

Term Information

Effective Term Summer 2026

General Information

Course Bulletin Listing/Subject Area	Engineering
Fiscal Unit/Academic Org	Engineering Administration - D1400
College/Academic Group	Engineering
Level/Career	Graduate, Undergraduate
Course Number/Catalog	5797.29
Course Title	Around the World with Disney Imagineering
Transcript Abbreviation	INTL IMAGINEERING
Course Description	In this study abroad embedded course, students have the opportunity to engage with Disney Imagineering at their theme parks and headquarters in various locations. This experience will explore how interdisciplinary interests can contribute to collaborative creations like Disney parks.
Semester Credit Hours/Units	Fixed: 4

Offering Information

Length Of Course	8 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	Less than 50% at a distance
Grading Basis	Letter Grade
Repeatable	Yes
Allow Multiple Enrollments in Term	No
Max Credit Hours/Units Allowed	12
Max Completions Allowed	3
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Always
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	14.0101
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior, Masters

Requirement/Elective Designation

Lived Environments; Intercultural and Global Awareness
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• CLO 1: Examine the principles and practices of Disney Imagineering through scholarly research.• CLO 2: Integrate diverse perspectives and disciplines to create immersive environments• CLO 3: Analyze how Disney Imagineering designs immersive environments and how these environments reflect and influence culture and society.• CLO 4: Create reflective work that demonstrates personal growth and responses to new experiences.
Content Topic List	<ul style="list-style-type: none">• GE Goal #1: Inspect Lived Environments at a more advanced and in-depth level than in the Foundations component.• GEGoal#2:Integrate approaches to understanding lived environments by making connections to out-of-class experiences with academic knowledge, across disciplines, and/or to work they have done in previous classes and they anticipate doing in the future• GE Goal #3: Explore a range of perspectives on the interactions and impacts between humans and one or more types of environments (e.g., agricultural, built, cultural, economic, intellectual, natural) in which humans live.• GE Goal #4: Analyze a variety of perceptions, representations and/or discourses about environments and humans within them.
Sought Concurrence	<ul style="list-style-type: none">• Imagineering philosophy, theme parks, design, intercultural development, travel experience, lived environments <p>No</p>

Attachments

- GE Theme Course Submission_Lived Environments_Around the World.pdf: GE Course Submission
(*Other Supporting Documentation. Owner: Callihan,Leslie Ann*)
- ENGR 5797 Syllabus_Around the World with Disney Imagineering_Draft (002).pdf: Syllabus
(*Syllabus. Owner: Callihan,Leslie Ann*)
- Around the World_Points+Hours_Vol.3 (09.29.2025).xlsx: Credit allocation
(*Other Supporting Documentation. Owner: Callihan,Leslie Ann*)
- Global_Intercultural_Learning_Inventory (5795.29).pdf: High Impact Practice form
(*Other Supporting Documentation. Owner: Callihan,Leslie Ann*)

Comments

- Please fill out and attach a High Impact Practice form found here: <https://ugeducation.osu.edu/academics/general-education-ge/ge-course-submission> (by Wade,Macy Joy on 01/28/2026 09:33 AM)
- This course is designed as a study abroad experience that rotates locations on alternating years (e.g., California and Japan; Florida and France). Repeatability allows students to engage with distinct cultural and environmental contexts, providing meaningful comparative learning opportunities aligned with the GE Theme: Lived Environments. Each iteration offers non-duplicative content, new site-specific projects, and unique high-impact practices that deepen students' understanding of how lived environments shape human experience globally. We understand that only the first completion will apply to GE requirements, and subsequent enrollments will not provide additional GE credit. However, the opportunity to compare diverse environments and cultures across multiple experiences makes repeat enrollment valuable for students' personal and academic growth beyond GE fulfillment. (by Callihan,Leslie Ann on 01/14/2026 10:35 AM)
- - Per OAA, on form in curriculum.osu.edu, please check off all campuses for GEN Theme courses. If for any reason you do not wish this to be the case, please upload rationale for OAA. (Please note that we have had no unit requesting an exemption.)
- On the form in curriculum.osu.edu, please check off "Global and Intercultural Learning: Abroad, Away, or Virtual" under High-Impact Practices
- Are you sure you want this course to be repeatable? A student taking this course will not need to take another Lived Environments course to fulfill the GE Theme. From a GEN perspective, there is no benefit at all to make this course repeatable. (If you do wish for the course to be repeatable anyway, please note that the curriculum committee may or may not approve the repeatability since as of this writing no repeatable Theme course with High Impact Practice has been submitted or approved.) (by Vankeerbergen,Bernadette Chantal on 01/13/2026 09:59 AM)
- TABLE until December meeting (by Quinzon-Bonello,Rosario on 11/04/2025 02:37 PM)

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Quinzon-Bonello,Rosario	09/08/2025 10:30 AM	Submitted for Approval
Revision Requested	Quinzon-Bonello,Rosario	09/08/2025 11:22 AM	Unit Approval
Submitted	Callihan,Leslie Ann	10/01/2025 02:21 PM	Submitted for Approval
Approved	Matyas,Corinne	12/04/2025 03:16 PM	Unit Approval
Approved	Matyas,Corinne	12/04/2025 03:16 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	01/13/2026 10:00 AM	ASCCAO Approval
Submitted	Callihan,Leslie Ann	01/14/2026 10:35 AM	Submitted for Approval
Approved	Matyas,Corinne	01/14/2026 10:36 AM	Unit Approval
Approved	Matyas,Corinne	01/14/2026 10:36 AM	College Approval
Revision Requested	Wade,Macy Joy	01/28/2026 09:33 AM	ASCCAO Approval
Submitted	Callihan,Leslie Ann	02/02/2026 03:31 PM	Submitted for Approval
Approved	Matyas,Corinne	02/02/2026 03:41 PM	Unit Approval
Approved	Matyas,Corinne	02/02/2026 03:41 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Neff,Jennifer Vankeerbergen,Bernadette Chantal Wade,Macy Joy Steele,Rachel Lea	02/02/2026 03:41 PM	ASCCAO Approval



ENGR 5797.29

Around the World with Disney Imagineering

Summer 2026 – Hybrid & Experiential Learning (Study Abroad)

Welcome to the Course!

1. Instructors

Instructor/ Resident Director: Chris Strasbaugh

Engineering Technology Services

Email address: strasbaugh.2@osu.edu

Office hours: TBA

Instructor/ Resident Director: Mike Baumberger

Materials & Fab-Lab Supervisor

Email address: baumberger.10@osu.edu

Office hours: TBA

2 About This Course

In this course, you will be challenged to engage in a variety of activities and assignments in addition to participating in the study abroad experience. Please carefully review the course description, outcomes, structure, and requirements outlined below. Also, refer to the Module Overview & Learning Outcomes Map table to see how each activity and assignment is designed to help you achieve the course objectives.

Course Prerequisites

- Enrollment in an undergraduate program at The Ohio State University
- Good academic standing (GPA of 2.0 or higher)

Credit Hours and Time Commitment

This course follows the Ohio Department of Higher Education (ODHE) guidelines for semester credit hours. Credit is awarded based on a combination of formalized instruction (12.5 hours per credit) and structured educational experiences (25 hours per credit), totaling approximately 150 hours for 4 credits. The course is designed to meet—and in some cases exceed—these minimum instructional time requirements. For full policy details, please review [Ohio State policy](#), [Background Context and Framework](#), and/or visit the ODHE Credit Hour Definition.

Course Description

Disney is a global brand renowned for creating some of the most immersive experiences in the world. With 12 theme parks and 55 resort hotels across three continents, and a growing cruise line, Disney offers experiences that are both familiar and uniquely inspired by local cultures. At the heart of these experiences is Disney Imagineering, where imagination becomes reality through the collaboration of designers, engineers, contractors, software developers, storytellers, emerging technologists, and more.

In this study abroad embedded course, you will have the opportunity to engage with Disney Imagineering both at their theme parks and headquarters. This experience will allow you, regardless of your academic background, to explore how your interests can contribute to collaborative creations like Disney parks.

The course centers on the foundational Imagineering philosophy established by Walt Disney, which continues to guide the company's creative vision today. You'll participate in one synchronous session and complete pre-trip assignments during asynchronous days. These preparatory activities are essential to ensure you're ready for international travel and can fully benefit from the immersive experience.

This 4-credit course is part of the General Education curriculum and aligns with the theme of Citizenship for a Diverse and Just World.

Fulfillment of Course Learning Outcomes & General Education Goals

This course fulfills general education goals and outcomes in the **Lived Environments** theme by engaging you in critical and logical thinking about the design and implementation of immersive environments. Through an advanced, in-depth scholarly exploration of Disney Imagineering, you will synthesize diverse approaches to creating immersive experiences. You will also reflect on your learning journey, demonstrating a developing sense of self as a learner and building upon prior experiences to navigate new and challenging contexts. By examining a range of perspectives on the interactions between humans and their environments, you will engage with the complexity and uncertainty of these relationships, describe examples of

human impact on environmental change, and analyze the conventions and ideologies that shape global discourses around environmental issues.

CLO and GEG Alignment Table

Course Learning Outcomes Upon successful completion of this course, you should be able to:	Lived Environments: General Education Goals The course is intended to correspond to the following general education goals:
CLO 1: Examine the principles and practices of Disney Imagineering through scholarly research.	Goal #1: Inspect Lived Environments at a more advanced and in-depth level than in the Foundations component.
CLO 2: Integrate diverse perspectives and disciplines to create immersive environments.	Goal #2: Integrate approaches to understanding lived environments by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in the future.
CLO 3: Analyze how Disney Imagineering designs immersive environments and how these environments reflect and influence culture and society.	Goal #3: Explore a range of perspectives on the interactions and impacts between humans and one or more types of environments (e.g., agricultural, built, cultural, economic, intellectual, natural) in which humans live.
CLO 4: Create reflective work that demonstrates personal growth and responses to new experiences.	Goal #4: Analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

3 Course Materials & Resources

Textbook

You will be provided with lecture videos and lecture materials (e.g., copies of the lecture slides, handouts, and transcripts) for this course. The following is the suggested textbook. You are *not* required to purchase it; however, you will find it beneficial if we refer to chapters from the book.

Iwerks, L. (2022). *The Imagineering story: The official biography of Walt Disney Imagineering*. Disney Editions.

If you are interested in obtaining a copy or renting, here are a few options:

- Amazon
- You can find various options, including new, used, and rental copies.
- Barnes & Noble
- VitalSource
- Open Resources (e.g., Safari Books Online)
- Others

If available, you can borrow the book for a specified period from the university library's online catalog or visit the library in person. Some libraries also offer digital versions that you can access online.

- Ohio State University Library
- Local Libraries

Inspiration Resources: The Creative and Imagineering Process & Project Samples

- [Khan Academy – Imagineering in a Box](#)
- [Disney Imaginations](#)
- [Disney Imagineering – Imagination Empowered Past Projects](#)

Additional Learning Materials (optional)

*Note: The following materials are provided as optional readings to enrich your understanding of course topics. Please be aware that some of these resources may not be fully accessible through the OSU Library system or may present accessibility limitations (e.g., lack of screen reader compatibility or alternative formats). If you encounter any barriers accessing or using these materials, please contact the instructor for support or alternative options.

