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: POLS 101: American National Government

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. POLS 101 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.

POLS 101 American National Government is designed to help students understand the institutions and processes of the American political system, emphasizing social, ideological and constitutional background. This course helps to achieve the goals of the Foundational Studies Program by focusing on the following course learning outcomes.

After successful completion of this course, you will be able to:

• More fully understand how government and politics are organized in the United States;
• Better appreciate how the political process operates in practice and what role various actors play in that process;
• Have an enhanced recognition and understanding of the different positions and arguments about the difficult political questions facing the United States today;
• Discover the importance of American politics to your own daily life

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.)

POLS 101 American National Government: All posted pdf reading assignments will be checked for readability by a screen reader. (The department will ask Academic Technologies to help with a review of these electronic materials.) 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. PowerPoint presentations 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. We will add textual descriptions accessible by screen readers to images used on the course web site. Extra time on tests, oral examinations, or 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.

Please see below.
## Course Design Table

<table>
<thead>
<tr>
<th>Foundation ULO 11 Criteria and 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>Instructors will gather from a combination of discussion-based and explanation-based activities information on the degree to which students demonstrate such understanding within the context of American national government. Instructors will assess these activities according to department-specified rubrics, and both instructors and student colleagues will have opportunities to provide feedback through written and oral communication.</td>
<td>Students will complete some combination of examinations, quizzes, papers, and discussion based-activities that engages their understanding of individuals as members of particular culture and/or community within the context of American national government.</td>
</tr>
<tr>
<td>ULO 11.1: Understanding of individuals as members of a particular culture and/or community</td>
<td>Articulates his/her own place within own culture and examines its assumptions</td>
<td>Instructors will gather from a combination of discussion-based and explanation-based activities information on the degree to which students are proficient in such articulation within the context of American national government. Instructors will assess these activities according to department-specified rubrics, and both instructors and student colleagues will have opportunities to provide feedback through written and oral communication.</td>
<td>Students will complete some combination of examinations, quizzes, papers, and discussion based-activities that engages their articulation of their own place within their own culture and examines its assumptions within the context of American national government.</td>
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<td>Foundation ULO 11 Criteria and Notions of Exemplary Work</td>
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</tr>
<tr>
<td>ULO 11.2: Understanding of historical and/or cultural forces</td>
<td>Demonstrates an understanding of the historical and/or social forces that shape individuals and institutions</td>
<td>Instructors will gather from a combination of discussion-based and explanation-based activities information on the degree to which students demonstrate such understanding within the context of American national government. Instructors will assess these activities according to department-specified rubrics, and both instructors and student colleagues will have opportunities to provide feedback through written and oral communication.</td>
<td>Students will complete some combination of examinations, quizzes, papers, and discussion based-activities that engages their understanding of the historical and / or social forces that shape individuals and institutions within the context of American national government.</td>
</tr>
<tr>
<td>ULO 11.2: Understanding of historical and/or cultural forces</td>
<td>Analyzes the world views and/or philosophical assumptions of given source</td>
<td>Instructors will gather from a combination of discussion-based and explanation-based activities information on the degree to which students gain proficiency in such analysis within the context of American national government. Instructors will assess these activities according to department-specified rubrics, and both instructors and student colleagues will have opportunities to provide feedback through written and oral communication.</td>
<td>Students will complete some combination of examinations, quizzes, papers, and discussion based-activities that engages their analysis of world views and / or philosophical assumptions of a given source within the context of American national government.</td>
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</tr>
<tr>
<td>ULO 11.2: Understanding of historical and/or cultural forces</td>
<td>Draws connections between diverse perspectives</td>
<td>Instructors will gather from a combination of discussion-based and explanation-based activities information on the degree to which students draw such connections within the context of American national government. Instructors will assess these activities according to department-specified rubrics, and both instructors and student colleagues will have opportunities to provide feedback through written and oral communication.</td>
<td>Students will complete some combination of examinations, quizzes, papers, and discussion based-activities that engages their drawing of connections between diverse perspectives within the context of American national government.</td>
</tr>
<tr>
<td>ULO 11.3: Reasoning, inquiry, and problem-solving</td>
<td>Demonstrates an understanding of the methodology or theoretical framework appropriate to the discipline</td>
<td>Instructors will gather from a combination of discussion-based and explanation-based activities information on the degree to which students demonstrate such understanding within the context of American national government. Instructors will assess these activities according to department-specified rubrics, and both instructors and student colleagues will have opportunities to provide feedback through written and oral communication.</td>
<td>Students will complete some combination of examinations, quizzes, papers, and discussion based-activities that engages their understanding of the methodology or theoretical framework appropriate to the study of American national government.</td>
</tr>
<tr>
<td>Foundation ULO 11 Criteria and Notions of Exemplary Work</td>
<td>Course Learning Outcomes: By the end of this course, each student should be able to…</td>
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</tr>
<tr>
<td>ULO 11.3: Reasoning, inquiry, and problem-solving</td>
<td>Analyzes own and others’ assumptions and evaluates the relevance of contexts</td>
<td>Instructors will gather from a combination of discussion-based and explanation-based activities information on the degree to which students gain proficiency in such analysis within the context of American national government. Instructors will assess these activities according to department-specified rubrics, and both instructors and student colleagues will have opportunities to provide feedback through written and oral communication.</td>
<td>Students will complete some combination of examinations, quizzes, papers, and discussion based-activities that engages their analysis of the appropriateness of assumptions about the structure, function and operation of American national government.</td>
</tr>
</tbody>
</table>

- **ULO 11.3: Reasoning, inquiry, and problem-solving**
  - Uses information and analysis to capture the critical elements of the discussion
  - Instructors will gather from a combination of discussion-based and explanation-based activities information on the degree to which students demonstrate such utilization within the context of American national government. Instructors will assess these activities according to department-specified rubrics, and both instructors and student colleagues will have opportunities to provide feedback through written and oral communication.
  - Students will complete some combination of examinations, quizzes, papers, and discussion based-activities that engages their use of information and analysis to capture critical elements of discussion within the context of American national government.
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<th>Course Learning Outcomes: By the end of this course, each student should be able to…</th>
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<tr>
<td><strong>Criteria and Notions of Exemplary Work</strong></td>
<td>Demonstrates, through personal reflection, an understanding of the importance of an active commitment to community</td>
<td>Instructors will gather from a combination of discussion-based and explanation-based activities information on the degree to which students demonstrates such understanding within the context of American national government. Instructors will assess these activities according to department-specified rubrics, and both instructors and student colleagues will have opportunities to provide feedback through written and oral communication.</td>
<td>Students will complete some combination of examinations, quizzes, papers, and discussion based-activities that engages their understanding of the importance of an active commitment to community within the context of American national government.</td>
</tr>
<tr>
<td><strong>ULO 11.4: Responsibility, personal reflection</strong></td>
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</tbody>
</table>

5-16-2013

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Foundational Studies Program Director Signature

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Date