

Abilene Approval Chart for Curriculum Changes

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

Course Number: _____ **or Degree Plan(s):** MTVA degree plan change

Rationale: Enact the degree plan changes listed in [Side-by-Side Comparison](#) within the [Music Curriculum Revision](#) document.

		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

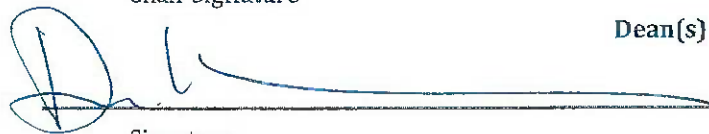
Date

11-7-2025

Chair Signature

Date

Dean(s)



Signature

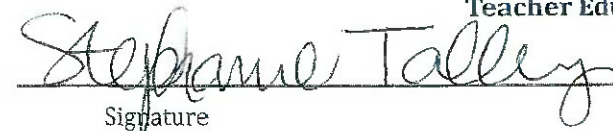
Date

11-7-2025

Signature

Date

Teacher Education Council



Signature

Date

12.1.25

**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

MTVA CURRENT STRUCTURE		MTVA PROPOSED STRUCTURE		
AREA OF STUDY	CR Hour	AREA OF STUDY	CR Hour	Notes
GENERAL EDUCATION REQUIREMENTS	54	GENERAL EDUCATION REQUIREMENTS	54	
MAJOR REQUIREMENTS		MAJOR REQUIREMENTS		
Theory		Theory		
MUST 111 - Aural Skills I	1	MUST 101 - Foundations of Music Theory	1	
MUST 112 - Aural Skills II	1	MUST 151 - Elementary Aural Skills	1	
MUST 131 - Theory I	3	MUST 150 - Elementary Music Theory	3	
MUST 132 - Theory II	3	MUST 251 - Intermediate Aural Skills	1	
MUST 211 - Aural Skills III	1	MUST 250 - Intermediate Music Theory	3	
MUST 212 - Aural Skills IV	1	MUST 291 - Advanced Aural Skills	1	
MUST 231 - Theory III	3	MUST 290 - Advanced Music Theory	3	
MUST 232 - Theory IV	3	MUST 432 - Orchestration and Arranging	2	
MUST 432 - Orchestration and Arranging	2	Music Specialization Skills		
Music Specialization Skills		MUSC 101 - Musicianship	1	
MUSE 334 - Beginning Conducting	2	MUSE 334 - Beginning Conducting	3	
MUSE 337 - Intermediate Conducting	1	MUSE 337 - Intermediate Conducting	1	
Musicology		Musicology		
MUSM 131 - Music in World Cultures	2*	MUSM 101 - Foundations of Musical Listening	1	
MUSM 132 - Music Literature	2*	MUSM 131 - Music in World Cultures	3*	Fine Arts Gen Ed
MUSM 432 - Music History II: 1750-the Present	3	MUSM 432 - Music History II: 1750-the Present	3	
MUSM 449 - Capstone Seminar in Music History and Theor	1			
Recital Seminar		Recital Seminar		
Eight semesters, credit or non-credit	0	Eight semesters, credit or non-credit	0	
Performance Ensemble		Performance Ensemble		
Each semester (except during Student Teaching), credit or r	0	Each semester (except during Student Teaching), credit or nc	0	
TOTAL	26	TOTAL MAJOR REQUIREMENTS	24	
VOCAL CONCENTRATION		VOCAL CONCENTRATION		
Pedagogy		Pedagogy		
MUSE 235 - Instrumental Concepts	1	MUSE 235 - Instrumental Concepts	1	
MUSE 332 - Elementary Music Techniques and Literature	3	MUSE 332 - Elementary Music Techniques and Literature	3	
MUSE 333 - Secondary Music Methods: Choral Organization	3	MUSE 333 - Secondary Music Methods: Choral Organization	3	
MUSE 336 - Concepts of Vocal Performance	3	MUSE 335 - Choral Literature	2	
		MUSE 336 - Concepts of Vocal Performance	3	
Diction		Diction		
MUSC 217 - English and Italian Diction	1	MUSC 217 - Diction	2	
MUSC 218 - French and German Diction	1			
Major Concentration		Major Concentration		
MPVM	14	MPVM	14	
Piano Proficiency		Piano Proficiency		
MUPC 113 - Music Class Piano	1	MUPC 113 - Music Class Piano	1	
MUPC 114 - Music Class Piano	1	MUPC 114 - Music Class Piano	1	
MUPC 213 - Music Class Piano	1	MUPC 213 - Music Class Piano	1	
MUPC 214 - Music Class Piano	1	MUPC 214 - Music Class Piano	1	
Piano Proficiency Exam		Piano Proficiency Exam		
Bible		Bible		
MUSM 431 - Music History I: Antiquity to 1750	3*	MUSM 431 - Music History I: Antiquity to 1750	3*	Upper Level Bible - Gen Ed
TOTAL	30	TOTAL	33 32	
PROFESSIONAL REQUIREMENTS		PROFESSIONAL REQUIREMENTS		
Reading and Education		Reading and Education		
EDUC 211 - Introduction to Education: Culture and Context	3*	EDUC 211 - Introduction to Education: Culture and Contexts	3*	Cultural Awareness - Gen Ed
EDUC 449 - Professional Practice in Music Education	1	EDUC 412 - Secondary Curriculum and Media	3	
EDUC 476 - Effective Teaching Strategies for English Learner	3	EDUC 432 - Secondary Management and Methods	3*	Free Elective - Gen Ed
EDUC 490 - Clinical Teaching	6	EDUC 476 - Effective Teaching Strategies for English Learners	3	
READ 322 - Disciplinary Literacies	3	EDUC 490 - Clinical Teaching	6	
SPED 371 - Teaching Exceptional Students	3	READ 322 - Disciplinary Literacies	3	
EDUC 221 - Educational Psychology	3*	SPED 371 - Teaching Exceptional Students	3	
TOTAL	16	EDUC 221 - Educational Psychology	3*	Social Science - Gen Ed
		TOTAL	18	
ELECTIVES	0-2	ELECTIVES	0	
TOTAL MAJOR HOURS	74	TOTAL MAJOR HOURS	74	
TOTAL DEGREE HOURS	128	TOTAL DEGREE HOURS	128	

