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.

Table of Contents (Click title to go to that section)

- Instructions: ............................................................................................................................................................ 1
- Part I. Course Information...................................................................................................................................... 1
- Part II. Syllabus Statement.....................................................................................................................................2
- Part III. Design for Accessibility............................................................................................................................2
- Part IV. Evidence of Quality Course Design....................................................................................................... 3
- Course Design Table..............................................................................................................................................4

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 180: Introduction to Coaching

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 180 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.

KINES 180: Introduction to Coaching is designed to enable participants to explore the various facets of leadership in sport settings and to explore the role of sport in society. 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:

• Examine the role of sport in American culture and its impact—positive or negative—on various facets of the human experience (i.e., quality of life, health, moral reasoning, economics, etc.)
• Integrate personal experiences and/or perspectives into a life-story that can form the basis for a philosophy of leadership
• Appreciate the viewpoints of others from various demographic/biological, social/cultural, and psychological/behavioral backgrounds in and outside the context of sport
• Apply principles of leadership specifically pertaining to approaches/styles, communication, group dynamics, teaching and instruction, and team management

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.)

KINES 180: Introduction to Coaching: The instructor will collaborate with the Disability Resource Center to make reasonable accommodations for students. Some of these accommodations may include but are not limited to providing extra time on tests, assigning a designated note-taker, closed-captioning on videos, verbal descriptions of assignments, etc. All supplemental reading material for the class will be made available via PDF on Blackboard. During practical experiences in activity settings, adaptations to equipment, rules, instruction, and environment will be employed as needed.
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.
## 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>
<tbody>
<tr>
<td>ULO 11.1: Understanding of individuals as members of a particular culture and/or community</td>
<td>Demonstrates an understanding that members of different cultures and/or communities see, interpret, and experience the world differently</td>
<td>Appreciate the viewpoints of others from various demographic, biological, social/cultural, and psychological/behavioral backgrounds in and outside the context of sport</td>
<td>Journaling: series of entries, final entry summarizes the change in views from beginning to end of course</td>
<td>Diversity in sport lecture and case studies</td>
</tr>
<tr>
<td></td>
<td>Articulates his/her own place within own culture and examines cultural assumptions about people and the world</td>
<td>Integrate personal experiences and/or perspectives into a life story that can form the basis for a philosophy of leadership</td>
<td>Philosophy of leadership paper</td>
<td>Class discussion—list of questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Think, pair, &amp; share—What’s your perspective? Where did your perspective originate?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Personal life-story explanation and demonstration</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Small groups—sharing of poignant life experiences</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Guest speaker visits—sharing of personal leadership philosophies</td>
</tr>
<tr>
<td>Foundation ULO 11 Criteria</td>
<td>Foundation ULO 11 Notions of Exemplary Work</td>
<td>Course Learning Outcomes: By the end of this course, each student should be able to…</td>
<td>Assessment Method: Evidence of Student Learning</td>
<td>Planned Teaching &amp; Learning Activities / Pedagogy</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
</tbody>
</table>
| ULO 11.2: Understanding of historical and/or cultural forces | Demonstrates an understanding of the historical and/or social forces that shape individuals and institutions | Examine the role of sport in American culture and its impact—positive or negative—on various facets of the human experience (i.e., quality of life, health, moral reasoning, economics, etc.) | Presentation | Small group debates  
Article Jigsaw—pros and cons  
Lecture—intrinsic value and “meaning”  
Film—amateurism and professionalism |
| 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 | Apply principles of leadership specifically pertaining to approaches/styles, communication, group dynamics, teaching and instruction, and team management | Exam—case studies with accompanying questions that require athletes to apply principles of leadership | Leadership theories lecture  
Small group discussion questions  
Instructor modeling of teaching styles in activity setting  
Team management case studies—discuss and review in small groups |
<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>
<tbody>
<tr>
<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>Integrate personal experiences and/or perspectives into life-story that can form the basis for a philosophy of leadership</td>
<td>Philosophy of leadership paper</td>
<td>Favorite leader discussion—impact of leader on people</td>
</tr>
</tbody>
</table>

5-16-2013

Foundational Studies Program Director Signature

Date