

Abilene Approval Chart for Curriculum Changes

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

Course Number: *GLST 101* or Degree Plan(s):

		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 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


Kelly Elliott (Nov 20, 2025 09:53:30 CST)

Department/School(s)

Chair Signature

Date

Chair/Program Director Signature

Date



College Academic Council(s)

10-5-25

Chair Signature

Date



Chair Signature

Dean(s)

Date

10-5-25

Signature

Date

Signature

Date

Teacher Education Council

Signature

Date

Campus Academic Council:
Abilene Undergraduate or Abilene Graduate

Signature

Date

Provost

Signature

Date

University General Education Council

Signature

Date

University Faculty

Abilene Faculty Senate Chair signature

Date

Dallas Faculty Council Chair signature

Date

Senior Vice President for Academic Affairs

Signature

Date

President

Signature

Date

Abilene New Course Application

You may delete the preceding instructional pages before submitting application.

Course ID (<i>Subject Code and Number</i>)	GLST 101
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1. Systems and Catalog Information Complete each item.

A	Course Developer	Mark Barneche
B	Course Instructor	Jacqueline Morrison
C	Course Title	Introduction to Oxford
D	Course Abbreviation for Banner if title is more than 30 characters	GLST 101: Intro to Oxford
E	College	CAHSS - Arts, Humanities, and Social Sciences
F	Department or School	HGST - History & Global Studies
G	Number of Credit Hours	0-1
G1	Number of Lecture Contact Hours	1
G2	Number of Lab Contact Hours	0
H	Is the course for a fixed or variable number of credit hours?	Variable If variable, explain rationale: Since 2000, all students participating in ACU's semester-long study abroad programs have been required to complete a Global Studies course that examines the historical, cultural, and religious contexts of their host country. Because the course is shared by the entire student cohort and centers on developing intercultural understanding, its significance within the study abroad experience cannot be overstated. In contrast, students enrolled in summer programs have not previously participated in a structured academic exploration of their host communities' history, culture, or contemporary life.

		To address this gap, GLST 101/102/103 will introduce a flexible, variable-credit course that adapts some of the core learning outcomes of GLST 212 for summer programming. Retaining the mandatory nature of the curriculum, GLST 101/02/03 provides students with an essential foundation in the history and culture of their host city —while ensuring that academic participation does not exceed summer block tuition limits.
I	Is the course repeatable for additional credit?	No
J	Maximum total number of credit hours a student can earn for this course	1
K	Course Schedule Type	<u>Lecture (LEC)</u> See Schedule Type definitions in the Reference section.
L	Number of Faculty Workload Hours	1
M	Grading Mode	<u>Standard</u>
N	Maximum Enrollment	25
O	Catalog Description (50 words or less)	This introductory course invites students to explore the rich historical and cultural landscape of Oxford—one of the world's oldest university cities and a center of intellectual life for over eight centuries. Available only to students enrolled in ACU's study abroad program in Oxford, UK.
P	List any prerequisites (course/s, test scores, class standing, major, etc.)	N/A
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)	None

R	If the course is cross-listed, specify the subject code and course number of the other course	N/A
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>No</u>
T2	Will the course be offered in spring terms?	<u>No</u>
T3	Will the course be offered in summer terms?	<u>Yes, every year</u>
U	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	SUM I 2027 (June 2027)
V	Is this course required for a program(s)?	<u>No</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>No</u> If yes, provide course ID, term, and enrollment: Although this course has not been offered to date, we plan to offer this course as a GLST 140 special topics in Summer 2026.

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>	There may be some slight overlap with GLST 212.
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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.
- B. **Justify the addition of this course to the current curriculum, explaining the gap it meets.**

Since 2000, all students participating in ACU's semester-long study abroad programs have been required to complete a Global Studies course that examines the historical, cultural, and religious contexts of their host country. Because the course is shared by the entire student cohort and centers on developing intercultural understanding, its significance within the study abroad experience cannot be overstated. In contrast, students enrolled in summer programs have not previously participated in a structured academic exploration of their host communities' history, culture, or contemporary life.

To address this gap, GLST 101 will introduce a flexible, variable-credit course that adapts some of the core learning outcomes and themes of GLST 212 for summer programming. Retaining the mandatory nature of the curriculum, GLST 101 provides students with an essential foundation in the history and culture of Oxford—while the variable credit hour format will ensure that students' participation in this course will not force them to exceed block tuition limits.

