



**O G L E T H O R P E**  
U N I V E R S I T Y

**Course Description**

**INT-290 (SPT) Cultures, Values, and Global Citizenship**

The contemporary world is one of marked polarity between increased globalization—the flattening out and homogenization of social, ethical, political, and economic borders, norms, and values—and increased “patriotism”, tribalism, and isolationism. What is required for a person to navigate this polarity in a critical, intentional, and informed way? Moreover, an examination of globalization and isolationism poses equally significant questions with respect to the way in which a person develops her own personal curriculum and its role in helping them effectively and thoughtfully navigate social, political, ethical, and economic issues. Should one cultivate a “globalization of soul” and what would such a thing look like? How should or can a person navigate the world with a global mindset alongside a strong axis of core values, personal strengths, and critically developed convictions? This course provides students with an interdisciplinary, theoretical, and experiential exploration of the complex relationship between culture, values, and global citizenship with the hope of providing them with a foundation for understanding and navigating the contemporary world more thoughtfully, critically, and authentically. In general, this course is designed to guide students towards a deeper understanding of their own cultural and core identities—to expose and increase their cultural literacy with respect to their own culture and the culture of their study abroad location, to facilitate critical self examination of their own core values and convictions, and to develop a more informed picture of the way in which culture influences, creates, and transforms individual experiences, values, social relations, power, and the way in which a person evaluates and assesses contemporary political, social, ethical, and economic issues. Ideally, this course will help students develop skills, knowledge, and frameworks that will allow them to engage in more meaningful dialogue with their local, national, and study abroad communities.

**Overall Structure of Course and Methods of Instruction**

The content of this course demands innovation in course structure and pedagogical methods: an exploration of the varieties of “internal” and “external” borders that shape personal and cultural identities, perceptions, and conceptions of the world demands learning environments and instructional methods that correspondingly navigate between the varieties of internal and external borders. Hence, this course will include portions of critical self-reflection and examination, experiential learning outside and within local communities, engagement with texts and information from disparate kinds of sources, and assignments that require students to demonstrate skills in synthesis, analysis, informational literacy, creativity, and the utilization of multiple forms of media and technology. The weekly schedule of classes is structured around a “learn, do, reflect” approach: each week the students will spend two of the four days in the classroom engaged in theoretical, text-based and lecture/discussion instruction, one day the students will be outside of the classroom engaged in and with the community, and on the fourth day students will further reflect, analyze, and synthesize what they have learned and experienced in an assigned project. In addition, each class will give the students an opportunity to think through the concepts of culture, value, and global citizenship, the way in which these relate, and the complexities, questions, and problems they pose.

## **Course Goals & Learning Objectives**

By the end of this five-week course, students will:

- Demonstrate an understanding of the values and norms that shape his/her/their cultural identity, personal curriculum, and those of their host community as well as how each of these intersects and relates
- Articulate the myriad of ways in which cultural and personal identities are expressed
- Provide an account of the complexities involved in developing an understanding of “others” and navigating an increasingly globalized world
- Demonstrate knowledge of a contemporary moral, political, economic, and social issue and the way in which culture influences the way in which the issue is evaluated and assessed
- Identify the many cultures and communities that comprise the study abroad location
- Provide a critical analysis of globalization as a cultural phenomena and its impact in shifting cultural values, perceptions, and identities
- Have sharpened the skills of analysis, synthesis, imagination, and the ability to communicate in a variety of forms

## **LeadAbroad Mission & Values**

LeadAbroad is committed to leveraging the international experience for a student’s personal growth and development. Each course is specifically designed to challenge students, expose them to the local culture and help them become more globally minded citizens. During class and throughout the program, our expectation is that students will be gracious guests in the host country, which means

- Being polite to the locals
- Providing a kind salutation when entering a building with a guard or front desk attendant on duty
- Attempting to use the local language for requests, salutations and thanks
- Being patient with different customs and traditions

During the program we will also touch on these five core values of LeadAbroad

- *Breaking through boundaries* abroad and at home
- *Creating trusting relationships* with those from different cultures
- Identifying your *purpose and path* while abroad
- *Serving* others abroad and at home
- *Maximizing your potential* by taking what you learned back home

## **Classroom Ethos:**

- Respect yourself and one another in the classroom. The obvious aim of this course is to provide an opportunity for you to engage in some of the most stimulating and controversial questions and issues that exist within our every increasing globalized world. A classroom environment that is conducive to such learning must be one in which each person is able to freely express his/her thoughts, to ask questions, to make mistakes, to disagree in a non-combative way, and to learn from and with one another. In short, use neither disrespectful speech nor any other form of disrespectful behavior towards one another.
- Cell phones and all other electronic devices (laptops, tablets, music devices, etc.) may NOT be used in the classroom unless specifically requested by the professor.