General Disney Parks History

- Bossert, D. A. (2023). *The house of the future: Walt Disney, MIT, and Monsanto's vision of tomorrow* (1st ed.). The Old Mill Press, Inc.
- Dunlop, B., Staggs, T., & Chao, W. T. (2011). *Building a dream: The art of Disney architecture* (1st ed.). Disney Editions.
- Marling, K. A., & Centre canadien d'architecture (Eds.). (1997). *Designing Disney's theme parks: The architecture of reassurance*. Centre canadien d'architecture/Canadian Centre for Architecture; Flammarion.
- Neary, K. F., Neary, S., & Hunt, V. (2016). *Maps of the Disney parks: Charting 60 years from California to Shanghai* (1st ed.). Disney Editions.
- Sklar, M. (1967). *Walt Disney World: Background and philosophy*. Harrison "Buzz" Price Papers (No. 160). <https://stars.library.ucf.edu/buzzprice/160>
- [The Imagineering Story](#), Disney Plus 6-episode series.

Walt Disney Imagineering

1. Iwerks, L., with Steele, B. C., & Catalena, M. (2022). *The Imagineering story: The official biography of Walt Disney Imagineering* (1st hardcover ed.). Disney Editions.
2. Rafferty, K., Gordon, B., & Eisner, M. (1996). *Walt Disney Imagineering: A behind the dreams look at making the magic real* (1st paperback ed.). Hyperion.
3. Telotte, J. P. (2010). *The mouse machine: Disney and technology*. University of Illinois Press.
4. *E-book available through the [OSU Library](#) or [Project Muse](#).
5. Weis, B., with Iger, R. (2024). *Dream chasing: My four decades of success and failure with Walt Disney Imagineering* (1st hardcover ed.). Disney Editions.

Tokyo Disneyland

5. Mittermeier, S. (Ed.). (2021). Chapter 3: "Is there really a Disneyland in America?"—The unique case of Tokyo Disneyland (1983). In *A cultural history of the Disneyland theme parks: Middle class kingdoms* (1st ed., pp. 83–105). Intellect.

*E-book available through the [OSU Library](#) or Open Access by [Intellect](#).

Disneyland Paris

6. Mittermeier, S. (Ed.). (2021). Chapter 4: A "Cultural Chernobyl?" Euro Disney (1992) and the theme park public. In *A cultural history of the Disneyland theme parks: Middle class kingdoms* (1st ed., pp. 106–147). Intellect.
7. *E-book available through the [OSU Library](#) or Open Access by [Intellect](#).
8. Christian, R. (2011). Disneyland Paris: A clash of cultures. In K. M. Jackson & M. I. West (Eds.), *Disneyland and culture: Essays on the parks and their influence* (p. 125). McFarland & Co.

8. Lainsbury, A. (2000). *Once upon an American dream: The story of Euro Disneyland*. In *Designing the Euro Disney Resort* (pp. 49–84). University Press of Kansas.

Hong Kong Disneyland

9. Durham, G. (2011). Hong Kong Disneyland: Feng shui inside the Magic Kingdom. In K. M. Jackson & M. I. West (Eds.), *Disneyland and culture: Essays on the parks and their influence* (p. 138). McFarland & Co.
10. Mittermeier, S. (Ed.). (2021). Chapter 5: Hong Kong Disneyland (2005): A site of local pride and conflict. In *A cultural history of the Disneyland theme parks: Middle class kingdoms* (1st ed., pp. 148–189). Intellect.

*E-book available through the [OSU Library](#) or Open Access by [Intellect](#).

Shanghai Disneyland

11. Cheung, M., & McCarthy, W. (2019). “Authentically Disney, distinctly Chinese” and faintly American: The emotional branding of Disneyland in Shanghai. *Semiotica*, 2019(226), 107–133. <https://doi.org/10.1515/sem-2017-0059>
12. Mittermeier, S. (Ed.). (2021). Chapter 6: “Authentically Disney, Distinctly Chinese” – Shanghai Disneyland (2016). In *A cultural history of the Disneyland theme parks: Middle class kingdoms* (1st ed., pp. 190–229). Intellect.

*E-book available through the [OSU Library](#) or Open Access by [Intellect](#).

University Libraries and External Resources

Students are encouraged to explore the University Libraries for access to academic resources, research support, and citation guidance. Visit the library's website for tools and tutorials, including comprehensive materials on APA formatting and style. You may also utilize external resources if/ as needed.

- [University Libraries](#)
- [Citation Help](#)
- [APA Formatting for PowerPoint: How to Apply APA Style to PowerPoint Presentations](#)

Accommodation

The university prioritizes an accessible environment for student learning. Some course materials, including handwritten notes, may not be compatible with assistive tools like immersive readers. If you encounter difficulties due to limited technological tool availability, promptly inform your instructor. You may also register with Student Life Disability Services to establish reasonable accommodations. Some helpful information can also be found on the [Student Support & University Resources](#) page and the [Accessibility](#) page.

Copyright for Instructional Materials

The materials used in connection with this course, including any materials exclusively prepared and provided to you by our partners, may be subject to copyright protection. They are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

4 About Coursework

Coursework Purpose and Instructional Alignment Map

The following instructional alignment table maps how key coursework components contribute to the achievement of course learning outcomes and general education goals. It includes assignment purposes and point values to promote transparency and instructional coherence.

Instructional Alignment Table				
Assignment Group	Coursework Purpose	Possible Points	CLOs	GEGs
1 Travel Expectations & Integrity Statement	1A: Travel Expectations Project (Group) This coursework deepens your anticipatory reflection and strengthens your ability to set goals.	20	CLO 4: Create reflective work that demonstrates personal growth and responses to new experiences.	GEG 4: Analyze a variety of perceptions, representations, and/or discourse about environments and humans within them.
	1B: Peer Review of Travel Expectations Project This coursework helps you become better at giving and receiving constructive feedback on personal and group perspectives.	20		

2 Attraction Ideation & Pitch	<p>2A: Pitch an Attraction (Group)</p> <p>This coursework:</p> <ul style="list-style-type: none"> • Requires research and application of Imagineering principles. • Encourages you to develop essential skills by collaborating on the integration of ideas. 	50	<p>CLO 1: Examine the principles and practices of Disney Imagineering through scholarly research.</p> <p>CLO 2: Integrate diverse</p>	<p>GEG 1: Inspect lived environments at a more advanced and in-depth level than in the foundations component.</p> <p>Goal 2: Integrate approaches to understanding lived environments by making connections to out-of-classroom experience with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in the future.</p>
	<p>2B: Pitch an Attraction (Group) – Video Pitch</p> <p>This coursework:</p> <ul style="list-style-type: none"> • Requires you to demonstrate your understanding through creative synthesis. • Strengthens your interdisciplinary application. 	50	<p>perspectives and disciplines to create immersive environments.</p>	
	<p>2C: Peer Review of Pitch an Attraction (Group) – Video Pitch</p> <p>This coursework:</p> <ul style="list-style-type: none"> • Helps you deepen your understanding through critique. • Deepens your reflection and refinement of integrated ideas. 	20		

<p>3</p> <p>Problem Portfolio</p>	<p>3A: Problem Portfolio – Pre-trip Identification Project</p> <p>This coursework initiates early analysis of design and cultural impact.</p>	50	<p>CLO 2: Integrate diverse perspectives and disciplines to create immersive environments.</p> <p>CLO 3: Analyze how Disney Imagineering designs immersive environments and how these environments reflect and influence culture and society.</p>	<p>Goal 2: Integrate approaches to understanding lived environments by making connections to out-of-classroom experience with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in the future.</p> <p>Goal 3: Explore a range of perspectives on the interactions and impacts between humans and one or more types of environments (e.g., agricultural, built, cultural, economic, intellectual, natural) in which humans live.</p>
	<p>3B: Problem Portfolio – Final Project – This coursework strengthens your ability to culminate interdisciplinary synthesis.</p>	50		

4 Participation & Engagement	<p>4A: Morning Meetings (9 meetings over trip) This coursework supports discussion and reflection on immersive environments.</p> <p>4B: Topic of the Day (4 topics over trip) *This coursework encourages analysis of cultural and environmental themes.</p>	45 40	<p>CLO 3: Analyze how Disney Imagineering designs immersive environments and how these environments reflect and influence culture and society.</p>	<p>GEG 3: Explore a range of perspectives on the interactions and impacts between humans and one or more types of environments (e.g., agriculture, built, cultural, economic, intellectual, natural) in which humans live.</p>
5 Travel Journal	<p>5A: Photo Travel Journal This coursework deepens your visual and narrative reflection on lived experiences.</p> <p>5B: Travel Reflections Written Journal This coursework strengthens your ability to develop a written analysis of personal growth and environmental interaction.</p>	50 50	<p>CLO 4: Create reflective work that demonstrates personal growth and responses to new experiences.</p>	<p>GEG 4: Analyze a variety of perceptions, representations, and/or discourse about environments and humans within them.</p>
6 Learning Reflection	<p>6: Write Your Story Summary This coursework synthesis strengthens your ability to develop a</p>	20	<p>CLO 4: Create reflective work that demonstrates personal growth</p>	<p>GEG 2, 4: Analyze a variety of perceptions, representations,</p>

	personal narrative and learning.		and responses to new experiences.	and/or discourse about environments and humans within them.
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For detailed instructions, guidelines, and expectations for each assignment, please refer to the Assignment Instructions pages below the Course Schedule page in this syllabus or [Assignments](#) page in the Carmen Canvas course.

Assignment Expectations & Grading

Late assignments

Unless there is an extenuating circumstance that we have discussed before the assignment is due, late assignments will have 2 points deducted per calendar day late, with a maximum of 3 calendar days. After three calendar days, late assignments will receive a '0' grade.

Grading Scale

- 93-100: A
- 90-92: A–
- 87-89: B+
- 83-86: B
- 80-82: B–
- 77-79: C+
- 73-76: C
- 70-72: C–
- 67-69: D+
- 60-66: D
- Under 60: E

Instructor feedback and response time

Instructors are committed to providing timely and constructive feedback on all key assignments. The goal is to help students understand their strengths and areas for improvement, and to support their learning journey throughout the course. Students can generally expect formative feedback on major assignments within one week of submission. This feedback will be detailed and specific, addressing the criteria outlined in the assignment rubric and offering suggestions for improvement.

If students have any questions or need clarification on the feedback provided, they are encouraged to reach out via email or the course's designated communication platform. Instructors aim to respond to inquiries within 48 hours during weekdays. For urgent matters, students may also contact instructors during office hours, which are listed in the course syllabus.

Please note that during the travel portion of the program, response times may vary depending on circumstances, including limitations to the availability of technology tools. Instructors are actively supporting students on-site and may be attending to immediate needs, which can affect their availability for virtual communication.

