

Online Course Syllabus

IS610 Special Topics – Global Immersion to the Land of a Thousand Smiles – Thailand

3 Credit Hours

Fall II 2022

Course Introduction

Instructor:	This information will be included in the first week announcement.
Office and Hours:	
Phone:	
E-mail:	
Course Website:	

Official Course Description: This interdisciplinary course examines the fields of psychology, education, advanced technologies, and mental health and wellness in Thailand. Throughout the course, students will examine how these fields are integrated into diverse Thai educational and professional contexts with specific attention focused on indigenous populations in order to understand the cultural diversity of the region and country. By completing course assignments and in-country activities, students will explore global awareness and examine their goals of becoming culturally competent practitioners. While in-country, students will interact with professionals from various fields including education, technology, meditation, business, and counseling. Emphasis will also be placed on the importance of service-learning and indigenous education and mental health and wellness needs. During the in-country travel, students will be immersed in a variety of excursions including visits to local educational settings, businesses, markets, an elephant sanctuary, and students will participate in a Thai cooking class.

Institutional Learning Competencies and Outcomes

Institutional Learning Outcomes

Diversity

Graduates will respect the value and dignity of individuals and groups across all cultural contexts, and advocate for inclusion and equity. They will demonstrate intercultural competence in domestic and international contexts with people who have ideas, beliefs, worldviews, experiences, and behaviors that are different from their own.

By the end of this course, students will be able to...

- CLO1: Demonstrate knowledge of the worldview of the local culture within the context of psychology.
 - MLO1: Describe how educational psychology theories are viewed in Thailand and within subcultures.
 - MLO2: Explain cultural differences found among the United States, Thailand, and indigenous populations within Thailand.
 - MLO3: Identify social and community norms found in Thailand and the differences between indigenous groups.
- CLO2: Analyze differences between the host culture and own culture.
 - MLO4: Articulate how national histories impact cultural, social, educational, organizational, and technological differences.
 - MLO5: Examine how community services are provided in Thailand.
 - MLO6: Analyze culturally appropriate interactions and behaviors.
- CLO3: Examine global perspective in relation to their professional and academic goals.
 - MLO7: Identify opportunities for growth in global awareness.

- MLO8: Evaluate cultural understanding of diverse political, cultural, and social events and these contexts between the United States and Thailand.
- CLO4: Explain personal, professional, and academic impact of their experience abroad.
 - MLO9: Describe the impact of in-country experiences on personal and professional identity.
 - MLO10: Examine the importance of service-learning in international contexts.
 - MLO11: Evaluate how knowledge was developed to create a global to local frame of reference during student abroad experiences.

Professional Behavior

Graduates will be able to demonstrate by their values, beliefs and behaviors adherence to the highest ethical and professional standards in their personal and professional lives.

By the end of this course, students will be able to...

- CLO5: Recognize value of interacting with individuals with backgrounds and/or perspectives different from their own.
 - MLO12: Examine current professional perspectives and how they will evolve through the course and during in-country experiences.
 - MLO13: Identify how international experiences impact one's own cultural behaviors and interactions.
 - MLO14: Articulate how one's development of cultural awareness, competency, sensitivity, and humility enhances professional practices.
- CLO6: Demonstrate ability to tolerate ambiguity in complicated environments where clear cut answers or standard operating procedures are absent.
 - MLO15: Prepare in advance for all scheduled in-country activities.
 - MLO16: Analyze how one might behave and interact in ambiguous situations.
- CLO7: Practice responsibility and accountability by making appropriate decisions on behavior and accepting the consequences of their actions.
 - MLO17: Participate professionally in all in-country service-learning activities.
 - MLO18: Explain methods of appropriate action for participating in in-country activities.
 - MLO19: Engage in appropriate professional comportment behaviors in all course and in-country interactions.
- CLO8: Demonstrate ability to be self-reliant in a non-classroom environment.
 - MLO20: Participate in all required pre-travel meetings.
 - MLO21: Complete all required course activities.
 - MLO22: Accept constructive feedback from peers, instructors, and hosts as an opportunity for academic and professional growth and development.