3. Course Design

A. Audience and Course Goal

1. **Describe the intended audience, including prerequisite skills:** This course is designed for all students participating in the ACU Oxford Program during Summer I and Summer II terms. As a true introductory course to the Oxford host city context, no pre-requisite coursework is required.
2. **State the overarching course goal(s) in performance terms.** The goal of this course is to provide students with a basic understanding of their host city context through the historical, cultural, and religious dimensions that inform Oxford's contemporary character. *Upon successful completion of this course, students will be able to:*
 - i. B1: Reflect on experiences in Oxford in order to cultivate an appreciation for its unique context.
 - ii. B2: Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.

- iii. B2: Understand the interconnectedness of human experience with a posture of humility while celebrating difference.
- iv. B4: Interrogate one's internal and external views and values for greater self-awareness.

B. Student Learning Outcomes and Measurements:

	Student Learning Outcome	Measurement
1	Reflect on experiences in Oxford in order to cultivate an appreciation for its unique context.	Multiple reflection assignments/journals, in class discussions, final reflection.
2	Demonstrate competent discourse about the historical and cultural experience of the people of Oxford.	Journal assignments, written and video reflection assignments, a "cultural passport" experiential learning requirement, or group discussions at special site visits
3	Understand the interconnectedness of human experience with a posture of humility while celebrating difference.	Written and video reflection assignments, especially for modules focusing on the history of religion, immigration, and the legacy of colonialism, and the final, in-class reflection paper.
4	Interrogate one's internal and external views and values for greater self-awareness.	Weekly journal responses, responses in lectures, final reflection response, and guided conversations with Oxford's medieval/reformation religious history, dialogue surrounding the tensions between Oxford's <i>town and gown</i> , the legacy of colonialism in Oxford's history, and how tensions surrounding immigration, the UK's relationship to Europe, and political polarization are impacting daily life for Oxford residents and students alike.

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:

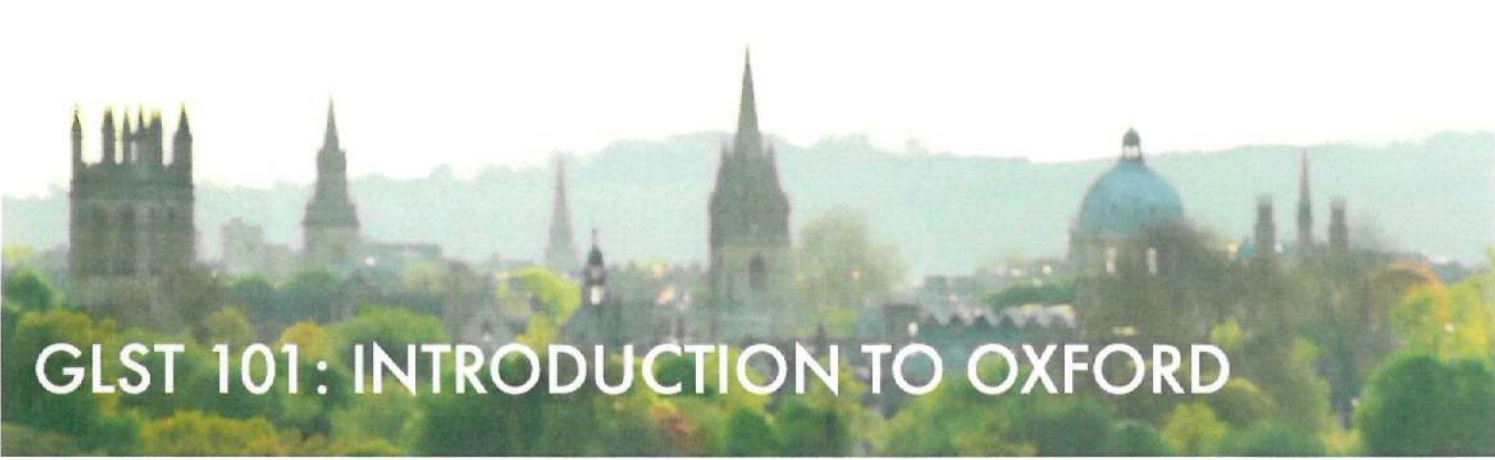
UNDERGRADUATE:

- Sargent, A. (2016). *Secret Oxford*. Amberley Publishing. 978-1445647821

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: GLST 101 Syllabus - Intro to Oxford.pdf GLST 101- Adams Center.pdf
4	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo. Library Memo - GLST 101 - Introduction to Oxford.pdf
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. GLST 101 - Justification Document

Updated 8/19/2024



GLST 101: INTRODUCTION TO OXFORD

Summer I 2027 - 1 credit hour
COURSE DAYS/TIMES CET, Classroom
ACU Oxford, Abilene Christian University

Course Instructor, PhD
your.email@acu.edu

Office Hours: Wednesday, 8-9 a.m. ([via Zoom here](#)) or by appt.

