Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond In Writing

Course Number: MUSC 101 - Foundations of Musicianship
Rationale: New Course. Part of lower-level theory sequence revision that is part of the larger music curriculum revision..

	Campus-Level Academic Review[1]	Dept./School	College	Dean	TEC	AUAC/Grad	Provost
	Change to a Course Include signatures from all chairs/program directors for cross-listed courses.[1]						
1.	Title (description unchanged)	A	A	A	I	I	I
2.	Description (not affecting content)	A	A	A	I	I	I
3.	Course term(s)	A	I	A	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	I	A
5.	Number of credit hours	A	A	A	A	A	A
6.	Course number within the hundred	A	A	I	I	I	I
7.	Course number beyond the hundred	A	A	A	A	A	A
8.	Prerequisites	A	A	A	I	I	I
9.	Course restriction (e.g., majors only, junior standing)	A	A	A	A	A	A
10.	Level change (U to G *or* G to U)	A	A	A	A	A	A
11.	Cross list course	A	A	A	A	A	A
12.	Department of record	A	A	A	A	A	A
13.	Open or close a course	A	A	A	A	A	A
	Change to a Degree Plan						
14.	Educational Program — Revise	A	A	A	A	A	A
15.	Educational Program — Adopt/revise admission requirements	A	A	A	A	A	A
16.	GPA — Revise program-required GPA	A	A	A	A	A	A
17.	Minor — Revise	A	A	A	A	A	A

	Full Review	Dept./School	College	Dean	TEC	AUAC/Grad	Provost	Campus Faculty	Senior VPAA	President
	Change to Catalog Information (for Campus)									
18.	General requirements for Bachelor's and Associate Degrees	–	–	–	–	A	A	A	A	I
19.	Policies governing academic probation and suspension	–	–	–	–	A	A	A	A	I
20.	Requirements for graduating with honors	–	–	–	–	A	A	A	A	I
	Change to a Degree Plan									
21.	Educational Program — Add or Discontinue[2 3]	A	A	A	A	A	A	A	A	I
22.	Educational Program — Discontinue (Provost-proposed)	R	–	R	A	A	A	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	A	A	–	A	I
24.	Minor — Discontinue (Provost-proposed)	R	–	R	A	A	A	–	A	I
25.	Degree — Add or Discontinue	A	A	A	A	A	A	A	A	I
26.	Degree — Discontinue (Provost-proposed)	R	–	R	A	A	A	A	A	I

	Change to General Education Requirements for Undergraduates (System)	Dept./School	College	Dean	AUAC	Provost	UGEC	University Faculty	Senior VPAA	President
27.	Change course outcomes of an included course	A	A	A	A	A	A	–	A	I
28.	Add or drop a required course from the General Education Requirements	A	–	A	–	A	A	A	A	I
29.	Add or drop a course from a menu within the General Education Requirements	A	–	A	–	A	A	–	A	I
30.	Comprehensive revision of General Education Requirements	–	–	–	–	A	A	A	A	I

Notes

[2] Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

[3] For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible. Master's programs must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours beyond the master's.

[4] When a department/school or dean proposes closing a program, approval routing follows the typical process beginning with the department/school. An administrative proposal by the provost or senior vice president for academic affairs would follow the "provost-proposed" routing on the chart.

Updated 8/1/2023

Department/School(s)

October 29, 2025

Chair Signature — Date

Chair/Program Director Signature — Date

College Academic Council(s)

11-7-2025

Chair Signature — Date

Chair Signature — Date

Dean(s)

11-7-2025

Signature — Date

Signature — Date

Teacher Education Council

Signature — Date

Campus Academic Council:
Abilene Undergraduate or Abilene Graduate

Signature — Date

Provost

Signature Date

University General Education Council

Signature Date

University Faculty

Abilene Faculty Senate Chair signature Date

Dallas Faculty Council Chair signature Date

Senior Vice President for Academic Affairs

Signature Date

President

Signature Date

Abilene New Course Application

You may delete the preceding instructional pages before submitting application.

Course ID (*Subject Code and Number*)	MUSC 101

1. Systems and Catalog Information Complete each item.

A	Course Developer	Kristin Ward
B	Course Instructor	Kristin Ward
C	Course Title	Foundations of Musicianship
D	Course Abbreviation for Banner if title is more than 30 characters	Foundations of Musicianship
E	College	CAHSS - Arts, Humanities, and Social Sciences
F	Department or School	MUSI - Music
G	Number of Credit Hours	1
G1	Number of Lecture Contact Hours	1
G2	Number of Lab Contact Hours	1
H	Is the course for a fixed or variable number of credit hours?	Fixed If variable, explain rationale:
I	Is the course repeatable for additional credit?	No
J	Maximum total number of credit hours a student can earn for this course	
K	Course Schedule Type	Lecture (LEC) See Schedule Type definitions in the Reference section.