Music Education Degree:

The Texas Education Agency has changed the policy in the Texas Administrative Code for pre-clinical teaching field experiences. This has significantly evolved over the last 15 years or so. In the past, we were only required to report how many hours our teacher candidates completed before clinical teaching. In our TEA Audit 8 years ago, they required that we include descriptions of the reflection assignments along with this report of the number of hours. In our last audit, three years ago, we were required to provide the completed reflection assignments for our teacher candidates. At that time, the number of hours required was 40 and the definition for qualified contexts was much more flexible. The state now requires 50 hours minimum with supervision and structured written reflection.

It is also helpful to have broader context for how secondary and all-levels certification programs often work in other universities and was the structure we used in the past. Often, the certification courses are taken as a minor in education. We decided some time ago that it serves our students better for both advising purposes and the desire to strengthen the partnership between the content field and education to include the certification courses within a certification degree in the content field department.

These changes have presented some challenges, but these challenges are significant and impossible to address without some changes in the Music Education degrees. The particular challenges for these majors are as follows:

- Because of the curriculum demands in the field of music required by their accrediting body, the music education degrees have limited hours available. This is not unique to ACU, but is the challenge faced statewide for teacher certification in music. Because of the curriculum demands of the music accrediting body, we have not included EDUC 412/432, the 6-hour senior block course that now includes the full 50 hours required by the state. We have tried to facilitate these hours in a pieced together fashion in the following contexts:
 - EDUC 449 Professional Practice in Music Education, a 1-hour course to provide the absolute minimum of state required content that these students miss because they have not take
 - Various courses in the music department
 - A modification of the recital requirement for these majors.

These processes are extremely difficult to document appropriately for TEA and there is no load available in the music department for a faculty member to manage this process.

- The new criteria from the state defines field experiences very narrowly. This impacts music more significantly than other teaching fields.
 - In the past, they could count participation with public school performances outside of the school day. This no longer fulfills these required hours. Field experiences must occur during the school day.
 - The new policy also requires that all 50 hours must take place after the teacher candidate is admitted to the certification program. In the past, we were able to count the 8 hours included in EDUC 211 Introduction to Education. However,

admission to the certification program cannot be granted until this course is completed. Therefore, we lost 8 hours from what was previously included.

- All of our students come back early in the fall for the August Experience, participating in preparation with their assigned teacher in the two days before school and observing day one and day two. While we have been doing this for some time, it now fulfills recent requirements in Texas Administrative Code for the required beginning of school observation requirement. Music Education majors almost always complete clinical teaching in the fall. Because these days occurred before the official start date of Clinical Teaching, for several years we had included the 32 hours included in August Experience as part of their required field experiences. In our last TEA audit, we were informed that the policy for these hours had changed and if the placement is in any way connected to Clinical Teaching, it could not count as field hours. Thus, we lost an additional 32 hours.

For these reasons, it is critical that EDUC 412/432 be added to the Music Education degrees. The department has worked to create space for these hours in its MTIA and MTVA degree plans. We reduced two hours in the lower-level music theory sequence, eliminated the one-credit EDUC 449, streamlined the Diction class (for Vocalists), and eliminated the degree elective hours that, while helpful, are less valuable than the experiences available to students in the Education Block. Doing all this work allows the MTIA and MTVA degrees to be 128 hours long, the standard length of an ACU baccalaureate degree.

We are working under greater and greater specificity, reporting requirements and restrictions as we work to prepare our students for certification. It is not possible to continue how the degree and field components are currently structured and fulfill state requirements.



November 7, 2025

To Whom it May Concern:

I am writing to extend my full support for the changes in program for the music majors pursuing teacher certification. Primarily, the move to include all music majors in our senior level internship courses, allows for the music majors pursuing certification to meet the requirements pertaining to the 50 hours of field experience required by law in order to enter clinical teaching. These hours must be documented for the state. Additionally, students must reflect on their learning in these hours in writing. That documentation must also be saved. Participating in EDUC 411/412 (Elementary or Secondary Curriculum and Media) and EDUC 431/432 (Elementary or Secondary Management in Methods) also allows our music majors to participate in coursework that more fully prepares them in lesson design and planning and classroom management and discipline. This will better prepare them for their futures in public schools. Not only will this help the School of Education better meet the legal requirements of Texas Administrative Code (TAC), it will also better prepare our teacher candidates.

Thank you for your thoughtful consideration of this matter.

A handwritten signature in blue ink that reads 'Stephanie Talley'. The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Stephanie Talley, Ph.D.

Associate Professor

Director and Chair of the School of Education

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