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: ED-CIFS 201: Foundations of Education

Type of Foundational Studies Course – (Choose One):
[x] 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):
[x] Face to Face
[ ] Fully Online
[ ] Hybrid
[x] 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. ED-CIFS 201 satisfies 3 credits of the Foundational Studies Program's Disciplinary Lens – Social Science requirements. It supports the following University Learning Outcomes, along with a variety of other course-specific goals.

ULO 11. Apply knowledge and the methods of inquiry characteristic of the social sciences to explain and evaluate human behavior and institutions.

ED-CIFS 201: Foundations of Education is designed to provide an introduction to the profession of education and to the American educational system. Specific components include social, cultural, philosophical, and historical perspectives in education, current educational issues and problems of education. For prospective Teacher Education students, admission is contingent upon meeting requirements specified in the course. Foundations of Education helps to achieve the goals of the Foundations program by focusing on the following course learning outcomes.

After successful completion of this course, you will be able to:

• Describe the development of the American public educational system and how historical factors shaped the current system.
• Discuss both orally and in writing several current issues involved in public education.
• Articulate your educational philosophy in writing.
• Demonstrate dispositions appropriate to public education as described within the Idaho Core Teacher Standards.

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.)

ED-CIFS 201: Foundations of Education: Accommodations will be provided to all students as needed per the policies of the Disability Resource center and appropriate law. Whenever available, videos used in the course will have closed-captioning by the content producer to provide access to students with hearing impairment.
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.
 Boise State University  
 Foundational Studies Course  
 Spring 2014  
 Course Number and Title: ED-LLC 203: Film and Contemporary Issues in Education  

## Course Design Table

<table>
<thead>
<tr>
<th>Foundation ULO 11 Criteria</th>
<th>Foundation ULO 11 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 11.1: Understanding of individuals as members of a particular culture and/or community | Demonstrates an understanding that members of different cultures and/or communities see, interpret, and experience the world differently | Articulates his/her own place within own culture and examines cultural assumptions about people and the world | Interview all students. Observe and evaluate students’ classroom behavior, and class discussion | Students will read and discuss Idaho Core Teacher Standards.  
Students will engage in classroom discussions and reflective writing about public education in diverse society. |
<table>
<thead>
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<th>Course Learning Outcomes: By the end of this course, each student should be able to...</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ULO 11.2: Understanding of historical and/or cultural forces</td>
<td>Demonstrates an understanding of the historical and/or social forces that shape individuals and institutions</td>
<td>Describe the development of the American public educational system and how historical factors shaped the current system.</td>
<td>Across the multiple sections of ED-CIFS 201, examinations and papers will be used.</td>
<td>Students will read books/articles about the history of American public education.</td>
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<td></td>
<td>Analyzes the world views and/or philosophical assumptions of a given source</td>
<td>Articulate your educational philosophy in writing/media.</td>
<td>* Philosophy paper or video.</td>
<td>Students will read books/articles of educational philosophy.</td>
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<tr>
<td></td>
<td>Draws connections between diverse perspectives</td>
<td></td>
<td></td>
<td>Students will engage in classroom discussion and reflective writing about history and philosophy of education.</td>
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<td></td>
<td></td>
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<td></td>
<td>Students may engage in debates/presentation/s/discussion boards/blogs regarding these issues.</td>
</tr>
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</table>
| ULO 11.3: Reasoning, inquiry, and problem-solving | Demonstrates an understanding of the theoretical framework that is behind various approaches to education  
- Analyzes own and others’ assumptions and evaluates the relevance of contexts  
- Uses information and analysis to capture the critical elements of the discussion | Discuss both orally and in writing several current issues involved in public education. | Across the multiple sections, student presentations, papers, and exams will be used. | Students will engage in classroom discussions and reflective writing about public education in diverse society. |
| ULO 11.4: Responsibility, personal reflection | Demonstrates (through personal reflection and action) an understanding of the importance of an active commitment to support community  
- Demonstrate dispositions appropriate to public education as described within the Idaho Core Teacher Standards. | Discuss both orally and in writing several current issues involved in public education.  
- Demonstrate dispositions appropriate to public education as described within the Idaho Core Teacher Standards. | Across the multiple sections, student presentations, papers, and exams will be used.  
- Interview all students.  
- Observe and evaluate students’ classroom behavior, and class discussion. | Students will engage in classroom discussions and reflective writing about public education in diverse society.  
- Students will have the opportunity to practice appropriate behavior as active members of our learning community. |

5-16-2013

Foundational Studies Program Director Signature

Date