

Abilene Approval Chart for Curriculum Changes

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

Course Number: MUSM 236 - Music in Leipzig

or Degree Plan(s):

Rationale: add newly-created course to the General Education, Arts and Humanities and Cultural Literacy selections.

		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 ^{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

		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

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
Chair Signature		Date
Dean(s)		Date
 Rachael Milligan (Feb 20, 2026 17:51:38 CST)		02/20/2026
Signature		Date
Signature		Date
Teacher Education Council		
Signature		Date
Campus Academic Council: Abilene Undergraduate or Abilene Graduate		
Signature		Date
Provost		

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

Application for Arts and Humanities Menu

Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

Arts and Humanities Description

Courses within this domain will expose students to other cultures, time periods, and points of view through a wide variety of media. Emphasis will be placed on understanding the human condition, relevance and aesthetics of rhetorical claims, interrogating one's own personal worldviews, and drawing conclusions from analysis of artifacts.

Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be conducted with the rubric included in this course application. See the last page of this document for explanation of disciplines that will be considered for the menu.

Subject code, course number, and title of course:	MUSM 236 Music in Leipzig
Terms offered:	Summer
Catalog description:	This experiential learning course explores how Leipzig's rich musical past has shaped its present. Through concerts, museum visits, excursions, and guided reflection, students will examine the city's cultural and artistic heritage by engaging in performance events and through reflections that connect these events to contemporary life.
Course prerequisites:	None
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	None

Other general education menus on which the course appears or you are applying for:	Cultural Literacy
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Description of Menu Fit

Please describe how your class fits into the Arts and Humanities Menu (200 words or less).

This is a music history course, one of the humanities disciplines listed below. As such, it exposes students to the ways “Leipzig’s rich musical past has shaped its present” (course description). It engages these cultures aesthetically by developing students’ critical listening skills (i.e., analysis) and knowledge so they can enjoy the beauty of music (see course purpose in the syllabus). Music from the students’ culture serves as points of reference from which to compare other styles, thereby encouraging students to question their cultural presuppositions about music aesthetics.

Prerequisites

If the course has prerequisites, provide evidence that the course contributes to a student’s breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or less).

There are no prerequisites. The course was designed for a general audience, as the syllabus states.

Relevant Outcomes

- A2: Listen to, understand, and critically evaluate rhetorical claims.
- B1: Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.
- B2: Understand the interconnectedness of the human experience with a posture of humility while celebrating difference.
- B3: Interrogate one’s internal and external views and values for greater self-awareness.
- C2: Analyze quantitative data, published writing, or observable phenomena to draw informed conclusions.

Describe how the course meets the A2 outcome (100 words or less).

In music history courses, students might encounter rhetorical claims through primary and secondary source readings or by analyzing music, which itself is considered an art of persuasive communication. [Here’s a brief explanation of music as rhetoric by a musicologist.](#) In this course, students develop critical listening skills (Outcomes 1 and 2) to understand how and what music communicates in different genres and eras (see also Outcome 3). This includes large-scale vocal works, in which music is combined with text to tell a story, such as with opera or oratorio, or to provide a cohesive worship experience, such as the Lutheran church cantata of the time of JS Bach. It also includes instrumental works, which rely on conventions, harmonic

plans, and thematic development to take the audience through a persuasive emotional or dramatic experience through tones alone.

Describe how the course meets the C2 outcome (100 words or less).

The initial modules of the course build analytical tools that support the critical listening skills developed in Outcomes 1 and 2. Students learn and apply a method of listening, in which they separate music into its various systems or elements (scoring, dynamics, rhythm, melody, harmony, texture, form, and text) and determine how these interact with one another to create a distinctive world of sound and meaning in each example they analyze. This method enables students to categorize music by style and genre, i.e., “to draw informed conclusions.” The remainder of their time in Leipzig, students apply this to music of different stylistic eras, using appropriate terminology (Outcomes 3, 4, and 5) and drawing conclusions about cultural context.

Describe how the course meets at least one or more of the following outcomes: B1, B2, B3 (200 words or less).

