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 departmental and college procedures. The approved course should be submitted to the University Curriculum Committee by October 1, 2011.

Application prepared by Dr. Brian Hodges

Part 1. Course Information

<table>
<thead>
<tr>
<th>Course Number and Title:</th>
<th>MUS-APL 448 Senior Bachelor of Arts General Music Project</th>
</tr>
</thead>
</table>

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)
- [ ] CID (Communication in the Discipline)
- [ X ] FF (Finishing Foundations)

Include Lab [ ] Y [ ] N

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 Foundations Program provides undergraduates with a broad-based education that spans the entire university experience. MUS-APL 448 satisfies one unit 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 1: Writing
2. ULO 3: Critical Inquiry
3. ULO 4: Innovation
MUS-APL 448 is designed to provide you with the experience of engaging in a project of your choice. This project should reflect the activities and courses you have been involved in throughout your studies in the BA General degree program. Despite the various forms in which the project can take, upon completion of this course, you will have:

- Created a project with purpose according to interest and area of study.
- Included a written component (if that is not the primary focus of your project) that encapsulates the project. Proper format and text conventions specific to the field of music will be maintained.
- Adhered to and clearly explained/justified disciplinary best practices with respect to thoroughness and accuracy of data collection (examples: literature review, fieldwork, surveys, experimental procedures.
- Extended a novel or unique idea, question, format, or product to create new knowledge or knowledge crosses boundaries.
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.)

The governing professor will ensure that all accommodations pertaining to the student’s disabilities are provided for. This may include audio equipments, or learning aids to assist in the preparation of their project. The special, individual needs of the project, as brought forth by the student, will be supplied.

Part IV. Evidence of Quality Course Design

Attach a separate document including a table like the one below. (A link to the Word template that allows rows to be adjusted as needed may be found at: Course Design Table. Column headings for this table should not be changed.) The purpose of the table is 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.

<table>
<thead>
<tr>
<th>Foundational Studies ULO 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 and 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>All learning outcomes are listed.</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” is not sufficient to make the case for including the course in the Foundational Studies Program, additional (optional) narrative can be added here.
MUS-APL 448 Senior Bachelor of Arts General Music Project

Course Number and Title: 

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## Course Design Table

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<td>ULO 1 Writing: A Purpose/B Conventions</td>
<td>Create a project with purpose according to interest and area of study. Include a written component (if that is not the primary focus of your project) that encapsulates the project.</td>
<td>The major professor (and any other committee members or mentors) will assess the written portion of the project, which will add to the final grade and completion of the project. The success of the written portion will hinge on proper spelling, grammar, formatting, and text conventions to the field of music.</td>
<td>The major professor, overseeing the creation and development of the independent project, will check and proof the writing component of the project periodically throughout the semester. Students complete a variety of writing assignments throughout their course of study in the music department and classes across campus. These assignments are indicators of what is expected in the writing of their project.</td>
</tr>
<tr>
<td>ULO 3B Critical Inquiry: Collecting and Organizing Evidence/Data/Reasons</td>
<td>Adheres to and clearly explains/justifies disciplinary best practices with respect to thoroughness and accuracy of data collection (examples: literature review, fieldwork, surveys, experimental procedures).</td>
<td>The major professor (and any other committee members or mentors) will assess the thoroughness, clarity and execution of the project. This will add into the final grade of the project.</td>
<td>Through regular meetings with the professor(s) and mentor(s), the student will gain insight and assistance into the working order of their project.</td>
</tr>
<tr>
<td>ULO 4a.5: Innovative Thinking</td>
<td>Extend a novel or unique idea, question, format or product to create a new knowledge or knowledge that crosses boundaries.</td>
<td>The student has many options in designing their project. This could be a brand new idea or an idea that is based on previous research.</td>
<td>During regular consultations with the major professor(s) and mentor(s), the student will create a unique and individual project revolving around their interests and area of study at BSU. The form of the project will be dictated by the subject matter.</td>
</tr>
</tbody>
</table>
Boise State University
Foundational Studies Review Committee: Course Application Evaluation Form
Fall 2011

Course Information

<table>
<thead>
<tr>
<th>Course Number and Title: MUS-APL 448 Senior Bachelor of Arts General Music Project</th>
<th>Number of Credits: 1</th>
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Type of Foundational Studies Course (choose one)

- DLS (Disciplinary Lens – Social Science)
- DLL (Disciplinary Lens – Literature and Humanities)
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[ ] FF (Finishing Foundations)

Review Committee Checklist

- Syllabus Statement - statement introduces the student to the purpose and role of the course in the Foundational Studies Program curriculum.
- An appropriate number of Course Learning Outcomes are specified for the course and are clearly designed to support the Foundational Studies Program ULOs.
- Course Learning Outcomes are appropriately designed for level of the course and address both content mastery and skill-based outcomes.
- The types and numbers of assessments planned for the course are appropriate for measuring the content or skills being assessed.
- Course learning activities are likely to promote the achievement of the stated outcomes.
- 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:

It would be helpful to clarify the nature and number of faculty members involved in the project. Consider adding a statement such as “a minimum of two music faculty members,” and clarify their duties.

A specific number of student meetings with involved faculty and deadlines would be helpful to include.

FSP Feedback:

While I appreciate the committee’s detailed notes, it is possible that these details can be worked out as the course is moved from planning into implementation.

Please note the “Foundations Program” became Foundational Studies Program (7-2011) Please correct syllabus statement.

Certified as written with program name change correction.

Electronically signed by Vicki Stieha,
Director, Foundational Studies Program
Boise State University

CERTIFIED FOR APPROVAL 9-2-2011