

Abilene Approval Chart for Curriculum Changes

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

Course Number: MUSE 335 - Choral Literature

Rationale: New Course. Provides greater consistency with course experiences across instrumental (MTIA) and vocal (MTVA) education degrees.

		Dept./School	College	Dean	TEC	AUAC/Grad	Provost
	Campus-Level Academic Review¹						
	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

		Dept./School	College	Dean	TEC	AUAC/Grad	Provost	Campus Faculty	Senior VPAA	President
	Full Review									
	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 ²³	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

		Dept./School	College	Dean	AUAC	Provost	UGEC	University Faculty	Senior VPAA	President
	Change to General Education Requirements for Undergraduates (System)									
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).

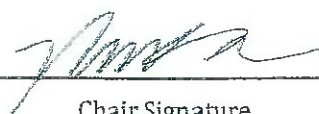
³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible. Master's programs must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours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



Chair Signature

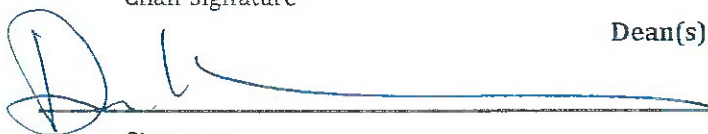
11-7-2025

Date

Chair Signature

Date

Dean(s)



Signature

11-7-2025

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 (<i>Subject Code and Number</i>)	MUSE 335
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1. Systems and Catalog Information Complete each item.

A	Course Developer	Jeff Goolsby
B	Course Instructor	Jeff Goolsby
C	Course Title	Choral Literature
D	Course Abbreviation for Banner if title is more than 30 characters	Choral Literature
E	College	CAHSS - Arts, Humanities, and Social Sciences ▾
F	Department or School	MUSI - Music ▾
G	Number of Credit Hours	2 ▾
G1	Number of Lecture Contact Hours	3 ▾
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	2
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	25

O	Catalog Description (50 words or less)	An introduction to choral music literature, the course explores various genres, styles, composers, and traditions, along with methodologies for choosing repertoire for choral ensembles in various performance settings. An emphasis is placed on repertoire for a variety of ages, experiences, and voicings.
P	List any prerequisites (course/s, test scores, class standing, major, etc.)	MUST 290 - Advanced Theory
Q	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> 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, odd years ▾
T2	Will the course be offered in spring terms?	No ▾
T3	Will the course be offered in summer terms?	No ▾
U	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Fall 2027
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? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	No ▾ If yes, provide rationale:

X	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	No ▾ If yes, provide course ID, term, and enrollment:
Y	List any courses in which the content overlaps the proposed course. (Course ID and Name). <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering.</i>	

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.

The development of this course is part of a larger curriculum revision for the Department of Music. It seeks to balance the experiences of music education students by providing a parallel course for vocal music education majors that aligns with the Marching Techniques and Wind Literature course that instrumental music majors take. By adjusting requirements in other areas of the curriculum, the department is able to include this course without adding additional hours to the degree plan.

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

The development of this course is part of a larger curriculum revision for the Department of Music. It seeks to balance the experiences of music education students by providing a parallel course for vocal music education majors that aligns with the Marching Techniques and Wind Literature course that instrumental music majors take. Currently, no course exists to support future choir directors in learning the breadth of the repertoire they will engage, the proper selection of materials for developing voices and how those repertoire choices support choral program growth and development.

3. Course Design

- A. Audience and Course Goal
1. Describe the intended audience, including prerequisite skills.
 2. State the overarching course goal(s) in performance terms.

- B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Identify, describe, and contextualize major choral genres	Projects (written and verbal), Student presentations, Class participation and performance, Quizzes, Homework

2	Identify, describe, and contextualize characteristics of Western style periods and significant composers	Projects (written and verbal), Student presentations, Class participation and performance, Quizzes, Homework
3	Articulate various methods for repertoire selection across voicings	Projects (written and verbal), Student presentations, Class participation and performance
4	Demonstrate facility with the UIL Prescribed Music List	Projects (written and verbal), Student presentations, Class participation and performance

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. **Undergraduate.** *Choral Repertoire*. 2nd edition. Dennis Schrock

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.

