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: GENBUS 450 Business Policies

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:

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. GENBUS 450: Business Policies satisfies three credits of the Foundation Program's Finishing Foundations (FF) requirement. It supports the following University Learning Outcomes, along with a variety of other course-specific goals:

- Write effectively in multiple contexts, for a variety of audiences.
- Engage in effective critical inquiry by defining problems, gathering and evaluating evidence, and determining the adequacy of argumentative discourse.
- Thinking 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.)

Online sections will include narrated lectures combining PowerPoint presentations with the instructor’s voice. Instructors will be encouraged to provide PowerPoint files with a textual transcript of the lecture in the notes section of each slide. Images used in the Blackboard site will have appropriate textual descriptions that can be read by screen reader software. In all sections, students will be able to submit assignments in a variety of formats, including written papers and podcasts. 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.
Foundational Studies Program Director Signature   Date
## Boise State University
### Foundational Studies Course

**Course Number and Title:** GENBUS 450 Business Policies

## 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 1: Writing**     | • Write effectively in multiple contexts, for a variety of audiences. | *Write effectively:* Purpose Objective of the message is clear. Message provides all necessary information and anticipates questions.  
*Write effectively:* Voice Adopts an appropriate voice, tone, and level of formality.  
*Write effectively:* Sources Evaluates and synthesizes ideas from sources well; documents sources.  
*Write effectively:* Mechanics Controls mechanical features such as syntax, grammar, and punctuation. Material is well-formatted and provides clear syntax. | • Students are expected to complete case study analyses and provide a written report. | • Case study discussions provide students with exemplars and practice in integrating ideas, perspectives and solutions into new forms. |
<table>
<thead>
<tr>
<th>Foundation ULO</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** | • Engage in effective critical inquiry by defining problems, gathering and evaluating evidence, and determining the adequacy of argumentative discourse. | • Articulating the Problem/Question/Issue  
• Clearly identifies and summarizes the main problem(s). Identifies secondary or implicit issues.  
• Collecting and Organizing Evidence/Data/Reasons  
• Shows clear evidence of effective research by using credible appropriate information sources. Examines the evidence and source of evidence; questions its accuracy, precision, relevance, and completeness.  
• Evaluative  
• Provides appropriate, accurate, and thorough analysis to facilitate decision making.  
• Describes, compares, and critically evaluates alternative courses of action.  
• Proposes a viable plan of action that thoroughly resolves the problem.  
• Demonstrative Reasoning  
• The report makes a compelling case for the recommended plan of action; uses clear logic and/or evidence. | • Evaluation of student contributions to case study discussions. | • Case study discussions provide students with exemplars and practice in integrating ideas, perspectives and solutions into new forms. |
| **ULO 4a: Innovation** | • Think creatively about complex problems in order to produce, evaluate, and implement innovative possible solutions, often as one member of a team.  
4.a.3 - Making Contributions/addressing a need/Solving Problems  
Develops a coherent plan to identify and address a need, recognizing consequences of solution and can articulate reason for choosing solution. | • Students are engaged in an interdisciplinary team project in which they are expected to integrate perspectives in developing novel solutions to complex business problems. | | • Readings and discussions provide students with terminology, tools, and methodology to assess and analyze business problems and provide a viable plan of action. |