Required and Optional Texts and Electronic Reserves**Required Readings**

The Chicago School of Professional Psychology

- [Know Before You Go- Pre-Departure Guide to International Programs.](#)
- [Pre-Departure Orientation – Health & Safety](#)
- [TCSPP - International Travel Registration](#)

Adobo Magazine (2021). *Campaign spotlight: King power launches "Thailand smiles with you" campaign with storyteller Bangkok to support local tourism.* <https://adobomagazine.com/campaign-spotlight/campaign-spotlight-king-power-launches-thailand-smiles-with-you-campaign-with-storyteller-bangkok-to-support-local-tourism/>

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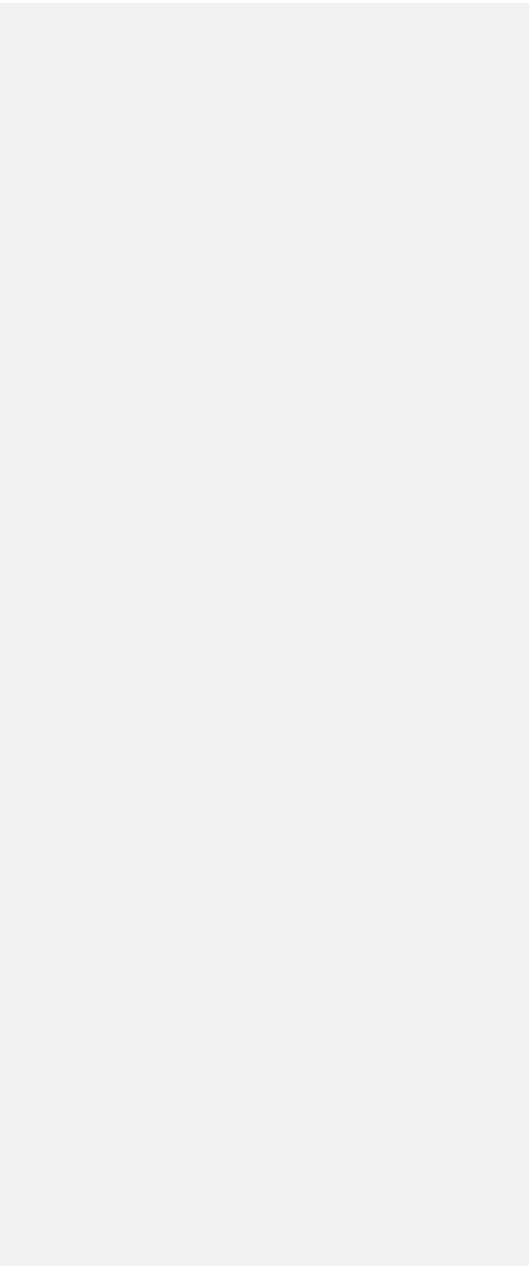
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Course Schedule, Assignments, and Grading



