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

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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 I. Course Information:

Course Number and Title: MUS 484: Professional Year Seminar in Music Education

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: [ ] Yes [ ] No
[ ] CID (Communication in the Discipline)
[x] FF (Finishing Foundations)

Delivery Format(s) – (Check all that apply):
[ ] Face to Face
[ ] Fully Online
[x] 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 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:

- ULO 1: Write effectively in multiple contexts, for a variety of audiences.
- ULO 3: Engage in effective critical inquiry by defining problems, gathering and evaluating evidence, and determining the adequacy of argumentative discourse.
- ULO 4: 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:

Please use the table below (column headings for this table should not be changed) 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.

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.

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<table>
<thead>
<tr>
<th>Foundational Studies Program Director Signature</th>
<th>Date</th>
</tr>
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Boise State University  
Foundational Studies Course  

Course Number and Title: **MUS 484: Professional Year Seminar in Music Education**

## Course Design Table

<table>
<thead>
<tr>
<th>Foundation ULO Criteria</th>
<th>Foundation ULO 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 &amp; Learning Activities / Pedagogy</th>
</tr>
</thead>
<tbody>
<tr>
<td>ULO 1: Writing</td>
<td>• 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.</td>
<td>• Supervisors individually discuss plans with students during field visits.</td>
</tr>
</tbody>
</table>
| ULO 3: Critical Inquiry | • 3a - Articulating the Problem/Qestion/Issue  
  • 3b - Collecting and Organizing Evidence/Data/Reasons  
  • 1.8 - Write in Multiple Contexts: Rhetorical Situation | • TSW critique personal performance in teaching planned lessons.               | • Weekly written journals are submitted to supervisors, using question prompts to guide students in self-reflection and analysis of personal progress. | • 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. |
| ULO 1: Writing          | • Contribute to Team Meetings            | • TSW critique the teaching performance of colleagues.                        | • 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. | • Instructors moderate the group discussion and peer commentary to ensure proper etiquette and professional interaction. |
|                         |                                          |                                                                                 |                                               | • Instructors add their own comments to prompt further discussion from the student group. |