Grading and feedback

Instructors understand the importance of timely grading and feedback for students' academic progress. If you have grading questions related to your submitted coursework, please allow up to two business days for a response. Email is the preferred method of communication.

While traveling, instructors remain on call and are available to assist students as needed. However, due to the immersive and dynamic nature of the study abroad experience, grading timelines may shift slightly to accommodate real-time student support and logistical demands.

Major Assignments (e.g., Problem Portfolio – Pre-trip Identification Project, Final Project): These assignments will be graded within two weeks of submission. Students will receive detailed feedback that highlights their performance against the assignment criteria and provides guidance for future improvement.

Minor Assignments (e.g., Morning Meetings, Daily Reflections): These assignments will be graded within one week of submission. Feedback will be concise, focusing on key points and any areas that need attention.

Participation and Attendance: Participation and attendance will be monitored continuously, and feedback will be provided as needed to ensure students are meeting course expectations.

5 Learning Community

Commitment to a Supportive Learning Environment

The Ohio State University values the richness of experiences, perspectives, and identities within our student community. Our programs and curricula are designed to reflect the complexity of our society and global context, offering opportunities for meaningful engagement and learning. We are committed to fostering a learning environment where every individual is treated with dignity and respect, and where all members of our community are supported in reaching their full potential. Discrimination based on protected characteristics—including age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status—is strictly prohibited.

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Land Acknowledgement

More information on OSU's land acknowledgement can be found on the Global Arts + Humanities | Cross-Disciplinary Research Exchange page: [Our Land Acknowledgment Statement](#).

Note: This link is provided to support course goals around cultural awareness and comparative understanding. While presentation of land acknowledgements may vary by context, the resource remains relevant to the learning outcomes.

Learning Community Room

About the Learning Community Room

The Learning Community Room is a student-led forum where you can interact with your peers and schedule a casual virtual check-in to connect, collaborate, and learn together. Think of it as a digital study room—a place where you can exchange ideas, ask questions, and share your learning experiences in this course more openly and casually.

What is a Learning Community?

Research consistently shows that a strong sense of community positively impacts learning outcomes. It leads to a deeper understanding of the course content, fosters connections to encourage active participation, and builds confidence in the learning process. However, it also takes intentionality and effort from every member of the community. See below for some helpful tips.

Learning Community Room Etiquette

Learning Community Room Etiquette

In this room, everyone will STRIVE for excellence by:	In this room, everyone will NOT WASTE time by:
<p>Supporting each other to better understand confusing topics, concepts, or questions presented in the course material.</p> <p>Teaching yourself while helping others.</p> <p>Reinforcing mastery of the concepts by sharing or exchanging your learning strategies or techniques with your group members.</p> <p>Introducing your viewpoints and perspectives on the concepts covered in the course materials while learning from others.</p> <p>Valuing others' time, efforts, and participation.</p> <p>Encouraging each other to keep up with the assignments and stay motivated toward your goals.</p>	<p>Waiting for others to do the work for you.</p> <p>Aimless discussions or distractions.</p> <p>Stealing someone else's ideas or efforts without permission.</p> <p>Turning the proactive and intellectual discussion into gossiping or complaining.</p> <p>Exhaust yourself or others in the group.</p>

Ground Rules For All Members

What	Why
Show up and leave on time.	To respect everyone's time.
Communicate in advance via the course discussion board when you are unable to join.	To make the communication open and inclusive.
Be cognizant of your word choices, facial expressions, or body language.	To demonstrate maturity, professionalism, dignity, and respect for others.
Stay calm, engaged, and accepting.	To remember that the learning community room is not a competition or comparison but is a collaboration and connection.

When to meet (Day, Date & Time)?

It is suggested that you keep the same date and time every week to build and maintain consistency. Setting multiple occurrences in your calendar makes scheduling efficient, too. Be mindful of everyone's time differences, as well. The best practice is to use the same time zone as your university. For example, you may use the U.S. Eastern Standard Time (EST) for the study group with your peers at Ohio State University.

How long to meet?

The Learning Community Room is to be used as a quick check-in and can last as little as 15 minutes. It should not be longer than 60 minutes unless everyone is able and agrees.

What is the recommended virtual meeting tool?

The tools must be accessible and available for everyone to use. For example, consider using [CarmenZoom](#) or [MS Teams](#) as those tools are available for free for all students enrolled at the university. The meeting link must be posted to the Study Room discussion thread for transparency and to keep everyone accountable. Phone or text communication should NOT be allowed in this community to respect everyone's privacy and avoid missed communication, unless everyone agrees to use those tools or methods.

6 Introduction: Let's Get to Know Each Other

Introduction

We encourage each of you to post an introduction on this discussion board by replying to this post and sharing a little about yourself. You may share your educational background, professional experiences, or any relevant interests. Please also mention what motivated you to take this course, including your interest and expertise in the study abroad experience. Is there knowledge you hope to gain by taking this course, or any specific areas you are excited to explore? What is your *WHY*?

Additionally, please utilize the Learning [Community Room](#) to continue collaborating and engaging. See below for more information about the learning community in this course and why it matters.

Building Community

By introducing yourselves, you create a supportive community. Connect with your peers, share experiences, and build relationships.

Networking Opportunities

Discover common interests, backgrounds, and goals. Networking with fellow learners can lead to valuable connections throughout the course.

Active Engagement

Participating in discussions keeps you engaged. Your introduction kickstarts your involvement and contributes to a more meaningful learning experience in an online environment.

Before hitting the “Submit” button, proofread your post. Clear communication matters! All information posted to a discussion forum is viewable by the entire class. We appreciate your

professionalism and respect for each other to make this learning experience supportive, meaningful, and rewarding!

ACADEMIC READINESS & LEARNING RESOURCES

7 Academic Expectations & Integrity

Academic Integrity

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed, illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations.

Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the [Code of Student Conduct](#).

If it is suspected that a student has committed academic misconduct in this course, the course instructor(s) are obligated by university rules to report their suspicions to the Committee on Academic Misconduct (COAM). If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact the instructor(s).

Other sources of information on academic misconduct (integrity) to which you can refer include the [COAM Procedures and Rules](#) page.

Turnitin at the Ohio State

Students at The Ohio State University are accountable for the integrity of the work they submit. Therefore, you should be familiar with the guidelines provided by the [Committee on Academic Misconduct \(COAM\)](#) and [Section A of Ohio State's Code of Student Conduct](#) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, Ohio State has made Turnitin, a learning tool and plagiarism prevention system, available to instructors.

For this course, you will submit your papers to Turnitin from Carmen Canvas. When grading your work, the instructor(s) will interpret the similarity Report following [Section A of Ohio State's Code of Student Conduct](#) as appropriate. For more information about Turnitin, please

see [the vendor's guide for students](#). Note that submitted final papers become part of the Ohio State database.

For more information about this tool, read [The Similarity Report](#) and [Understanding the similarity score](#) pages.

8 Participation & Communication

Participation Requirements

While you will have synchronous learning opportunities where you can engage with your instructors and peers, the course includes a study abroad component with both asynchronous and in-person travel-based learning. Your attendance is based on your coursework submission and active participation.

Active participation is essential to your success in this course—not only to stay on track with assignments, but also to fully benefit from the collaborative and experiential aspects of the learning experience. Engaging consistently helps build a stronger learning community and ensures you're prepared for both the academic and travel-based components of the course.

Course Communication Guidelines

Verbal Communication Style

In synchronous sessions, recorded discussions, or any spoken contributions, students are expected to communicate clearly, respectfully, and with consideration for others. Please be mindful of tone, volume, and pacing to support inclusive and productive dialogue. Active listening and allowing space for others to contribute are also key to maintaining a collaborative learning environment.

Writing Style

Students are expected to use proper grammar, spelling, and punctuation in all written communications. This includes emails, discussion posts, and assignments. While a conversational tone is acceptable for informal communications, academic discussions should maintain a professional tone. For example, instead of writing "Hey, I think this is a good idea," you might write "I believe this approach is beneficial because...". This ensures clarity and respect in all communications.

Tone and Civility

Respect and thoughtfulness are paramount in all interactions. Students should communicate with peers and instructors in a manner that is supportive and constructive. Disagreements should be navigated with civility, focusing on the issue rather than the individual. Sarcasm and derogatory language are not appropriate and can lead to misunderstandings. If a disruption occurs, it will be addressed promptly to maintain a positive learning environment.

Citing Your Sources

When referencing primary, secondary, or other source materials in course assessments, students must provide complete citations according to APA 7th style. This includes the title,

page numbers, author information, and publisher. For online sources, include a link. Proper citation not only gives credit to original authors but also strengthens your arguments and maintains academic integrity.

Protecting and Saving Your Work

Students are encouraged to compose their work in documents or word processing tools, such as Microsoft Word, outside of Carmen. This practice ensures that their work is saved and provides a backup in case of browser time-outs, failed submission attempts, or lack of internet connectivity. Regularly saving your work can prevent loss of data and reduce stress during submission periods.

9 Artificial Intelligence at Ohio State

University Policies on the use of Artificial Intelligence (AI)

The OSU Committee on Academic Misconduct has provided the following policy on the use of AI by students in academic courses:

All students have important obligations under the [Code of Student Conduct](#) to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use “unauthorized assistance in the laboratory, on field work, in scholarship or on a course assignment” unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing” of writing, ideas or other work that is not your own. These requirements apply to all students — undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

[Source: The Ohio State University | Office of Academic Affairs: [Artificial Intelligence and Academic Integrity](#)]

What is AI? How Can It Help Me?

At Ohio State, we do our best to bring clarity on how AI can be used ethically and responsibly. Please visit the following pages to learn more about AI at Ohio State:

- [Approved AI tools for Buckeyes](#)
- [Security and Privacy Statement on AI](#)
- Free Courses on AI from LinkedIn Learning
*You will need to log in through [BuckeyeLearn](#)

Ethical Use of AI: How to Cite When Using AI

In this course, many of your assignments will require you to refer to the APA style. Accordingly, you must cite any information you have generated using AI tools per the APA style. Please visit the following pages to learn how to cite the AI sources:

- [APA Publishing Policies](#)
- [How to cite ChatGPT](#) (*You may refer to the information referenced on this page when citing other AI tools.)

*Keep in mind that, due to the changing nature of this technology, the information contained in those pages may be updated periodically.

10 Accessibility

Important Notes for Students

This page contains information about the accessibility of the Carmen Canvas platform and the course materials placed in Carmen Canvas.

We have made every effort to ensure that course materials are accessible using the tools and resources currently available and approved by the university. Despite this, some limitations still exist due to technological constraints, such as the existing tools' inability to recognize some figures or images on the PDFs. As a result, some texts may not be read correctly, or some images may not contain alternative text when using the Read Aloud feature.

If you encounter difficulties accessing materials or notice errors in the transcripts, please don't hesitate to reach out to your instructor. We want to ensure all students can access the learning materials and enhance their learning opportunities.

Additionally, you may utilize the tools listed on this page and the [Student Accommodations](#) services if you need further assistance.