Module / Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
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<p>Module 1</p>	<p>Review the TCSP Study Abroad Pre-Departure Handbook "What to Know Before You Go"</p> <p>Review the Helpful Link for CDC travel information. - Centers for Disease Control – Traveler’s Health</p> <p>Britannica (2021). <i>Thailand</i>. https://www.britannica.com/place/Thailand</p> <p>FTD Facts (2020, February 16). <i>10 surprising facts about Thailand</i> [Video]. YouTube. https://www.youtube.com/watch?v=N8fKYnsBqgY</p> <p>North-South Centre of the Council of Europe (2012). <i>Global education guidelines: A handbook for educators to understand and implement global education</i>. https://rm.coe.int/168070eb85</p> <p>Peace Corps (n.d.). <i>Culture Matters: The Peace Corps Cross-Cultural Workbook</i>. https://files.peacecorps.gov/multimedia/pdf/library/T0087_Culture_Matters.pdf</p> <p>U.S. News (2020). <i>Thailand</i>. https://www.usnews.com/news/best-countries/thailand</p> <p>Western Centre for Research & Education on Violence Against Women & Children. (n.d.). <i>Cultural competence self-assessment checklist</i>. http://rapworkers.com/wp-content/uploads/2017/08/cultural-competence-selfassessment-checklist-1.pdf</p>	<p>UNIT 1 Introduction and Travel Preparation and Cultural Competence</p>	<p>CLO’s Addressed:</p> <p>CLO1 CLO3 CLO4 CLO5 CLO6</p> <p>MLO’s Addressed:</p> <p>MLO2 MLO3, MLO11 MLO14 MLO15</p>	<p>Introduce Yourself (Required for Attendance Purposes)</p> <p>Provide a brief introduction of yourself that includes the below information:</p> <ul style="list-style-type: none"> • A short overview of your background. • Your decision to select this study abroad course. • Your current knowledge about Thailand. • How you anticipate this experience will impact your personal and professional life. <p>Initial Post due Wednesday, 11:59pm CST</p> <p>Complete Pre-Survey: Global Perspectives Inventory (GPI): Login information will be sent to you via email. Due Sunday, 11:59pm, CST</p> <p>Unit 1: Self-Assessment of Cultural Competence For this assignment, you will need to complete the Cultural Competence Self-Assessment Checklist and Concept of Self Exercise. The intent of these assessments is to provide you the opportunity to reflect on your own beliefs about culture. Once you complete the Cultural Competence Self-Assessment Checklist, you will need to download the document, save it as a PDF, and then place check marks in the relevant columns. You will submit this completed PDF and your Concept of Self Exercise results to the submission link in Canvas.</p> <p>You will also write a one-page (double-spaced) reflection of your own cultural competence and include this entry in your online journal. In your reflection, you will need to share an overview of how you hope to grow or develop during this study abroad class and in the future.</p> <p>Your journal will be added to each week of the course. When you are required to submit your journal (as you are this week), you will need to provide the URL in the assignment link. Below are online journals you may consider using for your course assignments.</p> <ul style="list-style-type: none"> • Online journals: • https://penzu.com/ • https://journalate.com/ • https://www.goodnightjournal.com/ <p>Due Sunday, 11:59pm CST</p>	<p>Mandatory for attendance. CR/NC, 10 points</p> <p>20 points awarded if completed by due date. No points awarded if not completed by due date.</p> <p>Journal Rubric, 20 points</p>
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Module / Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
				<p>The Peace Corps has their volunteers journal and suggests you may want to organize your journal in this way: On one side of the journal, describe your thoughts, feelings, etc. about the event. Then, try to analyze why you feel this way. What in your cultural makeup may be affecting how you feel? How is it different from whatever values or assumptions may be at work in the new culture? Observation/Description Opinion/Analysis/Judgement</p> <p>On the other side of the journal, describe what you saw. Anything that strikes you as different, funny, weird, sad, etc. is appropriate. Feelings, emotions, and judgments should not be expressed on this side. You will need to just stick to the facts for your entry.</p>	

Module / Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
	<p>Alexandra, V., Ehrhart, K. H., & Randel, A. E. (2021). Cultural intelligence, perceived inclusion, and cultural diversity in workgroups. <i>Personality and Individual Differences</i>, 168(1). https://doi.org/10.1016/j.paid.2020.110285</p> <p>Cultural Intelligence Center (n.d.). <i>Cultural intelligence</i>. https://culturalq.com/</p> <p>Ott, D. L., & Michailova, S. (2016). Cultural intelligence: A review and new research avenues. <i>International Journal of Management Reviews</i>, 20(1), 99-119. https://doi.org/10.1111/ijmr.12118</p> <p>Penn State Extension (2020). <i>Cultural intelligence in the workplace</i>. https://extension.psu.edu/cultural-intelligence-in-the-workplace</p> <p>DePouw, C. (2020). The Need for Critical Race Consciousness in Critical Hmong Studies, <i>Hmong Studies Journal</i>, 21(2020): 1-30. https://www.hmongstudiesjournal.org/uploads/4/5/8/7/4587788/depouw_hsj_21.pdf</p>	<p>UNIT 2 Cultural Intelligence</p>	<p>CLO's Addressed:</p> <p>CLO2 CLO3 CLO5 CLO8</p> <p>MLO's Addressed:</p> <p>MLO6 MLO7 MLO12 MLO13 MLO22</p>	<p>Unit 2: Cultural Intelligence</p> <p>Read the assigned resources and then complete the CQ self-assessment. Then, create a word cloud based on this personal evaluation of your cultural intelligence. Write down the words that first come to your mind when you think about the notion of cultural intelligence, put it aside for a short while, and then return and examine your word cloud to reflect on the words you included. What jumps out at you and how does this align with the readings? Next, share your word cloud and a response that addresses the below questions:</p> <ul style="list-style-type: none"> • Do you think your initial words captured the global interpretations of CQ? • Is having one specific definition of CQ a do-able or even necessary process? <p>https://commonpurpose.org/knowledge-hub/what-is-cultural-intelligence/cq-test/</p> <p>https://www.wikihow.com/Create-a-Wordle https://www.wordclouds.com/</p> <p>In your follow-up responses, you will need to compare and contrast your own findings and terms with those provided by your peers.</p> <p>It is also suggested you put your diagram and reflections in your journal, but you do not need to share them in the course.</p> <p>Initial Post Due Wednesday, 11:59pm, CST Follow-up posts due no later than Sunday, 11:59pm, CST</p>	<p>Discussion Rubric, 20 points</p>