B2

To borrow a phrase from the Cultural Literacy application’s examples of acceptable ways to meet B2, this course aims to develop skills and knowledge that help students evaluate appreciatively the music of different historical cultures (see Purpose in syllabus). Much of the semester is spent helping students to recognize what is remarkable, valuable, and meaningful in various masterworks, and how these works embody ideas from the cultures that produced them. Learning the stylistic language of contrasting works helps them to hear the music differently, and it is hoped, more appreciatively.

Outcomes assessment should occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each outcome. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
Outcome A2	Class Discussion and Reflections on Activities
Outcome C2	Class Discussion and Reflections on Activities
Outcome B1, B2, or B3 *note which of the 3 outcomes will be assessed	B2 - Reflections on Activities and Storytime Narrative

Please use the following rubric to perform assessment each year.

Student Learning Outcome A2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
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Evaluate rhetorical claims	Fails to demonstrate understanding or recognition of rhetorical claims.	Demonstrates effective understanding of and ability to critique rhetorical claims.	Demonstrates keen analytical abilities and attention to detail in understanding and evaluating rhetorical claims.
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Student Learning Outcome C2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Analyze data to draw conclusions	Lacks sufficient analysis of data or published writing.	Analyzes data and/or published writing in an effective manner.	Analyzes data and/or published writing in an exemplary manner.

Student Learning Outcome B (evaluate the one or more selected above)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations (B1)	Little to no engagement in discourse in global, historical, and cultural experiences of diverse populations.	Effectively presents the capacity to engage in discourse in global, historical, and cultural experiences of diverse populations.	Excellent presents the capacity to engage in discourse in global, historical, and cultural experiences of diverse populations.
Understand the interconnectedness of the human experience with a posture of humility while celebrating difference (B2)	Little to no demonstration of understanding or humility in relation to the human experience and diversity.	Effective demonstration of understanding or humility in relation to the human experience and diversity.	Exemplary demonstration of understanding or humility in relation to the human experience and diversity.
Interrogate one's internal and external views and values for greater self-awareness (B3)	Little to no interrogation of personal views and little to no movement toward self-awareness.	Effective interrogation of personal views with some attention to self-awareness.	Exemplary interrogation of personal views with an eye toward self-awareness.

Disciplines to Consider

Proposed courses should fit commonly accepted practices across disciplines. As an external indicator of what constitutes Humanities disciplines, we have consulted the American Academy of Arts and Sciences definition, which lists the following disciplines as humanities:

- Art and music history, musicology, and the academic study of drama and cinema
- American Studies and Area Studies (e.g., Latin American Studies, Africana Studies, etc.)
- Archeology
- Communication, including media studies, but not professionalization-oriented coursework
- Cultural, Ethnic, & Gender Studies: Programs studying from an interdisciplinary perspective race, ethnic, gender, or cultural groups, such as Black studies, Hispanic studies, women's studies, gender studies.
- English Language and Literature: English, American, and Anglophone literature; general literature programs; creative writing; speech and rhetoric (does not include technical and business writing programs).
- History
- Languages & Literatures Other than English: Modern languages and literature; linguistics; classics and ancient languages; comparative literature.
- Jurisprudence: Includes philosophy of law.
- Philosophy
- Religion: Programs in the comparative, nonsectarian study of religion; studies of particular religions; history of religion; does not include programs in theology or ministry.
- Selected Interdisciplinary Studies: General humanities programs; programs in the study of a particular historical period (e.g., medieval and Renaissance studies, classical and ancient studies, holocaust studies, etc.).

The criteria team anticipates some overlap with other menus, particularly cultural literacy.

In ACU's specific institutional context, the council recognizes religion as a humanities discipline but will not consider Bible courses for the Arts and Humanities menu because of the number of hours reserved in the Bible and Theology menu for these courses in the general education requirements.

Resources:

- [American Academy of Arts & Sciences — Scope of the Humanities](#)
- [4Humanities — Five Definitions of the Humanities](#)
- [Cambridge University Press — What Are the Humanities For?](#)

Application for Cultural Literacy Menu

Guidelines For All General Education Courses

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3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

Cultural Literacy Description

Courses within this domain provide students opportunity to develop informed discourse and understand the interconnectedness of diverse peoples. Additionally, students will courageously interrogate their own internal processes about diversity and equity. Courses satisfying this menu will assist students to 1) explore global, historical, and cultural experiences of diverse populations, and 2) interrogate one's internal and external views and values for greater self-awareness.