Canvas Accessibility

The Canvas website provides tips for screen reader and keyboard-only users as follows:

- [What are the Canvas accessibility standards?](#)
- [How do I use the Global Navigation Menu?](#)
- [Canvas Keyboard Shortcuts](#)

Microsoft Office Accessibility

For information on Accessible Products and Technology by Microsoft, see the following pages:

- [Microsoft Office Accessibility](#) for Windows.
- [Accessibility tools for Word](#)
- [Accessibility tools for Microsoft Teams](#)

Course Material Accessibility

For information on additional tools and resources to enhance the accessibility of the provided course materials, please refer to the following details.

Adobe Creative Cloud for Students:

- The full Adobe Creative Cloud suite of apps is available to students in [Digital Unions](#).

- Any other questions about the Creative Cloud product, please visit [Looking for Adobe Creative Cloud?](#) page.

Using Adobe Acrobat Reader:

1. Opening the PDF

- Download and install Adobe Acrobat Reader from the official Adobe website.
- Open Adobe Acrobat Reader.
- Click "File" on the top menu and select "Open."
- Browse to the location of your PDF file, select it, and click "Open."

2. Turning on the Read Aloud Feature

- Once the PDF is open, go to the "View" menu.
- Select "Read Out Loud" and then choose "Activate Read Out Loud".
- To start reading, go back to the "View" menu, select "Read Out Loud," and then choose either "Read This Page Only" or "Read to End of Document."

Using Microsoft Edge:

1. Opening the PDF

- Open Microsoft Edge.
- Click on the three dots (menu) in the top right corner and select "Open file."
- Browse to the location of your PDF file, select it, and click "Open."

2. Turning on the Read Aloud Feature

- Once the PDF is open in Edge, click the "Read Aloud" button in the toolbar at the top of the screen. If you don't see it, click on the three dots (menu) in the top right corner and select "Read Aloud."
- The read-aloud feature will start reading the text in the PDF.

Using Google Chrome:

Turning on the Read Aloud Feature

To enable the Read Aloud button on Google Chrome, watch the instruction video, [Read Aloud: A Text to Speech Voice Reader](#) on the Chrome Web Store page.

11 Buckeye Resources

OSU Online Learning Readiness Videos

1. [Succeeding Online.](#)[Links to an external site.](#)  (2 minutes)
2. [Time Management.](#)[Links to an external site.](#)  (2 minutes)
3. [The Online Approach.](#)[Links to an external site.](#)  (2 minutes)
4. [The Online Advantage.](#)[Links to an external site.](#)  (2 minutes)
5. [Online Myths.](#)[Links to an external site.](#)  (2 minutes)

Student Services Student Support

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.

The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th floor of the Younkin Success Center and the 10th floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24-hour emergency help is also available 24/7 **by dialing 988 to reach the Suicide and Crisis Lifeline.**

Visit the following web pages to learn more about the resources available to all OSU students:

- OSU [Buckeye Food Alliance](#) (buckeyefoodalliance.org)
- [OSU Department of Public Safety](#)[Links to an external site.](#)
- [OSU Diversity and Inclusion](#)[Links to an external site.](#)
- [OSU Engineering Career Services](#)[Links to an external site.](#)
- [OSU Student Accommodation](#)[Links to an external site.](#)
- [OSU Student Wellness Center](#) (swc.osu.edu)
- [Ohio State's Wellness app](#) (go.osu.edu/wellnessapp)
- [Student Life Counseling and Consultation Service](#) (go.osu.edu/ccsondemand)
- [Student Advocacy Center](#) (advocacy.osu.edu)

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Religious Accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course

requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

12 Technical Support & Carmen Canvas Guide

Technical Support

If you need help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact OSU IT Help and Support. Standard support hours are available 24 hours a day, seven days a week.

- [Self-Service and Chat support](#)
- Phone: 614-688-HELP (4357)
- Email: 8help@osu.edu

Technology Requirements

In this course you are required to use:

- Computer - for most of the course, you are welcome to use your computer of choice, Mac OS or PC. A Windows 10 or 11 PC is recommended, with basic requirements including a webcam, microphone, and internet access.

In this course you will be expected to:

- Use an Internet browser
- Use Carmen (Canvas): [Canvas Mobile Apps](#)
- Use Microsoft [Teams](#)
- Download, save, and open files
- View PDFs
- Use copy, cut, and paste functions
- Send and receive e-mail messages with attachments within Carmen and outside of Carmen
- Use a word processing program (Microsoft Word preferred. Files are in .docx)
- Run and switch between multiple programs
- Create and share multi-media objects such as video or audio files, or other objects like infographics, learning modules
- Use various apps (desktop and smartphones)
- Use webcam and microphone during the synchronous session

Note About Emails

Email is the **primary communication method**. It is important to stay updated on your [Email](#) so you don't miss important information or required tasks. Make sure to activate your OSU email; if you have issues with your email, please call (614) 688-HELP.

You can access your email by signing in to Outlook for email. [Buckeyemail](#) is the email you will use as a student at OSU. Your email address will be given to you after enrolling. Your email address will be your **lastname.##@buckeyemail.osu.edu**. You will use the same password you use to login to the online classroom, which is the password you set up at my.osu.edu to access your email.

Carmen Canvas for Students

The resources listed below include the most frequently used help articles and guides. You can find answers to many questions within the Canvas guides for students below. For technical support with Canvas, please email Carmen@OSU.edu.

- [Getting Started with Carmen for Students](#)
- [Canvas Basics Guide](#)
- [Canvas Accessibility](#)
- [Canvas Student Guide](#)
- [How do I use the Syllabus?](#)
- [How do I use the Inbox as a student?](#)
- [How do I reply to a Discussion as a student?](#)
- [How do I submit an online assignment?](#)
- [How do I take a Quiz?](#)
- [How do I view Rubric for my Assignment?](#)
- [How do I view my grades in a current course?](#)
- [Canvas Privacy Policy](#)

STUDY ABROAD ENGAGEMENT EXPECTATIONS

Students should anticipate a physically and mentally engaging program that integrates academic exploration with cultural immersion. The academic component includes daily walking tours and site visits lasting 6 to 8 hours in large, paved urban environments such as theme parks and surrounding neighborhoods. Participants may walk 3 to 5 miles or more per day (approximately 8,000 to 12,000+ steps), often standing for extended periods (2 to 4 hours) during guided discussions and observational activities. Activities may involve ascending stairs, navigating uneven or sloped terrain, and boarding various transportation modes—including buses, subways, trains, and monorails—multiple times daily. Students should also be prepared to lift and carry personal luggage, including rolling or carrying suitcases up and down stairs, particularly in transit stations or accommodation without elevators. Some locations may have limited accessibility, such as narrow walkways, stairs without elevators, or non-Western-style restrooms.

Students should also prepare for early departures, late evening events, and irregular meal or rest schedules. Weather conditions may include extreme heat and high humidity, especially in Kyoto and Tokyo, where average daytime temperatures in late June to early July reach 86°F (30°C) but can feel significantly hotter due to humidity. Kyoto's basin geography can intensify heat and limit airflow. Additionally, air conditioning may be limited or less powerful than typical U.S. standards, particularly in older buildings, public transportation, and some accommodations. Hotel rooms may be smaller than what students are accustomed to in the U.S., and certain amenities—such as closet space, bedding, or bathroom fixtures—may differ in size, style, or availability. Students are encouraged to dress appropriately*, stay hydrated, and communicate any mobility, sensory, or health-related needs in advance to ensure appropriate planning and support.

****Please see the “Guidelines for Attire During Study Abroad in Japan***

Guidelines for Ambassadorial Behavior

Professional Representation

During the study abroad portion of this course, your verbal communication carries added significance. You may interact with corporate professionals, executives, airport personnel, and members of the public in diverse cultural settings. In these moments, you represent not only yourself, but also your peers and the university. Approach each interaction with professionalism, integrity, and respect.

Cultural Awareness

While intellectual curiosity is encouraged, it's equally important to remain open-minded and aware that communication styles and social norms vary across cultures. Be mindful of tone, body language, and context.

Effective Communication

Clarity, patience, and cultural sensitivity are key. Embracing new perspectives and adapting your communication style will help you build meaningful, respectful connections throughout your experience.

Guidelines for Attire and Conduct During the Trip

Professional Etiquette

When meeting and speaking with professionals, such as during our visit to Disney, both in Anaheim and Tokyo, use formal greetings, maintain eye contact, and avoid slang or overly casual language. Remember, you represent not only yourself but also your peers and the university. This expectation extends beyond formal meetings: wherever you are in public spaces, your behavior reflects on the group. Practicing good manners, patience, and cultural respect helps foster positive impressions and meaningful cross-cultural connections.

These principles aren't just important abroad. They apply universally. Whether you're navigating a busy train station in Tokyo or walking through a hotel lobby in Anaheim, courteous behavior and thoughtful communication reinforce your role as a student ambassador and contribute to a respectful, inclusive learning environment.

Attire Expectations

Dress modestly and respectfully. Neat, clean attire that aligns with local expectations is encouraged, even in casual environments. For example, when visiting culturally significant or professional venues, such as corporate offices, museums, temples, or shrines.

For example, opt for clothing that covers the shoulders and does not expose the stomach. Garments with offensive graphics or overly revealing styles should be avoided. Comfortable walking shoes are essential, but they should also be presentable. For example, flip-flops or worn-out sneakers may not be appropriate in many professional settings.

Just like manners, appropriate attire is a universal sign of respect. Whether you're abroad or at home, how you present yourself visually communicates your awareness of context, your professionalism, and your consideration for others.

Weather Awareness

Japan's summer weather is extremely hot and humid. Pack lightweight, breathable clothing that balances comfort with cultural and professional appropriateness. Expect daytime temperatures in late June to early July to reach around 86°F (30°C), with humidity making it feel significantly warmer—especially in Kyoto, where basin geography can trap heat and limit airflow. Air conditioning may be less powerful than U.S. standards, particularly in older buildings, public transportation, and some accommodations.

In contrast, Anaheim, California, typically experiences warm, dry summer weather during the same period. Daytime highs range from the mid-70s to upper 80s °F (24–31°C), with relatively low humidity and minimal rainfall. While the climate is more temperate, students should still prepare for extended outdoor activities and dress in a way that balances comfort with professionalism.

Cultural Consideration

In Japan, visible tattoos can carry negative connotations due to their historical association with organized crime. It is respectful to cover tattoos when in public spaces, especially in formal settings such as hotel lobbies, culturally significant sites like temples and shrines, and preserved historical buildings. Some public venues may explicitly prohibit visible tattoos, so please bring appropriate clothing to ensure coverage when needed.

Local Etiquette Reminders

While traveling in Japan, it's important to be mindful of local customs around cleanliness and public behavior. Trash disposal requires careful attention. For example, you'll often need to separate items into categories such as burnable, non-burnable, and recyclables, as public trash bins may be limited or may not be available. Please hold onto your trash until you find the appropriate disposal location and follow posted sorting instructions.

Additionally, some public restrooms may not provide paper towels or hand dryers, so we recommend carrying a small personal towel or handkerchief to dry your hands.

