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 447 Senior Composition Recital</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of Foundations Course - (choose one):</strong></td>
</tr>
<tr>
<td>□ DLS (Disciplinary Lens – Social Science)</td>
</tr>
<tr>
<td>□ DLM (Disciplinary Lens – Math)</td>
</tr>
<tr>
<td>□ FF (Finishing Foundations)</td>
</tr>
<tr>
<td><strong>Delivery Format(s) - (Check all that apply):</strong></td>
</tr>
<tr>
<td>□ Face to Face</td>
</tr>
<tr>
<td>□ Concurrent Enrollment</td>
</tr>
</tbody>
</table>

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 447 Senior Composition Recital 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 447 Senior Performance Recital is designed to provide you with the experience of preparing and presenting a 45-minute public recital of your compositions for a variety of performing mediums. 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:

- Recruit musicians to perform your music, and work directly with them to organize rehearsals in preparation for a performance.
- Assess the successfulness of the performers during rehearsals and the pre-recital hearing, and identify ways to address weaknesses.
- Speak intelligibly to others about the creative process behind your compositions.

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)*

Students may use Braille music if necessary. Computers and midi keyboards are available in the music department’s computer lab for students who wish to compose by entering notation through a midi keyboard (the Hyperscribe feature of Finale). An assistant will be made available if necessary to help with the accurate visual notation of the music.

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>
<tr>
<td>All learning outcomes are listed.</td>
<td></td>
<td></td>
<td></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.

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Foundational Studies Course
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Course Number and Title: MUS-APL 447 Senior Composition Recital

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<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>
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<tr>
<td>ULO 4.b.2 Facilitates the contributions of team members, 4.b.5 Fosters constructive team climate</td>
<td>Recruit musicians to perform your music, and work directly with them to organize rehearsals in preparation for a performance.</td>
<td>The composition faculty will attend at least one rehearsal leading up to a pre-recital hearing occurring at least one month prior to the scheduled recital. Other faculty and students are also encouraged to attend rehearsals as they are able to. At the pre-recital hearing, a three-member faculty panel will assess the successfulness of the performances. Additionally, at an oral exam following the performances, the student will be asked to respond to the following questions: “Identify the technical and interpretive difficulties for the performers in each work. How did you address them in rehearsals leading up to the jury?”</td>
<td>Every year during the course of their study, composition students have the experience of recruiting performers and running rehearsals leading up to composition studio recitals. Typically students have only one or two works presented on the studio recital, but it helps to prepare him/her for the senior recital.</td>
</tr>
<tr>
<td>ULO 3A Articulates the Problem/Question/Issue</td>
<td>Assess the successfulness of the performers during rehearsals and the pre-recital hearing, and identify ways to address weaknesses.</td>
<td>At the pre-recital hearing, the student will be present to observe the performances of their works. During the oral exam, the student will be asked to respond to the following question: “What were the strengths and weaknesses of the performances? What is your plan of action to address the weaknesses?”</td>
<td>During weekly private lessons, the composition faculty member will discuss with the student how rehearsals are going, what problems they may have run into, and how they have tried to resolve them.</td>
</tr>
<tr>
<td>ULO 2: Oral Communication</td>
<td>Speak intelligibly to others about the creative process behind your compositions.</td>
<td>During the oral exam, the student will be asked to respond to the following questions: “What is the creative conception behind each work? Are there any extra-musical influences (text, story, picture)? How does the music capture the creative concept? “Which musical styles, composers, or specific pieces have influenced you during the creative process?” “Where there specific challenges you faced composing for certain performing forces? How did you overcome these?”</td>
<td>All composition students enroll in MUS-APL 410 Composition Symposium Class during each semester of their private study. At class meetings, students perform their work for others and discuss with the group their creative process. They also have the opportunity to listen to any invited guest composers discuss their creative processes.</td>
</tr>
</tbody>
</table>
Course Information

<table>
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<tr>
<th>Course Number and Title: MUS-APL 447 Senior Composition Recital</th>
<th>Number of Credits: 2</th>
</tr>
</thead>
</table>

Type of Foundational Studies Course (choose one)

- [ ] DLS (Disciplinary Lens – Social Science)
- [ ] DLM (Disciplinary Lens – Math)
- [X] DLL (Disciplinary Lens – Literature and Humanities)
- [ ] DLN (Disciplinary Lens – Natural, Physical and Applied Science)
- [ ] DLV (Disciplinary Lens – Visual and Performing Arts)
- [ ] CID (Communication in the Discipline)
- [X] FF (Finishing Foundations)

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 Steha,
Director, Foundational Studies Program

CERTIFIED FOR APPROVAL 9-2-2011
Boise State University