Instructions: 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: CHEM 398 Seminar

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
[ ] 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. CHEM 398: Seminar 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.

1. Write effectively in multiple contexts, for a variety of audiences.
2. Communicate effectively in speech, both as speaker and listener.
3. Engage in effective critical inquiry by defining problems, gathering and evaluating evidence, and determining the adequacy of argumentative discourse.
4. Think creatively about complex problems in order to produce, evaluate, and implement innovative possible solutions, often as one member of a team.

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.)

CHEM 398: Seminar: All posted pdf reading assignments will be checked for readability by a screen reader. (The department will ask Academic Technologies to help with a review of these electronic materials.) 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. We will add textual descriptions accessible by screen readers to images used on the course web site. Extra time on tests, oral examinations, 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 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.

CHEM 398: Seminar served as the senior capstone course for our majors since at least 1998. They submit a research thesis and defend it orally. It is the ideal course to meet this requirement. With respect to course design, the written work will be graded by two assigned faculty readers. It has been a method that we have used for several years now.

______________________________  __________________________
Foundational Studies Program Director Signature  Date
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 2 - Oral Communication | 2.1 - Speak effectively  
2.2 - Offer supporting material  
2.3 - Effective organizational patterns  
4a.1 - Uses innovative processes | Construct a powerpoint presentation by summarizing a chemistry literature and give a talk in front of an audience | Oral presentation  
Peer/instructor evaluation rubric | Oral presentation  
Peer/instructor critique and evaluation using grading rubric |
| ULO 3 - Critical Inquiry  
ULO 4a - Innovation | 1.4 - Evaluates and synthesizes ideas from sources well; documents source according to disciplinary conventions  
1.6 - Controls mechanical features such as syntax, grammar, punctuation  
3.1 - Articulate the problem/question/issue  
3.2 - Connect and organize evidence/data/reasoning  
4a.3 - Makes a contribution to solving a problem  
4a.2 - Takes risks, explores ideas | Summarize his/her research results and compose a formal written report | The research report will be graded by at least two faculty readers in the department (a method used by our department for more than 13 years). | Writing workshop  
Feedback from research advisor to assist in revisions of the report  
Use of good writing examples (published papers) to compare with students’ report |
| ULO 1 - Writing  
ULO 3 - Critical Inquiry  
ULO 4a - Innovation | | | | |

Boise State University  
Foundational Studies Course  
Course Number and Title: CHEM 398 Seminar
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| ULO 2 - Oral Communication | 2.1 - Speak effectively  
2.3 - Effective organizational patterns  
3.1 - Articulate the problem/question/issue  
3.2 - Connect and organize evidence/data/reasoning  
4a.1 - Uses innovative processes | Construct a powerpoint presentation on his/her laboratory research results and deliver the talk in front of an audience | Presentation file and recording of oral presentation  
Peer/instructor evaluation rubric | Oral presentation  
Peer/instructor critique and evaluation using grading rubric |