COURSE SCHEDULE

Modules	Dates	Topics, Readings, Assignments, Deadlines
1	TUE 06/02/2026	<p>Welcome to Around the World with Disney Imagineering!</p> <p>Readings: Syllabus and Canvas Course</p> <p>Assignments:</p> <ul style="list-style-type: none"> Assignment 1A (Pre-trip): Travel Expectations DUE 06/02/2026, 11:59 pm (EST) Assignment 2A (Pre-trip): Pitch an Attraction DUE 06/02/2026, 11:59 pm (EST)
2	WED 06/03/2026	<p>History of Disney and Imagineering</p> <p>Readings:</p> <ul style="list-style-type: none"> Prologue & Chapter 1 in Iwerks (2022) <p>Assignments:</p> <ul style="list-style-type: none"> Assignment 3A (Pre-trip): Portfolio – Pre-trip Problem Identification Project DUE 06/05/2026, 11:59 pm (EST)
3	THU 06/04/2026	<p>US Parks and the Foundations of the Disney Brand</p> <p>Readings:</p> <ul style="list-style-type: none"> Chapter 2 & 3 in Iwerks (2022) <p>Assignments:</p> <ul style="list-style-type: none"> Assignment 1B (Pre-trip): Peer Review & Personal Integrity Statement DUE 06/05/2026, 11:59 pm (EST)
4	FRI 06/05/2026	<p>Global Parks and Cultural Influences on the Brand</p> <p>Readings: Chapter 3 in Mittermeier (2021)</p> <p>Assignments:</p> <ul style="list-style-type: none"> Study abroad trip preparation <i>*DUE Assignments 3A and 1B</i>
5	MON 06/08/2026	<p>Imagineering: Lessons Learned Through Experimentation (Part I)</p> <p>Readings: Introduction & Chapter 1 in Telotte (2010)</p> <p>Assignments:</p> <ul style="list-style-type: none"> Study abroad trip preparation
6	TUE 06/09/2026 – SAT 06/20/2026 Day 1: Anaheim Day 2: Anaheim	<p>Study Abroad: Around the World with Disney Imagineering</p> <p>Readings: To be provided</p> <p>Assignments:</p>

	<p>Day 3: Anaheim Day 4: Anaheim Day 5: Anaheim to Tokyo Day 6: Tokyo Day 7: Tokyo Day 8: Tokyo Day 9: Tokyo Day 10: Tokyo to Kyoto Day 11: Kyoto Day 12: Kyoto</p>	<ul style="list-style-type: none"> Assignment 2B (During-trip): Pitch an Attraction (Group) – Video Pitch Assignment 2C (During-trip): Peer Review of Pitch an Attraction (Individual) – Video Pitch Assignment 4A: Morning Meeting 1 Assignment 4B: Topic of the Day 1 Assignment 5A (During-trip): Photo Travel Journal Assignment 5B (During-trip): Written Travel Journal <p>DUE Each day by 11:59 pm (local time)</p>
7	TUE 06/30/2026	<p>Imagineering: Lessons Learned Through Experimentation (Part II)</p> <p>Readings: 'We Call It Imagineering' Explores Disney Castles Around the World by WDW MAGIC Staff (Published on September 8, 2025)</p> <p>Assignments: Post Trip Organization & Recovery</p>
8	TUE 07/07/2026	<p>Imagineering Your Future: How Do You Apply Your Experience</p> <p>Readings: Read from the optional reading list</p> <p>Assignments: Post Trip Organization & Recovery</p>
9	TUE 07/14/2026	<p>Creating OSU Disneyland (1/2)</p> <p>Readings: Read from the optional reading list</p> <p>Assignments:</p> <ul style="list-style-type: none"> Assignment 3B (Post-trip): Portfolio, Final Project (Preparation) Assignment 6 (Post-trip): Write Your Story (Preparation) <p>DUE 07/21/2026</p>
10	TUE 07/21/2026	<p>Creating OSU Disneyland (2/2)</p> <p>Readings: Read from the optional reading list</p> <p>Assignments:</p> <ul style="list-style-type: none"> Assignment 3B (Post-trip): Portfolio, Final Project Assignment 6 (Post-trip): Write Your Story <p>DUE both assignments</p>

ASSIGNMENT INSTRUCTIONS

1A (Pre-trip): *Travel Expectations (Group)*

Overview

As part of the study abroad experience, you will collaboratively create a Travel Expectations Contract with your group. This contract will help you define how you want to work together, communicate, and support one another throughout the program. It's your chance to set shared values, responsibilities, and strategies for handling challenges.

This assignment encourages you to:

- Practice cross-context communication to navigate diverse expectations, environments, and group dynamics
- Establish inclusive and collaborative norms and responsibilities that reflect shared values and mutual respect
- Develop conflict resolution strategies that promote understanding and accountability
- Take ownership of your group experience abroad by actively contributing to a supportive and goal-oriented team culture

While this contract allows you to define your group norms, it does not override the official rules and policies of the study abroad program. As selected members of this study abroad program, you are expected to abide by all institutional guidelines and conduct yourself in a manner that reflects positively on the university. As participants in this unique and exclusive partnership-based study abroad program, you are expected to act as ambassadors of THE Ohio State University, demonstrating professionalism, cultural awareness, and responsible citizenship at all times and all places.

Action Steps

1. Meet with your group to discuss shared values and expectations.
2. Use the prompts to customize the Travel Expectations Contract ([template](#)) provided to reflect your group's agreements.
3. Ensure all group members contribute and agree to the final version.
4. Select one member to post your group's contract to the discussion board by replying to this post.

Tip: When saving your document before uploading it to Carmen Canvas, replace "Template" with your group's name by saving it as "Travel Expectations Contract (Your Group Name)".

Grading

Complete: 20

Incomplete: 0

1B (Pre-trip): Peer Review & Personal Integrity Statement

Overview

Following the creation of your Group Expectations Contract, you will participate in a peer review activity to evaluate other groups' contracts and reflect on how well they align with the broader goals of this unique and exclusive partnership-based study abroad program.

After the review, you will write a Personal Integrity Statement. As you write, you will reflect on your individual commitment to:

- Upholding the expectations and shared responsibility set by your group
- Adhering to the program's policies and ethical behavior
- Awareness of cultural representation and ambassadorial conduct
- Representing the values of the university and shared accountability with professionalism when engaging with professionals and the host country

This statement serves as a reminder of **your role as a global citizen and university ambassador**. We encourage you to take time for meaningful reflection on how your behavior influences your group, the success of the program, and your engagement with professionals from the partnership program and the host country.

Additionally, this assignment is designed to help you build or strengthen essential academic writing skills, with a focus on applying the APA (7th edition) style effectively. For reference, please consult the following resources.

Resources

- [Student Paper Setup Guide, APA Style 7th Edition](#)
- [Add a heading in a Word document](#)

Turnitin will be enabled for this assignment to check for originality and proper citation, and the submission will be processed through this tool. This process is part of our university's commitment to academic integrity and the development of AI fluency. Learning to interpret and respond to similarity (or originality) reports is a key skill as we integrate responsible use of AI and digital tools into our curriculum.

Instructors will also review Turnitin reports and submitted content. Submissions that do not demonstrate original work or appropriate citation may be subject to academic review, including one-on-one coaching with the instructors.

After submitting, you are required to review your Turnitin Similarity Report. If your similarity score is high or if the report highlights areas of concern (e.g., improper citation, excessive similarities without citations), you are expected to revise your document accordingly. You may resubmit your assignment after making revisions.

Action Steps

1. Review other groups' contracts.
2. For each contract, write a brief reflection (3–5 sentences) that includes:
 - One strength you noticed
 - One suggestion or question you may ask the group.
 - A short comment on how the contract reflects cultural awareness and civic responsibility
3. Write Your Personal Integrity Statement in a 1-page statement that includes:
 - Your commitment to your group's expectations
 - How you will uphold the study abroad program's rules
 - How you will represent the university as a respectful and responsible ambassador
 - A brief reflection on what you learned from reviewing other groups' contracts
4. Combine your peer reviews and your integrity statement into one document in MSWord.
5. Proofread your document to make sure that your submission:
 - Includes a title page, uses headings
 - Includes the name of the group you reviewed at the top of each review
 - Ensures proper grammar, spelling, and formatting
 - Cite properly, if needed

Note: For writing **the Peer Review of each group** and **the Personal Integrity Statement**, please use heading 1 for both topics' titles. You do not need to use Heading 2 or other styles for this assignment. You will not be sharing your reviews of other groups except with the instructors; however, they may share some of your comments with the class, as your feedback may benefit everyone's learning.

6. Upload as a Word file and wait for your submission to be processed through Turnitin to check for similarity. (Note that this is a pre-submission stage.)
7. After pre-submitting, review your Turnitin similarity check and revise your work if needed to ensure proper citation and academic integrity.
8. Resubmit your assignment after making revisions. The final version submitted before the deadline will be graded. (Note that the final submission assumes you have completed the pre-submission.)

Grading

Complete: 20

Incomplete: 0

2A (Pre-trip): Pitch an Attraction-Planning (Group)

Overview

For this assignment, you will collaborate in interdisciplinary groups to design a new attraction for any Disney theme park worldwide. This pre-trip assignment will serve as the foundation for your pitch, which will be assigned to you during the trip. You are expected to use MS Word, MS PowerPoint, or anything that can be uploaded to the Discussion page on Canvas as your pitch material. If you used an online tool, such as a website, Canva, or Prezi, etc., you may post your link to the discussion page.

You will use the 5W1H strategy (Who, What, When, Where, Why, and How) to guide your attraction concept and pitch development. This framework ensures your group builds a compelling proposal that anticipates guest needs, aligns with Disney's storytelling, and supports operational feasibility. To further support your group's rationale for pitching your attraction, provide at least two citations from credible scholarly sources.

Additionally, you will include images to supplement your attraction pitch. You may use AI Image generators, such as Adobe Firefly, Dall-E, or similar; however, you must adhere to the appropriate usage guidelines for utilizing these platforms.

Resources

- [Khan Academy – Imagineering in a Box](#)
- [Disney Imaginations](#)
- [Disney Imagineering – Imagination Empowered Past Projects](#)
- [Learn more about approved AI tools at Ohio State](#)

*[Microsoft Copilot](#) and [Adobe Firefly](#) are currently the only robust generative AI tools that have been vetted and approved for use at Ohio State. Copilot is an AI-powered chatbot that draws from public online data, giving you access to better answers and greater efficiency, but with additional security measures in place. Adobe Firefly is a generative AI engine that aims to support and augment your creative work. You can use Firefly to generate and enhance images, edit objects, and more.

*Note: This information is based on what is stated on the webpage mentioned **as of August 2025** and is subject to change.*

Action Steps

1. **Compose** the foundation of your pitch by using the 5W1H strategy and include at least 2 citations through scholarly research that support your pitch.

What: Define the attraction concept.

- A. What type of attraction is it? (e.g., dark ride, roller coaster, nighttime spectacular, show)
- B. What is the theme or story behind it?
- C. What Disney Intellectual Property (IP) does it connect to? (e.g., characters, franchises, or stories)

Why: Explain the purpose and value of the attraction.