Instructions

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Subject code, course number, and title of course:	MUSM 236 Music in Leipzig
Terms offered:	Summer
Catalog description:	This experiential learning course explores how Leipzig's rich musical past has shaped its present. Through concerts, museum visits, excursions, and guided reflection, students will examine the city's cultural and artistic heritage by engaging in performance events and through reflections that connect these events to contemporary life.
Course prerequisites:	None

Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	None
Other general education menus on which the course appears or you are applying for:	Arts and Humanities

Description of Menu Fit

Please describe how your class fits into the Cultural Literacy Menu (200 words or less). The course description, this statement, and the course syllabus together should demonstrate that a substantial portion of the course content (about half) is dedicated to issues involving the three relevant outcomes listed below.

As a music history course, MUSM 236 exposes students to the ways “Leipzig’s rich musical past has shaped its present” (course description). It engages these cultures aesthetically by developing students’ critical listening skills (i.e., analysis) and knowledge so they can enjoy the beauty of music (see course purpose in the syllabus). Music from the students’ culture serves as points of reference from which to compare other styles, thereby encouraging students to question their cultural presuppositions about music aesthetics. By making use of the rotating concerts and festivals that take place in Leipzig, students will be exposed to a wide range of musical styles and genres from various historical periods and cultures so that instruction of the course can be tailored to the experiences students with which students will engage.

Prerequisites

If the course has prerequisites, provide evidence that the course contributes to a student’s breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or less).

There are no prerequisites.

Relevant Outcomes

At a minimum, a course applying to the Cultural Literacy menu must use at least one topic or activity listed below each of the mapped outcomes:

- B1: Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.
 - Account for and explain divergent perspectives on cultural phenomenon (e.g., female face-coverings in Islamic communities, “nepotism” in collectivistic contexts, aesthetic values in a certain historical period, etc.).
 - Demonstrate how social and historical contexts shape a community’s worldview or cultural commitments.
 - Study or write a case study of inculturation, ritual, or morality that emerges from a specific cultural context.

- o Identify underlying values, ideologies, perspectives, and attitudes that account for external cultural practices and products of a specific culture, particularly as these are expressed through its language.
 - o Through measurable assessments, compare the cultural perspectives of another culture with those of a student's own culture and reflect through adequate speech (oral or written) on how this knowledge prepares them to be culturally sensitive professionals.
- B2: Understand the interconnectedness of human experience with a posture of humility while celebrating difference.
 - o Reflect on a specific issue(s) considering the notion of cultural humility or ethnorelativity.
 - o Evaluate appreciatively the music, ritual, art, theatre, or religious expression of a different culture.
 - o Engage in and reflect upon a special event or celebration that highlights a different cultural background.
 - o Requires students to attend and actively participate in an event honoring or presenting one or more aspects of a racial/cultural group that they do not identify with and respond to that event by a writing assignment or another medium.
 - o Study and evaluate an accepted institutional or association statement on culture, race, or diversity (e.g., [UN Declaration on Cultural Diversity](#), [American Anthropological Association Declaration on Anthropology and Human Rights](#), etc.) and reflect upon it from a discipline-specific and/or faith perspective.
 - o Require students to both recognize and demonstrate their respect for differences along at least two of the following axes of difference: gender, class, religion, sexuality, disability, age, or a major cultural difference (e.g., race, ethnicity, individualism-collectivism, high-low power distance orientation, high-low uncertainty avoidance, etc.).
 - o Analyze attitudes and practices of working with those of differing cultural perspectives (at the micro, mezzo, and macro levels) with a presence of humility while learning, communicating, offering help, and making decisions in professional practice and settings.
 - o Create a rationale (moral, ethical, religious) for maintaining an interpersonal stance that is other-oriented (open to the other) in relation to aspects of cultural identity that are most important to a person or persons of a different cultural perspective.
 - o Reflect upon the cultural dimensions of complex challenges of human interconnections (e.g., changing relations within and between human communities, changing relations with ecological and climatic conditions, shifts in technology, migration, environmental degradation, new technologies, etc.).
- B3: Interrogate one's internal and external views and values for greater self-awareness.
 - o Reflect upon one's social location regarding race and at least two of the following: gender, class, sexuality, disability, age.
 - o Create a framework to discuss and demonstrate critical reflection up cultural

