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: MUS 100 Introduction to Music</th>
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</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)
- [ ] FF (Finishing Foundations)

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

- [X] Face to Face
- [ ] Fully Online
- [ ] Hybrid
- [ ] Concurrent Enrollment
- [X] Other (briefly describe):

Application prepared by
Mike Samball
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.) Attach additional pages if needed.

Boise State's Foundational Studies Program provides undergraduates with a broad-based education that spans the entire university experience. **MUS 100: Introduction to Music** satisfies three credits of the Foundation Program's Disciplinary Lens- Visual and Performing Arts (DL-V) requirement. It supports the following University Learning Outcome, along with a variety of other course-specific goals:

1. Apply knowledge and methods characteristic of the visual and performing arts to explain and appreciate the significance of aesthetic products and creative activities.

**MUS 100: Introduction to Music** develops student’s understanding and context of: 1) the fundamentals of Western Art Music’s compositional styles, genres, and seminal composers, 2) art music’s relationship to all other artistic disciplines, and 3) the cultural and societal influences affecting creative and artistic processes.

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, (the student) you will be able to:

1. Identify the cultural contexts within which art music fundamental compositional techniques have developed.
2. Explain the historical and cultural influences that have led to the growth and development of many genres of art music.
3. Analyze aurally and develop a listening skill for identifying the many factors that create an aesthetic, emotional, and physical musical experiences.
4. Reflect on the live, art music performance relative to both previous personal perceptions of all musical styles and genres and information synthesized in the Introduction to Music class.

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 100: Introduction to Music** 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

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>
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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.

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

Certified for Approval 8-30-2011

Foundational Studies Program, Director
Date
<table>
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<tr>
<th>Foundation ULO 9</th>
<th>Course Learning Outcomes</th>
<th>Assessment Method: Evidence of Student Learning</th>
<th>Planned Teaching &amp; Learning Activities/Pedagogy</th>
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</thead>
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<tr>
<td>Criteria and Notions of Exemplary Work</td>
<td>“By the end of this course, each student should be able to…”</td>
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<tr>
<td><strong>Content Knowledge</strong></td>
<td>identify fundamental styles, genres, composers, and compositions of Western Art Music.</td>
<td>Unit Exams and quizzes</td>
<td>Assign reading skills sufficient to comprehend the elements of music and to understand the component parts of a listening chart. Assign representative listening examples encompassing the six style periods of Western Art Music and all related composers and genres. Introduce listening/aural techniques sufficient to identify musical timbre, instrumentation, compositional styles, forms, and genres of music.</td>
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<td></td>
<td>identify elemental musical terminology as relates to essential compositional developments of Western Art Music.</td>
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<tr>
<td><strong>Analytical Skills</strong></td>
<td>describe the primary historical distinctions between diverse genres, styles, composers and their compositions</td>
<td>Class attendance, supplemental Blackboard tutorials, unit exams, quizzes, class discussion, and concert reports</td>
<td>Assigned textbook reading related to understanding required listening charts. Introduce historical cultural and societal events affecting musical styles and genres of music.</td>
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<td></td>
<td>describe the relationship of each style period of Western Art Music to all other art forms and relative to the historical cultural and societal context of the music.</td>
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<tr>
<td><strong>Reasoning &amp; Engagement</strong></td>
<td>Write narrative reports of live, art music performances that identify basic genre and stylistic compositional traits using</td>
<td>Written narrative reportage of a live musical performance that answers given rubric of questions regarding questions and diverse perspectives and</td>
<td>Introduce written concert report guidelines/expectations associated with musical content, clear and correct grammatical style, personal voice and</td>
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the questions generated by the work of art in this course develops insights independent of those offered in class/incorporates them into written & oral work

- fundamental and pertinent musical terminology.
- Critique live performances for musical quality and professionalism.
- Describe non-musical events within the context of live performances as relates to venue ambiance and audience demographic issues.
- value judgments.
- creativity, and summary personal description of overall experience.

| Appreciative Skills | will react to and defend diverse aesthetic sensibilities of a live, art music performance vs. all other music types (folk, religious, ethnic (nationalistic), commercial, military, functional musics) and delivery systems (live, video, audio). | Written narrative reportage of a live musical performance that requires independent thinking using methods of compare/contrast and descriptive value-judgment on artistic worth and aesthetic experience (using the Issues in Music as guide) | Assigned concert reports requiring personal. live reportage contextualizing modern cultural, societal, and perceptions in relationship to the performance. Reacts to performance level (critique) with justifications Summarizes each piece and overall performance for aesthetic experience, value of time spent, and entertainment (level of thought provoking ideas) |

- provides detailed descriptions of artistic forms, ideas, or techniques that differ from one's own preferences
- adeptly evaluates or explores artistic works that differ from one's preferences
Boise State University

Foundational Studies Review Committee: Course Application Evaluation Form

Fall 2011

Course Information

<table>
<thead>
<tr>
<th>Course Number and Title: MUS 100 Introduction to Music</th>
<th>Number of Credits: 3</th>
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Type of Foundational Studies Course (choose one)

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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:

- In the Course Design Table, there is some conflation of assessment with pedagogical activities. For instance, under the assessment method of analytical skills, “supplemental Blackboard tutorials” and “class discussions” are listed, which are more appropriate to pedagogical activities. There are several items like this.
- One of the specific outcomes listed under "Content Knowledge" is "Describe detailed differences between visual/performance principles". It is not clear what this means.
- In the committee's overall assessment, we find the proposal and prospective course to be consistent with the goals and standards of the FSP.

Feedback from Foundational Studies Program Director:

I concur with the committee with particular note to the differentiation of assessment activities and pedagogical activities. This will become more important as we put a firm assessment plan in place and departments are asked to produce data (artifacts, evidence) from the Assessment column. Please look over these columns and clarify in preparation for moving through the curriculum process. VS.