- A. Why is this attraction needed in the park?
- B. Why will it appeal to guests and enhance the park experience?

Who: Identify the target audience.

- A. Who is the attraction designed for? (e.g., families, thrill-seekers, young children, fans of a specific IP)
- B. Who should you partner or collaborate with?

Where: Determine the location.

- A. Where will the attraction be placed? Specify the park and land (e.g., Magic Kingdom's Fantasyland, EPCOT's World Showcase).
- B. Where does it fit within the layout of the existing parks or lands?

When: Establish a timeline.

- A. When would this attraction ideally launch? (e.g., seasonal tie-in, anniversary year, strategic park expansion)
- B. When is this attraction most relevant? (e.g., on the guest's day or visit day?)

How: Describe the development and presentation process.

- A. How will you guide feedback and future development? Include image prompts and notes to support your pitch and video creation.
- B. How will your group collaborate and divide responsibilities?

Tips: When citing your sources, consider using peer-reviewed articles, academic books, credible industry publications, or reading materials recommended in this course. Use APA formatting style for both in-text citations and the reference page or slide.

2. **Create** images to supplement your attraction pitch.

Tips: You may use AI Image generators; however, first and foremost, you must adhere to the appropriate usage guidelines for utilizing these platforms. Refer to the Resources mentioned above. Other considerations include whether the visual images effectively

convey the attraction's look and feel to judges, as well as noting image prompts and feedback to guide future video development.

3. **Include** in your pitch material your group pitch's title page, content (5W1H), and a list of references.
4. **Post** your group's idea by uploading a file (MS Word, MS PowerPoint, or anything that can be uploaded to the Discussion page on Canvas) or a functional link to your group's collaborative work.

The post should be:

- A. Posted by one of your group members on behalf of other members
- B. Include your group's name and the pitch (or attraction) title in the subject line.
- C. Reply to this post (instead of replying to another group's post).

Tips: Remember, you will need to revisit this when you work on your video pitch during your trip! You are highly encouraged to download the Teams app or Canvas app on your mobile device, which should allow you to upload a document and collaborate with your team members by sharing the link to the document. You can access what you uploaded or submitted even while overseas if you have Wi-Fi access.

Grading

Total Possible Points: 50 points

*You may resubmit this assignment after receiving feedback on your group's first submission. The second submission determines the final scores for this assignment and must be submitted within 2 days of receiving feedback on the first submission.

Reminder

As you participate in this discussion, please make sure to refer to the rubric. The rubric outlines the expectations for your responses and how your contributions will be evaluated. Reviewing it beforehand will help ensure your group's shared idea meets all the criteria.

Criterion	Points	Detailed Description	Alignment
1. Concept Development (5W1H Framework)	15	The proposal thoroughly addresses each of the 5W1H components: a) What: Clear definition of attraction type, theme, and Disney IP. (3)	CLO 1 & 2 GEG 1 & 2

		<p>b) Why: Strong rationale for the attraction's relevance and guest appeal. (3)</p> <p>c) Who: Identification of target audience and potential collaborators. (2)</p> <p>d) Where: Strategic placement within a specific park and land. (2)</p> <p>e) When: Thoughtful timing for launch/ending and relevance. (2)</p> <p>f) How: Clear plan for development, feedback, and group collaboration. (3)</p>	
2. Integration of Disney IP and Storytelling	5	<p>a) The attraction concept demonstrates a deep understanding of Disney's storytelling principles and effectively incorporates characters, themes, or franchises. (3)</p> <p>b) The narrative is compelling and aligns with Disney's brand identity. (2)</p>	CLO 1
3. Interdisciplinary Collaboration	5	<p>a) The project reflects contributions from multiple disciplines (e.g., design, engineering, psychology, marketing). (2)</p> <p>b) Roles are clearly defined, and the group demonstrates effective collaboration. (2)</p> <p>c) Evidence of diverse perspectives is present in the concept and execution. (1)</p>	CLO 2 GEG 2
4. Immersive Environment Design	5	<p>a) The attraction design shows a sophisticated understanding of immersive environments. (2)</p> <p>b) It considers sensory engagement, emotional impact, and spatial storytelling to create a memorable guest experience. (3)</p>	CLO 2 GEG 1
5. Use of Visual Images	5	<p>a) Visual images are thoughtfully created to enhance the pitch and reflect the attraction's theme and atmosphere. (2)</p> <p>b) If using AI tools, prompts and notes are included to guide future development. (2)</p> <p>c) If using AI tools, ethical consideration of the AI tool/ platform is evident. (1)</p>	CLO 2
6. Operational Feasibility and Strategic Planning	5	<p>a) The proposal includes realistic planning for implementation, including budget considerations, timeline, and park logistics. (3)</p>	CLO 1

		b) The attraction fits within Disney's operational framework and long-term strategy. (2)	
7. Connection to Lived Environments	5	a) The concept reflects an advanced understanding of lived environments, connecting academic knowledge to real-world applications. (3) b) It builds on prior coursework and anticipates future learning or professional experiences. (2)	GEG 1 & 2
8. Academic Preparedness and Submission	5	a) The final submission is academically sound and professional, complete, and follows all instructions, including citation expectations. (2) b) It includes the group name and pitch title, is posted correctly, is easy to navigate, and has minimal grammatical or spelling errors. (3)	General Academic Preparedness

2B (During-trip): Pitch an Attraction– Video Pitch (Group)

Overview

Building on your group's work from the 2A (Pre-trip): Pitch an Attraction, you will now develop a 5-to-7-minute video pitch for your Disney attraction concept. This pitch should reflect your experiences in the parks and your understanding of Disney Imagineering principles. Your video will be reviewed and graded by guest Disney Imagineers, so creativity, clarity, and professionalism are key. Your pitch must demonstrate a sophisticated understanding of immersive environments that considers a thinking approach with technical expertise as follows.

Design Thinking - Your pitch will demonstrate:

Narrative Integration

- The environment supports and enhances the story being told.
- Every design choice (lighting, sound, layout, transitions) contributes to the narrative arc.

Sensory Engagement

- Use of visuals, sounds, textures, and even imagined smells or temperature to immerse guests.
- AI-generated visuals reflect these sensory elements.

Emotional Impact

- The attraction evokes specific emotions (e.g., wonder, excitement, nostalgia).
- Students explain how design choices are intended to make guests feel.

Guest Flow and Interaction

- Thoughtful consideration of how guests move through the space in the park.
- Interactive elements or moments of surprise are built into the experience.

Cultural and Contextual Awareness

- The design reflects diverse perspectives and is sensitive to cultural storytelling.
- Students connect the attraction to real-world lived environments or social themes.

Technical Expertise - Your pitch must:

- Be grounded in scholarly research, including at least two academic citations that support your concept.
- Use the 5W1H strategy (Who, What, When, Where, Why, How) to structure your presentation.

- Integrate visual images to enhance storytelling and concept development.
- Include attributions (if other creators' images are used) and citations (for citing your sources, including the AI platforms you used, per APA style).
- Be filmed partially inside a Disney theme park, showcasing your engagement with the lived environment.
- Be submitted as one video per group via CarmenCanvas.

Action Steps

1. Refine your attraction concept by revisiting and incorporating feedback from your group's 2A (Pre-trip): Pitch an Attraction.
2. Film Your Video Pitch. Your video must:
 - Incorporate at least one segment inside a Disney theme park.
 - Ensure all group members are represented in the video.
 - Use visuals, narration, and storytelling to bring your concept to life.
 - Be viewable on Canvas (using Canvas' video tool or by posting a video link to the discussion board).
3. Post your group's pitch by uploading your group's video to the assigned Discussion page on Canvas.

The post should be:

- Posted by one of your group members on behalf of other members
- Include your group's name and the pitch (or attraction) title in the subject line.
- Reply to your group's pre-trip post (not another group's).

Grading

Total Possible Points: 50 points

Reminder

As you participate in this discussion, please make sure to refer to the rubric. The rubric outlines the expectations for your responses and how your contributions will be evaluated. Reviewing it beforehand will help ensure your group's shared idea meets all the criteria.

Criterion	Points	Detailed Description	Alignment
1. Concept Expansion & 5W1H Strategy	15	<p>The video clearly demonstrates efforts to improve from the pre-trip pitch idealization phase.</p> <p>The video creatively expands on the original attraction concept using the 5W1H framework:</p> <ul style="list-style-type: none"> a) What: Attraction type, theme, and Disney IP (3) b) Why: Purpose and guest appeal (3) c) Who: Target audience and collaborators (2) d) Where: Park and land placement (2) e) When: Launch timing and relevance (2) f) How: Development process and group roles (3) 	CLO 1 & 2 GEG 1 & 2
2. Scholarly Research Integration	5	<p>At least two scholarly sources are referenced and meaningfully integrated into the pitch. The sources:</p> <ul style="list-style-type: none"> a) Support Imagineering principles, interdisciplinary design, or immersive environments. (3) b) Are properly credited within the video and clearly connected to the concept. (2) 	CLO 1 GEG 1 & 2
3. Interdisciplinary Collaboration	5	<p>The video reflects contributions from multiple disciplines by clearly defining:</p> <ul style="list-style-type: none"> a) Group roles (3) b) The concept (2). 	CLO 2 GEG 2
4. Immersive Environment Design	5	<p>The attraction design demonstrates a sophisticated understanding of immersive environments that considers:</p> <ul style="list-style-type: none"> a) Narrative integration (1) b) Sensory engagement (1) c) Emotional impact (1) d) Guest flow and interaction (1) e) Cultural and contextual awareness (1) 	CLO 2 GEG 1

5. Use of Visual Images	5	<p>Visual images are thoughtfully created to enhance the pitch and reflect the attraction's theme and atmosphere. (3)</p> <p>If using AI tools, ethical consideration of the AI tool/ platform is evident. (2)</p>	CLO 2
6. Park-Based Filming & Lived Environment Engagement	5	<p>a) At least one portion of the video is filmed inside a Disney theme park (3).</p> <p>b) The segment demonstrates thoughtful engagement with the lived environment. (1)</p> <p>c) The segment connects academic knowledge to real-world experience. (1)</p>	GEG 1 & 2
7. Operational Feasibility & Strategic Planning	5	<p>a) The pitch includes realistic planning for implementation (1), including a timeline (1), location (1), and operational considerations (1).</p> <p>b) The concept fits within Disney's storytelling and logistical framework (1).</p>	CLO 1
8. Presentation Quality & Submission	5	<p>a) The video is well-organized, engaging, and professionally presented with minor spelling or grammatical errors (3).</p> <p>b) It includes the group name and attraction title (1), follows all submission guidelines, and is posted correctly to Canvas (1).</p>	General Academic Preparedness

2C (During-trip): Peer Review of Pitch an Attraction (Individual)

Overview

In this assignment, you will engage in a peer review of your peer groups' video pitches developed for the 2B: Disney Attraction Concept assignment. These pitches build upon the earlier 2A (Pre-trip): Pitch an Attraction and reflect everyone's experiences in the parks and their understanding of Disney Imagineering principles.