- o differences in the workplace
- o Feature personal reflections which involves diverse cultural perspectives not typical of mainstream North American culture.
- o Feature personal reflections on the intersection of biography (identifying the origins of the content of their reflections) and social inequality/injustice on race, gender, sexuality, social class, disability, and/or age
- o Require students to read/listen/view content created by one or more persons whose work connects social inequality with personal experience.
- o Examine systems of privilege and oppression that shape students' perspectives, values, and behavior, with a focus on race, gender, sexuality, social class, disability, and/or age.
- o Require students to examine critically their social location regarding race as a system of inequality and at least two of the following: gender, sexuality, disability, age as systems of inequality.
- o No less than 50% of course content focuses on one or more of the following: cultural difference, power, privilege, structural and institutional inequality.
- o No less than 40% of course content features diverse sources of knowledge integrated throughout the semester, including but not limited to indigenous, spiritual, community-centered, or otherwise marginalized knowledges.
- o No less than 40% of the course content focuses on structural and institutional social change in one or more of the following contexts: campus, community, state, nation, global region, or global system.
- o Provide an account of why it is important not be neutral regarding power relations and cultural hegemony, especially white supremacy, and all forms of racism.

From the lists above, indicate which topic or activity fulfills this course's connection to each learning outcome.

Outcome	Topic or Activity
Outcome B1	<i>Demonstrate how social and historical contexts shape a community's worldview or cultural commitments.</i> Students will participate in a variety of cultural programs, including activities such as BachFest, opera performances, music festivals, worship services, and museum attendance. Class Discussions and Reflections on Activities.
Outcome B2	<i>Evaluate appreciatively the music, ritual, art, theatre, or religious expression of a different culture.</i> Students will participate in a variety of cultural programs, including activities such as BachFest, opera performances, music festivals, worship services, and museum attendance. Class Discussions and Reflections on Activities.
Outcome B3	<i>Feature personal reflections which involve diverse cultural perspectives not typical of mainstream North American culture.</i> Students will participate in a variety of cultural programs, including activities such as BachFest, opera performances, music festivals, worship services, and museum attendance. Class Discussions and Reflections on Activities.

Assessment

Ideally, assessment will occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each outcome. These artifacts may be the same as the activities listed in the Relevant Outcomes section. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
Outcome B1	Reflections on Activities and Storytime Narrative
Outcome B2	Class Discussion and Reflections on Activities
Outcome B3	Class Discussion and Reflections on Activities

Please use the following rubric to perform assessment each year.

Student Learning Outcome B1

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.	Shows little to no understanding of two or more of the areas of different experiences of diverse populations.	Conversant in experiences of diverse populations.	Demonstrates exceptional depth of understanding in discourse in all three areas of different experiences of diverse populations.

Student Learning Outcome B2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand the interconnectedness of the human experience with a posture of humility.	Shows little to no understanding about connections among people and/or expresses cultural superiority.	Able to express understanding about connections among people and express that one's own culture or experiences are not superior to others.	Clearly expresses understanding about a connected, shared human experience and clearly expresses humility of perspective on human experiences.
Celebrate difference among people.	Unable to express value in the differences among individuals and/or cultures.	Able to express value in the differences among individuals and/or cultures.	Expresses persuasive advocacy for valuing human difference.

Student Learning Outcome B3

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Interrogate one's internal and external views and values for greater self-awareness.	Unable to acknowledge having a unique cultural viewpoint and/or unable to analyze the factors that contribute to it.	Expresses self-examination of a cultural viewpoint and expresses a conclusion about any potential individual blind spots due to that perspective.	Clearly expresses a thorough self-examination of one or more cultural viewpoints, expresses a conclusion about any potential individual blind spots due to that perspective, and expresses a plan for growth.

MUSM 236 – Music in Leipzig

Course number and title: MUSM 236: Music in Leipzig, Past and Present

Credit hours: 3 credits

Semester and year: Summer (TBD).

Meeting time and place: This course is offered at ACU's study abroad site in Leipzig.

