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.

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 1. Course Information

<table>
<thead>
<tr>
<th>Course Number and Title:</th>
<th>MUS 484: Professional Year Seminar in Music Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Foundational Studies Course - (choose one):</td>
<td></td>
</tr>
<tr>
<td>[ ] DLS (Disciplinary Lens – Social Science)</td>
<td>[ ] DLL (Disciplinary Lens – Literature and Humanities)</td>
</tr>
<tr>
<td>[ ] DLM (Disciplinary Lens – Mathematics)</td>
<td>[ ] DLN (Disciplinary Lens – Natural, Physical and Applied Sciences)</td>
</tr>
<tr>
<td>[X] FF (Finishing Foundations)</td>
<td></td>
</tr>
<tr>
<td>Includes Lab</td>
<td>[ ] Y [ ] N</td>
</tr>
</tbody>
</table>

| Delivery Format(s) - (check all that apply): | |
| [ ] Face to Face | [ ] Fully Online | [X] Hybrid |
| [ ] Concurrent Enrollment | [ ] Other (briefly describe): |

Application prepared by David Rickels
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 Foundational Studies Program provides undergraduates with a broad-based education that spans the entire university experience. MUS 484: Professional Year Seminar in Music Education satisfies two credits of the Foundational Studies Program's Finishing Foundations (FF) requirement. It supports the following University Learning Outcomes, along with a variety of other course-specific goals:

1. Write effectively in multiple contexts, for a variety of audiences.
2. Engage in effective critical inquiry by defining problems, gathering and evaluating evidence, and determining the adequacy of argumentative discourse.
3. Think creatively about complex problems in order to produce, evaluate, and implement innovative possible solutions, often as one member of a team.

MUS 484: Professional Year Seminar in Music Education is designed to be part of a capstone experience, allowing you to synthesize knowledge and skills gained throughout your academic coursework concurrently with application and professional engagement in the field during student teaching. This course helps to achieve the goals of the Foundational Studies Program by focusing on the following course learning outcomes. After successful completion of this course, you will be able to:

- Plan lessons using appropriate methods, resources, and conventions.
- Critique personal performance in teaching planned lessons.
- Critique the teaching performance of colleagues.
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.)

All students in MUS 484: Professional Year Seminar in Music Education must be able to meet all requirements for teacher certification as prescribed by the State of Idaho, Department of Education (see http://www.sde.idaho.gov/site/teacher_certification/). For students who require reasonable accommodations within the parameters of these state requirements, such accommodations will be provided as per the policies of the BSU Disability Resource Center. Such accommodations could include arrangement of physical classroom space to allow accessibility of wheelchairs or other assistive devices, compatibility of electronic documents for electronic screen readers, or detailed notes of material given orally.

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</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>“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” is not sufficient to make the case for including the course in the Foundational Studies Program, additional (optional) narrative can be added here.
<table>
<thead>
<tr>
<th><strong>Foundation ULO</strong></th>
<th><strong>Course Learning Outcomes</strong></th>
<th><strong>Assessment Method: Evidence of Student Learning</strong></th>
<th><strong>Planned Teaching &amp; Learning Activities/Pedagogy</strong></th>
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</thead>
<tbody>
<tr>
<td>Criteria and Notions of Exemplary Work</td>
<td>“By the end of this course, each student should be able to…”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 Write Effectively: Conventions</td>
<td>TSW plan lessons using appropriate methods, resources, and conventions.</td>
<td>Written lesson plans are submitted to supervisor during field observations and collected over the course of six observations in the semester. Supervisors assess growth in lesson planning process over the semester, as students revise their planning process to more effectively meet the desired conventions as appropriate to the field.</td>
<td>Supervisors individually discuss plans with students during field visits.</td>
</tr>
<tr>
<td>1.5 Write Effectively: Revisions</td>
<td></td>
<td></td>
<td>Mentor teachers share sample lesson plans and work with students on developing their own plans.</td>
</tr>
<tr>
<td>3A Articulating the Problem/Question/Issue</td>
<td>TSW critique personal performance in teaching planned lessons.</td>
<td>Weekly written journals are submitted to supervisors, using question prompts to guide students in self-reflection and analysis of personal progress. Students are assessed on their ability to synthesize prior course content along with feedback from mentors and supervisors as they reflect on personal growth and plan future teaching strategies.</td>
<td>Journal prompts are designed to engage students on topics that are practical and relevant to everyday issues, as well as broader topics that educators will confront.</td>
</tr>
<tr>
<td>3B Collecting and Organizing Evidence/Data/Reasons</td>
<td></td>
<td></td>
<td>Instructors respond to student journals with individual comments to promote dialogue and deeper reflection from the students.</td>
</tr>
<tr>
<td>1.8 Write in Multiple Contexts: Rhetorical Situation</td>
<td></td>
<td></td>
<td>Journal prompts periodically incorporate supplementary reading material on professional practices (shared with students through Blackboard).</td>
</tr>
<tr>
<td>4.b.1 Contribute to Team Meetings</td>
<td>TSW critique the teaching performance of colleagues.</td>
<td>Students take turns sharing video teaching excerpts with the group, followed by open group comment time. Students are scored on the quality of comments they make on other students’ videos.</td>
<td>Instructors moderate the group discussion and peer commentary to ensure proper etiquette and professional interaction.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Instructors add their own comments to prompt further discussion from the student group.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Students engage in additional teamwork on a daily basis with their mentor teacher in the field. Although this teamwork is part of a co-requisite course and not directly assessed in the seminar portion for the FF requirement, it contributes to the teamwork skills and peer critique process utilized in the seminar.</td>
</tr>
</tbody>
</table>
University Learning Outcomes 1, 2, 3 & 4 – Finishing Foundations
MUS 484: Professional Year Seminar in Music Education
Boise State University

Foundational Studies Review Committee: Course Application Evaluation Form

Fall 2011

Course Information

<table>
<thead>
<tr>
<th>Course Number and Title: MUS 484 Professional Year Seminar in Music Education</th>
<th>Number of Credits: 2</th>
</tr>
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</table>

Type of Foundational Studies 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)
- [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:

Journals—didn’t make clear sense

Feedback from FSP:

Although the place of journals in critical reflection on one's own practices is an important facet of critical inquiry, the journals appear to be linked with criterion 3B collecting and organizing evidence/data/resources. The example of "exemplary work" in the rubric clarifies this evidence as "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)."

Although not every criterion on the rubric needs to be covered in depth, there is concern that this FF course does not fully enough cover the rubric criteria. Please revisit ULO criteria and rubrics and revise.

9-12-11
Hi Vicki,

I've made changes to the ULO table of our MUS 484 proposal based on our conversation on Friday. I used tracked changes so you can see what I did. I hope this better explains some of the things we are doing, particularly with respect to revision of lesson planning processes over time and the synthesis of prior course material in planning future teaching processes.

Please let me know if I can provide anything else. Thank you for your time.

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CERTIFIED FOR APPROVAL 9-9-2011.

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