Module / Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
<p>Module 2</p>	<p>Students are required to complete the International Travel Registration one month prior to travel: https://my.thechicagoschool.edu/community/studentresources/ie/Pages/Travel-Database.aspx</p> <p>Baker, D. B., & Sperry, H. (n.d.). <i>The history of psychology</i>. https://nobaproject.com/modules/history-of-psychology</p> <p>Countries and their Cultures (n.d.). <i>Thailand</i>. https://www.everyculture.com/Sa-Th/Thailand.html</p> <p>The Borgen Project (n.d.). <i>Treating mental health in Thailand</i>. https://borgenproject.org/mental-health-in-thailand/</p> <p>Williams, S. (2018). 11 things you should know about Thai culture. <i>Culture Trip</i>. https://theculturetrip.com/asia/thailand/articles/11-things-you-should-know-about-thai-culture/</p> <p>Winzer, L., & Soottipong, G. R. (2019). The role of Buddhist practices in happiness and health in Thailand: A structural equation model. <i>Journal of Happiness Studies</i>, 20(2), 411-425. https://doi.org/10.1007/s10902-017-9953-z</p> <p>Zhussupova, D. (2020). <i>UNICEF</i> https://www.unicef.org/thailand/stories/world-mental-health-day-2020</p>	<p>UNIT 3 Mental Health and Wellness</p>	<p>CLO's Addressed:</p> <p>CLO1 CLO2 CLO3 CLO5</p> <p>MLO's Addressed:</p> <p>MLO1 MLO2 MLO3 MLO5 MLO7 MLO8 MLO14</p>	<p>Pre-Departure Orientation: REQUIRED ATTENDANCE Zoom information will be provided via a course announcement and email. This meeting will focus on the course and an overview of Thailand</p> <p>Complete International Travel Registration: https://my.thechicagoschool.edu/community/studentresources/ie/Pages/Travel-Database.aspx Complete no later than Sunday, 11:59pm, CST</p> <p>Unit 3 Discussion: Mental Health and Wellness</p> <p>The assigned articles for this week describe the growth of acceptance and use of counseling services in Thailand over the last decade. Compare and contrast the historical growth and use of mental health practitioners in the US and Thailand. Are the trajectories similar or were there different paths or world situations that led to the expansion of the field?</p> <p>After completing the course readings and reflecting on the above discussion prompts, select an online Venn Diagram platform to create a comparison of the historical growth and use of mental health practitioners in the US and Thailand. Your Venn Diagram will provide a visual representation as to if the trajectories are similar or different.</p> <p>Once you complete your Venn Diagram, you will post it to the Unit 3 discussion forum. Possible Venn Diagram platforms that you may consider using for this assignment include:</p> <ul style="list-style-type: none"> • Canva • Creately • Gliffy <p>Compare and contrast your own Venn Diagram with your peers. What are some of the shared findings found among our class?</p> <p>Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST</p> <p>It is also suggested you put your diagram and reflections in your journal, but you do not need to share them in the course.</p>	<p>20 points if you attend, 0 points if you do not attend. Mandatory for travel.</p> <p>Discussion Rubric, 20 points</p>

