Boise State University
Foundations Course Application Form
Fall 2011

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

Course Number and Title: MUS-APL 449 Bachelor of Arts Music/Business Senior Project

Type of Foundations Course - (choose one):

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

Delivery Format(s) - (Check all that apply):

- ✔ Face to Face
- ✔ Fully Online
- ✔ Hybrid
- ✔ Concurrent Enrollment
- ✔ Other (briefly describe):

Application prepared by Mike Samball

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 Foundational Studies Program provides undergraduates with a broad-based education that spans the entire university experience. MUS-APL 496 Music Business Senior Project satisfies two units of the Foundational Studies Program's Finishing Foundations requirement. It supports the following University Learning Outcomes, along with a variety of other course-specific goals.

1. ULO 1: Written Communication
2. ULO 3: Critical Inquiry
3. ULO 4A: Innovation

MUS-APL 496 Music Business Senior Project is designed to provide you with the experience of creating, designing, organizing, executing, and producing evidence of a project that combines the elements and conventions associated with music and business scholarship. After successful completion of this course, you will be able to:

- demonstrate skills relevant to both music and business they will have applicability in the business world
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.

MUS 496-APL Music Business Senior Project:
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 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
Course Number and Title: MUS-APL 449 BA in Music/Business Senior Project

**Course Design Table**

<table>
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<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>

MUS-APL 449 BA in Music/Business Senior Project
| ULO 1: “Write effectively in multiple contexts for a variety of audiences.” | Research (historical, empirical, case/field study), physically engage and experience, and write about the senior project’s music and business topic/s in a formal, professional, and personal voice sufficient to create results, which, after collaborative feedback and revisions, will evaluate and synthesize information within the confines of the subject matter, and produce both tangible and rhetorical results. | The application (preliminary document) for the senior project requires developmental collaboration (written proposals, editing and revision of the project) and final approval by both project supervisor (faculty member) and music business advisor. Before approval, the application must include a clearly, concisely, and correctly written abstract outlining the project plan, problem/s, methodologies, relevant coursework, objectives, and outcomes. The application will combine languages related to music, business, and the specific field/s in which the project is associated. The senior project must present substantial evidence of student’s ability to write in detail the processes undertaking regarding problems and solutions and personal summary evaluation of the final product, the project experience, and possible applications outside of academia. 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. | The senior music business major will have appropriate and sufficient coursework in 1) English composition, 2) historical music research with written documentation, music theory, performance skills, ensemble experience, music technologies, and 3) an minimum of one internship in the specific field of music and business upon which the project will focus. |
| Critical Inquiry (ULO 3) | Develop and execute a culminating senior project relevant to creative design, descriptive abstract, detailing musical and business models and methodologies, organizing time lines, and analyzing results and producing a summary evaluation through either written research document or other physical evidence, such as producing a CD, website, music/business software, etc. | Evaluation of the final product of the senior project will be determined by supervising faculty member, music business advisor, and other community experts who may have been involved in the project. Evaluation will be based upon physical evidence, written account of activities and summary results, professionalism relevant to music and business industry standards. | See ULO 1
Internship experience/s prior to the senior project may include:
1. Recording and engineering
2. Music business retail
3. Not for profit art’s management
4. Artists and research and management
5. Music technology and applied applications |

| ULO 4A INNOVATION: | Design and execute a music and business plan or project utilizing and synthesizing existing knowledge of music and basic business conventions (coursework), external music and/or business experience/s, music performance skills, and business case studies sufficient to be judged as having possible application in/on society. | Faculty, community, and peer assessments of possible or probable marketability of final product relating to the music business senior project. | The student may prepare a relevant marketing and promotion plan, perform demographic and statistical research, or create new technological modes of informational dissemination. |

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**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 449 Bachelor of Arts Music/Business Senior Project</th>
<th>Number of Credits:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Foundational Studies Course (choose one)</td>
<td></td>
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</table>
Review Committee Checklist

_X__ 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. (see comments)

_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:
There is a discrepancy between the course learning outcomes listed in the syllabus statement and the course design table. Course learning outcomes as listed in the syllabus statement are somewhat vague. They need to more clearly address ULO 4a Innovation and ULO 3 Critical Inquiry. The learning activities described in the course design table, however, do show sufficient support for these ULO’s.

Course design table: ULO 1—eliminate the last paragraph
Course design table ULO 1—Elaborate on the “variety of audiences” that such a project will seek to address.

It would be helpful to clarify the nature and number of faculty member and community member/field expert involvement with the project. Consider adding a statement such as “a minimum of two music faculty members and one or more outside field expert,” and clarify how each might be involved in the project.

Feedback from FSP:
It is not clear to me the intent of the review committee’s direction to “eliminate the last paragraph on the course design table for ULO1, since that paragraph specifies the assessment of student learning outcomes. It is my recommendation to keep that paragraph.

Certified with program name changes as indicated above.

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

CERTIFIED FOR APPROVAL 9-2-2011