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-APL 448 Senior Bachelor of Arts General Music Project

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):
[x] Face to Face
[ ] Fully Online
[ ] 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 Foundations Program provides undergraduates with a broad-based education that spans the entire university experience. MUS-APL 448 satisfies one unit of the Foundation Program’s Finishing Foundations requirement. It supports the following University Learning Outcomes, along with a variety of other course-specific goals:

- ULO 1: Writing
- ULO 3: Critical Inquiry
- ULO 4: Innovation

MUS-APL 448 is designed to provide you with the experience of engaging in a project of your choice. This project should reflect the activities and courses you have been involved in throughout your studies in the BA General degree program. Despite the various forms in which the project can take, upon completion of this course, you will have:

- Created a project with purpose according to interest and area of study.
- Included a written component (if that is not the primary focus of your project) that encapsulates the project. Proper format and text conventions specific to the field of music will be maintained.
- Adhered to and clearly explained/justified disciplinary best practices with respect to thoroughness and accuracy of data collection (examples: literature review, fieldwork, surveys, experimental procedures.
- Extended a novel or unique idea, question, format, or product to create new knowledge or knowledge crosses boundaries.

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.)

The governing professor will ensure that all accommodations pertaining to the student’s disabilities are provided for. This may include audio equipment, or learning aids to assist in the preparation of their project. The special, individual needs of the project, as brought forth by the student, will be supplied.
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.

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

Course Number and Title: MUS-APL 448 Senior Bachelor of Arts General Music Project

## 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><strong>ULO 1:</strong> Writing</td>
<td>• 1a - Purpose</td>
<td>Create a project with purpose according to interest and area of study. Include a written component (if that is not the primary focus of your project) that encapsulates the project.</td>
<td>The major professor (and any other committee members or mentors) will assess the written portion of the project, which will add to the final grade and completion of the project. The success of the written portion will hinge on proper spelling, grammar, formatting, and text conventions to the field of music.</td>
<td>The major professor, overseeing the creation and development of the independent project, will check and proof the writing component of the project periodically throughout the semester. Students complete a variety of writing assignments throughout their course of study in the music department and classes across campus. These assignments are indicators of what is expected in the writing of their project.</td>
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<td></td>
<td>• 1b - Conventions</td>
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<tr>
<td><strong>ULO 3:</strong> Critical Inquiry</td>
<td>Collecting and Organizing Evidence/Data/Reasons</td>
<td>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).</td>
<td>The major professor (and any other committee members or mentors) will assess the thoroughness, clarity and execution of the project. This will add into the final grade of the project.</td>
<td>Through regular meetings with the professor(s) and mentor(s), the student will gain insight and assistance into the working order of their project.</td>
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<tr>
<td><strong>ULO 4a:</strong> Innovative Thinking</td>
<td>Innovative Thinking</td>
<td>Extend a novel or unique idea, question, format or product to create a new knowledge or knowledge that crosses boundaries.</td>
<td>The student has many options in designing their project. This could be a brand new idea or an idea that is based on previous research.</td>
<td>During regular consultations with the major professor(s) and mentor(s), the student will create a unique and individual project revolving around their interests and area of study at BSU. The form of the project will be dictated by the subject matter.</td>
</tr>
</tbody>
</table>