This peer review is designed to help your classmates improve their Disney attraction pitch through constructive and thoughtful feedback. Please respond honestly and respectfully. Your feedback should highlight strengths and offer suggestions for refinement.

Use the following categories to guide your review:

- **Narrative Integration:** Does the environment support and enhance the story? Are design choices aligned with the narrative arc?
- **Sensory Engagement:** How effectively are visuals, sounds, and other sensory elements used to immerse guests?
- **Emotional Impact:** What emotions does the attraction evoke? Are design choices clearly linked to emotional goals?
- **Guest Flow and Interaction:** Is there thoughtful consideration of how guests move through space? Are interactive or surprising elements present?
- **Cultural and Contextual Awareness:** Does the design reflect diverse perspectives or connect to real-world environments or themes?
- **Technical Execution:** Is the pitch grounded in research? Is the 5W1H structure used effectively? Are visuals and park footage integrated well?

Action Steps

1. **Watch** the video pitches posted by all other groups.
2. **Complete** the **Peer Review Form** (MS Forms).

Tips: Use the same **MS Forms link** to submit a separate review for each group you evaluate. For each review, you'll need to enter the email addresses of the group members whose project you're reviewing. This allows your feedback to be sent directly to them. Be sure to add the instructors' email addresses as well.

3. **Repeat** for each group and submit your review for all other peer groups, except your group.

Grading

Complete: 20

Incomplete: 0

3A (Pre-trip): Problem Portfolio – Pre-trip Identification Project

Overview

This assignment launches your portfolio journey by inviting you to identify a problem within your field of study that could influence the development of a potential attraction at a Disney location worldwide. The goal is to foster interdisciplinary thinking and ecological awareness while preparing you to engage deeply with immersive environments during your study abroad experience.

Your submission will become the first entry in your portfolio, serving as a foundation for reflection and refinement in the Post-Trip Portfolio Project.

Portfolio Entry Components

- **Problem Statement:** Identify a problem relevant to your discipline and Disney Imagineering.
- **Interdisciplinary Connections:** Analyze the cultural, environmental, and societal dimensions of the problem.
- **Stakeholder and Ecological Analysis:** Consider diverse stakeholder perspectives and ecological impacts.
- **Proposed Solutions:** Suggest actionable, innovative ideas aligned with the goals of this study abroad program.

Action Steps

1. **Select** a Relevant problem
 - a) Identify a problem within your field that could shape a Disney attraction.
 - b) Ensure alignment with ecological awareness and interdisciplinary thinking.
2. **Draft** the Problem Statement
 - a) Clearly define the problem and explain its relevance to both your discipline and Disney Imagineering.
 - b) Support with initial observations or examples.
3. **Explore** Interdisciplinary Connections
 - a) Analyze how the problem intersects with cultural, environmental, and societal dimensions
 - b) Consider how these connections could shape the design or experience of a Disney attraction.
4. **Conduct** Stakeholder and Ecological Analysis
 - a) Identify key stakeholders (e.g., local communities, Disney guests, environmental groups).
 - b) Evaluate the ecological impact and include diverse perspectives.
5. **Propose** Innovative Solutions
 - a) Develop actionable solutions that address the problem and reflect the goals of the study abroad program.

- a) Emphasize creativity, sustainability, and immersive experience design, ensuring recommendations align with Disney's values and operational realities.
6. **Proofread** your document to make sure that your submission:
 - a) Includes a title page
 - b) Uses headings, Times New Roman, 12-pt font size, double-spaced
 - c) Ensures proper grammar, spelling, or formatting
 - d) Cites your sources properly, including references, if needed, in APA style
 - e) Is approximately 1-3 pages (but no more than 4 pages), excluding the title and reference pages
- Writing Tip:** To help you meet the 3-page requirement, aim for approximately 150–200 words per section. With five sections total, this structure will guide you toward a complete and well-balanced paper.
7. **Upload** as a Word file and wait for your submission to be processed through Turnitin to check for similarity.
 - a) After submitting, **review** your Turnitin similarity check and **revise** your work if needed to ensure proper citation and academic integrity.
 - b) **Resubmit** your assignment after making revisions. The final version submitted before the deadline will be graded.
8. **Be prepared** to revisit and expand upon this work in the post-trip assignment.

Resubmission Tip: You may resubmit this assignment after receiving feedback on your first submission (after submitting it to Turnitin). The second submission determines the final scores for this assignment and must be submitted within 2 days of receiving feedback on the first submission. Please keep the instructor's comments visible so the edits and rewrites are clear.

Grading

Total Possible Points: 50 points

Reminder

As you work on your portfolio assignment, please make sure to refer to the rubric. The rubric outlines the expectations for this assignment and how your work will be evaluated. Reviewing it beforehand will help ensure your submitted work meets all the criteria.

Criterion	Points	Detailed Description	Alignment
1. Problem Identification & Statement	10	<p>a) Clearly stated the problem situated within their field of study and demonstrates its potential influence on the development of a Disney attraction. (3)</p> <p>b) Clearly stated problems that reflect ecological awareness and encourage interdisciplinary thinking, consistent with the goals of the study abroad program. (3)</p>	CLO 2, GEG 2
		<p>c) Clearly stated the problem with a strong connection to both the student's academic discipline and Disney Imagineering. (2)</p> <p>d) The statement is supported by initial observations, examples, or context that help frame the significance and scope of the problem. (2)</p>	
2. Interdisciplinary Connections	10	<p>a) Explained how the identified problem intersects with cultural, environmental, and societal factors, demonstrating depth and relevance across disciplines. (5)</p> <p>b) Described how these interdisciplinary insights are contextually appropriate for a Disney location, showing thoughtful consideration of audience, setting, and immersive potential. (5)</p>	CLO 3, GEG 3
3. Stakeholder Perspectives and Ecological Impact	10	<p>a) Described a diverse range of relevant stakeholders (e.g., local communities, Disney guests, environmental organizations) and explained their potential interests or concerns related to the problem. (5)</p> <p>b) Explained the environmental implications of both the identified problem and the proposed attraction, demonstrating</p>	CLO 2, GEG 2

		awareness of sustainability and ecological responsibility. (5)	
4. Innovative Solution	10	<p>a) Described how the proposed solutions directly address the identified problem. (5)</p> <p>b) Described how the student's recommendations align with Disney's values and operational realities. (5)</p>	CLO 2, GEG 2
5. Portfolio Quality & Submission	10	<p>The portfolio:</p> <p>a) Included a title page. (1)</p> <p>b) Uses headings properly. (1)</p> <p>c) Ensured proper grammar, spelling, or formatting. (3)</p> <p>d) Cited the sources properly, including references, in APA style. (2)</p> <p>e) Met the length requirements. (2)</p> <p>f) Followed all other submission guidelines. (1)</p>	General Academic Preparedness

3B (Post-trip): Problem Portfolio – Final Project

Overview

Now that you have completed your immersive study abroad experience, it is time to revisit the problem you explored in your Pre-Trip Problem Portfolio. The insights you gained from engaging with Disney's environments, stakeholders, and design philosophies offer a valuable opportunity to reflect on how your understanding of the problem has evolved. This Post-Trip Portfolio Project builds directly on your earlier work, encouraging you to analyze how real-world experiences have reshaped your interdisciplinary thinking, ecological awareness, and approach to creative problem-solving. By connecting your initial ideas with your lived experiences, you will refine your solutions and articulate your personal and professional growth through this journey.

You may complete this assignment using either Microsoft Word or Microsoft PowerPoint, depending on your preferred communication style or career focus (e.g., research vs. design). Be sure to consult the rubric as it reflects the differences in format, ensuring that both written and visual approaches are evaluated fairly.

Portfolio Entry Components

- **Reflection on Problem Evolution:** Revisit and reassess your original problem.

- **Experience-Based Insights:** Connect trip experiences to interdisciplinary themes.
- **Stakeholder & Ecological Reassessment:** Update your analysis based on real-world observations.
- **Refined Solutions:** Evolve your original ideas with new insights.
- **Personal & Professional Growth:** Reflect on how the experience shaped your goals.

Action Steps

1. Revisit Your Original Problem
 - Summarize your Pre-Trip problem.
 - Reflect on how your understanding has changed through experience.
2. Analyze Experience-Based Insights
 - Identify key moments from your trip that relate to cultural, environmental, or societal dimensions.
 - Discuss how these moments deepened your interdisciplinary perspective.
3. Reassess Stakeholder & Ecological Impact
 - Reevaluate stakeholder perspectives and ecological considerations.
 - Incorporate new insights from your observations.
4. Refine Your Proposed Solutions
 - Update your original ideas to reflect your evolved understanding.
 - Emphasize creativity, sustainability, and immersive design.
5. Reflect on Personal & Professional Growth
 - Share how the experience influenced your academic and career goals.
 - Highlight new skills, perspectives, or aspirations.
6. Prepare for Portfolio Submission
 - Choose from one of the following options, a) or b), that best suits your strengths to complete your portfolio.
 - a) **MS Word for detailed writing**
 - Maximum: 4 pages
 - Includes: All content except title page and references
 - Turnitin is enabled
 - b) **MS PowerPoint for visual storytelling**
 - Maximum: 10 slides total *You may include supporting details in slide notes
 - Includes: Title slide and reference slide
 - Follow the guidelines for your chosen format to ensure full credit.
 - Cite sources appropriately in APA style (Word) or include source references in slide notes (PowerPoint).

Grading

Total Possible Points: 50 points

Reminder

As you work on your portfolio assignment, please make sure to refer to the rubric. The rubric outlines the expectations for this assignment and how your work will be evaluated. Reviewing it beforehand will help ensure your submitted work meets all the criteria.

Criterion	Points	Detailed Description	Alignment
1. Problem Reassessment	10	a) Clearly stated the revisited original problem and articulated how understanding has evolved through the immersive experience. (5) b) Clearly stated relevance to the student's field and Disney Imagineering, with added depth from real-world context. (5)	CLO 2, GEG 2
2. Experience-Based Interdisciplinary Insights	10	a) Explained key moments from the trip that connect to cultural, environmental, or societal dimensions. (5) b) Explained how these experiences deepened interdisciplinary thinking and are contextually relevant to Disney environments. (5)	CLO 3, GEG 3
3. Stakeholder & Ecological Reassessment	10	a) Described the updated stakeholder analysis with new perspectives gained from the trip. (5) b) Explained the reassessed ecological implications with enhanced awareness of sustainability and immersive design. (5)	CLO 2, GEG 2

Criterion	Points	Detailed Description	Alignment
4. Refined Solutions	10	<p>a) Described how the proposed solutions directly address the identified problem, applying creative, sustainable, and interdisciplinary thinking. (5)</p> <p>b) Described how the student's proposed recommendations align with Disney's values and operational realities, incorporating insights from the trip. (5)</p>	CLO 2, GEG 2
5. Personal & Professional Growth	8	<p>a) Reflected on how the experience influenced academic and career goals. (4)</p> <p>b) Identified new skills, perspectives, or aspirations developed through the program. (4)</p>	CLO 4, GEG 4
6. Portfolio Quality & Submission	2	<p>The portfolio (2):</p> <p>a) Included a title page.</p> <p>b) Used headings or slide titles appropriately.</p> <p>c) Demonstrated proper grammar, spelling, or formatting.</p> <p>d) Cited sources properly according to the APA style.</p> <p>e) Met length or slide count expectations.</p> <p>f) Followed all submission guidelines.</p>	General Academic Preparedness

4A (During-trip): Morning Meetings (9 meetings)

Overview

On days with defined activities, we will meet promptly at a designated time and place to review the day's events and depart as a group. These are required meetings, and points will be deducted for tardiness.