- Do not leave the room during class unless it is absolutely necessary. Leaving the room while class is in session is disruptive to your learning and to the learning of others.

### **Methods of Assessment**

**All grades for Assessment Methods utilize the following grading scale:**

A: 100-90

B: 89-80

C: 79-70

D: 69-60

F: 60 and below

### **Rubric**

**A) Participation and Attendance: 30% Participation Grade is determined by students filling out and submitting a “Participation Log” once a week (see details below under “Participation and Attendance”)**

**B) Four Weekly Projects: 25% (See Descriptions in Weekly Schedule)**

**C) Four Reflective Writing Assignments: 20% (See Description in Weekly Schedule)**

**D) GO: Talk: 25% (See Description in Weekly Schedule)**

### **Participation and Attendance**

A portion of your final grade depends on your attendance and participation in this course. In short, to succeed and get the most from this class, you must come to class and you must come prepared, ready to participate in discussions, and ready to engage with scheduled activities and assignments in a serious and meaningful way.

### **Attendance:**

LeadAbroad is committed to the academic integrity of our programs. All students participating in a for credit program (LEAD and GO) will be subject to academic and programmatic consequences for missing class. Excused absences are approved only if the student has

- a doctor’s note that includes the diagnosis and confirmation that the student needed to be seen immediately or
- a note from the program staff verifying a medical or personal emergency with the student

Unexcused absences will impact a student’s final grade in the course. Refer to your course syllabi for specifics regarding how absences will impact your participation and/or final grade.

Academically, if a student misses class there will be a loss in participation points with each absence as well as consequences to the overall grade. For a traditional class (2 hours/4 days a week) -

- 2<sup>nd</sup> absence 2.5% deduction from overall grade
- 3<sup>rd</sup> absence additional 2.5% deduction from overall grade
- 4<sup>th</sup> absence additional 5% deduction from overall grade
- 5<sup>th</sup> absence student fails the course

Programmatically, if a student misses 15% of their classes (3 courses in a traditional course) a notification will be sent to them and their emergency contact letting them know that they are on probation. More than 4 absences from a traditional class (20% of program) will result in dismissal and an automatic failing grade.

Personal travel is not an excused absence. Students should review their course syllabi and reach out to LeadAbroad to confirm their class schedule before booking any personal travel

### **Participation**

You are expected to be a regular and active participant in lecture, large class discussions, and small group work and activities and to contribute to these areas of the course in meaningful ways. Not all participation is equal: to say something just to say something is not a meaningful contribution.

**Here are some expectations to note regarding participation in this course and how your participation is assessed:**

- Making a substantive oral contribution during class lecture or large-class discussion at least once a class (e.g., answering questions posed by the instructor, bringing up related and relevant information, linking classroom discussions to assigned readings).
- Staying on task in dyads, small groups, and activities. When given a task or question to discuss, work to make meaningful and course content-driven contributions, ask group-mates questions, and brainstorm additional ideas. Do not shortchange discussions or activities by finishing early.

**25% of your participation grade results from my evaluation of your participation in class.**

**The other 75% of your participation grade is determined by you filling out and submitting a “Participation Log” every Friday.** (The template for the participation log is included below).

The purpose of this log is for the student to demonstrate an accurate record of the quality and quantity of participation, and to assess and work toward improving one’s classroom participation. It also allows me to assess student participation and understanding of course material, as well as how I can improve instruction. In general, the logs are useful for gauging the quality and quantity of each student’s participation and their perception of how their participation aids classroom discussions.

### **SAMPLE PARTICIPATION LOG**

#### **Participation during lecture or large class discussion**

Note that this type of participation refers to making comments heard by the entire class. Students should log a minimum of 5 specific examples (one per class period) and ensure that they are spread out over the course of the week.

**Date:**

- A. What did you contribute to lecture or large class discussion?**
- B. Report what you shared specifically and your perception of how, if at all, your contribution aided the flow of the lecture or discussion, as well as the comment’s relevance to the lecture or large class discussion.**

#### **Participation in dyads, small groups, and activities**

Log at least 5 specific examples and ensure that they are spread out over the course of the week.