L	Number of Faculty Workload Hours	2
M	Grading Mode	Standard
N	Maximum Enrollment	30
O	**Catalog Description** (50 words or less)	This course is designed to help students navigate their path as a music major or minor by focusing on time management, practice strategies, career paths, and the skills needed to thrive as a musician in college.
P	List any prerequisites (course/s, test scores, class standing, major, etc.)	
Q	List any corequisites (these *must* be taken at the same time; note that a single requirement cannot be both a prerequisite *and* a corequisite)	
R	If the course is cross-listed, specify the subject code and course number of the other course	
S	Does this course require any additional student course fees?	No If yes, attach a completed course fee form (see form "Request to Add or Change Course Fees").
T1	Will the course be offered in **fall** terms?	Yes, every year
T2	Will the course be offered in **spring** terms?	No
T3	Will the course be offered in **summer** terms?	Yes, even years
U	First semester this course will be offered under new Course ID. *May not be earlier than the coming fall semester.*	Fall 2026

V	Is this course required for a program(s)?	Yes If yes, submit a separate completed curriculum proposal to change the program(s).
W	Should the addition of this course be retroactively applied to the degree plan it supports? *This is rare, and rationale should explain compelling extenuating circumstances.*	No If yes, provide rationale:
X	Has this course been offered as a Special Topics course? *New courses are not required to be taught as Special Topics courses prior to approval.*	Yes If yes, provide course ID, term, and enrollment: MUSR 140, Fall 2025, 20 students.
Y	List any courses in which the content overlaps the proposed course. (Course ID and Name). *Attach a statement from the instructor/dept chair of the existing course justifying the new offering.*	

2. Curriculum

A. Explain any effects of this course on any degree plans. If the addition of the course alters program requirements, submit a separate Approval Chart for Curriculum Change to update the program.

This course is part of a larger curriculum redesign of Freshman-level music courses. It is one in a series of three, one-credit courses designed to introduce students to facets of musicianship, critical listening, and music theory - all with an effort to better prepare them to be successful college musicians. We are adjusting the lower-level music theory curriculum to be three semesters (instead of four) in order to make room for these new Freshman courses.

B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

Retaining students in their Freshman year is one of the biggest challenges the department faces. Many students choose music because they had good experiences in high school band and choir programs. The reality of regular practicing, ensemble commitments, and the complexity of music theory are factors that dissuade students from continuing in the program. By focusing on practice strategies, time management skills, and rudiments of music theory, we can better equip students to be successful and increase their likelihood of retaining in the department as a music major or minor.

3. Course Design

A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.
   Incoming Freshman music majors and minors. No prerequisite skill is required.

2. State the overarching course goal(s) in performance terms.
   To prepare students for a successful college career in music by introducing sustainable concepts of personal practice, time management, rehearsal techniques, familiarity with musical scores, and an introduction to the systems and practices of the ACU music department.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	**Measurement**
1	Develop sustainable practice habits and time management techniques.	Practice Schedules and Practice Journals
2	Gain professional skills in networking, portfolio building, and career preparation.	Performance resume, career interest statement, professional email draft, gig contract/teaching policy draft, college roadmap.
3	Prepare for performance, ensemble work, and a successful college music career.	Class discussion, mock registration assignment, rehearsal observation, short-score analysis, career interest statement, college roadmap.
4	Foster well-being practices, including self-care and stress management.	Class discussion, Ensemble observation, college roadmap
5	Learn specifics about the ACU music department and all of the opportunities available.	Class discussion, rehearsal observation, mock registration, college roadmap.

C. **Text and Resources**

Give the full publication information of the textbook/s and other required resources and outside readings. For **combined undergraduate/graduate** courses, make two lists:

A. **Readings on Canvas website**.

4. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes

2	**Syllabus — Attach** the syllabus for the course based upon the anticipated first-semester offering.
4	**Library** — Submit new course application and syllabus to the Library dean's office. **Attach** the Library's memo.
Attach if applicable	
5	**Content Overlap** — Include one document for each course you listed in Section 1Y. **Attach** statement from instructor/dept chair of existing course justifying the new offering.
6	**Departmental Resources** — List the resources that support the course and are available only through the department, if applicable. **Attach** the list of the holdings and the location(s).
7	**Resources** — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). **Attach** a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
8	**Expenses** — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). **Attach** a complete list of all items, the estimated cost of each and the source of the funds.
9	**Justification — Attach** any documents to which you refer in Section 2B.

MUSC 140.01 Foundations of Musicianship
Mondays 8-8:50 am WPAC 215

Instructor: Kristin Ward
Semester: Fall 2025
Credits: 1

Office: WPAC 219
Office hours: 9-10 MW or by appt
Email: kristin.ward@acu.edu

Course Overview:

This course is designed to help students navigate their path as a music major or minor. By focusing on time management, practice strategies, career paths, and the skills needed to thrive as a musician in college, students will leave with the tools to build a sustainable, professional music career.

Course Goals:

- Develop sustainable practice habits and time management techniques.
- Gain professional skills (networking, portfolio building, career preparation).
- Prepare for performance, ensemble work, and a successful college music career.
- Foster well-being practices, including self-care and stress management.
- Learn specifics about the ACU music department and all of the opportunities available.

Students leave the course with practical tools (résumé, practice plan, portfolio materials) and also an understanding of how to thrive in the college music environment.

