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: ENVSTD 491: Senior Project I

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 Foundations Program provides undergraduates with a broad-based education that spans the entire university experience. ENVSTD 491 satisfies 2 units of the Foundation Program's FF400 requirement. 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 3: Engage in effective critical inquiry by defining problems, gathering and evaluating evidence, and determining the adequacy of argumentative discourse.
- ULO 4b: Think creatively about complex problems in order to produce, evaluate, and implement innovative possible solutions, often as one member of a team

A student in ENVSTD 491 will be an active participant on an interdisciplinary team that will identify, synthesize, analyze and generate innovative solutions to a complex, real-life, 21st century environmental problem. This process will require rigorous scientific investigation and analysis, and the problem itself may take on a local, regional, national or global scope. The ENVSTD 491 capstone includes a final presentation to the BSU academic community. This course 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:

ULO 1: Write Effectively
- Use an appropriate voice, tone, and level of formality for writing in the Environmental Studies field(s)
- Evaluate and synthesizes ideas from sources well; document sources according to disciplinary conventions in Environmental Studies field(s) -- including the collection, organization, and analysis of the background information necessary to conduct an informed assessment of the problem identified in the group project work

ULO 3: Critical Inquiry
- Identify the need for problem solving -- recognizing that there is an essential problem to be addressed in the group project
- Analyze the problem and identify the opportunity -- separating root causes from symptoms
- Generate a menu of alternatives and collect data (if necessary) -- arriving at multiple, feasible possibilities for comparison and consideration; identify the pros and cons of each alternative
- Determine the best solution, and offer a justification for why the solution was chosen
• Implement and/or evaluate the solution -- demonstrating the reasoning used to arrive at the solution(s) that were selected; present the likely outcome(s) that will result from the solution chosen, and compare and contrast the chosen outcome to those that weren't chosen

ULO 4b: Teamwork
• Contribute in the team meetings, act as a facilitator with regards to the contributions of other members, and foster a constructive team working climate

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.)

ENVSTD 491: All posted PDF reading assignments will be checked for readability by a screen reader. (The department will ask Academic Technologies will help with a review of these electronic materials).

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. PowerPoints 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.
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
## 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 1: Writing</td>
<td>• Adopts an appropriate voice, tone, and level of formality. • Evaluates and synthesizes ideas from sources well; documents sources according to disciplinary conventions.</td>
<td>• Use and appropriate voice, tone, and level of formality for writing in the Environmental Studies fields. • Evaluate and synthesizes ideas from sources well; according to disciplinary conventions in Environmental Studies – includes the collection, organization, and analysis of the background information necessary to conduct an informed assessment of the problem identified in the group project work.</td>
<td>• Design and deploy an effective final presentation representing the findings of the group project work to be presented at the Undergraduate Research Conference.</td>
<td>• Semi-regular progress checks and drafts of written work. Presentation of the final project at the URC; • Outside assessment of progress (Environmental Studies faculty Committee) with feedback. • Weekly team and/or class project meetings which will include semi-regular peer assessment will be conducted.</td>
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<td>ULO 3: Critical Inquiry</td>
<td><strong>• Articulate the problem/question/issue</strong>&lt;br&gt;<strong>• Connect and organize evidence/data/reasoning.</strong>&lt;br&gt;<strong>• Evaluate reasoning</strong>&lt;br&gt;<strong>• Demonstrable use of reasoning.</strong></td>
<td><strong>• Identify the need for problem solving -- recognizing that there is an essential problem to be addressed in the group project.</strong>&lt;br&gt;<strong>• Analyze the problem and identify the opportunity -- separating root causes from symptoms.</strong>&lt;br&gt;<strong>• Generate a menu of alternatives and collect data (if necessary) -- arriving at multiple, feasible possibilities for comparison and consideration; identify the pros and cons of each alternative.</strong>&lt;br&gt;<strong>• Determine the best solution, and offer a justification for why the solution was chosen.</strong>&lt;br&gt;<strong>• Implement and/or Evaluate the solution -- demonstrating the reasoning used to arrive at the solution(s) that were selected; present the likely outcomes that will result from the solution chosen, and compare and contrast the chosen outcome from those that weren't chosen.</strong></td>
<td><strong>• Written working problem statement;</strong>&lt;br&gt;<strong>• Presentation of multiple alternatives that address the defined problem;</strong>&lt;br&gt;<strong>• Presentation of a solution that best addresses the problem, and demonstrates a knowledge of pros and cons of the alternative solutions;</strong>&lt;br&gt;<strong>• Presentation of a compelling case for the selected solution;</strong>&lt;br&gt;<strong>• Development of a viable, detailed plan of action and implementation.</strong></td>
<td><strong>• Semi-regular progress checks and drafts of written work.</strong>&lt;br&gt;<strong>• Presentation of the final project at the URC;</strong>&lt;br&gt;<strong>• Outside assessment of progress (Environmental Studies Faculty Committee) with feedback;</strong>&lt;br&gt;<strong>• Weekly team and/or class project meetings which will include semi-regular peer assessment will be conducted.</strong></td>
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<td>ULO 4b: Teamwork</td>
<td>• Contributes to team meetings.</td>
<td>• Contribute in the team meetings, act as a facilitator with regards to the contributions of other members, and foster a constructive team working climate.</td>
<td>• Semi-regular peer assessment of individual contributions, meeting of deadlines, support to other team members, constructive additions, meeting group requirements or expectations, attendance, level of participation, effort and sense of responsibility.</td>
<td>• Weekly team and/or class project meetings which will</td>
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<td>• Facilitates team member contributions.</td>
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<td>• Fosters a constructive team climate.</td>
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