**Date:**

- A. What did you contribute to the dyad, small group, and/or activity?**
- B. Summarize how you participated, and your perception of how, if at all, your participation aided the interaction.**

#### **Self-assessment, reflection, and improvement**

Log two self-assessments of your performance as a participant in the class, focusing on your strengths and how you can improve. Reflect on participation expectations outlined in the syllabus, as well as the quality and quantity of your participation in class.

The first self-assessment should be completed between by the end of the second week of classes, and the second should be completed the last week of classes. Each self-assessment should be at least five sentences in length.

## **Five-Week Class Schedule**

### **Week One**

The aim of Week One is to introduce students to the general notion of a cultural identity and the values and norms that factor into its constitution, to explore the way in which various aspects of a culture's identity is expressed, to engage student's in a critical assessment of their literacy with respect to their own culture and the culture of their host communities, to engage in an introductory analysis of the values and norms that constitute the cultural identity of their host community, and to guide students towards seeing the way in which their personal values, convictions, aspirations, and conceptions of the world relate to their cultural identity.

### **Monday and Tuesday**

On Monday and Tuesday, the students will be engaged in activities that meet the above objectives. The activities that will be used come from a guide designed and developed by faculty and staff at the University of Houston. A link to the guide, which includes the activities and teaching tools related to each activity, can be found at:

[https://www.uh.edu/cdi/diversity\\_education/resources/activities/pdf/diversity%20activities-resource-guide.pdf](https://www.uh.edu/cdi/diversity_education/resources/activities/pdf/diversity%20activities-resource-guide.pdf)

We will also utilize the following guide in class (see Moodle for PDF):

Reimann, Andrew. *Introduction to Culture Studies: Introductory Exercises for Exploring and Comparing Cultures*.

### **Readings for the class:**

Barker and Jane. "Chapter One: An Introduction to Cultural Studies." *Cultural Studies: Theory and Practice*. (Moodle)

### **Wednesday**

Application of Covert and Overt Aspects of Culture: Students will generate a list of five overt aspects of culture in which they are particularly interested. They will then go into the streets of Rome and observe and find examples of these overt aspects of culture. Students will then hypothesize what they believe these overt aspects of culture express with respect to the fundamental values, beliefs, and conceptions shared by citizens of Rome (covert aspects of culture). The purpose of this application and observation exercise is to attune students to be more mindful of their study abroad location and to begin to recognize and to develop a more critical understanding of their culture and its similarities and differences to their own.

### **Thursday**

#### **Weekly Project:**

**Short Paper--Due Thursday by midnight. You will begin working on these papers in class—discussing ideas with classmates and myself. I will help guide you in the writing process.**

In three pages, students will write a critical reflection of their selves, their cultural literacy, and their initial understanding of the relation between their personal curriculum and their cultural identity.

The source material for their reflection and analysis should come from the “self-inventory” they did in class on Monday and Tuesday AND their observation exercise on Wednesday. Why did certain answers surprise you? Why did others not? Through these exercises, what did you learn about your own personal values and culture and what did you learn about others?

#### **Writing Assignment: Due by midnight on Monday.**

Students will engage in a reflective writing assignment in which they reflect on the ways in which what the content of the first week of this course relates to LeadAbroad's value of “boldly breaking boundaries”.

### **Week Two**

The aim of Week Two is to deepen and enrich students' understanding of the way in which cultural identity is formed, developed and produced—specifically in their host communities—and the influence one's own cultural identity has in shaping perceptions of difference and otherness, and navigating and creating meaning in cultures other than one's own. The aim of Week Two is also to show students the way in which their individual actions shape and construct values and norms and therefore, contribute to the creation of one's personal curriculum *as well as* the norms and values that constitute one's cultural identity.

### **Monday and Tuesday**

de Certeau, Michel. "Walking in the City."

Morris, Brian John. "Journeys in Extraordinary Everyday Culture: Walking in the Contemporary City." (see Moodle for links)

### **Wednesday**

Walking in the City exercise: Students will undertake their own individual walk through their host city. Walking aimlessly through the streets, students will view everything they see as a "text," full of meaning, waiting to be deciphered. They will use this act of walking as an act of social practice, seeking to understand how the seemingly banal act of walking creates and informs cultural meaning. Focusing on the cultural manifestations of the city, students will contend with how each city presents its cultural identity through the seemingly mundane actions of everyday life.

