audience of their peers.</td>
<td>Students will make an oral presentation concerning a proposal for a new laboratory exercise.</td>
<td>Assigned readings with a focus on oral presentations as well as peer discussion or presentation.</td>
</tr>
<tr>
<td>ULO 2.2: Communicate effectively as speaker: Support</td>
<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>Prepare and deliver an oral presentation to an audience of their peers.</td>
<td>Students will make an oral presentation concerning a proposal for a new laboratory exercise.</td>
<td>Assigned readings with a focus on oral presentations as well as peer discussion or presentation.</td>
</tr>
<tr>
<td>ULO 2.3: Communicate effectively as speaker: Organization</td>
<td>Presentation is clear and consistent and makes content cohesive Uses appropriate delivery techniques</td>
<td>Prepare and deliver an oral presentation to an audience of their peers.</td>
<td>Students will make an oral presentation concerning a proposal for a new laboratory exercise.</td>
<td>Assigned readings with a focus on oral presentations as well as peer discussion or presentation.</td>
</tr>
</tbody>
</table>

5-16-2013

Foundational Studies Program Director Signature Date