COURSE DESCRIPTION:

This 0 to 1-credit hour introductory course invites students to explore the rich historical, intellectual, and cultural landscape of Oxford—one of the world’s oldest university cities and a center of scholarship, religious life, and artistic expression for nearly a thousand years. Through site visits, readings, and guided discussion, students will examine how Oxford’s medieval origins, its colleges and libraries, its role in the English Reformation, and its long tradition of academic inquiry have shaped its modern identity. The course will also engage with contemporary issues important to Oxford’s community life, including diversity, sustainability, and the evolving role of the university in global society. By the end, students will gain a deeper understanding of Oxford’s history and cultural context, and as a living, learning community. Available only to students enrolled in ACU’s study abroad program in Oxford, England. Open to all students. No prerequisites.

COURSE RATIONALE:

Few cities in Europe reveal the interwoven strands of history, culture, and faith as clearly as Oxford. From its medieval beginnings as a small river settlement to its rise as one of the world’s most influential university cities, Oxford has long been a place where scholarship, spirituality, and civic life intersect. Its ancient colleges, iconic libraries, and historic churches reflect centuries of Christian learning, while the English Reformation left an indelible mark on its identity—from the courage of the Oxford martyrs to the reshaping of religious and academic institutions. Over time, Oxford has also become a center of scientific discovery, artistic expression, and literary imagination, producing thinkers whose ideas have shaped the modern world.

In this course, students will encounter the living city—its colleges, museums, chapels, gardens, and marketplaces—through site visits, readings, and guided discussions. We will trace how Oxford’s medieval foundations, its role in the Reformation, and its vibrant academic culture forged a distinctive civic and spiritual identity, and how these layers remain visible in its streetscapes and community life today. Along the way, students will explore Oxford’s contributions to literature, theology, science, and political thought, as well as its ongoing evolution as a diverse global city.

Ultimately, this course invites you to see Oxford not simply as a destination but as a living classroom—one that embodies a centuries-long dialogue between faith, knowledge, and human creativity. By the end of our study, you will gain a deeper appreciation for how Oxford’s story reflects and complicates broader narratives of European history, Christian tradition, and the shaping of intellectual and cultural communities across time.

UNIVERSITY MISSION STATEMENT:

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world. We achieve our mission through exemplary teaching, offered by an innovative and caring community of Christian scholars, that inspires a commitment to lifelong learning; significant research, grounded in the university's disciplinary strengths, that informs and impacts issues of global importance to the academy, church, and society; and meaningful service as a divine calling that enriches our global society, academic disciplines, the university, and the church to God's glory.

ACU STUDY ABROAD MISSION STATEMENT:

The mission of ACU is to educate students for Christian service and leadership throughout the world. ACU Study Abroad supports this mission through interaction with the global Christian community, academic excellence, the pursuit of wisdom, the practice of humility, and through giving and receiving hospitality.

STUDENT LEARNING OUTCOMES:

Upon successful completion of this course, students will be able to:

- Reflect on experiences in Oxford in order to cultivate an appreciation for its unique context. (SLO 1)
- Demonstrate competent discourse about the historical and cultural experience of the people of Oxford. (SLO 2)
- Understand the interconnectedness of human experience with a posture of humility while celebrating difference. (SLO 3)
- Interrogate one's internal and external views and values for greater self-awareness. (SLO 4)

ACU Study Abroad has also established learning outcomes for its programs and the GLST course series supports these efforts. Several of the learning outcomes will be fulfilled by this course:

- ***Interaction with the global Christian Community:*** Students will gain a deeper understanding of the Christian faith by exploring the diverse nature of the global Christian community. (Acts 10:34-48)
 - Students will learn about the historic/contemporary expressions of Christianity in Oxford and how these expressions contribute to the global Christian movement
 - Students will participate in the life/worship of local Christian communities in Oxford, reflect upon how these communities understand their calling as Christ's disciples in the world, and will be able to describe how their own faith is impacted in the light of these experiences
 - Students will be able to identify both historical and contemporary issues shaping the Christian community within Oxford and important evolutions occurring within the Global Christian movement shaping the future of the Christian faith.
- ***Pursuing wisdom:*** Students will advance critical thinking through rigorous academic learning in cross-cultural settings. They will learn to responsibly apply this learning and experience in complex, uncertain, or moral contexts. (Proverbs 3:1-35)
 - Students will be able to summarize major political/social features and challenges in Oxford and relevant connections to their home context

- ***Practicing Humility:*** Students will develop humility through the struggle of cross-cultural living and the intentional, refining rhythms of life together in community. (Romans 12:3-8)
 - Students will be able to describe how humility is modeled within the life of Christ, how it informs cross-cultural interaction, and why it is a primary virtue in the Christian faith
- ***Giving and Receiving Hospitality:*** By forming an inclusive ACU community and through interactions with their diverse host communities, students will have the opportunity to develop the threads of compassion, welcome, and care that weave together the fabric of Christian hospitality. (Luke 15:11-32)
 - Students will be able to articulate why hospitality is at the heart of all successful cross-cultural interactions
 - Students will be challenged to extend hospitality in the context of their living/learning community and apply Christ's example of compassion, welcome, and care to their neighbors throughout their study abroad experience

REQUIRED TEXTBOOKS

Sargent, A. (2016). Secret Oxford. Amberley Publishing. This book is for sale/rent at www.acustudyabroad.com/oxford-bookstore

A NOTE ON TEXTBOOKS:

Looking for course textbooks is always a bit like dating. You are always searching for “the one” perfect person, but you end up going out with a lot of flawed and imperfect people instead. Books, like people, are similarly imperfect. I agonized over a number of alternative books we could choose for this course. The truth is no book, no matter what the author tells you, is the the definitive guide to any subject. So, with all that said, here's a [video](#) on why I've chosen this particular book.

COURSE OVERVIEW

This course will normally meet on M/WED from 10-12 PM (CET). There will be a mix of in-class and out-of-class materials and activities. Your week will have a predictable pattern that will make it easy to anticipate assignments and to get your work done.

Sunday:

Monday: Class 10-12 PM, Oxford House Classroom

Tuesday:

Wednesday: Class 10-12 PM, Oxford House Classroom

Thursday: Look ahead to plan your reading for the week and upcoming assignments.

Friday:

Saturday:

I will expect you to come to each and every class session. If you have circumstances that make attending class impossible, reach out to me. I will take attendance at the beginning and end of class and your attendance and participation will go towards a percentage of your grade. I will work hard to make the class worthwhile and, in return, I expect you to be prepared and engaged.

ASSIGNMENTS:

Here is a rundown of the spectrum of assignments you will be responsible for in this course:

Reading: The story of Oxford is a fascinating journey through history and culture. I've included a handy reading "Prep" column on our course calendar from **X** (15 minutes) to **X X X X** (1 hour). Be warned: some of this reading can be dense or confusing, so you may need to allot additional reading time based on your familiarity with the texts or language level.

Just a side note: I'm sensitive to the fact that professors often make students read material, only to come to class to hear that same material taught to them again. That's boring (and frustrating!). We will discuss the themes of your reading, but not repeat material! Make sure you do your assigned readings before you come to class.

Journals: Each week, you will submit a journal entry featuring your observations and personal reflections during our site visits. Four prompts will be provided to you each week (totaling 16 prompts). Students may submit photos of their Study Abroad journal pages or a digital journal using Google Drive/Canvas. Each weekly journal entry is worth 5 points, or 5% of your final grade.

Final Reflection: In the last session of this course, students will write a final in-class retrospective reflection piece. The reflection will interrogate how students' growing awareness of their own cultural, religious, and historical experience has impacted how they observe and experience other political, cultural, and religious systems around them. Students will be able to use their journal and other graded assignments as reference material. Students should demonstrate competent discourse about the historical and cultural experience of the people of Oxford (SLO 2) and link these insights to dimensions of their own experience (SLO 3 & 4) and points of appreciation and critique (SLO 1).

MAJOR COURSE ASSIGNMENTS:

We will have FIVE major course assignments, each worth 15 points, or 75%, of your final grade.