These morning meetings are not optional. They serve as a vital check-in point for the group—not only to go over logistics and expectations for the day, but also to ensure everyone is feeling well, supported, and ready to engage in the day's experiences. Especially during the study abroad portion of the course, these daily check-ins are essential for maintaining open communication, fostering group cohesion, and ensuring the well-being of all participants. Your presence and punctuality are key to the success of our shared experience.

Action Steps

1. Arrive on Time

- Be at the designated meeting location promptly at the scheduled time
- Set reminders or alarms to ensure punctuality

2. Review Daily Agenda

- Come prepared to discuss the day's planned activities
- Bring any required materials or documents

3. Participate in Group Departure

- Join the group for departure immediately following the meeting
- Stay with the group unless otherwise instructed

4. Attendance and Punctuality Tracking

- Understand that these meetings are mandatory
- Be aware that points will be deducted for tardiness or absence

5. Engage Respectfully

- Listen actively during the review
- Ask questions or share concerns as needed

Grading

Complete: 45

Incomplete: 0

4B (During-trip): Topic of the Day (4 topics)

Overview

During the study abroad, four “Topic of the Day” prompts will be posted in the CarmenCanvas discussion board. These topics are designed to spark reflection and dialogue around local experiences, cultural insights, and course themes.

You will engage with the topic individually but will have the opportunity to share your thoughts during the morning meeting to serve as a foundation for that day’s discussion and exploration.

Participation in the discussion is graded individually based on thoughtful engagement, relevance to the topic, and contribution to the collaborative learning engagement.

Action Steps

1. **Review** the Topic of the Day to **reflect** individually.

Log into CarmenCanvas to read the posted topic before the morning meeting.

2. **Participate** in the Morning Meeting Discussion.

Share initial thoughts or questions related to the topic during the group meeting.

3. **Apply** course concepts while **connecting** to local context.

Incorporate insights from the current global location into your response (e.g., cultural norms, site visits, guest speakers) as you engage in the dialogue with your peers.

Reference relevant theories, frameworks, or readings from the course to support your reflections.

4. **Post** your takeaway from the topic of the day dialogue to the discussion board by replying to this post.

Grading

Complete: 40

Incomplete: 0

5A&B (During-trip): Travel Journal

Overview

As part of your study abroad experience, you will create a Reflective Travel Journal that captures your personal journey through writing and photography. This assignment is designed to help you engage deeply with your environment, reflect on your growth, and analyze your experiences in relation to broader cultural and human contexts.

For this assignment, you will submit:

- A written journal entry (minimum 100 words) that reflects on your personal experience during the study abroad program.
- A travel photo that visually represents a meaningful moment, place, or interaction from your journey.
- Your submission will be made through PebblePad, where you can combine text and media in a personalized format.

Travel Journal Assignment Resources

- [Getting Started with PebblePad for Students](#)
- PebblePad: [Sharing an Asset](#) (You will need to generate a sharable URL for your asset in PebblePad, otherwise your instructor will not be able to access it.)

Travel Journal Assignment Guidelines

Throughout your study abroad experience, you are expected to maintain a travel journal that includes both written reflections and photos. You will need to submit at least 10 entries of each by the end of Module 8.

You can conveniently upload your entries using PebblePad on your mobile device. These uploads will automatically link to your Canvas course page for grading.

While it is strongly recommended that you upload your entries daily or consistently during your trip, we encourage you to stay fully engaged in your study abroad experience. Please remember to prioritize hands-on learning and immersion over assignment tasks during your trip.

It is very important that you are mindful of your wellbeing, maintain a healthy balance, and use strategic time management while striving to stay on track.

Note for Graduating Students

If you are graduating soon and wish to retain access to your PebblePad work after your university account is deactivated, you should request your free alumni account from your Ohio State PebblePad account prior to deactivation. This will allow you to preserve your reflective

journal and any other work you've created. For more information, please review "[Technology Access After Graduation](#)" and "[Creating Free Alumni Accounts](#)."

Action Steps

1. Capture Moments

Identify a meaningful experience or location from your study abroad that sparked personal reflection.

2. Take or Select a Photo

Choose a photo that visually represents your chosen moment. Make sure it's high-quality and appropriate for academic sharing.

3. Write Your Journal Entry (Minimum 100 words)

Reflect on your experience. Consider how it challenged or expanded your perspectives, and how it connects to human-environment relationships.

4. Upload to PebblePad

Combine your photo and journal into a PebblePad entry. Use headings, captions, or layout tools to enhance clarity and engagement.

5. Review & Submit

Proofread your work, check formatting, and submit a link to your asset by the deadline.

For more information on how to share the link to your asset, please review the [CarmenCanvas Assignments](#) page.

Grading

Complete: 100

Incomplete: 0

6 (Post-trip): Write Your Story

Overview

As the culminating assignment for your study abroad experience, this 1–2 page paper invites you to reflect deeply on your journey, both the experiences you have had and the ways they have shaped your perspective.

Building on your Travel Reflections and Photo Journal entries, this paper should summarize key moments from your time abroad and explore how those experiences have influenced your outlook, goals, and sense of self.

Guiding Questions to Support Your Writing:

- What were the most impactful moments of your travels?
Consider cultural experiences, personal challenges, or meaningful interactions.
- How did your understanding of the world shift during this program?
Reflect on changes in your perspective, assumptions, or awareness of global issues.
- What did you learn about yourself?
Think about personal growth, adaptability, communication, or values.
- How do you see your future differently now?
Explore how this experience might influence your academic path, career goals, or personal aspirations.
- What connections can you make between your experiences and course themes?
Tie your reflections to concepts discussed in class or explored during site visits.
- How might you carry this experience forward?
Consider how you'll apply what you've learned in your community, studies, or future travels.

Action Items

1. **Review** Your Travel Reflections and Photo Journal to **identify** Major Takeaways.
Tip: Highlight 2–3 experiences that had the greatest impact on your thinking or personal growth.
2. **Reflect** on Future Implications.

Tips: Consider how your experiences abroad have influenced your academic, career, or personal goals. Use the provided guiding questions to structure your thoughts and ensure depth in your reflection.

3. Draft Your Paper (1–2 Pages)

Tip: Connect your experiences to your evolving worldview and future aspirations. Include specific examples by referencing particular locations, interactions, or cultural observations to support your reflections.

4. Edit for Clarity and Tone

Review your paper for grammar, flow, and alignment with the assignment goals.

5. Upload as a Word file and wait for your submission to be processed through Turnitin to check for similarity. (Note that this is a pre-submission stage.)

6. After pre-submitting, **review** your Turnitin similarity check and **revise** your work if needed to ensure proper citation and academic integrity.

7. Resubmit your assignment after making revisions. The final version submitted before the deadline will be graded. (Note that the final submission assumes you have completed the pre-submission.)

Grading

Complete: 20

Incomplete: 0

GE Theme course submission worksheet: Lived Environments

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes **and** those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Lived Environments)

In a sentence or two, explain how this class “fits” within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

(enter text here)

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.	
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.	

<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.</p>	
<p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	

Example responses for proposals within "Citizenship" (from Sociology 3200, Comm 2850, French 2803):

<p>ELO 1.1 Engage in critical and logical thinking.</p>	<p><i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i></p>
	<p><i>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</i> <i>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</i></p>

<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u> <i>Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</i></p> <p><u>Reading</u> <i>The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</i></p> <p><u>Discussions</u> <i>Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</i></p> <p><i>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</i></p>
<p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</p> <p><i>Some examples of events and sites: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</i></p>

	<p><i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i></p> <p><i>The Vélodrome d'hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i></p> <p><i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p>
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Goals and ELOs unique to Lived Environments

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.

GOAL 4: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

Course activities and assignments to meet these ELOs	
ELO 3.1 Engage with the complexity and uncertainty of human-environment interactions.	
ELO 3.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space.	
ELO 4.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values, and behaviors.	

<p>ELO 4.2 Describe how humans perceive and represent the environments with which they interact.</p>	
<p>ELO 4.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments.</p>	

Global and Intercultural Learning Course Inventory

Overview

The GE allows students to take a single, 4+ credit course to satisfy a particular GE Theme requirement if that course includes key practices that are recognized as integrative and high impact. Courses seeking one of these designations need to provide a completed Integrative Practices Inventory at the time of course submission. This will be evaluated with the rest of the course materials (syllabus, Theme Course submission document, etc). Approved Integrative Practices courses will need to participate in assessment both for their Theme category and for their integrative practice.

Please enter text in the boxes below to describe how your class will meet the expectations of Global and Intercultural Learning Courses. Expectations for workload and credit-hours for Global and Intercultural Learning courses are outlined by the Office of International Affairs and described in the Arts and Sciences Curriculum and Operations Manual. It also may be helpful to consult the Description & Expectations document for this pedagogical practice or to consult your Director of Undergraduate Studies or appropriate support staff person as you complete this Inventory and submit your course.

Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Pedagogical Practices for Global and Intercultural Learning

Course subject & number

Performance expectations set at appropriately high levels, engaging in both academic and experiential exploration of the setting in which they study. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Global & Intercultural Learning Course Inventory

Significant investment of effort by students over an extended period of time (e.g., Program length meets high academic standards and allows students to build meaningful connections with local community members and to develop a deep understanding of **intercultural context).** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Interactions with faculty and peers about substantive matters including cultural self-awareness, intercultural empathy, and academic content. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Global & Intercultural Learning Course Inventory

Students will get frequent, timely, and constructive feedback on their work, from all appropriate sources, on their intercultural interactions and academic learning. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. *(50-500 words)*

Periodic, structured opportunities to reflect and integrate learning, especially on their cultural self-awareness and their experience with difficult differences. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. *(50-500 words)*

Global & Intercultural Learning Inventory

Opportunities to discover relevance of learning through real-world applications and the integration of course content to contemporary global issues and contexts. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Public Demonstration of competence both in academic settings and, if possible, in the intercultural context. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Global & Intercultural Learning Course Inventory

Experiences with diversity wherein students demonstrate intercultural competence and empathy with people and worldview frameworks that may differ from their own. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Explicit and intentional efforts to promote inclusivity and a sense of belonging and safety for students, e.g. universal design principles, culturally responsive pedagogy, structured development of cultural self-awareness. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Global & Intercultural Learning Course Inventory

Clear plans to promote this course to a diverse student body and increase enrollment of typically underserved populations of students. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)