



Program Title	Intercultural Special Education: Culture, Disability, and Policy in the Americas
Department	Special Education
Program Location(s)	Mérida, Mexico
Program Term	Summer 2027
Course(s)	SPED 470, SPED 301, AADS 370
Program Director(s)	Dr. Margaret Gerry and Professor Katherine Naimon
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Catalog Course Description(s)

This course explores the complex intersection of language, culture, disability, and education policy across Mexico, Central America, and the United States. Students learn how linguistic diversity, migration, Indigenous identity, and cultural beliefs influence both access to schooling and the identification of disabilities. Through case studies and comparative analysis, the course prepares educators to support multilingual learners with disabilities and to develop culturally and linguistically appropriate family engagement and special education practices.

SPED 470 SPECIAL TOPICS IN SPECIAL EDUCATION (1-3)

In-depth study of a selected topic in Elementary Education. The specific requirements and prerequisites will vary with each topic and will be designated by the department each time a topic is scheduled. May be repeated for a maximum of 6 units provided a different topic is covered.

SPED 301 INTRODUCTION TO SPECIAL EDUCATION (3)

Historical, philosophical, legal foundations of special education as related to current issues and practices in educational settings.

AADS 370 SPECIAL TOPICS IN DISABILITY STUDIES (3)

Special topics in the area of disability studies. May be repeated for a maximum of 6 units provided a different topic is taken.

Program Description and Objectives

This study abroad program is based in Mérida, Mexico given the rich cultural and linguistic context in this region that supports examining the intersection of language, culture, disability, and education. In Mérida, there is strong indigenous heritage and influence and diverse linguistic traditions, which allows students to explore how cultural beliefs, multilingualism, and community practices are all tied in with conceptualization of disability, educational access, and influential in the identification and support of individuals, including those who are multilingual, with disabilities. Through comparative analysis of educational systems, policies, and service delivery models across Mexico and the United States, students will examine how varied global and regional approaches may influence special education practices, family engagement, and access to education or other related services. Emphasis will be placed on reflecting on intercultural and linguistically responsive approaches to support individuals with disabilities, while developing informed, contextually grounded strategies that promote equitable, ethical, and inclusive educational practices across diverse educational settings.

In this program, students will examine how cultural beliefs, linguistic diversity, and varied cultural perspectives influence conceptualization of disability and access to education across Mexico and the United States. Through comparative study of educational systems, policies, and special education service delivery models, students will develop insight into the ways different global education systems identify and support individuals with disabilities in education and other related service settings. Students will explore connections between language, culture, and community practices in family engagement, educational opportunities, and inclusive practices within diverse educational settings. Finally, students will apply their learning through case studies, policy analysis, and

community-based observations to develop informed, contextually grounded recommendations that promote equitable and inclusive special education practices.

Students will engage in academic, cultural, and community-based activities that connect course concepts to real-world educational contexts. Examples include meeting with university faculty, educational professionals, and community organizations to discuss special education and inclusive practices across diverse educational systems. Opportunities will include observations of local schools and connecting with disability-focused and community advocacy groups to better understand educational access, family engagement, and support services. Cultural excursions and guided activities will encourage students to explore the history, linguistic diversity, and Indigenous heritage of the region while simultaneously examining issues of accessibility and inclusion within cultural and public shared spaces. Reflective assignments and comparative analyses will be implemented to support students will in developing responsive practices for equitable and inclusive special education settings and a deeper understanding of the variation of systems and strategies that exist across different global settings for individuals with disabilities.

Course Learning Outcomes

- At the end of this course, students are expected to be able to:
 - Analyze how cultural beliefs, linguistic diversity, and Indigenous worldviews shape understandings of disabilities and influence identification, stigma, and access to educational services across Mexico, Central America, and the United States.
 - Compare special education systems, policies, and service delivery models across national and regional contexts, identifying barriers and supports that may influence multilingual learners with disabilities in international and national settings.
 - Apply intercultural and linguistically responsive practices to evaluate, support, and engage multilingual learners with suspected or identified disabilities, including students with interrupted or transnational educational histories.
 - Develop informed, contextually grounded recommendations, through case studies, policy analyses, or family engagement tools, that promote equitable, ethical, and inclusive special education practices for multilingual learners.
- This course fulfills the learning outcomes for the Core Curriculum Category 12 “core description”. Students who successfully complete this course are expected to be able to:
 - SLO 1: Learn how to examine the influence of major forces of global change such as social, cultural, religious, economic, political, and technological processes and patterns in the world
 - SLO 2: Acquire an understanding of the global or world context and of the major processes and patterns in the world that are transforming relations among different nations and/or cultural groups.
 - SLO 3: Develop a better understanding of how their own society relates to the global context and become better prepared to make decisions that reflect this understanding.