- 1. City of Spires:** In our first week, students will explore Oxford's early development—from its origins as a medieval river crossing (the "oxen ford") to its growth as a center of learning, craft guilds, and trade in the Middle Ages. Students will visit the Museum of Oxford and key medieval sites such as the Saxon Tower of St. Michael at the North Gate. Working together, students will create a public team presentation tracing Oxford's early economic, geographic, and social development and how these foundations shaped the rise of the University. Presentation details and a grading rubric will be distributed on the first day of class.
- 2. City of Faith:** In week two, students will examine Oxford's diverse Christian heritage—from medieval monastic foundations and the cult of saints such as St. Frideswide to the seismic changes brought by the English Reformation. Students will visit Christ Church Cathedral, the University Church of St. Mary the Virgin, and the site of the Oxford Martyrs at Broad Street. A short 1-page in-class reflection will challenge students to connect these religious histories with their own experiences, the wider story of global Christianity, and the enduring role of spiritual identity in Oxford's public life. A grading rubric will be provided on the first day of class.. (SLO: 1, 2, 3, 4)
- 3. City of the Mind:** In this unit, students will explore Oxford's long history as a center of scholarship, creativity, and cultural influence. From the medieval colleges and the Bodleian Library to the literary worlds of C. S. Lewis, J. R. R. Tolkien, and Lewis Carroll, Oxford has shaped intellectual thought for centuries. Students will investigate the city's academic traditions, its architectural and artistic heritage, and its role as a catalyst for global ideas in theology, science,

literature, and politics. Through site visits, discussion, and guided reflection, this unit invites students to encounter Oxford as a living canvas of creativity and inquiry, where imagination continues to shape the identity of the city.

4. City of Transformation: In this final unit, students will explore how Oxford has transformed socially, environmentally, and culturally in the modern era. We will examine the city's growing multicultural identity, the pressures and possibilities of being a global university town, and the shifting economic and social landscape of contemporary Britain. Special attention will be given to Oxford's leadership in sustainability, including its climate-neutrality goals, expansive cycling and pedestrian initiatives, and preservation of green spaces such as Port Meadow and the University Parks. Through site visits and guided reflection, students will encounter Oxford as a dynamic community balancing tradition and innovation—providing a powerful lens for thinking about civic responsibility, environmental stewardship, and global citizenship in the twenty-first century.

5. Oxford Passport: You will be provided with an experiential passport: a collection of 16 unique Oxford experiences that will deepen your understanding of the city and the United Kingdom more broadly. During your short, 4-week stay in Oxford, you will be required to engage with four (4) of these sites/experiences. You will submit photos of your visit and short reflections through Sutable. Please note that some of the passport experiences will be counted as credit toward your Study Abroad badge!

COURSE GRADE BREAKDOWN:

Here is a list of all course grades and their point values. Be aware that most of the grades will be earned in the last 4 class sessions. Be sure you work in advance, especially on your Oxford passports!

Assignments	Points	% of Grades
1) Week 1 Journal	5	5%
2) City of Spires: Origins of Oxford	15	15%
3) Week 2 Journal	5	5%
4) City of Faith: Oxford's Spiritual Landscape	15	15%
5) Week 3 Journal	5	5%
6) City of Ideas: Oxford's Intellectual History	15	15%
7) City of Transformation: Modern Oxford and the Future of the UK	5	5%
8) Week 4 Journal	15	15%
9) Final Reflection	5	5%
10) Oxford Passport	15	15%
TOTAL (10 Assignments)	100	100%

OPPORTUNITIES FOR EXTRA CREDIT:

1 on 1 Meeting: If you schedule a conversation with me in the first two weeks of class, I'll add an additional 0.5% to your final grade. You can schedule a time to meet with me here. If none of the proposed times work for you, reach out to me via email and we'll figure out an alternative time.

COURSE CALENDAR:

		JUNE	PREP	ASSIGNMENT	Pts
Mon	1	Departure Day!			
Tues	2	Arrival Day			
Wed	3	Orientation/City Tour			
Thurs	4	<i>Encountering a Place, Hospitality in Practice</i>			
Fri	5	<i>Aca. Excursion: London</i>			
Sat	6	<i>Aca. Excursion: London</i>			
Sun	7				
Mon	8	City of Spires: Oxford's Origins	XXX	Week 1 Journal	5
Tues	9				
Wed	10	City of Spires: Oxford's Origins	X	Oxford's Origin's Presentations	15
Thurs	11				
Fri	12				
Sat	13				
Sun	14				
Mon	15	City of Faith: Christianity in Oxford	XX	Week 2 Journal	5
Tues	16				
Wed	17	City of Faith: Christianity in Oxford	XX		
Thurs	18			Faith Reflection Paper Due	15
Fri	19				
Sat	20				
Sun	21				
Mon	22	City of Ideas: Oxford's Intellectual Identity	XX	Week 3 Journal	5
Tues	23			City of Ideas Video Reflection Due	15
Wed	24	City of Transformation: Modern Oxford and the Future of the UK	XX	Week 4 Journal	5