### **Thursday**

#### **In-Class Writing Assignment:**

The first portion of this class will be devoted to the second in-class writing assignment. In this writing assignment students will reflect on the way in which urban planning, architecture, and city planning effects (both negatively and positively) the ways in which people form communities and create trusting relationships.

**Weekly Project:** The second portion of this class will focus on your weekly project. Reflect and Begin Developing "Go Planet" cartographic guide to traveling through host community's "cultural identity." Your GO Planet guide draws on the lessons from Monday and Tuesday and your experiences from Wednesday's walking activity. Your goal is to create a meaning map or cartographic representation that focuses **not** on specific sights or activities but instead on deciphering the culture of your host people's everyday lives. Using your experiences, develop a reflective narrative that explores the culture that is created in the act of everyday living.

**Project Due by class time on Monday.**

### **Week Three**

The aim of Week Three is to engage students in a contemporary moral, social, political, economic issue and to assess the way in which culture influences the presentation, evaluation, and assessment of the issue. By and large, this week will focus on the mass media's communication of moral, social, and political events and the ways in which their presentation expresses cultural values and helps shape one's perceptions of the world.

### **Monday and Tuesday**

Exploration of political ephemera from a United States context and Global context.

In Monday and Tuesday's classes, there will be a lecture and discussion of the broad idea of "propaganda" and the ways in which the mass media presentations of global events is shaped by cultural values, is designed to instill and maintain cultural values, and shapes one's perceptions of moral, social, and political issues.

For Tuesday's class, to facilitate our further discussion and exploration of these issues, students should come to class with two examples of mass media communication (newspaper article,

magazine, advertising campaigns, etc) that exhibit the ways in which the relaying of information is shaped by certain cultural values.

Tuesday's class will be spent analyzing the way in which aspects of culture are expressed in media and the way in which various aspects of a culture influence the stances one takes on political, economic, moral, and social issues.

### **Readings: (Posted on Moodle)**

--Plato's Allegory of the Cave

--Jacques Ellul's "Categories of Propaganda":

--Noam Chomsky's "Manufacturing Consent" Chapter One: The Propaganda Model

### **Wednesday**

**Weekly Project:** In groups, students will generate a "news story" in which they provide information on a contemporary political, global, or social event. In devising this news story, students will need to reflect on the cultural values that influence politics and create political deliverables (social media ads, stump speeches, campaign posters/slogans, etc.) while focusing on the moral and ethical norms that reflect those cultural nuances. For this moment, the students will have to take on the role of a propagandist.

### **Thursday**

Presentations of News Stories. Students will present their campaign deliverables while discussing with the class the rationales, rooted in theory, as to why they chose to present their issue in that manner.

### **Writing Assignment:**

Over the weekend, students will do their third in-class writing assignment. In this assignment, students will reflect on the extent to which media effects and influences their own understanding of their purpose and path. Assignment due by class time on Monday.

### **Week Four**

The aim of Week Four is to project the ideas of culture, values and globalization discussed thus far into the future. Asking what the world will look like in 2050, students will decipher and analyze present models of utopic and dystopic visions of the future. Using those models and the theories from earlier weeks, students will then conduct a World Building Exercise that forecasts how culture, values and globalization will shift based on historical and contemporary models.

### **Monday and Tuesday**

Introduction to Dystopias and Utopias

### **Wednesday**

Discussion of Two Short Stories:

"Harrison Bergeron" by Kurt Vonnegut and "Those Who Walk Away from Omelas" by Ursula K. LeGuinn.

### **Thursday**

**Weekly Project:** World Building Projects--What will the world look like in 2050?

Students will begin to undertake a World Building Exercise that will contend with questions such as where will humans live in 2050? What will race look like? How will the citizens of this world view gender? Will sexual relationships be monogamous or will humans engage in polyamory? Will contemporary national borders survive the next 30+ years? Encompassing these questions and more, students will present their future vision by imagining themselves in the future and writing a letter to their contemporary self. These projects are due by Monday at 5pm.

**In-Class Writing Assignment:** A portion of this class period will be devoted to the fourth in-class writing assignment. In this assignment, students will reflect on the way in which the work of their

world-building project shifted or nuanced their commitment to serving others both globally and locally. Due by the end of class.