In addition, students will develop the knowledge, skills, and attitudes that are core components of Intercultural Competence¹. At the end of the study abroad/away experience, students are expected to be able to demonstrate:

1. **Cultural awareness** – Student identifies own cultural rules and biases and understands the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, beliefs, and practices.
2. **Empathy** – Student recognizes different components of other cultural perspectives, including verbal and nonverbal communication, and strives to negotiate a shared understanding based on those differences.

¹ Adapted from “Intercultural Knowledge & Competence VALUE Rubric” by the Association of American Colleges and Universities, 2009, <https://www.aacu.org/value-rubrics>. This derivative work is licensed under CC BY-NC-SA 4.0.

3. **Openness** – Student asks key questions about other cultures and is open to initiate and develop meaningful interactions with culturally different others.

Required/Recommended Course Materials

Field Journal

Course Assessments and Requirements

Attendance and Participation: Students are expected to be in attendance (see attendance policy detailed below) and prepared for class by reading and completing assignments in advance of the topics to be covered and taking an active role in all class discussions, lectures, presentations, and activities. Other readings relevant to special education issues may be assigned as indicated by the needs and interests of the class and should also be brought to the class session during which it will be discussed.

Required Reading:

United Nations Department of Economic and Social Affairs. (2024, November 20). *Disability and development report 2024: Accelerating the realization of the Sustainable Development Goals by, for and with persons with disabilities*. United Nations. <https://social.desa.un.org/publications/un-flagship-report-on-disability-and-development-2024>

Supplemental Readings will be provided in the course blackboard site.

Assignment	Description	Percentage of Final Grade
Daily Reflective Journals (Days 1–5, 7–9, 11–12)	Short guided reflections connecting site visits, workshops, and cultural observations to course themes (culture, disability, language, policy).	25%
Comparative Systems Mapping Activity	Visual and written comparison of special education and multilingual learner supports in Mexico/Central America and the U.S., with implications for family engagement.	15%
Transnational Child Profile Case Study	Development of a detailed profile of a multilingual child with a suspected or identified disability, incorporating migration history, assessment considerations, and service access.	20%
Final Project (Choice-Based)	One of the following: disability profile, family engagement toolkit, policy recommendation report, or case study intervention plan. Includes presentation	25%
Participation & Professional Engagement	Active and respectful participation in site visits, discussions, workshops, and respectful engagement with local partners and peers.	10%

Grade Calculation

%	Grade Points Per Credit Unit	Letter Grade
93-100%	4.00	A
90-92%	3.67	A-
87-89%	3.33	B+
80-86%	3.00	B
70-79%	2.00	C
0-69%	0.00	F
	< 50 % Attendance	FX

Course-Specific Policies

Plagiarism and cheating are not acceptable behaviors. Students in this course are expected to always exhibit academic integrity. Plagiarism is presenting someone else's work as your own, whether the act is deliberate or unintentional is irrelevant. Take great care to give credit to an author when borrowing either exact words or ideas. Generally, if 4 or more consecutive words from a document are used, the use of quotation marks and a proper citation must occur.

As a university student, it is your responsibility to maintain the highest standards of academic integrity. This includes a) ensuring that all work submitted for grades is your own original work, and b) properly citing any sources that you use. Please note that having AI write your paper constitutes plagiarism. **The use of ChatGPT and other AI applications is not allowed.** If the source of the work is unclear, I will require you to meet with me to explain the ideas and your process and you may receive reduced or no credit if you are unable to do so.