Updated 8/19/2024

**Abilene Christian University
Choral Literature**

MUSM 335
2 credit hours
Date and Time TBD
Williams Performing Arts Center 145

Dr. Jeffery H. Goolsby
Director of Choral Studies
Associate Professor of Music

Williams Performing Arts Center 132
ACU Box 28274
Office Phone: 325.674.4891
Cell Phone: 469.222.1770
Email: jeff.goolsby@acu.edu

Office Hours: Open Door and By Appointment

ACU Mission Statement

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

CAHSS Mission Statement

The mission of the College of Arts, Humanities, and Social Sciences is to engage students with humanity's greatest ideas to create understanding, apply insights, and serve the world as Christian thinkers and problem solvers.

Department of Music Mission Statement

The mission of the Department of Music is to develop and inspire students artistically as comprehensive musicians.

Teaching Philosophy/Christian Perspective

Teachers and learners work together in a dynamic relationship, the center of which is a profound and rigorous curriculum which has been tested over time and continues to inform in a contemporary context the minds, hearts, and souls of the larger academic community. Music is an integral member of the university's liberal arts curriculum and should contribute in a meaningful way to the holistic intellectual, social, and spiritual life at ACU. Creative avenues of teaching and learning should be explored enthusiastically while at the same time embracing an ever more scrupulous commitment to the traditional disciplines of individual study, reading, research, rehearsal, and practice. Learners should be held to the highest standards of scholarship and musical performance, and it is the teacher's duty to set the standard and then walk with students on that journey. A responsible teacher will make every effort to help his students succeed in the classroom and beyond and will communicate both personal concern and professional commitment to the individual student's growth. An ACU professor demonstrates the highest personal integrity in all areas of life and demonstrates in every lecture and lesson that the teacher is, and will always be, the primary learner.

Catalog Description

An introduction to choral music literature, the course explores various genres, styles, composers, and traditions, along with methodologies for choosing repertoire for choral ensembles in various performance settings. An emphasis is placed on repertoire for a variety of ages, experiences, and voicings.

Intended Audience

Primarily intended for vocal music majors seeking to fulfill degree requirements and for those interested in expanding their knowledge of music literature. Music minors and non-music majors may take the course to fulfill elective requirements.

Outline of Topics

- Survey of major choral literature genres (mass, motet, anthem, madrigal, oratorio, passion, requiem, partsongs, musical theatre, jazz, contemporary commercial music, folk, non-Western traditions)
- Survey of major choral literature in the historic time periods (Medieval, Renaissance, Baroque, Classical, Romantic, Modern, Contemporary)
- Choral literature for children, adolescents, women's choirs, men's choirs
- Selecting choral repertoire: programing methodologies
- The University Interscholastic League (UIL) and the Prescribed Music List (PML)

Teaching & Learning Methods and Assessment

- Class attendance
- Lecture and demonstration
- Listening and observing
- Performing and critiquing
- Reading assignments
- Written assignments
- Quizzes and homework
- Experiential and project-based learning

Competency	Measurement Instrument
• Identify, describe, and contextualize major choral genres • Identify, describe, and contextualize characteristics of Western style periods and significant composers in choral music • Articulate various methods for repertoire selection across voicings • Demonstrate facility with the UIL Prescribed Music List	• Projects (written and verbal) • Student presentations • Class participation and performance • Quizzes & homework

Materials (required)

Textbook:

- *Choral Repertoire*. 2nd edition. Dennis Schrock.

