

Abilene Approval Chart for Curriculum Changes

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

Course Number: MUST 101 - Foundations of Music Theory

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

		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).

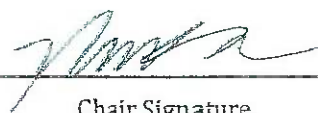
³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible. Master's programs must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours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

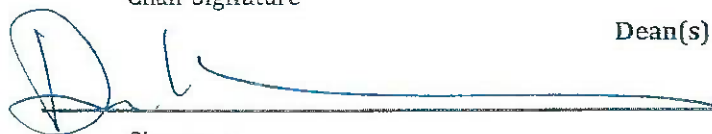
11-7-2025

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>)	MUST 101
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1. Systems and Catalog Information Complete each item.

A	Course Developer	Greg Straughn
B	Course Instructor	Greg Straughn
C	Course Title	Foundations of Music Theory
D	Course Abbreviation for Banner if title is more than 30 characters	Foundations of Music Theory
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	<u>Lecture (LEC)</u> See Schedule Type definitions in the Reference section.

L	Number of Faculty Workload Hours	2
M	Grading Mode	<u>Standard</u>
N	Maximum Enrollment	30
O	Catalog Description (50 words or less)	Foundations of Music Theory is a skill-building course designed to introduce the basic concepts of music theory needed to be successful in college and as a pre-professional musician.
P	List any prerequisites (course/s, test scores, class standing, major, etc.)	
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?	<u>No</u> 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?	<u>Yes, every year</u>
T2	Will the course be offered in spring terms?	<u>No</u>
T3	Will the course be offered in summer terms?	<u>Yes, even years</u>
U	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Fall 2026

V	Is this course required for a program(s)?	<u>Yes</u> 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>	<u>No</u> 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>	<u>Yes</u> If yes, provide course ID, term, and enrollment: MUST 140, Fall 2025, 20 students.
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.

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 critical listening skills including the recognition of stylistic elements of Western Art Music through all its periods, Popular Music forms, and an overview of the development of Jazz.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Demonstrate ability to recognize duple, triple, simple and compound meters – both visually and aurally.	Homework, In-Class Quizzes, Exams, Transcription project
2	Demonstrate ability to correctly recognize note names in both treble and bass clefs.	Homework, In-Class Quizzes, Exams
3	Demonstrate ability to understand the concepts of accidentals and enharmonic notes.	Homework, In-Class Quizzes, Exams
4	Demonstrate ability to correctly notate music using standard notational conventions.	In-Class Quizzes, Exams, Transcription project
5	Demonstrate ability to correctly identify intervals when shown (m2 through P8)	Homework, In-Class Quizzes, Exams
6	Demonstrate ability to correctly construct the major scale in any key.	Homework, In-Class Quizzes, Exams
	Demonstrate ability to correctly recognize the tonic, dominant and subdominant chords in keys up to 4 sharps/flats	Homework, In-Class Quizzes, Exams

	Demonstrate ability to synthesize foundational music theory concepts into the display and analysis of a piece of music.	Exams, Transcription project
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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.

Updated 8/19/2024

MUST 140: Foundations of Music Theory

**Fall 2025 – Williams Performing Arts Center, 216
Fridays – 8:00-8:50 am**

Gregory Straughn, Ph.D. Office: WPAC 218, 325-674-2784
Professor of Music gregory.straughn@acu.edu
Office hours: MTWRF 10:00-11:00 and M 8:00 and noon



Gerard van Honthorst, *The Concert* (1623)
National Gallery of Art, Washington DC.

Foundations of Music Theory is a skill-building course designed to introduce the basic concepts of music theory needed to be a successful professional musician.

The course serves as an introduction to all other music theory and history courses in the department. It introduces the concepts of notation (note names and writing conventions), clefs (treble and bass), key and time signatures, major scales, rhythm, harmony (tonic and dominant), intervals (m2 to P8) and rudimentary chord progressions (I-IV-V-I).