### **Week Five**

The aim of Week Five is to have students synthesize what they have learned over the past four weeks and formulate answers to the following questions:

- What does it mean to be genuinely “globally minded” and what would that look like in action?
- How would they now navigate a world with increasing globalism and isolationism?
- How should or can a person navigate the world with a global mindset alongside a strong axis of core values, personal strengths, and critically developed convictions?

### **Monday and Tuesday**

To prepare for Monday and Tuesday classes, students will be required to watch a handful of “Ted Talks” prior to class. We will then discuss these talks from the lens of what students have learned with respect to culture, value, and global citizenship.

#### **Monday’s Ted Talks:**

Chimamanda Adichie - "The Danger of a Single Story"

Peter Alfandary - "The Myth of Globalisation"

James Franklin - "Why We Need Core Values"

#### **Tuesday’s Ted Talks:**

Christopher Nichols – “The Untold Story of American Isolationism”

Leslie Perlow - "Thriving in an Overconnected World"

Hugh Evans - "What Does it Mean to be a Citizen of the World"

### **Wednesday and Thursday**

“GO Talks” - What does it mean to live in a globalized society? How does one navigate a seemingly endless array of difference? In a 5-7 minute TED Talk-style presentation, students will expound their views on what it means to live in a globalized society. Engaging not only the theory and readings from class, students will use this presentation as a means to synthesize their experience living in a different culture for five weeks. How has this experience changed your views on difference? Is the world truly as globalized as theorized? How has this experience transformed your own culture and values?

### **Academic Policies**

#### **Honor Code**

Persons who come to Oglethorpe University for work and study join a community that is committed to high standards of academic honesty. The honor code contains the responsibilities we accept by becoming members of the community and the procedures we will follow should our commitment to honesty be questioned.

The students, faculty and staff of Oglethorpe University expect each other to act with integrity in the academic endeavor they share. Members of the faculty expect that students complete work honestly and act toward them in ways consistent with that expectation. Students are expected to behave honorably in their academic work and are expected to insist on honest behavior from their peers. Oglethorpe welcomes all who accept our principles of honest behavior. We believe that this code will enrich our years at the University and allow us to practice living in earnest the honorable, self-governed lives required of society’s respected leaders.

Our honor code is an academic one. The code proscribes cheating in general terms and also in any of its several specialized sub-forms (including but not limited to plagiarism, lying, stealing and

interacting fraudulently or disingenuously with the honor council). The Code defines cheating as “the umbrella under which all academic malfeasance falls. Cheating is any willful activity involving the use of deceit or fraud in order to attempt to secure an unfair academic advantage for oneself or others or to attempt to cause an unfair academic disadvantage to others. Cheating deprives persons of the opportunity for a fair and reasonable assessment of their own work and/or a fair comparative assessment between and among the work produced by members of a group. More broadly, cheating undermines our community’s confidence in the honorable state to which we aspire.”

The honor code applies to all behavior related to the academic enterprise. Thus, it extends beyond the boundaries of particular courses and classrooms *per se*, and yet it does not extend out of the academic realm into the purely social one.

Examples of cheating include but are not limited to:

- 1.1 The unauthorized possession or use of notes, texts, electronic devices (including, for example, computers and mobile phones), online materials or other such unauthorized materials/devices in fulfillment of course requirements.
- 1.2 Copying another person’s work or participation in such an effort.
- 1.3 An attempt or participation in an attempt to fulfill the requirements of a course with work other than one’s original work for that course.
- 1.4 Forging or deliberately misrepresenting data or results.
- 1.5 Obtaining or offering either for profit or free of charge materials one might submit (or has submitted) for academic credit. This includes uploading course materials to online sites devoted, in whole or in part, to aiding and abetting cheating under the guise of providing “study aids.” There is no prohibition concerning uploading exemplars of one’s work to one’s personal website or to departmental, divisional, University or professional society websites for purposes of publicity, praise, examination or review by potential employers, graduate school admissions committees, etc.
- 1.6 Violating the specific directions concerning the operation of the honor code in relation to a particular assignment.
- 1.7 Making unauthorized copies of graded work for future distribution.
- 1.8 Claiming credit for a group project to which one did not contribute.
- 1.9 Plagiarism, which includes representing someone else’s words, ideas, data or original research as one’s own and in general failing to footnote or otherwise acknowledge the source of such work. One has the responsibility of avoiding plagiarism by taking adequate notes on reference materials (including material taken off the internet or other electronic sources) used in the preparation of reports, papers and other coursework.
- 1.10 Lying, such as: Lying about the reason for an absence to avoid a punitive attendance penalty or to receive an extension on an exam or on a paper’s due date; fraudulently obtaining Petrel Points by leaving an event soon after registering one’s attendance and without offering to surrender the associated Petrel Point, or by claiming fictitious attendance for oneself or another; forging or willfully being untruthful on documents related to the academic enterprise, such as on an application for an independent study or on a registration form.
- 1.11 Stealing, such as: Stealing another’s work so that he/she may not submit it or so that work can be illicitly shared; stealing reserve or other materials from the library; stealing devices and materials (such as computers, calculators, textbooks, notebooks and software) used in whole or in part to support the academic enterprise.
- 1.12 Fraudulent interaction on the part of students with the honor council, such as: Willfully refusing to testify after having been duly summoned; failing to appear to testify (barring a