Week-by-Week Outline

Week 1 – Welcome, ACU music department expectations - August 24

- Overview of expectations in a music degree. Discuss Recital Seminar.
- Differences between high school and college music study.
- Assignment: Reflection on personal goals for college as a musician.

Week 2 – LABOR DAY; no class - September 1

Week 3 — Time Management & Practice Scheduling - September 8

- Daily/weekly planning for practice, rehearsals, and academics.
- Creating a sustainable routine.
- Student panel: Karissa (wind), Turner (strings), Claire (piano), Corbin (voice)
- Activity: Build a sample weekly practice schedule.

Week 4 – Practice Practices 1 - September 15

- Strategies: slow practice, chunking, mental rehearsal, recording yourself.
- Me - instrumental, Kara - voice
- Assignment: Keep a practice log for 1 week and write a reflection.

Week 5 – Performance Preparation & Stage Presence, Ensemble & Rehearsal Skills - September 22

- Memorization strategies, managing performance anxiety, concert etiquette.
- Workshop: How to bow and announce pieces
- Steven and Karissa - Being a good section member, following a conductor, rehearsal etiquette.
- Assignment: Attend an ensemble rehearsal outside your own and observe.

Week 6 – Study Skills for Musicians - September 29

- Score study, theory/history survival skills, preparing for listening exams.
- Activity: Annotating a short score.

Week 7 – Health & Wellness for Musicians - October 6

- Preventing injury, mental health, balancing commitments.
- Matt - aural health. Dr. Xu - physical health
- Guest: Campus counseling or wellness specialist.

Week 8 – ACU Registration - Johnny Shelburne - October 13

Week 9 – Music Technology & Tools - October 20

- Overview of notation software - Greg
- Introduce MuseScore and transcription project that runs through all 3 Foundations classes
- Discuss proper use of AI for musicians

Week 10 – Transcription Project - October 27

- Assignment: Create a short score using notation software. Due Friday.

Week 11 – Music Library Orientation - November 3

- Laura Baker - Grove, Naxos, reference books, scores
- Treat at Starbucks

Week 12 – Practice Practices 2: Juries - November 10

- Formats, jury sheets

Week 13 – Career Paths in Music - November 17

- Performance, teaching, composing, music therapy, industry, administration.
- Guest panel of faculty or alumni.
- Assignment: Write a career interests statement.

Week 14 – Professional Practices: Portfolio, Networking & Collaboration - November 24

- Resumes, repertoire lists, bios, headshots.
- Workshop: Draft your performance or teaching résumé. Due Finals week.
- Building professional relationships.
- How to email professors, ensemble directors, and potential collaborators.
- Roleplay: Writing a professional email to request an opportunity.
- Finding gigs, contracts, communication, professionalism.
- Workshop: Draft a basic gig contract or teaching policy.

Week 15 – Vocation: Music/Faith - December 1

- Sharing goals and takeaways.
- Assignment: Submit a personal "College Musician Roadmap" (practice plan, career goals, résumé, and wellness strategies).

Grading Breakdown:

- **Practice Log & Reflection** – 10%
- **Ensemble Observation** – 10%
- **Career Interests Statement** – 10%
- **Professional Email Draft** – 10%
- **Notation Software Project** – 10%
- **Mock Registration/Plan Ahead** – 10%
- **Gig Contract/Teaching Policy Draft** – 10%
- **Final Project: College Musician Roadmap** – 30%

Required Materials:

- Notebook for reflection and class notes
- Computer or tablet with notation software (Finale, Sibelius, or free alternatives like MuseScore)
- Access to a personal website or social media platform (recommended for portfolio-building)

Policies:

- **Attendance:** Regular attendance is expected. More than one unexcused absence will result in a lower grade since this class only meets once a week.
- **Late Submissions:** Assignments turned in late will be penalized 10% per day unless otherwise arranged.
- **Participation:** Active participation in class activities, including peer feedback, discussions, and performances, is essential for success in the course.

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: October 21, 2025

TO: Dr. Greg Straughn

FROM: Mark McCallon, Associate Dean for Library Services

RE: Course Application for MUSC 101 – Foundations of Musicianship

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After reviewing the new course application, the library is able to support the proposed course. If additional resources are needed for the course, please contact Laura Baker, Librarian Liaison for the Department of Music. Thank you for letting us review the new course application.

October 13, 2025

Gregory Straugh, Ph.D.
Professor of Music
College of Arts and Sciences
gregory.straughn@acu.edu

Re: Foundations of Musicianship (MUSC 101)

Dear Dr. Straughn,

Thank you for submitting Foundations of Musicianship (MUSC 101) to us for review. I have reviewed it based on the ACU Syllabus Guidelines. I found that the syllabus meets all aspects of the checklist.

Please note that this letter is intended as a reference, which will be read by the department chair and council members, who may also have questions or comments of their own. If you have any questions, please feel free to let me know.

Please also let me know if we can help in the design and facilitation of this course.

Sincerely,

Dr. Scott E. Hamm,
Assistant Director, Adams Center