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: KINES 140: Personal Health

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  
[ ] 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. KINES 140 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.

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.)

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: KINES 140: Personal Health

## 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 | Analyze how cultures and communities influence personal health behaviors | Behavior change project including journaling with specific prompts regarding community and cultural influences | Discuss how cultures impact health behaviors  
Instructor will provide journal prompts asking students to evaluate positive and negative cultural influences on a health behavior they wish to change (beliefs and attitudes, enabling and reinforcing factors) |
<table>
<thead>
<tr>
<th>ULO 11.2: Understanding of historical and/or cultural forces</th>
<th>Demonstrates an understanding of the historical and/or social forces that shape individuals and institutions</th>
<th>Examines how social forces influence personal health behaviors</th>
<th>Discuss how social factors influence personal health</th>
<th>Discuss how social factors influence personal health</th>
</tr>
</thead>
<tbody>
<tr>
<td>ULO 11.2: Understanding of historical and/or cultural forces</td>
<td>Analyzes the world views and/or philosophical assumptions of a given source</td>
<td>Behavior change project including journaling with specific prompts regarding social influences and forces</td>
<td>Instructor will provide oral and/or written prompts for students to use when reporting positive and negative social influences on a health behavior they wish to change.</td>
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<td>ULO 11.2: Understanding of historical and/or cultural forces</td>
<td>Draws connections between diverse perspectives</td>
<td>Show evidence of an understanding of health behavior change constructs and models in their personal health behavior change contract</td>
<td>Behavior change contract</td>
<td>Behavior change contract</td>
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<tr>
<td>ULO 11.3: Reasoning, inquiry, and problem-solving</td>
<td>Demonstrates an understanding of the theoretical framework that is behind various approaches to education</td>
<td>Behavior change project and journaling including personal application of components associated with health behavior change theories</td>
<td>Instructor will create a behavior change contract for students to complete prior to initiation of behavior change process. Instructor will include behavior change constructs and health behavior change models in the contract.</td>
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<td>Analyzes own and others’ assumptions and evaluates the relevance of contexts</td>
<td>Uses information and analysis to capture the critical elements of the discussion</td>
<td>Behavior change contract</td>
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<td>ULO 11.4: Responsibility, personal reflection</td>
<td>Consistently demonstrates, through personal reflection, a complex understanding of the importance of active, meaningful participation in a community</td>
<td>Describe how community involvement impacts social health</td>
<td>Behavior change project and journaling including a reflection on the connection between community involvement and social health</td>
<td>Behavior change contract</td>
</tr>
</tbody>
</table>

Instructor will include a section in the behavior change contract for students to write about the external influences impact health. When discussing the seven dimensions of health, the instructor will provide written and/or oral prompts for students to write or orally respond to regarding how community involvement impacts social health.

<table>
<thead>
<tr>
<th>Additional Course Learning Criteria and Outcomes (not part of ULO 11)</th>
<th>Assess health information, products, and services and determine if they are valid and reliable</th>
<th>Show ability to access valid and reliable health resources and services.</th>
<th>Assignments, Quizzes, Blogs, Exams, Presentations</th>
<th>Class discussions, group work.</th>
</tr>
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<tbody>
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<td></td>
<td>Demonstrate knowledge of core concepts related to person health in each of the health content areas</td>
<td>Show evidence of an understanding of health concepts and content</td>
<td></td>
<td>The instructor will provide students with a guide on how to ascertain valid and reliable health resources using the information provided in the text and other sources.</td>
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<td></td>
<td>Use appropriate interpersonal communication skills to advocate for self and others</td>
<td>Demonstrate the ability to assess health issues and construct opinions regarding a variety of health issues</td>
<td></td>
<td>Instructor will create opportunities for students to learn about the seven dimensions of health through class lectures, group discussions, and group work (in and out of class)</td>
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<td>Instructor will provide oral prompts for class discussions, group presentations, and written prompts for personal journaling activities.</td>
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<tr>
<td>Foundational Studies Program Director Signature</td>
<td>Date</td>
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