Academic dishonesty will be reported to the appropriate authorities and handled in accord with University policy. As we begin the semester, I want to remind you of the importance of academic integrity. Part of what you learn here at Towson University is how to do your work *authentically and honorably*, and I am here to help you do that. In my course, you will be given assignments, and I will provide you with specific instructions about how to complete them. Sometimes the instructions will tell you to do the work entirely on your own without consulting other people or material, including the internet. At other times, you may be asked to work together or to use certain technology tools. You will never, in this class, be permitted to plagiarize, meaning to use the work of another person or a tool such as ChatGPT, for any purpose. If you are ever uncertain about how you should work on an assignment, please contact me.

Due Dates/Late Assignments: You are responsible for submitting all assignments on time. Assignments must be submitted by class time on the date they are due. Ten points or ten percent of the grade will be deducted for each day an assignment is late.

Blackboard Participation: This is a technologically enhanced course. Students are responsible for continuously monitoring the site on Blackboard (Bb). Prior to each week's lecture, PPT(s) covering the topic(s) will be posted. Students are expected to print the PPT(s), have them in class and take notes during the lecture. Also, students are required to visit the site for announcements and to read related course material that is posted. All grades will be posted in the Bb Grade Center.

Participation: Attendance of all synchronous zoom class meetings is mandatory. Submission of all asynchronous classwork by the assigned date/time will be counted as your attendance for that class. The student is expected to actively participate in class discussions and group work. Reading the assigned text and supplemental reading is mandatory. All readings were carefully chosen by the instructor and will be utilized as a tool to facilitate learning in this course. Please see the Department of Special Education Course Participation Agreement for more specific guidelines about participation expectations.

Professionalism: It is expected that all students in this course will conduct themselves in a professional manner. This includes interpersonal dealings, conflict resolution, and managing responsibilities with college staff, fellow students, and instructors. A student's final grade may be lowered by one full letter grade for inappropriate behavior. For synchronous class meetings, your camera should remain turned on to allow full participation and engagement with instructor and classmates. All writing should have a professional and academic tone, using appropriate content-specific vocabulary pertaining to the focus of this class: literacy instruction of multilingual learners. Please see the College of Education Professional Behavior Policy for further specifics regarding expectations for professionalism from teacher candidates.

College/Department/Program-Specific Policies and Resources

Assignment Standards and APA formatting: All assignments are to be of publication quality and adhere to the standard APA format (See APA 7th Edition Publication Manual.) Assignments submitted late or not of publication quality are subject to a penalty. In submitting assignments, please pay attention to the following information

about person-first language: The professional standard in the field of Special Education has historically prioritized person-first language (“student with a learning disability”; “student with Autism”) when writing about disabilities and individuals who have disabilities. This standard is changing in some fields and may continue to evolve, as identity-first language (“Autistic student,” “Deaf student”) is used more widely. The expectation in this course is that students will use person-first language. If you feel identity-first language is most appropriate in a specific context (i.e., you are working with a student who describes herself using identity-first language; you are describing advocacy efforts by a group that endorses identity-first language), please discuss with your instructor prior to turning in your assignment.

The following are additional resources for to assist with academic needs:

- a. Tutoring & Learning Center: <https://www.towson.edu/tutoring-learning/>
- b. Towson University Cook Library: <http://libraries.towson.edu>
- c. Blackboard: <http://blackboard.towson.edu>
- d. Counseling Center: <http://www.towson.edu/counseling/>
- e. TU Writing Center: <http://towson.edu/cla/centers/writing/>
- f. Perdue Online Writing Lab (OWL): https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

While the additional resources listed above may be helpful, they should not be considered a substitute for directly consulting the APA manual (7th ed.).

Conferences: The instructor is available for conferences by appointment. It is recommended that students who feel they are having difficulty with the course or may need clarification meet with the instructor as early as possible.

Course/Instructor Evaluation Procedures: Student evaluations play a crucial role in the delivery of this course. All course evaluations will be administered online during the last two weeks of the course. An email with a link to the website with directions on how to access the survey will be sent via CampusLabs. It is vitally important to complete the survey, as the results are used to modify the course and assess teaching, and the University uses the results to address technology and facility needs. Student responses will be confidential as the results will be transmitted after the grading period and they will not include any identifying information.

