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: INTDIS 491 Project

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):
[ ] Face to Face
[ ] Fully Online
[ ] Hybrid
[ ] Concurrent Enrollment
[x] Other (briefly describe): The student will prepare the project independently under the direction of the student’s faculty advisory committee.
Part II. Syllabus Statement:

Boise State University’s Foundational Studies Program provides undergraduates with a broad-based education that spans the entire university experience. INTDIS 491 Project satisfies 3 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. Engage in effective critical inquiry by defining problems, gathering and evaluating evidence, and determining the adequacy of argumentative discourse.

2. For one or more of the following, apply knowledge and the methods:
   a. of reasoning characteristic of mathematics, statistics, and other formal systems to solve complex problems;
   b. characteristic of scientific inquiry to think critically about and solve theoretical and practical problems about physical structures and processes;
   c. characteristic of the visual and performing arts to explain and appreciate the significance of aesthetic products and creative activities;
   d. of inquiry characteristic of literature and other humanities disciplines to interpret and produce texts expressive of the human condition;
   e. of inquiry characteristic of the social sciences to explain and evaluate human behavior and institutions.

INTDIS 491 Project requires the student to define and solve problems, to think critically, and to draw critically from two or more disciplines studied and to integrate disciplinary insights. This course helps to achieve the goals of the Foundational Studies Program by focusing on the following course learning outcomes. After successful completion of the course, you will be able to:

   a. define and solve a problem relevant to the disciplines studied;
   b. apply knowledge and methodology relevant to the disciplines studied;
   c. integrate disciplinary insights.

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.)
Students with disabilities are encouraged to arrange for special accommodations when planning their project and submitting proposals for approval by their faculty advisory committee and the campus-wide Interdisciplinary Studies Committee. Students’ faculty advisory committees will be encouraged to allow accommodations 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.

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

Course Number and Title: INTDIS 491 Project

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>
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</thead>
</table>
| ULO 3: Critical Inquiry | • Articulating the Problem/Question/Issue  
• Collecting and Organizing Evidence/Data/Reasons  
• Evaluative Reasoning; and, Demonstrative Reasoning.  
• Exemplary work clearly identifies and describes the problem and how it fits within the relevant disciplines’ spheres of inquiry; adheres to and explains the relevant disciplines’ best practices with respect to thoroughness and accuracy of data collection; accurately diagnoses failures of reasoning and clearly distinguishes different grades of reasoning quality according to discipline-specific evaluative standards; and, makes effective use of evidence and principles to produce chains of reasoning that are of superior quality, as determined by discipline-specific evaluative standards. | • Define, analyze, and solve a problem relevant to the disciplines studied.  
• Demonstrate clear and effective evaluative and demonstrative reasoning. | • The student will submit a deliverable product that results from the project, such as a paper, video or audiotape, musical composition, art exhibit, etc.  
• At the discretion of the student’s faculty advisory committee, the student may also be required to present the results of the project in an oral presentation.  
• The faculty advisory committee will assign a course grade.  
• A copy of the project will be submitted to the Director of the Interdisciplinary Studies Program and retained for future reference and periodic review of the program. | • Before registering for INTDIS 491 Project, students will be required to submit to their faculty advisory committee and the university-wide Interdisciplinary Studies Committee for their formal approval a Prospectus for the Project. The Prospectus will describe how the project relates to the student’s unique degree plan and will describe the hypothesis or goal of the project, the methodology to be used, library or other resource material needed, and a description of the deliverable product that will result from the project.  
• Students may access sample Projects on file in the Interdisciplinary Studies Office.  
• The student will confer periodically with members of the faculty advisory committee during the course and may be required to submit preliminary drafts or other sample work. |
<table>
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<th>Planned Teaching &amp; Learning Activities / Pedagogy</th>
</tr>
</thead>
<tbody>
<tr>
<td>ULO 7 – 11:</td>
<td>• Apply knowledge and methodology appropriate to the disciplines studied (e.g. mathematics, scientific inquiry, visual and performing arts, literature and other humanities, or social sciences). • Exemplary work clearly and skillfully defines and analyzes problems; correctly interprets results; clearly differentiates fact from theory or opinion; uses appropriate tools of the discipline; communicates clearly in written or oral communications or other visual or performance media; and analyzes others’ and one’s own assumptions and responsibly entertains and evaluates views that differ from one’s own.</td>
<td>Define, analyze, and solve a problem relevant to the disciplines studied. Differentiate fact from opinion. Present ideas logically and use supporting information appropriately. Use appropriate tools of the disciplines. Communicate clearly in written or oral communications or other visual or performance media. • Analyze assumptions, weigh differing views, and responsibly entertain and evaluate views other than one’s own.</td>
<td>• See above</td>
<td>• See above</td>
</tr>
</tbody>
</table>