Module / Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
	<p>Australian Government (n.d.). <i>Thailand education policy</i>. https://internationaleducation.gov.au/international-network/thailand/PolicyUpdates-Thailand/Documents/Thailand%20Education%20Policy%20Update_HE_FINAL.pdf</p> <p>Cheng, T. S., Kerdsoomboon, C., & Koolsriroj, U. (2020). Classroom experience in international-faculty and local-faculty classes among university students in Thailand. <i>Innovations in Education and Teaching International</i>. https://doi.org/10.1080/14703297.2020.1793798</p> <p>Chulalongkorn University (2016, December 8). History of higher education in Thailand [Video File]. YouTube. https://www.youtube.com/watch?v=iGWNJ1TFiQo</p> <p>NBT World (2020, June 19). <i>Higher education launches online training</i> [Video]. YouTube. https://www.youtube.com/watch?v=8uwV2tswHFU</p>	<p>UNIT 4 Thai Higher Education and Career Trajectories</p>	<p>CLO's Addressed: CLO2 CLO3 CLO4 CLO5 CLO7</p> <p>MLO's Addressed: MLO4 MLO7 MLO8 MLO11 MLO13</p>	<p>Unit 4 Blog: Thai and US Comparisons</p> <p>A large component of this course will be focused on creating a blog about Thailand and how the country addresses your own specific field (e.g., counseling, education, forensics, business, etc.). For your first blog post, you will need to research a topic within your own field of study and how that is perceived or approached in Thailand. Outline the focus of the post by using the 5Ws (Who, What, Where, When, and Why) format in a two-page, double-spaced, document. In your post, you must demonstrate evidence of having researched the topic within the Thai context and provide references to support your ideas. Please also include the educational process (degrees needed and any licensing) to be able to become a specialist in your area of study.</p> <p>You will post your document into your preferred blog platform. In your blog post, you should also include appropriate visuals to support your thoughts and perceptions of the course content. You may add stock photos now and possibly adapt these with your own photos once you are in country. Possible blog platforms for this assignment include:</p> <p>Blogger WordPress Typepad</p>	<p>Blog Rubric, 20 points</p>

Module / Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
<p>Module 3</p>	<p>Anuwichanont, J., Sirivan, S., Panisa, M., & Paiboon, A. (2020). Examining tourists' attitude towards the religious tourism in Thailand. <i>Review of Integrative Business and Economics Research</i>, 9, 55-56. https://www.proquest.com/openview/7be6b984d3b01654273e1585fb0c78f0/1?pq-origsite=gscholar&cbl=2032316</p> <p>Greater Good Magazine (n.d.). <i>What is mindfulness</i>. https://greatergood.berkeley.edu/topic/mindfulness/definition</p> <p>Tricycle (n.d.). <i>Buddhism for beginners</i>. https://tricycle.org/beginners/buddhism/what-is-the-purpose-of-meditation/</p> <p>Wamsler, C., BRossman, J., Hendersson, H., Kristjansdottir, R., McDonald, C., & Scarampi, P. (2018). Mindfulness in sustainability, science, practice, and teaching. <i>Sustainability Science</i>, 13(1), 143-162. https://doi.org/10.1007/s11625-017-0428-2</p>	<p>UNIT 5 Meditation</p>	<p>CLO's Addressed:</p> <p>CLO1 CLO2 CLO3 CLO5 CLO8</p> <p>MLO's Addressed:</p> <p>MLO1 MLO4 MLO7 MLO13 MLO14 MLO22</p>	<p>Unit 5 Discussion: Meditation</p> <p>After reviewing the presentation about the varying types of meditation, identify one that you could easily incorporate into your daily life. Spend at least 10 minutes each day this week (and beyond if possible) in meditation. After each session, write down your experience. There are no wrong or right reflections for this activity. Particularly, you should indicate how easy or difficult it is and how each of your senses struggled (or not). You will need to include the notes you made into your journal, which was created earlier in the course.</p> <p>Review your journal notes and compile your overall findings. Next, share with your peers the type of meditation you selected and your experiences. Continue to practice as often as you can and take journal notes so that you can self-examine any changes by the time we are in Thailand.</p> <p>Your journal will be added to each week of the course. When you are required to submit your journal (as you are this week), you will need to provide the URL in the assignment link. Below are online journals you may consider using for your course assignments.</p> <ul style="list-style-type: none"> • Online journals: • https://penzu.com/ • https://journalate.com/ • https://www.goodnightjournal.com/ <p>Provide feedback to your peers about their chosen practice and experiences.</p> <p>Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST</p>	<p>Discussion Rubric, 20 points</p>