Diversity: Diversity is a broad, dynamic term that includes, but is not limited to, ethnicity, race, gender, socioeconomic status, exceptionality, language, religion, sexual orientation, gender identity, background and viewpoint, and geographical location. Values, beliefs, customs, and behaviors are shaped by any one or any combination of these attributes. The lens through which our perceptions of diversity are constructed continuously change because of not only the context within which diversity is examined, but also the evolving of our individual sense of self.

The Department of Special Education at Towson University recognizes the importance of diversity in the development of the knowledge, skills, and dispositions required of professional educators. Each course within the department provides students in teacher preparation programs with various information, activities, and assignments to guide in developing the knowledge, skills, and dispositions that will enable them to work within diverse communities.

Responding to the MSDE performance criteria for diversity as well as changing demographics within Maryland, activities responsive to Teachers of English to Speakers of Other Languages (TESOL) standards have been embedded into appropriate courses within the Special Education Department through targeted activities aligned to the standards. These standards include: 1. Language. 2. ELLs/ Sociocultural Context. 3. Instruction. Within SPED 631, ways of developing the necessary knowledge, skills, and dispositions are reflected in course activities, which include adapting instruction and activities to use language accessible to students of different language proficiency levels.

MSDE Institutional Performance Criteria for Diversity: Programs prepare professional educators to teach a diverse student population (ethnicity, socio-economic status, English Learners [EL], giftedness and inclusion of students with special needs in regular classrooms).

- a. The program provides instruction to and assesses proficiency of teacher candidates in developing and implementing integrated learning experiences for diverse student needs.
- b. The program provides instruction to and to assesses proficiency of teacher candidates in planning instruction, adapting materials, implementing differentiated instruction, and to provide positive behavior support for students with disabilities in an inclusive classroom.
- c. The program provides instruction to and assesses proficiency of teacher candidates in how to differentiate instruction for English Learners (EL).
- d. The program provides instruction to and assesses proficiency of teacher candidates in how to differentiate instruction for gifted and talented students.
- e. The program provides instruction to and assesses proficiency of teacher candidates in how to collaboratively plan and teach with specialized resource personnel.

Email Communication: All electronic communication regarding this course will be through the student's Towson University email account only. All email communication to the instructor will be written in a professional format. Emails will contain a professional greeting and complete sentences which will be free of spelling errors and grammatical mistakes. Unprofessional emails will not be addressed by the instructor.

Group Projects: Group projects require equal participation among all members of the group. Upon the discretion of the instructor, individual assignments or one group assignment may be required for submission. In both cases, individual grades will be assigned to each member of the group and the grade assigned may vary among members of the same group. The instructor has the discretion to assign different grades among the group based on participation and quality of work.

Incomplete (I): Please note that the grade of (I) is assigned at the end of the term because of verifiable medical reasons or other documented circumstances beyond the control of the student. Unless the course is completed within the 180 days, the grade becomes an (F) unless changed to another letter grade. It is the responsibility of the student to plan to complete course requirements to change the grade of (I).

Repeating a course: Students may not repeat the course more than once without prior permission from the Academic Standards Committee and the department chair.

Use of Electronic Devices: Personal use of cellular phones, iPads and laptops is prohibited during the duration of class, unless they are incorporated through the use of the instructor. Please note: These devices will be incorporated throughout the semester to compliment instruction. The use of a laptop during class will be for coursework only. Inappropriate use of electronic devices during class will be addressed by the instructor and may result in the loss of credit for participation, professionalism and course activities. Please see the Department of Special Education Course Participation Agreement for more specific guidelines about appropriate use of electronic devices in class.

Watermark: TU's College of Education uses Watermark™, a learning assessment and educational intelligence system that supports our data collection for all activities in programs leading to certification for teachers or other school personnel. The system enables teacher candidates to participate in and manage their academic activities throughout their professional program. Teacher candidates will be able to

- monitor their own progress in the program.
- create and submit key assignments online.
- conduct online evaluations involving field mentors/supervisors.
- create electronic portfolios documenting coursework and/or for job interviews.
- keep records of field experience work and experience with student teaching/clinical practice (field assignments, field experiences, and internships); and
- submit forms online, including applications for internship and other field experiences.