Prerequisites/corequisites: There are no prerequisites or corequisites for this course.

Catalog description: This experiential learning course explores how Leipzig's rich musical past has shaped its present. Through concerts, museum visits, excursions, and guided reflection, students will examine the city's cultural and artistic heritage by engaging in performance events and through reflections that connect these events to contemporary life.

Intended audience: This course is intended for students studying in Leipzig as part of ACU's study abroad program there. No special knowledge is needed to be successful in the course.

About the Instructor

Professor's name, title, or rank: Matt Roberson, Associate Professor of Music

Office location (if available): Leipzig Villa while on study abroad.

Phone number(s): TBD – based on international phone protocols.

Email address: matt.roberson@acu.edu – email is the best way to reach me.

Office hours/Contact expectations: Office hours will be flexible during study abroad; I will regularly be available during the late mornings every day we are meeting classes.

Mission Statements

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

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

Department Mission: To develop and inspire students artistically as comprehensive musicians.

Unique Christian Perspective: This course explores the intersection of music, faith, and culture in Leipzig, examining how composers (e.g. JS Bach) expressed spiritual devotion through their art. Students will consider how musical creativity can reflect divine inspiration and

how Christian perspectives inform the study and performance of great works from this historic city.

Course Content

Outline of topics: Through concerts, museum visits, excursions, and guided reflection, students will examine the city's cultural and artistic heritage while connecting it to contemporary life. Unlike traditional history courses, this class is location-oriented rather than chronological, with activities spanning multiple eras in a single day. While focused on music, some activities explore broader cultural themes.

Format of Class: Following experiential learning theory, this course emphasizes:

1. Preparation – readings, videos, and discussions to frame activities.
2. Experience – attendance at concerts, museums, and excursions in Leipzig.
3. Reflection – written journals, story presentations, and discussions to interpret experiences and apply them to broader cultural and musical contexts.

Instructional Materials

Textbook: This class does not have a textbook. Instead, readings and videos will be posted on the Canvas website.

Other materials: You will need to be able to access Canvas on an electronic device that allows for viewing of video, reading of materials, and commenting on posts.

Course Outcomes

	Outcome	Measurement Instrument
1	Analyze live performances and cultural experiences using historical and contemporary perspectives.	Engagement in activities, Reflections on activities, storytime narrative
2	Evaluate how Leipzig's musical past influences its present cultural identity.	Engagement in activities, Reflections on activities, storytime narrative
3	Demonstrate cultural humility by engaging respectfully with perspectives different from their own.	Engagement in activities, Reflections on activities, storytime narrative
4	Apply experiential learning by preparing for, participating in, and reflecting upon activities.	Engagement in activities, Reflections on activities, storytime narrative

5	Communicate insights through reflective writing and storytelling that synthesize personal experience with cultural analysis.	Engagement in activities, Reflections on activities, storytime narrative
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General Rubric for grading:

- A (Excellent). Complete, timely, and insightful work. The assignment is submitted on time, fully follows all directions, and demonstrates clear, thoughtful, and original engagement with the task. The work shows attention to detail, depth of understanding, and a high level of effort.
- B (Good) Complete and competent work with minor lapses. The assignment is submitted on time and follows most directions accurately, with evidence of solid understanding and effort. There may be minor lapses in detail, clarity, or depth, but the overall submission reflects a good grasp of expectations.
- C (Adequate) Meets basic expectations. The assignment is submitted on time and generally follows directions but shows limited engagement or superficial effort. Responses may lack depth, miss minor components of the directions, or show minimal reflection or originality.
- D (Poor). Incomplete or careless work. The assignment may be late or only partially follow directions. It demonstrates little evidence of thoughtful engagement and may appear rushed or incomplete. Understanding and effort are below expectations.

F (Failing). Insufficient or missing work. The assignment is not submitted, substantially incomplete, or does not follow directions. There is no meaningful evidence of effort or understanding.

Class Activities and Grading

Explain what kind of activities you have in this class, how you grade them, and how categories are weighted. Also explain whether you have some non-graded, formative evaluation activities in your course.