Foundations of Music Theory is a preparatory course designed to develop the beginnings of analytic processes in tonal music. The overall learning experience will develop competencies that will position students well in their journey to become a professional musician. Upon successful completion of this course, students will be able to:

- identify **rhythmic units of beat** in standard notational practice.
- recognize **simple** and **compound meters** both visually and aurally
- identify **note names** in both **treble** and **bass clefs**, including **accidentals** and **enharmonics**.
- construct **major scales** in all keys.
- recognize **diatonic intervals** (m2 to P8) when presented visually.

Grade Weight

Homework	39%
Quizzes	11%
Exam I	10%
Exam II	15%
Final Exam	20%
Transcription Project	5%

Grading Scale

A: 100 – 90%
B: 89 – 80 %
C: 79 – 70%
D: 69 – 60%
F: below 60%

Course Texts

Artusi – music theory website
accessed through a laptop or desktop computer

Musescore – open-source music typography
accessed through a laptop or desktop computer

Staff paper and pencil with eraser.

Course Format and Attendance Expectations

The course meets in regular sessions where we will look at musical examples, prepare for and review homework assignments, take quizzes and exams, and share the beginning steps of a professional musical journey. Music is a community experience and is best enjoyed and appreciated with others; it is also a highly personalized experience where informed opinions are regularly engaged.

Nothing that interferes with the teaching and learning process in the classroom will be tolerated. Occasionally, we will be performing in front of each other and will always treat each other with courtesy and respect. This includes me: if you ever feel that I have treated you disrespectfully, please communicate with me privately.

Attendance is an essential portion of this demonstration-based and skills-based class. Here are guidelines for attendance:

- Attendance Quizzes will begin promptly at 8:00 am. They will not be given late.
- Arriving any time after 8:00 am for three times is equivalent to one absence.

Mission Statements

University

To educate students for Christian service and leadership throughout the world.

College

To engage students with humanity's greatest ideas to create understanding, apply insights, and serve the world as Christian thinkers and problem solvers.

Department

To develop and inspire students artistically as comprehensive musicians.

- Missing more than 15 minutes of one class constitutes an absence.
- If you are absent, it is your responsibility to find out what material was covered and what assignments were made.
- Exceeding three absences will result in failure for the course regardless of the reason(s).
- Roll will be checked daily. If you enter after roll is checked, it is your responsibility to let me know at the end of class to change your attendance that day in the grade book from "absent" to "tardy."
 - If there are questions at the end of the semester regarding your number of absences, I will likely not remember if you were there a particular day or not and will have to rely on the grade book roll sheet.
- Assignments, exams, and quizzes can be made up for excused absences only. (If there is an extreme circumstance in your life, please communicate with me privately.)
- If you have an excused absence, assignments you missed are due on the first day back following the excused absence(s). Allowances will be made on an individual basis for extended illnesses.
 - Excused absences include approved school-sponsored events, required court appearance (with summons), illness (with documentation from a health-care professional), death in the immediate family, or observation of a religious holiday.
- Making attendance a priority will greatly contribute to your success in the course.

Course Requirements

Homework: Daily homework will consist primarily of identification and recognition of theory concepts and their practical application in foundational analysis. The course will cover 13 modules from the Artusi site: each worth 3% of the course grade.

Attendance Quizzes: 3-5 question quizzes designed to reinforce the topics explored in homework for each day's class; given promptly at 8:00 am. There are 11 attendance quizzes throughout the semester, each worth 1% of the course grade.

Transcription Project: A project designed to connect with your other Freshman Music Classes and introduce you to music typography by creating a professional looking transcription of a small piece of music.

Exams: Two major exams plus a final exam will be spread throughout the semester. Each will include materials covered in the homework modules leading up to the exam. Exams are cumulative: they will build on skills covered in previous exams.