Required University Policies

Academic Integrity Policy

Per Towson University's [Academic Integrity Policy](#), faculty members will reasonably assess that student work submitted for academic credit is authentic as well as consistent with established academic standards. Therefore, academic evaluation includes a judgment that the student's work is free from academic dishonesty of any type.

Attendance Expectations

See Study Abroad/Away Attendance and Absence Policy below.

Excusable Absences

- Health absences due to illness or injury when the student is unable to attend class. For repeated illness or long-term injury which prevents course completion, students may be advised to seek a medical withdrawal for that course. For illness-related absences, students are encouraged to contact the Student Outreach and Support office for additional assistance and resources.
- Wellness: Students may take one excused general wellness day to be excused from one class session per course. Students may not use a wellness day during the final exam period, in clinical placements, internships, fieldwork, in placements at other external sites, or while participating in a study abroad or away program.
- Religious observance where the nature of the observance prevents the student from attending class.
- Participation in University activities at the request of University authorities (e.g., intercollegiate athletics, conference/s, dance company, etc.).
- Compelling, verifiable circumstances beyond the control of the student.

Students should inform the instructor about absences as early as possible. Documentation may be required for certain types of absences (e.g., participation in University activities, as noted above), but generally, medical documentation for short term illnesses is not needed.

Absence Limits

Instructors can set limits on the total number of unexcused absences allowed for their course. Exceeding these limits may affect a student's grade.

Make-Up Work

If a student misses class (or any study abroad/away program activity) they are responsible for any missed work. Faculty should provide reasonable accommodation for missed work as a result of an excused absence; the instructor will determine the appropriate accommodation as per their syllabus.

Support Services

Students registered with Accessibility and Disability Services may be approved for an accommodation that provides some modifications to an attendance policy. The student's individualized letter of accommodation will specify the modifications. Please note that other relevant university policies and procedures may also apply and should be reviewed along with this policy.

Course Repeat Policy

Per Towson University's Course Repeat Policy, when a course is repeated, students will receive credit for the course only once. The higher of the two grades earned will be calculated in the GPA. The lower grade will remain on the record with a repeat excluded message. Students may not make a third or subsequent attempt of a course without prior approval of the [Academic Standards Committee](#).

- [Course Repeat Policy in the Undergraduate Catalog](#)
- [Course Repeat Policy in the Graduate Catalog](#)

Withdrawal Policy

See Study Abroad/Away Withdrawal policy below.

Students with Disabilities Policy

See Study Abroad/Away Accommodations for Students with Disabilities policy below.

Title IX Policy

Per Towson University's [Policy on Sexual Harassment and Other Sexual Misconduct](#), TU is committed to ensuring a safe, productive learning environment on our campus that does not tolerate sexual misconduct, including harassment, stalking, sexual assault, sexual exploitation, or intimate partner violence as outlined in the policy. It is important for you to know that there are resources available if you or someone you know needs assistance. You may speak to a member of the university administration, faculty, or staff, but keep in mind that they have an obligation to report the incident to the Title IX Coordinator. If you want to speak to someone who is permitted to keep your disclosure confidential, please seek assistance from the TU Counseling Center.

Reporting Hate Crimes and Bias Incidents

Per Towson University's [Policy and Procedures for the Reporting of Hate Crimes and Bias Incidents](#), TU prohibits all students, staff, and faculty from committing or engaging in any hate crimes as defined under state and federal law, or any acts of bias, hate, or prejudice exhibited in conduct that is in violation of another University policy on campus, on University property, at University sponsored events, or when engaged in University activities and business on or off campus.

The University must receive notice to respond effectively to alleged Hate Crimes or Bias Incidents in the University Community. Please report or file a complaint of a Hate Crime or Bias by:

Reporting to Towson University Police

[Towson University's Police Department](#) will determine if incidents are criminal in nature. In cases of hate crimes, individuals can be punished with fines and/or imprisonment. Felony offenses demonstrated to be motivated by bias are subject to enhanced penalties.

Contacting the Office of Inclusion and Institutional Equity

[The Office of Inclusion and Institutional Equity](#) strives to foster a culture of integrity that values shared responsibility as a critical element of an inclusive, equitable, and diverse community.

