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: **PSYCH 101: General Psychology**

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
- [x] 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. PSYCH 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.

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: **PSYCH 101: General Psychology**

## 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 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. Articulates his/her own place within own culture and examines cultural assumptions about people and the world.</td>
<td>Identify and define features of mental disease/disorder. Acknowledge the multilayered complexity of culture(s) along with the impact on the individual and group cognitive processing and behavior. Demonstrate an understanding of the range of diversity that exists within and across cultures.</td>
<td>Depending on the modality and size of the course, instructors may assess student learning through instruments such as: Paper, oral report, assignments, response paper, mind map, exam (multiple choice, true/false, short answer, matching, picture identification), reflection, summary paper, chapter quiz, in-class projects, concept poster, power poing, presentation, group discussion.</td>
<td>Depending on the modality of the course, instructors may include content or experiences such as: reading the course content, view a film, lecture, reflection prompts, view a telecourse episode, in class projects, structured outside activities, quest lectures, facilitated group discussions, class demonstrations, class experiments.</td>
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<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>Identify individuals who were instrumental in the development of psychology as a science while considering the prevailing zeitgeist and its impact on theory.</td>
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<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>Identify various components associated with psychological research in the context of the scientific method.</td>
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| ULO 11.4: Responsibility, personal reflection | Consistently demonstrates, through personal reflection, a complex understanding of the importance of active, meaningful participation in a community | Identify the potential role of the individual in business, social, and personal relationships. 

Demonstrate an understanding of the complexity of interpersonal skills. 

Contemplate possible impacts of individuals. | Depending on the modality and size of the course, instructors may assess student learning through instruments such as: Paper, oral report, assignments, response paper, mind map, exam (multiple choice, true/false, short answer, matching, picture identification), reflection, summary paper, chapter quiz, in-class projects, concept poster, powerpoint, presentation, group discussion. | Depending on the modality of the course, instructors may include content or experiences such as: reading the course content, view a film, lecture, reflection prompts, view a telecourse episode, in-class projects, structured outside activities, quest lectures, facilitated group discussions, class demonstrations, class experiments. |

5-16-2013

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Foundational Studies Program Director Signature        Date