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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: ECON 422: Econometrics

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. ECON 422: Econometrics satisfies three credits of the Foundation Studies Program's Finishing Foundations (FF) 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. Engage in effective critical inquiry by defining problems, gathering and evaluating evidence, and determining the adequacy of argumentative discourse.
3. Think creatively about complex problems in order to produce, evaluate, and implement innovative possible solutions, often as one member of a team.

ECON 422: Econometrics will expose you to statistical tools that you can use to empirically test questions about economic decision-making in the face of resource scarcity. After successful completion of this course, you will be able to:

• Identify the assumptions underlying basic econometric methods;
• Assess whether those assumptions are valid in practice.

This course is also designed to guide you through all of the steps required to complete a unique research project, from identifying a policy-relevant research question to interpreting the results of a statistical analysis. At the end of the course, you will be able to:

• Construct a focused, answerable, and policy-relevant research question;
• Gather, categorize, and appraise background literature related to the research question;
• Compile and analyze secondary empirical data in order to generate policy-relevant conclusions;
• Integrate the analysis with the literature and justify how it innovates upon the current state of knowledge;
• Design and enforce a team-management and conflict-resolution plan to facilitate successful collaboration;
• Provide constructive feedback to peers to facilitate positive and productive team working environment.

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.)
When necessary, all posted pdf reading assignments will be checked for readability by a screen reader. Whenever available, videos chosen for use in the course will be those that have been close captioned by the content producer to provide access to students with hearing impairment. Materials used in class lectures, readings, and assignments, insofar as they contain graphs or other visual representations of content, will be verbally described to students on an as-needed basis. 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.

**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.

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<table>
<thead>
<tr>
<th>Foundational Studies Program Director Signature</th>
<th>Date</th>
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</table>
Boise State University  
Foundational Studies Course

Course Number and Title: ECON 422: Econometrics

### 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 3 - Critical Inquiry | • 3.1 - Articulating the Problem/Question/Issue  
• 3.2 - Collecting and organizing evidence/data/reasons  
• 3.3 - Evaluative reasoning  
• 3.4 - Demonstrative reasoning  
• 4a.1 - Innovation processes | • Identify the assumptions underlying basic econometric methods and assess whether those assumptions are valid in practice | • Graded take home exam in which students choose a method by which to analyze a dataset and answer an assigned research question. Students graded based on whether they evaluate each of the assumptions underlying the method chosen to ensure that the approach is valid for the assigned dataset. | • Mathematical problem set assigned and instructor feedback returned.  
• In-class problem-solving activities and discussion.  
• Additional reading assignments including exemplary papers from economic literature. |
| ULO 4a - Innovation | | | | |
| ULO 1 - Writing  
ULO 3 - Critical Inquiry  
ULO 4a - Innovation | • Write effectively  
• 3.1 - Articulating the problem/question/issue  
• 4a.2 - Taking risks, idea and practice exploration  
• 4a.3 - Making contributions/addressing a need/solving problems  
• 4a.5 - Innovative thinking | • Compose a focused, answerable, and policy-relevant research question. | • Research paper proposal collected and reviewed by instructor. Proposed research question iteratively revised by instructor and student groups until the topic is refined. | • Handout of examples of research questions from the literature distributed.  
• In-class exercise in which project groups summarize research question based on abstracts of exemplary papers in the literature.  
• In-class presentation of group research questions and critical discussion of whether topic is focused, answerable, and policy-relevant. |
<table>
<thead>
<tr>
<th>ULO 1 - Writing</th>
<th>ULO 3 - Critical Inquiry</th>
<th>ULO 4a - Innovation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ULO</strong></td>
<td><strong>Notions of Exemplary Work</strong></td>
<td><strong>Course Learning Outcomes:</strong> By the end of this course, each student should be able to...</td>
</tr>
<tr>
<td><strong>Criteria</strong></td>
<td></td>
<td><strong>Assessment Method:</strong> Evidence of Student Learning</td>
</tr>
<tr>
<td><strong>Criteria</strong></td>
<td></td>
<td><strong>Planned Teaching &amp; Learning Activities / Pedagogy</strong></td>
</tr>
<tr>
<td>ULO 1 - Writing</td>
<td>Write effectively</td>
<td>Research paper proposal to include a citation list reviewed by instructor.</td>
</tr>
<tr>
<td>ULO 3 - Critical Inquiry</td>
<td>3.2 - Collecting and organizing evidence/data/reasons; 3.3 - Evaluative reasoning; 4a.4 - Divergent and convergent thinking</td>
<td>Research paper draft to include text describing the literature and background for the proposed research topic.</td>
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<tr>
<td>ULO 4a - Innovation</td>
<td></td>
<td>In-class discussion of what constitutes an appropriate reference.</td>
</tr>
<tr>
<td>ULO 3 - Critical Inquiry</td>
<td>3.2 - Collecting and organizing evidence/data/reasons; 3.4 - Demonstrative reasoning; 4a.1 - Innovation processes</td>
<td>Written feedback from instructor on research paper proposal and research paper draft.</td>
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<tr>
<td>ULO 4a - Innovation</td>
<td></td>
<td>In-class presentation on available data sources.</td>
</tr>
<tr>
<td>ULO 3 - Critical Inquiry</td>
<td>3.4 - Demonstrative reasoning; 4a.5 - Innovative thinking; 4a.6 - Connecting, synthesizing, transforming</td>
<td>In-class group working sessions during which instructor provides individual groups with feedback and discussion of data sources.</td>
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<tr>
<td>ULO 4a - Innovation</td>
<td>Integrate the analysis with the literature and justify how it innovates upon the current state of knowledge.</td>
<td>Final research paper graded based on innovation and ability of students to place research in context.</td>
</tr>
<tr>
<td>ULO 3 - Critical Inquiry</td>
<td>Final research paper graded based on innovation and ability of students to place research in context.</td>
<td>In-class discussion of exemplary papers from the literature.</td>
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<tr>
<td>ULO 4a - Innovation</td>
<td></td>
<td>Grading rubric distributed to class.</td>
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<tr>
<td>ULO 1 - Writing</td>
<td>ULO 4b - Teamwork</td>
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<tr>
<td><strong>ULO 1 - Writing</strong></td>
<td><strong>ULO 4b - Teamwork</strong></td>
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<tr>
<td><strong>Criteria</strong></td>
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</tbody>
</table>

**Foundation ULO**

**Course Learning Outcomes:** By the end of this course, each student should be able to...

**Criteria**

- Write in multiple contexts
- 4b.1 - Making contributions/adressing a need/solving problems
- 4b.2 - Facilitates the contributions of team members
- 4b.5 - Fosters constructive team climate
- 4b.6 - Responds to conflict

- Design and enforce a team-management and conflict-resolution plan to facilitate successful collaboration

- Team management plan to be completed as first team assignment. Management plan reviewed by instructor for comprehensiveness. Plan should include assignment of tasks, definition of group's goals and expectations, and a timetable for completion of individual and group tasks.

**Teaching & Learning Activities / Pedagogy**

- In-class discussion of elements of a team management plan. Handouts of example plans distributed along with semester schedule to assist with specification of timetable.

- Write in multiple contexts
- 4b.1 - Contributes to team meetings
- 4b.2 - Facilitates the contributions of team members
- 4b.3 - Individual contributions outside of team meetings

- Provide constructive feedback to peers to facilitate positive and productive team working environment.

- Self and peer assessments administered at various points throughout the research project.

- Online peer assessments administered periodically, anonymous group feedback on individual and group performance returned to each student in the group.