Boise State University
Foundational Studies Program Course Application Form

*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 November 1, 2013.*

Table of Contents (Click title to go to that section)

Instructions: ............................................................................................................................................................ 1
Part I. Course Information: .................................................................................................................................... 1
Part II. Syllabus Statement:.................................................................................................................................... 2
Part III. Design for Accessibility: ........................................................................................................................ 2
Part IV. Evidence of Quality Course Design:...................................................................................................... 2
Part V. Additional Justification (Optional): .......................................................................................................... 3
Course Design Table..............................................................................................................................................4

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

Delivery Format(s) – (Check all that apply):
[ ] 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. 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:

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 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:

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.

CERTIFIED FOR APPROVAL 10-12-2011

Foundational Studies Program Director Signature       Date

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

Course Number and Title: THEA 491: Senior Projects

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>
</table>
| ULO 1. Writing         |                                          | To understand the complex theoretical and practical aspects of the theatre arts through the study and production of representative plays. | • 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. | 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. |
| ULO 2. Oral Communication. |                                          |                                                                              |                                              |                                                  |
| ULO 3. Critical Inquiry. |                                          |                                                                              |                                              |                                                  |
| ULO 4. Innovation and Teamwork. |                                          |                                                                              |                                              |                                                  |
| ULO 1. Writing.        |                                          | To demonstrate familiarity with the various technical and performance responsibilities necessary to theatrical production. | • 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. | 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. |
<p>| ULO 2. Oral communication. |                                          |                                                                              |                                              |                                                  |
| ULO 4. Innovation and Teamwork. |                                          |                                                                              |                                              |                                                  |
| ULO 1. Writing.        |                                          | To demonstrate knowledge of historical and contemporary perspectives about theatre and allied arts. | Assessment of the written, visual, oral, and artistic communication evidenced in the culminating performance or portfolio project | 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. |
| ULO 2. Oral Communication. |                                          |                                                                              |                                              |                                                  |
| ULO 3. Critical Inquiry. |                                          |                                                                              |                                              |                                                  |</p>
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<tbody>
<tr>
<td>ULO 1. Writing.</td>
<td></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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<tr>
<td>ULO 2. Oral communication.</td>
<td></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 3. Critical inquiry.</td>
<td></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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