Please keep ALL papers handed back. If there's ever a question about your grade, we will need the documentation to resolve it.

Course Outcomes and Measurements

Learning Objectives	Homework	In-Class Quizzes	Exams	Transcription Project
Demonstrate ability to recognize duple, triple, simple and compound meters – both visually and aurally.	X	X	X	
Demonstrate ability to correctly recognize note names in both treble and bass clefs.	X	X	X	
Demonstrate ability to understand the concepts of accidentals and enharmonic notes.	X	X	X	
Demonstrate ability to correctly notate music using standard notational conventions.		X	X	X
Demonstrate ability to correctly identify intervals when shown (m2 through P8)	X	X	X	
Demonstrate ability to correctly construct the major scale in any key.	X	X	X	
Demonstrate ability to correctly recognize the tonic, dominant and subdominant chords in keys up to 4 sharps/flats	X	X	X	
Demonstrate ability to synthesize foundational music theory concepts into the display and analysis of a piece of music.			X	X

Technology Expectations

You will need to have a smart phone or laptop available to participate in quizzes or other occasional activities done during class. However, at other times, please ensure that laptops and phones are not a distraction to the class environment. This means keeping the devices in silent mode and not engaging in activities such as social media, surfing the internet, streaming video/audio, or playing games. Repeated examples of distracting behavior will lead to an appropriate response, including dismissal from the course.

Course Policies

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) Failing to give credit to sources used in a work in an attempt to present the work as one's own [plagiarism], 2) Submitting 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, and 4) Receiving, giving, or using unauthorized aid on an examination or quiz. Academic misconduct will result in, at minimum, a zero on the assignment; it could result in an F in the course. Additionally, the department chair, Dean of the College of Arts, Humanities and Social 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/academics/provost/policies/index.html>.

Americans With Disabilities Act. ACU complies with the Americans with the ADA in making reasonable accommodation for qualified students with a disability. If you have a documented disability and wish to discuss academic accommodations, please feel free to contact the ACU Student Disability Services Office (a part of Alpha Scholars Program). In order to utilize these services a student must be registered with Disability Services and complete a specific request for each class in which needing accommodations. Call x. 2667 for an appointment or go to <http://blogs.acu.edu/alpha/students/>.

Anti-Harassment. 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: <http://www.acu.edu/community/offices/administrative/dean-of-students/sexual-assault-and-anti-harassment-title-ix/overview.html>.

Semester Schedule

Calendar Info	Concepts	Artusi Workbook Module
Week 1 - August 29	Course Intro	
Week 2 - Sept 5	Rhythm - Beats/Meters and Note Types	Chapters 1 and 2
Week 3 - Sept 12	Notation: Beams/Dots/Ties and Treble Clef Pitches	Chapters 3 and 4
Week 4 - Sept 19	Pitch-Bass Clef, Accidentals, Enharmonics, and m2/M2	Chapters 5 and 6
Week 5 - Sept 26	Exam I	
Week 6 - Oct 3	Scales/Intervals and Simple/Compound Meter	Chapters 7 and 8
Week 7 - Oct 10	Major Scales	Chapter 9
Week 8 - Oct 17	Tonic and Dominant	Chapter 10
Week 9 - Oct 24	Fall Break - no class	
Week 10 - Oct 31	Intervals and Triad Types	Chapter 11
Week 11 - Nov 7	Exam II	
Week 12 - Nov 14	Transcription Project	
Week 13 - Nov 21	Subdominant Triad and I-IV-V-I	Chapter 12
Week 14 - Nov 28	Thanksgiving - no class	
Week 15 - Dec 5	Major Keys through the Circle of Fifths	Chapter 13

Final Exam - Friday, December 12 - 10:00-11:45am

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 MUST 101 – Foundations of Music Theory

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: Foundations of Music Theory (MUST 101)

Dear Dr. Straughn,

Thank you for submitting Foundations of Music Theory (MUST 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,

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

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