Course Requirements & Grading

- 60% Reflections on Activities (Journal/Scrapbook)
 - Written responses to prompts provided on Canvas.
 - Entries should demonstrate critical thinking and deep reflection.
 - Due within two days of each assigned activity.
- 30% Experiential Learning Engagement
 - Attendance and punctuality at all scheduled events.
 - Active participation, attentive presence, and completion of preparatory readings/videos.
- 10% Storytime
 - Students will craft and present a short narrative (3–5 minutes) based on a prompt.
 - Stories must include a central theme, 2–3 vivid examples, and follow a dramatic shape: exposition, rising action, climax, falling action, resolution.
 - The presentation should connect personal experience to course themes

Final grade calculation:

Range of Points	Final Letter Grade
90%-100%	A
80%- 89%	B
70%-79%	C
60%-69%	D
Below 59%	F

Extra credit opportunity: Since this is an experiential learning course, extra credit points are not available.

University Resources

I care about your class experience. The university also has a number of resources in place to support the ACU community both in this class and all aspects of university life.

Reporting Violations / Concerns / Complaints

Incident reports alleging violations of Student Conduct or concerns/complaints can be submitted [here](#). Please use the form to submit information about an incident to Student Life / Office of the Dean of Students.

SOAR (Student Opportunities, Advocacy, and Resources):

SOAR partners with faculty, staff, parents and students to assist ACU students and connect them to resources available to support their path to success. For more information about SOAR or to make a SOAR recommendation, see <https://acu.edu/soar-program/>.

Mental Health Resources

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. Abilene Christian University is committed to supporting students addressing any of these concerns.

You can contact the [Medical and Counseling Care Center](#) at counseling@acu.edu, or by calling 325-674-2626. In addition, you can access free confidential counseling services through the Timely Care app by downloading their app on any device.

In a crisis situation contact the National Suicide Prevention Hotline open 24/7 by dialing 988, or call the Police at 911.

Another wonderful resource to help you learn how to manage your stress as a student can be found in your Compass app. The Wellness Badge is designed to help you understand how to manage your stress and how to do so on our campus. Completing each of the pathways earns you a chance at incentives, and completing the entire badge will earn you 200 chapel points. You can find the badge in your Compass app.

University and Course Policies

ADA Compliance Policy:

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The ACU website provides more information at <https://acu.edu/about/uap/overview-2/about-2/>.

Please contact me to discuss any approved accommodations that you require for this class.

Title IX Policy:

At ACU, we strive to comply with all applicable legal requirements prohibiting, preventing, and responding to sexual misconduct against any member of the ACU community. The full Title IX policy and process can be found at <https://acu.edu/human-resources/title-ix-and-sexual-misconduct-information/>.

Academic Integrity Policy:

Academic integrity is demonstrated by behavior that honors the learning environment, regardless of setting, context, location or modality. ACU's Academic Integrity Policy can be found at <https://acu.edu/office-of-the-provost/academic-policies/>.

Rationale: The most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature. At ACU, we are each responsible for behaviors consistent with God's nature and for respecting the integrity of our community.

Definition: Academic integrity means that all academic work is completed as assigned by the responsible student(s). This includes reading assignments, homework, assessments, presentations, attendance, and research. Violations include but are not limited to:

- Submitting others' work as one's own.
- Giving or receiving unauthorized aid.
- Falsifying research or attendance.
- Failure to credit sources.

Consequences

- First offense: grade reduction and/or F in the course.
- Second offense: automatic F and referral to the Dean.
- All violations will be reported to university leadership.

Attendance/Tardiness: No absences or tardiness are allowed for scheduled activities, except in the case of severe illness.

Late Work: No late submissions will be accepted due to the condensed schedule.

Participation : Students are expected to participate fully and vigorously in all class activities. As an experiential learning course, there is no room for passive participation.

Technology use : Technology is to be used respectfully and appropriately in class meetings. Be certain that you are able to silence your devices *completely* during a performance.

Calendar

Since this is a compressed course delivered at the Leipzig study abroad site, the calendar will be wholly dictated by the availability of concerts, performance events, venue availability, and time of year during which the class meets. A general schedule would include:

- Orientation to Leipzig
- Historical overview of music and the arts in Leipzig
- Attendance of concerts, cultural events, and community building
- Reflection and presentation after the conclusion of performances