Thurs	25			Transformation Reflection Due	15
Fri	26	FINALS, Course Evals		Final Reflection, Passports Due	20
Sat	27				
Sun	28	Departure Day!			
				TOTAL:	100

* The course calendar may be modified to fit weather or other unavoidable scheduling issues.

COURSE GRADING SCALE:

A: 90-100

B: 80-89

C: 70-79

D: 60-69

F: 59 and below

ACADEMIC POLICIES:

Assignment Submission: In an effort to avoid grading bias, please submit all written assignments with your BID number in place of your name. I'm trying to avoid grading bias and it is my intention to grade all assignments anonymously.

Absence Policy: Absences totaling more than one hour in a one (1) credit class or three hours in a three (3) credit class automatically lower the student's final grade by three (3) points regardless of the circumstances (example: from 92 to 89). Each successive absence will in turn lower the grade by an additional three (3) percentage points from the final grade. Absences immediately before or after weekends or holidays, or due to travel during the week are considered double absences. If a student is tardy to a class three times, it will count as equal to one absence. For emergencies or documented illness, an online [illness form](#) must be completed and confirmed by the program staff (RA, director, or designee) on the days the student is sick. Students are responsible for classwork during their absences. If a student misses a test, the professor will determine whether or not the student will be given a make-up test.

Tardiness Policy: If a student is more than 5 minutes late to a lecture or a small group they will be counted tardy. 4 tardies will count for 1 absence. If a student is more than 15 minutes late to a lecture or small group, they will be counted absent for the day. After 6 absences, a student will be dropped from the course.

Late Work: Late work can be submitted up to 24 hours after the assignment deadline with a deduction of 2 points from the final grade. No prior permissions or apologies are necessary.

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, and 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. ACU Study Abroad's reporting process and academic integrity rubric can be found [here](#).

AI Policy: Students may NOT use AI resources for any reflection assignment, but may use AI resources to produce summaries, images, slides, or other guides that may be useful for the course. All suspected AI work will follow the Study Abroad Academic Integrity Policy for level 1 or 2 infractions.

ADA: 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 Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call the Alpha office directly at 325-674-2667.

Title IX Policy: As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Harassment is defined as unwelcome behavior or conduct based on sex, religion, race, age, color, national origin, veteran's status, disability, or any other characteristic protected by law when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in university programs or activities, (2) submission to, or rejection of, such conduct by an individual is used as the basis for a decision affecting an individual's employment, education, or participation in university programs or activities, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for work, education, or participation in a university program or activity. You can find the full university policy by following [this link](#).

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/>. Your program director, faculty-in-residence, or RA can help you

Mental Health Resources: As a student studying abroad, 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 access information about counseling services at ACU's global campus sites on ACU Study Abroad's website at www.acustudyabroad.com/counseling

CLASS SCHEDULE AND PREPARATION INFORMATION:

JUNE 4: Encountering a Place: Hospitality in Practice

- There and Back: Living and Learning Abroad (pages 34-56), PDF available on Canvas
- Walking shoes!
- SLOs: 1, 3, 4
- SA: Humility, Hospitality, Global Christianity

JUNE 8: City of Spires: Oxford's Origins:

- *Secret Oxford* (pages 25-50)
- Walking shoes!
- SLOs: 1, 2, 3, 4
- SA: Wisdom, Global Christianity

JUNE 10: City of Spires: Oxford's Origins presentations):

- *Secret Oxford* (pages 60-72)
- Slides, prepared presentation notes
- SLOs: 1, 2, 3
- SA: Wisdom, Global Christianity

JUNE 15: City of Faith: Christianity in Oxford

- *Secret Oxford* (pages 75-100)
- Walking shoes!
- Bring notebook and pen for notes, sketches
- SLOs: 1, 2, 3, 4
- SA: Wisdom, Humility, Global Christianity