Module / Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
	<p>Ackerman, C. (n.d.). 22 mindfulness exercises, techniques, and activities for adults. <i>Positive Psychology</i>, https://positivepsychology.com/mindfulness-exercises-techniques-activities/</p> <p>Bostock, S., Crosswell, A. D., Prather, A. A., & Steptoe, A. (2019). Mindfulness on-the-go: Effects of a mindfulness mediation app on work stress and well-being. <i>Journal of Occupational Health Psychology</i>, 24(1), 127-138.</p> <p>Mindful (n.d.). <i>Mindful, healthy mind, healthy life</i>. https://www.mindful.org/meditation/mindfulness-getting-started/</p> <p>Psychology Today (n.d.) <i>Mindfulness</i>. https://www.psychologytoday.com/us/basics/mindfulness</p> <p>Stankov, U., Filimonau, V., & Vujičić, M. D. (2020). A mindful shift: An opportunity for mindfulness driven tourism in a post-pandemic world. <i>Tourism Geographies</i>, 22(3), 703-172. https://doi.org/10.1080/14616688.2020.1768432</p>	<p>UNIT 6 Mindfulness</p>	<p>CLO's Addressed: CLO1 CLO2 CLO5 CLO6</p> <p>MLO's Addressed: MLO1 MLO2 MLO3 MLO4 MLO5 MLO12 MLO13 MLO15</p>	<p>Unit 6: Synchronous Session – Required Attendance</p> <p>We will have a 30-minute Zoom session focused on mindfulness. The guest speaker will provide an overview of mindfulness, its benefits, and engage students through a mindfulness activity. The Zoom meeting information is provided in a class announcement.</p> <p>Unit 6 Written Assignment: Mindfulness</p> <p>You will create a blog post about meditation and mindfulness based on the course readings. You should also conduct a search for additional readings and resources focused on this topic. In your post, you will need to explain why mindfulness can be beneficial in the workplace by using research-based citations to support your ideas. What could you do to create a professional environment within your own workplace that promotes and encourages mindfulness practices?</p> <p>You will post your document into your preferred blog platform. In your blog post, you should also include appropriate visuals to support your thoughts and perceptions of the course content. You may add stock photos now and possibly adapt these with your own photos once you are in country. You will need to add your new blog post to your blog that you created in Unit 4.</p> <p>Due no later than Sunday, 11:59pm, CST</p>	<p>20 points if you attend, 0 points if you do not attend</p> <p>Blog Rubric, 20 points</p>

Module / Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
<p>Module 4</p>	<p>Adobo Magazine (2021). <i>Campaign spotlight: King power launches “Thailand smiles with you” campaign with storyteller Bangkok to support local tourism.</i> https://adobomagazine.com/campaign-spotlight/campaign-spotlight-king-power-launches-thailand-smiles-with-you-campaign-with-storyteller-bangkok-to-support-local-tourism/</p> <p>Australian Government (n.d.). <i>Higher education Thailand.</i> https://internationaleducation.gov.au/international-network/thailand/PolicyUpdates-Thailand/Documents/Thailand%20Education%20Policy%20Update_HE_FINAL.pdf</p> <p>Chulalongkorn University (2016, December 8). <i>Centenary of Thailand’s higher education</i> [Video File]. YouTube. https://www.youtube.com/watch?v=iGWNJ1TFiQo</p> <p>UNICEF (n.d.). <i>Thailand education.</i> https://www.unicef.org/thailand/what-we-do/education</p>	<p>UNIT 7 Education Systems in Thailand</p>	<p>CLO’s Addressed:</p> <p>CLO1 CLO2 CLO4 CLO5 CLO6 CLO8</p> <p>MLO’s Addressed:</p> <p>MLO1 MLO2 MLO3 MLO6 MLO11 MLO14 MLO15 MLO22</p>	<p>Unit 7 Discussion:</p> <p>For this discussion, you will examine the educational systems found in Thailand. You may choose either early childhood, primary school, secondary school, or higher education to focus on for this assignment. Describe the status of these systems using facts and figures supported by appropriate sources (these may be UN or country-specific links). Also, provide an overview of how the Thai and US systems are similar and diverse.</p> <p>Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST</p>	<p>Discussion Rubric, 20 points</p>

