Abilene Approval Chart for Curriculum Changes

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

Course Number: MUSM 236 - Music in Leipzig
Rationale: New Course. Provides study abroad students with a course directly related to their experience in Leipzig, connecting the content of music history and music appreciation with the cultural context of Germany in the past and present.

	Campus-Level Academic Review[1]	Dept./School	College	Dean	TEC	AUAC/Grad	Provost
	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

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

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

11-7-2025

Chair Signature — Date

Chair Signature — Date

Dean(s)

11-7-2025

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 (*Subject Code and Number*)	MUSM 236

1. Systems and Catalog Information Complete each item.

A	Course Developer	Matt Roberson
B	Course Instructor	Matt Roberson
C	Course Title	Music in Leipzig
D	Course Abbreviation for Banner if title is more than 30 characters	
E	College	CAHSS - Arts, Humanities, and Social Sciences
F	Department or School	MUSI - Music
G	Number of Credit Hours	3
G1	Number of Lecture Contact Hours	3
G2	Number of Lab Contact Hours	0
H	Is the course for a fixed or variable number of credit hours?	Fixed If variable, explain rationale:
I	Is the course repeatable for additional credit?	No
J	Maximum total number of credit hours a student can earn for this course	
K	Course Schedule Type	Experiential Learning (EL) See Schedule Type definitions in the Reference section.
L	Number of Faculty Workload Hours	3
M	Grading Mode	Standard
N	Maximum Enrollment	30

O	**Catalog Description** (50 words or less)	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.
P	List any prerequisites (course/s, test scores, class standing, major, etc.)	
Q	List any corequisites (these *must* be taken at the same time; note that a single requirement cannot be both a prerequisite *and* a corequisite)	
R	If the course is cross-listed, specify the subject code and course number of the other course	
S	Does this course require any additional student course fees?	No If yes, attach a completed course fee form (see form "Request to Add or Change Course Fees").
T1	Will the course be offered in **fall** terms?	No
T2	Will the course be offered in **spring** terms?	Yes, every year
T3	Will the course be offered in **summer** terms?	Yes, odd years
U	First semester this course will be offered under new Course ID. *May not be earlier than the coming fall semester.*	Summer 2027
V	Is this course required for a program(s)?	No 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? *This is rare, and rationale should explain compelling extenuating circumstances.*	No If yes, provide rationale:

X	Has this course been offered as a Special Topics course? *New courses are not required to be taught as Special Topics courses prior to approval.*	Yes If yes, provide course ID, term, and enrollment: MUSM 340, Summer 2019, 12
Y	List any courses in which the content overlaps the proposed course. (Course ID and Name). *Attach a statement from the instructor/dept chair of the existing course justifying the new offering.*	

2. Curriculum

A. Explain any effects of this course on any degree plans. If the addition of the course alters program requirements, submit a separate Approval Chart for Curriculum Change to update the program.

This course would be offered when Music participates in the Leipzig Study Abroad program. It is intended to serve as an experiential learning course, providing students with the opportunity to experience multiple concerts of music from a wide variety of musical traditions - then to reflect on their experiences in individual writings and discussions with fellow participants.

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

Like literature and history courses that are offered at study abroad, this course would support a music-focused offering in a city steeped in cultural traditions and significance for the Performing Arts, especially those based in the Western Musical Tradition.

3. Course Design

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

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	**Measurement**
1	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

C. **Text and Resources**

Give the full publication information of the textbook/s and other required resources and outside readings. For **combined undergraduate/graduate** courses, make two lists:

A. full publication information; label **Undergraduate**.

Readings and supplemental materials on the LMS Canvas site supporting the course.

B. full publication information; label **Graduate**.

4. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	**Syllabus — Attach** the syllabus for the course based upon the anticipated first-semester offering.
4	**Library** — Submit new course application and syllabus to the Library dean's office. **Attach** the Library's memo.
Attach if applicable	
5	**Content Overlap** — Include one document for each course you listed in Section 1Y. **Attach** statement from instructor/dept chair of existing course justifying the new offering.
6	**Departmental Resources** — List the resources that support the course and are available only through the department, if applicable. **Attach** the list of the holdings and the location(s).

7	**Resources** — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). **Attach** a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
8	**Expenses** — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). **Attach** a complete list of all items, the estimated cost of each and the source of the funds.
9	**Justification** — **Attach** any documents to which you refer in Section 2B.

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

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

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: October 21, 2025

TO: Dr. Greg Straughn

FROM: Mark McCallon, Associate Dean for Library Services

RE: Course Application for MUSM 236 – Music in Leipzig

After reviewing the new course application, the library is able to support the proposed course. If additional resources are needed for the course, please contact Laura Baker, Librarian Liaison for the Department of Music. Thank you for letting us review the new course application.

October 13, 2025

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

Re: Music in Leipzig (MUSM 236)

Dear Dr. Straughn,

Thank you for submitting Music in Leipzig (MUSM 236)
to us for review. I have reviewed it based on the ACU Syllabus Guidelines. I found that the syllabus meets all aspects of the checklist.

Please note that this letter is intended as a reference, which will be read by the department chair and council members, who may also have questions or comments of their own. If you have any questions, please feel free to let me know.

Please also let me know if we can help in the design and facilitation of this course.

Sincerely,

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