Boise State University
Foundational Studies Program Course Application Form

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 November 1, 2013.

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.

Part I: Course Information:

Course Number and Title: **THEA 491: SENIOR PROJECTS**

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) Includes Lab   [ ] Y   [ ] N
- [ ] 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):

Part II. Syllabus Statement:

Boise State’s Foundations Program provides undergraduates with a broad-based education that spans the entire university experience. THEA 491: SENIOR PROJECTS satisfies three units of the Foundation Program’s Finishing Foundations (FF) requirement. It supports the following University Learning Objectives (ULOs) along with a variety of other course-specific goals.

ULO 1: Writing
ULO 2: Oral Communication
ULO 3: Critical Inquiry
ULO 4: Innovation and Teamwork

THEA 491: SENIOR PROJECTS is a culminating experience required of all Theatre Arts BA degree majors. Under faculty supervision students will propose, research, organize, plan, and execute a theatrical or portfolio presentation relative to their primary interest and emphasis of study or degree program. Students will be expected to work with a faculty mentor outside of the class in the development of the content of their project. The student will also work
with the instructor of THEA 491 in the logistical development of the presentation itself. This project will be evaluated and graded by all appropriate faculty. Upon successful completion of this course students will have met the following learning objectives specific to their chosen project emphasis:

**Part III: Design for Accessibility**

The work of this course is largely analytical homework on the play-text and in-class performance based exercises. There are no written tests; hence testing accommodations are not necessary. All lecture notes are delivered through course sessions posted on the course Blackboard site. No PowerPoint slides or other visual media are used during lectures. No special accommodations have been necessary for students to date.

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

<table>
<thead>
<tr>
<th>University Learning Objectives</th>
<th>Course Learning Objectives: After successful completion of this course, you will have improved your ability to:</th>
<th>Assessment (see attached for fuller description of these course assignments)</th>
<th>Pedagogy</th>
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<tbody>
<tr>
<td>ULO 1. Writing</td>
<td>To understand the complex theoretical and practical aspects of the theatre arts through the study and production of representative plays.</td>
<td>Assessment of the written, visual, oral, and artistic communication evidenced in the culminating performance or portfolio project. Assessment of student’s collaborative efforts undertaken with other theatre arts majors in the creation of culminating project.</td>
<td>Work with faculty mentor and collaborating students outside of class and faculty instructor in class to produce a performance or portfolio project representing the focus of the student’s emphasis of study.</td>
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<tr>
<td>ULO 1. Writing.</td>
<td>To demonstrate familiarity with the various technical and performance responsibilities necessary to theatrical production.</td>
<td>Assessment of the written, visual, oral, and artistic communication evidenced in the culminating performance or portfolio project. Assessment of student’s collaborative efforts undertaken with other theatre arts majors in the creation of culminating project.</td>
<td>Work with faculty mentor and collaborating students outside of class and faculty instructor in class to produce a performance or portfolio project representing the focus of the student’s emphasis of study.</td>
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<td>ULO 2. Oral Communication.</td>
<td>To demonstrate knowledge of historical and contemporary perspectives about theatre and allied arts.</td>
<td>Assessment of the written, visual, oral, and artistic communication evidenced in the culminating performance or portfolio project.</td>
<td>Work with faculty mentor and collaborating students outside of class and faculty instructor in class to produce a performance or portfolio project representing the focus of the student’s emphasis of study.</td>
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<td>ULO 3. Critical Inquiry.</td>
<td>To demonstrate a familiarity with a wide range of dramatic literature.</td>
<td>Assessment of the written, visual, oral, and artistic communication evidenced in the culminating performance or portfolio project.</td>
<td>Work with faculty mentor and collaborating students outside of class and faculty instructor in class to produce a performance or portfolio project representing the focus of the student’s emphasis of study.</td>
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<td>ULO 4. Innovation and Teamwork.</td>
<td>To demonstrate critical and analytical skills related to the creative process within a collaborative working environment.</td>
<td>Assessment of the written, visual, oral, and artistic communication evidenced in the culminating performance or portfolio project. Assessment of student’s collaborative efforts undertaken with other theatre arts majors in the creation of culminating project.</td>
<td>Work with faculty mentor and collaborating students outside of class and faculty instructor in class to produce a performance or portfolio project representing the focus of the student’s emphasis of study.</td>
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<td>ULO 2. Oral communication. ULO 3. Critical inquiry. ULO 4. Innovation and Teamwork.</td>
<td>To demonstrate knowledgeable and successful performance technique.</td>
<td>Assessment of the visual, oral, and artistic communication evidenced in the culminating performance or portfolio project. Assessment of student’s collaborative efforts undertaken with other theatre arts majors in the creation of culminating project.</td>
<td>Work with faculty mentor and collaborating students outside of class and faculty instructor in class to produce a performance or portfolio project representing the focus of the student’s emphasis of study.</td>
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