*bona fide* last-minute emergency) after having been duly summoned; testifying untruthfully.

Students pledge that they have completed assignments honestly by attaching the following statement to each piece of work submitted in partial fulfillment of the requirements for a course taken for academic credit:

“I pledge that I have acted honorably.” (Followed by the student’s signature)

The honor code is in force for every student who is enrolled (either full- or part-time) in any of the academic programs of Oglethorpe University at any given time. All cases of suspected academic dishonesty will be handled in accordance with the provisions established in this code. The honor council has sole jurisdiction in matters of suspected academic dishonesty. Alternative ways of dealing with cases of suspected academic fraud are prohibited. In cases of alleged academic dishonesty on the part of students, the honor council is the final arbiter.

The full Honor Code is Section 11 of the current University Bulletin.

### **Students with Disabilities**

In accordance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, all LeadAbroad programs promote non-discrimination of disabled individuals and provide reasonable academic accommodations when appropriate. An academic accommodation is a modification that enables students to participate in a program of study by incorporating adjustments to ensure their rights, access, and privileges are equal to those without disabilities. Some examples of academic accommodations may include extended time on tests and quizzes, testing in a distraction free environment, the ability to tape-record lectures, or note-taking assistance in the classroom.

Any participant who needs academic accommodations in a program of study must contact LeadAbroad at least 90 days prior to the program start date. Please note, LeadAbroad cannot guarantee that late requests will be honored. To initiate the accommodation process, please contact the director of international programming at [info@LeadAbroad.com](mailto:info@LeadAbroad.com)

In order to be approved for accommodations, students will be asked to complete the disabilities form in their student portal and provide documentation that supports registration with the disability services office at their home institution. Once documentation has been received, Oglethorpe’s Disability Services and LeadAbroad will work together to identify accommodation possibilities. Please keep in mind that LeadAbroad will not approve any accommodations that alter the fundamental nature of our curricula. If an accommodation request cannot be fulfilled, LeadAbroad will work with the student to identify other program opportunities.

Once approved, the student will receive a Letter of Accommodation (LOA) prior to his or her program start date. From there, it is the student’s responsibility to self-advocate by delivering the LOA directly to his or her instructors. LeadAbroad instructors are accustomed to accommodating students in the classroom. By delivering the LOA personally, this will alert the student’s instructor to initiate a conversation about his or her classroom needs. Finally, the instructor will be responsible for implementing any classroom accommodations, such as recruiting another student in the class to take notes or proctoring an exam for a student that requires extended time.

A student is responsible for providing documentation that supports his or her request for academic adjustments. LeadAbroad requires that the documentation demonstrates the student’s current

enrollment in a disability services program at his or her home institution, specifies a list of the student's approved accommodations, and has been signed by the school's disability services professional. Please note, the documentation does not need to specify the student's diagnosis given that this type of paperwork has already been supplied to his or her current disability services professional.

Participants should be aware that some LeadAbroad programs involve voluntary activities that require moderate exercise, such as hiking and biking; these activities are voluntary. In addition, some of the site locations may not be compliant with ADA standards of accessibility given their geographic location and different governing systems. Last, accommodations cannot be applied retroactively, accommodations begin in the classroom once the LOA is received by the instructor.

If any program participant feels that he or she is being treated unfairly in any way, please notify the supervising faculty member or LeadAbroad office immediately at [info@LeadAbroad.com](mailto:info@LeadAbroad.com).

### **Title IX**

LeadAbroad faculty and staff are not confidential resources. In accordance with Title IX, any report of sexual misconduct that has occurred during a student's time at a university will be reported back to Oglethorpe University and a student's home university in order to ensure that the student has access to all resources and support needed.