Required Student Resources

Tutoring & Learning Center

The [Tutoring & Learning Center](#) provides tutoring, workshops, and coaching for students. Tutorial services are provided free-of-charge and depend upon the availability of a qualified tutor. Students are assisted on a first-come, first-served basis and are provided group appointment-based or group drop-in tutoring.

Cook Library

[Cook Library](#) services include research sources and support.

Counseling Center

Students who are experiencing personal difficulties or mental health challenges are encouraged to seek free and confidential assistance at the [Towson University Counseling Center \(TUCC\)](#) while in the U.S. Same-day appointments are available, and you can reach a crisis counselor by phone after hours. To make an appointment or for after-hours crisis assistance, please call 410-704-2512. For assistance during a study abroad or away experience, please contact the TU Study Abroad & Away Office.

Writing Support Services

[Writing Support Services](#) includes support for both undergraduate and graduate studen

Course Outline

Week	Date	Modules Covered	Readings / Assignments Due
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Week 1	TBD (Day 1)	Module 1: Cultural & Linguistic Diversity in the Americas Module 3: Disability Across Cultures	Reflection Journal 1: Cultural beliefs & disability identification
	TBD (Day 2)	Module 2: Education Structures in Mexico & Central America	Comparative Systems Notes (Mexico vs. U.S. SPED & ML supports)
	TBD (Day 3)	Module 4: MLs & Disability Identification	Reflection Journal 2: Language & disability identification
	TBD (Day 4)	Module 3: Disability Across Cultures Module 7: Intercultural Competence for Supporting Families	Field Observation Notes: Cultural values & classroom expectations
	TBD (Day 5)	Module 4: MLs & Disability Identification	Reflection Journal 3: Assessment & MLs
	TBD (Day 6)	— Free Day —	—
Week 2	TBD (Day 7)	Module 3: Disability Across Cultures	Accessibility Mapping Activity + Reflection Journal 4
	TBD (Day 8)	Module 5: Migration & Interrupted Education	Transnational Child Profile (Draft or Outline)
	TBD (Day 9)	Module 6: Special Education & Policy in Mexico vs. U.S.	Reflection Journal 5: Teacher preparation & policy gaps
	TBD (Day 10)	— Free Day —	—
	TBD (Day 11)	Module 6: SPED & Policy Module 8: Final Project	Final Project & Presentation
	TBD (Day 12)	Module 7: Intercultural Competence	Final Reflection: Application to professional practice

Study Abroad/Away Attendance and Absence Policy

Students are required to attend ALL scheduled program activities including but not limited to class time, guest lectures, academic visits, field trips/excursions, group learning activities, general or program specific orientation meetings, group meetings, research, service-learning activities, community projects, volunteer time, homework, research, academic assignments, other academic activities, and cultural activities or visits conducted in-person, online, synchronously, or asynchronously prior to, during, and/or after the 'in location' program dates. It is expected that students will be on time for and actively participate in all scheduled program activities. Failure to participate in any program activity or lateness will result in a course grade reduction. Students unable to participate in a program activity due to medical reasons must notify the Program Director immediately.

Study Abroad/Away Student Conduct and Accountability

Participants should be respectful of cultural differences and promote a positive learning environment while studying abroad or away. Students must conduct themselves in an orderly manner, always respecting all other program participants, the Program Director (s), representatives at local institutions/schools, provider representatives, guest lecturers, guides, drivers, local community members, and the TU Study Abroad & Away Office staff. Disruptive or disrespectful behavior will be addressed and may result in disciplinary action. Students should practice sound judgment regarding their personal behavior to ensure their own health and safety, and the health and safety of others and are expected to take accountability for their actions and behavior during the program.

All students participating in Towson University faculty-led study abroad/away programs remain subject to the [TU Code of Student Accountability](#) and all relevant academic policies. Violations of the TU Code of Student Accountability may result in actions including but not limited to reductions in course grades, removal from the study abroad/away program, referral to the TU Office of Student Conduct and Civility Education, and/or

disciplinary action upon return to TU. The Program Director, in consultation with the Towson University Study Abroad & Away Office and other university representatives as appropriate, has the right and responsibility to suspend or remove from the program any participant if it is deemed such action will be in the best interest of the individual and/or group. In such instances, no refund or credit will be awarded to the suspended participant. Any breaches of the code will be reported to the TU Study Abroad & Away Office by the Program Director immediately. The following framework is a program-level process designed to address concerns promptly while ensuring appropriate referral to university units when required. The levels indicated may or may not be implemented sequentially.