Reading Excerpts (provided):

- *Choral Monuments: Studies of Eleven Choral Masterworks*. Dennis Schrock.
- *Choral Repertoire by Women Composers*. Hilary Apfelstadt.
- *The Oxford Book of Choral Music by Black Composers*. Marques L. A. Garrett.
- *Choral Music in the Twentieth Century*. Nick Strimple.
- *A History of Western Choral Music*. Volumes 1 & 2. Chester L. Alwes.
- *The School Choral Program*. Michelle Holt & James Jordan.
- *The Oxford Handbook of Choral Pedagogy*. Frank Abrahams & Paul D. Head

Choral Literature Binder:

- Students will provide a three-ring binder and divider tabs for all class handouts and materials. Students should bring the binder to each class with all materials (paper, pen, etc.) necessary to fully engage in the lesson.

Additional items:

- Video recorder (tablet, mobile device, etc.)
- *Students will need access to transportation for off-campus observation. It is the student's responsibility to arrange all transportation and arrive in a timely manner.*

Course Expectations and Requirements

1. Regular attendance is expected. Students should not exceed four absences during the semester. Additional absences will cause a student's grade to be lowered by one letter grade per absence. Two tardies will constitute an absence.
2. Timely completion of assignments is required. Late work will not be accepted unless the student has a documented special need (ADA) regarding late work, which will be addressed on an individual basis.
3. Active participation in class activities and discussion is expected. Students should be prepared for class by completing assigned readings, assignments, and projects prior to the date indicated by the course calendar or by the instructor.
4. Late work will not be accepted. Should a student be absent on the day of a major exam, the make-up exam will be given on Dead Day.

Grading Criteria

1. Grading

Students will be assessed using rubrics, checklists, observation, demonstration, and participation. In general, grades will be assigned based on quality, thoughtfulness, and thoroughness.

Excellent Preparation and Execution	Grade of A
Above-Average Preparation and Execution	Grade of B
Average Preparation and Execution	Grade of C
Below-Average Preparation and Execution	Grade of D
No Preparation and Poor Execution	Grade of F

2. Assignments and Projects

Reading Quizzes	5%
PML Homework	5%

Choral Genre Project	10%
Choral Composer Project	10%
Programming Project #1	25%
Programming Project #2	25%
Final Exam: Programming Project #3	20%

3. Final Grade

The student will be responsible for exemplary performance on all assignments, including but not limited to those listed in the Course Calendar. The Choral Methods Portfolio, lectures, handouts, projects, and assignments are designed to be a resource for beginning choral directors. The nature of your work this semester has a direct impact on your own success and that of your peers as we will be sharing most everything we do in this class with one another. Approach every class and every assignment with a professional attitude.

Grade Averages: A=90% or above, B=80-89%, C=70-79%, D=60-69%, F=59% or below

Academic Integrity

Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God.

Academic misconduct includes, but is not limited to, the following: 1) Failure to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one's own, 3) Falsifying information orally or in writing.

Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of the College of Arts and Sciences, and the Dean of Student Life will be notified.

See the full university policy, including how to appeal a decision, by following this link:

<http://www.acu.edu/community/offices/administrative/office-of-the-provost/academic-integrity-policy.html>

Alpha Scholars Program

Abilene Christian University's Alpha Scholars Program provides academic accommodations, tutoring, academic coaching, and mentoring relationships to students with disabilities.

Review services provided by Alpha Scholars by following this link:

<http://www.acu.edu/community/academics/alpha-scholars/services/overview.html>

Title IX Policy

At ACU, we strive to comply with all applicable legal requirements prohibiting, preventing, and responding to harassment against any member of the ACU community (e.g., Title VI, VII, and IX). Moreover, as a Christian community, ACU has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Our Anti-Harassment Policy outlines specific definitions and procedures related discriminatory and sexual harassment, sexual misconduct, assault, stalking, and relationship violence. If you experience harassment in any of these forms, we encourage you to report it so that we can help maintain a work and academic environment free of unlawful harassment.

The University policy is available here: <https://acu.edu/human-resources/title-ix-and-sexual-misconduct-information/>

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 MUSE 335 – Choral Literature

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

Re: Choral Literature (MUSM 335)

Dear Dr. Straughn,

Thank you for submitting Choral Literature (MUSM 335) 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,

A handwritten signature in black ink, appearing to read "S. Hamm", with a horizontal line extending to the right.

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