JUNE 17: City of Faith: Christianity in Oxford:

- *Secret Oxford* (pages 75-120)
- Bring notebook and pen for notes, sketches

- SLOs: 1, 2, 3, 4
- SA: Wisdom, Humility, Global Christianity, Hospitality

JUNE 22: City of Ideas: Oxford's Intellectual Identity

- *Secret Oxford* (pages 137-157)
- Bring notebook and pen for notes, sketches
- SLOs: 1, 2, 3, 4
- SA: Wisdom, Humility, Hospitality, Global Christianity

JUNE 24: City of Transformation: Modern Oxford and the Future of the UK

- Read Issues in Modern Oxford, available on Canvas in PDF format
- Bring notebook and pen for reflection notes
- Walking shoes!
- SLOs: 1, 2, 3, 4
- SA: Wisdom, Humility, Global Christianity, Hospitality

JUNE 26: FINALS

- Bring a pen for your final reflection
- SLOs: 1, 2, 3, 4
- SA: Wisdom, Humility, Global Christianity, Hospitality

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: November 15, 2025
TO: Mark Barneche
FROM: Mark McCallon, Associate Dean for Library Resources
RE: Course Application for GLST 101 – Introduction to Oxford

After reviewing the course application and syllabus, the library can adequately support the course. Please let our Library Acquisitions Coordinator (acuacq@acu.edu) know if any additional resources are needed to support the course. Thank you for letting us examine the course proposal.

November 19, 2025

Mark Barneche
Executive Director of International Education and Study Abroad
Abilene Christian University
mark.barneche@acu.edu

Re: Introduction to Oxford (GLST 101)

Dear Mark,

Thank you for submitting Introduction to Leipzig (GLST 102) to us for review. I have reviewed it based on the ACU Syllabus Guidelines. I found the syllabus to meet 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.

Sincerely,

A handwritten signature in black ink that reads "Amy Boone". The script is cursive and fluid, with the first name "Amy" and last name "Boone" clearly distinguishable.

Amy Boone, M.Ed.
Adams Center Teaching and Learning Specialist

GLST 101: Justification for Overlap with GLST 212

1. Alignment with Existing Programs: GLST 101 is conceptually linked to the semester-long GLST 212, which covers the UK broadly. GLST 101 narrows this scope, offering an in-depth study of Oxford's rich heritage and contemporary significance. This ensures students gain meaningful knowledge tailored to their immediate environment, strengthening their immersion, while intentionally limiting the scope of the course for the 4 week format.

2. Addressing Educational Gaps: Historically, summer students have not had a comparable academic engagement to semester students. GLST 101 addresses this gap by providing students with a structured and mandatory course, ensuring that they too receive an enriched understanding of their host city. This fosters deeper engagement and equips students with contextual tools to better navigate and appreciate their Oxford experience. The variable hour, CR/NC format ensures this course will not impact program cost or inhibit participation by remaining within students' academic block tuition.

3. Pedagogical Value and Flexibility: In a four-week format, GLST 101 provides a carefully curated learning journey that balances depth and feasibility. The course design allows for manageable workload within the shorter time frame, while mirroring the rigor and learning outcomes of GLST 212. It creates a sustainable model for imparting crucial cultural knowledge, aligning with ACU's mission to develop globally conscious students.

4. Institutional Mission and Global Engagement: This course is deeply tied to ACU's mission of fostering cultural literacy and global engagement. GLST 101 provides students with the tools to reflect on their faith, identity, and role in a diverse world by situating them within Oxford's unique environment. It supports the development of intercultural competence and deepens students' understanding of how their experiences abroad connect to broader global narratives. It will also support elements of ACU Study Abroad's broader educational mission outlined here:

www.acustudyabroad.com/mission

5. Community and Group Formation: Practically speaking, GLST 101 is vital for fostering group formation and community solidarity during the summer session. The variety of summer courses Study Abroad is now offering, versus a singular departmental approach, risks a more fragmented student experience. A mandatory GLST 101 course will provide a universal experiential learning context for personal/communal reflection and teaching from those who know the host context best. This shared experience will promote cohesion, mutual support, and deeper engagement with both the course material and each other.

In summary, GLST 101 fills a critical need by offering summer students a mandatory, tailored course that parallels the semester-long GLST 212 while focusing specifically on Oxford. It ensures that all students, regardless of program length, receive the same commitment to cultural and academic learning, aligning with ACU's broader educational goals.