Level 1: Formal Warning – Academic/Behavioral Correction

Minor misconduct, unprofessional behavior, missed obligations, or failure to follow program rules.

Actions:

- Meeting with the Program Director to review expectations.
- Verbal warning documented by the Program Director.
- Possible reduction in course grade (e.g., professionalism or participation).
- Other actions/sanctions as appropriate.

Level 2: Formal Warning – Program Participation at Risk

Repeated Level 1 behavior or a more serious incident affecting safety, learning, the host environment, other program participants, host staff or community members, or implementation of the program.

Actions:

- Required Zoom meeting with the Program Director and Study Abroad & Away Office to review actions that must be taken by the student to remain in the program.
- Written warning and agreement signed by the student, Program Director, and the Study Abroad & Away Office acknowledging expected behavior and actions that must be taken by the student to remain in the program and repercussions for failure to comply.
- Consultation by the Study Abroad & Away Office with the Office of Student Accountability & Restorative Practices and/or other units on campus as appropriate.
- Possible reduction in course grade, and/or inability to participate in specific program activities, and/or placement in alternate housing at student's expense (as applicable).
- Other actions/sanctions as appropriate.

Level 3: University-Level Disciplinary Action

Serious misconduct, legal violations, harassment or discrimination, endangerment, or any behavior explicitly prohibited by the TU Code of Student Accountability.

Actions:

- Notification to the Study Abroad & Away Office, AVP for International Initiatives, Provost's Office, and other units/university officials as appropriate.
- Official referral to the Office of Student Accountability & Restorative Practices for university disciplinary proceedings.
- Possible removal from the program with no academic credit or program fee refund. Student will be responsible for all program costs and any additional expenses associated with their removal from the program.
- Other actions/sanctions as appropriate.

This system operates in conjunction with, not in place of, the TU Code of Student Accountability. All students retain the rights and responsibilities outlined in TU policies, including due process, notice, and the opportunity to participate in accountability procedures. Program-level actions supplement TU's formal processes to ensure student safety, academic integrity, and responsible conduct while participating in study abroad or away programs.

Study Abroad/Away Program Non-Participants

Individuals not enrolled in the program (other than approved accompanying family members/companions of the Program Director) are not permitted to participate in any of the scheduled program activities, utilize program

arranged transportation, or stay in the program housing. All facilities reserved for the group are to be used solely by members of the group.

Study Abroad/Away Accommodations for Students with Disabilities

Towson University is committed to providing equal opportunity and access for students with disabilities by removing barriers to participation and providing reasonable accommodations. If you are not registered with ADS and would like more information, please contact the office at 410-704-2638 or tuads@towson.edu or visit the [ADS website](#). To request accommodations based on a disability, please submit a copy of your accommodations summary from the TU Accessibility and Disability Services Office to your Program Director and the Towson University Study Abroad & Away Office at least three months prior to the program start date so similar arrangements can be made for you on the program if possible. Note: Program activities vary and accommodations made in other countries may differ from those at TU so cannot be guaranteed. Please speak with your Program Director, an Accessibility & Disability Services Specialist, and/or the Towson University Study Abroad & Away Office with any questions or concerns related to accommodations.

Study Abroad/Away Withdrawal

After admission into the study abroad or away program, the student is responsible for the full program fee. Should the student wish to withdraw from the program for any reason after admission, only recoverable expenses may be refunded. Non-recoverable expenses may include, but are not limited to, costs paid to a study abroad provider, travel agency, or other third party by TU on the student's behalf; housing; transportation; non-refundable deposits; activity fees; honorariums; guest lecture fees.

Towson University withdrawal/drop/add deadlines do not apply. The student must submit their intention to withdraw in writing (email is acceptable) to the TU Study Abroad & Away Office.