Boise State University
Foundations Course Application Form
Fall 2011

(DRAFT FORM – final form will have this format, but will be online)

Instructions:
1. Complete one form per course
2. Attach this Foundations Course Application Form to the back of the departmental “Request for Curriculum Action” form for submission to the Foundations Program Office.

Part 1. Course Information

<table>
<thead>
<tr>
<th>Course Number and Title: MUS-APL 446 Senior Performance Recital</th>
</tr>
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</table>

Type of Foundations Course - (choose one):

- [ ] DLS (Disciplinary Lens – Social Science)
- [ ] DLL (Disciplinary Lens – Literature and Humanities)
- [ ] DLM (Disciplinary Lens – Math)
- [ ] DLV (Disciplinary Lens – Visual and Performing Arts)
- [ ] DLN (Disciplinary Lens – Natural, Physical and Applied Science)
- [ ] 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):

Application prepared by Leslie Moreau

Part II. Syllabus Statement

In the space below, include the syllabus statement developed 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 Foundations Program provides undergraduates with a broad-based education that spans the entire university experience. MUS-APL 446 satisfies two units of the Foundation Program's Finishing Foundations requirement. It supports the following University Learning Outcomes, along with a variety of other course-specific goals.

1. ULO 2: Oral Communication
2. ULO 3: Critical Inquiry
3. ULO 4b: Teamwork

MUS-APL 446 is designed to provide you with the experience of preparing and presenting a 45-minute public solo recital. 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:
• Work effectively with your piano accompanist and/or collaborating musicians to prepare for a public performance.
• Assess the success of your performance one month prior to the scheduled recital, identify any weaknesses, and create a plan for addressing these.
• Place the works performed on your recital in historical and musical context.
• Speak clearly and effectively to others about the musical and historical significance of your repertoire and your assessment of the successfulness of your performance.

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)

Visually impaired students will have access to Braille music, audio recording equipment or other tools as needed to prepare for the recital.

Part IV. Evidence of Quality Course Design and Alignment with Foundation ULOs

Attach a document containing the table below (add or delete rows as needed). All sections of the course should share similar student learning outcomes. Assessment and Teaching and Learning Activities may vary from instructor to instructor—in the table, please report representative strategies that may be used. Assessment activities used for reporting to the Foundations program should be consistent across different sections of the course.

<table>
<thead>
<tr>
<th>Foundation ULO Criteria and Notions of Exemplary Work</th>
<th>Course Learning Outcomes</th>
<th>Assessment Method: Evidence of Student Learning</th>
<th>Planned Teaching &amp; Learning Activities/Pedagogy</th>
</tr>
</thead>
<tbody>
<tr>
<td>These are drawn from the appropriate rubric for the ULO supported by the course</td>
<td>“By the end of this course, each student should be able to…”</td>
<td>How will the outcomes be assessed in the course? Note key assessments to be used for reporting student learning outcomes.</td>
<td>What kind of activities will be used to support students’ success on the planned assessments?</td>
</tr>
</tbody>
</table>

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” seems insufficient to make the case for including of the course in the Foundations program, additional (optional) narrative can be included here.

Boise State University  
Foundational Studies Course  
Fall 2011

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<td>&quot;By the end of this course, each student should be able to...&quot;</td>
<td>How will the outcomes be assessed in the course? (Note key assessments to be used for reporting student learning outcomes.)</td>
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<td>ULO 4b.1 Contributes to team meetings</td>
<td>Work effectively with your piano accompanist and/or collaborating musicians to prepare for a public performance.</td>
<td>The studio teacher will assess the successfulness of performance with collaborating musicians at weekly lessons in preparation for the pre-recital hearing and the recital performance. At the pre-recital hearing (occurring at least one month prior to the scheduled recital), a three-member faculty jury panel will assess the successfulness of performance with collaborating musicians.</td>
<td>At the private lesson, studio teachers will communicate with students the expectations for respectful conduct with collaborators and individual preparation (which should include listening and score study). Students learn to work with collaborating musicians throughout their course of study in the music department.</td>
</tr>
<tr>
<td>ULO 3A Articulating the problem/question/issue</td>
<td>Assess the success of your performance one month prior to the scheduled recital, identify any weaknesses, and create a plan for addressing these.</td>
<td>At the conclusion of the pre-recital hearing, the jury panel will conduct an oral exam. The student will be asked to respond to the following questions: 1. What are the most formidable challenges, both technical and interpretive, that each musical work presents for the performer? 2. What were the strengths and weaknesses of your recital jury performance? What is your plan of action to address the weaknesses?</td>
<td>At weekly private lessons throughout the course of study and group studio classes, the studio teacher and the student together identify strengths and weaknesses of their playing. This may be enhanced by audio recording of the pre-recital hearing and/or lessons leading up to the recital.</td>
</tr>
<tr>
<td>ULO 2.1 Message, ULO 2.3 Organization</td>
<td>Speak clearly and effectively to others about the musical and historical significance of your repertoire and your assessment of the successfulness of your performance.</td>
<td>The oral exam conducted at the conclusion of the pre-recital hearing will give faculty the opportunity to assess the student’s speaking abilities. In addition to questions already listed, students will be asked to respond to the following question: “Discuss the form, style, and historical significance of each musical work as it relates to the specific development and literature of your instrument.”</td>
<td>During weekly lessons, the private instructor will ask the student for verbal feedback on the quality of their performance in private lessons. Several required courses in the music department prepare the student to speak intelligently on the context of their repertoire. The most pertinent is MUS 440 Major Instrument Literature/Pedagogy. Students would be expected to prepare for this portion of the oral exam by conducting their own research and score analysis (with help from the private teacher).</td>
</tr>
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Boise State University
Foundational Studies Review Committee: Course Application Evaluation Form
Fall 2011

Course Information

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<th>Number of Credits: 2</th>
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Review Committee Checklist

_X__ Syllabus Statement - statement introduces the student to the purpose and role of the course in the Foundational Studies Program curriculum.

_X__ An appropriate number of Course Learning Outcomes are specified for the course and are clearly designed to support the Foundational Studies Program ULOs.

_X__ Course Learning Outcomes are appropriately designed for level of the course and address both content mastery and skill-based outcomes.

_X__ The types and numbers of assessments planned for the course are appropriate for measuring the content or skills being assessed.

_X__ Course learning activities are likely to promote the achievement of the stated outcomes.

_X__ Course design and materials have considered best practices for accessibility to course materials and ideas by all students (e.g., alternatives to auditory and visual content)

Feedback from Review Committee:
The committee reaction to this proposal was favorable.
Please note the “Foundations Program” became Foundational Studies Program (7-2011) Please correct syllabus statement

Electronically signed by Vicki Sneath, Director, Foundational Studies Program

CERTIFIED FOR APPROVAL 9-2-2011 Boise State University