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 440 Health Promotion Programming

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 Foundational Studies Program provides undergraduates with a broad-based education that spans the entire university experience. KINES 440 Health Promotion Programming satisfies three credits of the Foundational Studies Program's Communication in the Discipline requirement. It supports the following University Learning Outcomes, along with a variety of other course-specific goals:

1. Write effectively in multiple contexts for a variety of audiences.
2. Communicate effectively as speaker and listener.
3. Contribute to Team Meetings and contributes outside of team meetings.

By the end of this course each student will be able to:

1. Plan, implement and evaluate a community health project using teams, effective oral and written communication skills.
2. Set-up functional work teams
3. Create and administer a health needs assessment.
4. Create and disseminate team meeting minutes.

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 440 Health Promotion Programming: (Place bound) 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. Students may have a partner to help with writing in-class assignments. Extra time on tests, oral examinations, or other accommodations will be provided to students as needed per the policies of the Disability Resource center. Electronic text is available for students, will have to verify it is ADA compliant.

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: KINES 432 (Conditioning Procedures)

## 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          | • Improves across a series of drafts that are the result of drafting, revising and editing in response to feedback  
  • Focuses narrowly on a clear purpose | • Team members create and compose a mission statement for a campus-wide event. | • Evaluate mission statement according to given criteria, agency, verb, outcome, specific to health | Faculty will provide students with multiple examples of mission statements. Students will review examples of mission statements, create a draft, and in-class students will revise and edit to create final mission statement. |
| ULO 4a & 4b: Innovation and Teamwork | • 4b - Contributes to team meetings  
  • 4a - Takes risks, explores ideas  
  • 4a - Makes a contribution to solving a problem | • Set-up functional work teams | • Students create and administer a self-evaluation and evaluate each of their team members | Faculty will provide multiple examples of team member evaluation criteria. Students will identify qualities of a good team member and use criteria to create an assessment tool. |
| ULO 1: Writing          | • 1 - Uses wide variety of resources to locate sources  
  • 1 - Controls mechanical features such as syntax, grammar, punctuation  
  • 4b - Contributes outside of team meetings | • Create and administer a health needs assessment | • 1 page needs assessment created and administered | Faculty will provide students with multiple examples of needs assessments. Students will use a variety of health data sources to identify health needs, create and administer needs assessment to a sample of campus community members |
| ULO 2: Communication ULO 1: Writing | • 2 - Critical listener  
  • 1 - Controls mechanical features such as syntax, grammar, punctuation  
  • 1 - Focuses narrowly on a clear purpose. | • Create and disseminate team meeting minutes | Each student responsible for taking and posting team meeting minutes | Faculty will provide students with multiple examples of meeting minute format. Students will decide on format to be used. Team meeting minute format created and teams report meeting outcomes. |