Module / Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
	<p>Asean (n.d.). <i>Tourism Marketing Strategy 2017-2020</i>. https://asean.org/wp-content/uploads/2012/05/ASEAN_Tourism_Marketing_Strategy_2017-2020.pdf</p> <p>McKinsey & Company (2015). <i>Winning strategies for emerging markets in Asia</i>. https://www.mckinsey.com/business-functions/operations/our-insights/winning-strategies-for-emerging-markets-in-asia#</p> <p>Tanpipat, W., Lim, H. W., & Deng, X. (2021). Implementing remote working policy in corporate offices in Thailand: Strategic facility management perspective. <i>Sustainability</i>, 13(3). https://doi.org/10.3390/su13031284</p> <p>Wailersak, N. (2020). Women in business and management in Thailand: Transforming high participation with EEO. <i>Journal of Southeast Asian Economics</i>, 37(2), 163-180.</p>	<p>UNIT 8 Business Practices in Thailand</p>	<p>CLO's Addressed: CLO1 CLO2 CLO4 CLO5</p> <p>MLO's Addressed: MLO2 MLO3 MLO4 MLO11 MLO14 MLO15</p>	<p>Unit 8 Written Assignment:</p> <p>Tourism in Thailand is a huge business with even the government creating large marketing campaigns. For this assignment, you will review the marketing strategies of former campaigns and then create a blog post that showcases one element of Thailand that would be a good marketing strategy. You may choose any topic such as education, healthcare, spirituality, business, or more. Within the post, you will need to use scholarly sources that will give credibility to your work and relevant facts and figures.</p> <p>You will post your document into your preferred blog platform. In your blog post, you should also include appropriate visuals to support your thoughts and perceptions of the course content. You may add stock photos now and possibly adapt these with your own photos once you are in country. You will need to add your new blog post to your blog that you created in Unit 4.</p> <p>Due no later than Sunday, 11:59pm, CST</p>	<p>Written Assignment Rubric, 20 points</p>

Module / Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
<p>Module 5</p>	<p>IOM Un Migration. <i>World Migration Report</i>. https://www.un.org/sites/un2.un.org/files/wmr_2020.pdf <i>*Notes: Students are not required to read the entire document and will only need to read pages 68-78)</i></p> <p>World Atlas (n.d.). <i>Largest ethnic groups in Thailand</i>. https://www.worldatlas.com/articles/largest-ethnic-groups-in-thailand.html</p> <p>Research the below links to locate relevant articles for your presentation:</p> <p>Hmong studies:</p> <ul style="list-style-type: none"> https://www.hmongstudiesjournal.org/hsj-volume-222020.html 	<p>UNIT 9 Indigenous groups in Thailand</p>	<p>CLO's Addressed: CLO1 CLO3 CLO4 CLO5 CLO8</p> <p>MLO's Addressed: MLO2 MLO3 MLO7 MLO8 MLO9 MLO12 MLO13 MLO15 MLO20 MLO21</p>	<p>Pre-Departure Orientation 2 – REQUIRED ATTENDANCE Zoom information will be provided via a course announcement and email. This meeting will include an overview of health and safety information.</p> <p>Unit 9 Discussion:</p> <p>Thailand is rich in culture including multiple indigenous groups. Research the indigenous groups located in Thailand and choose one to focus on for this assignment. Then, create a presentation that showcases that group to include their culture, history, status within Thailand, health, education, etc. Provide graphics and citations to support your ideas.</p> <p>Create a video of yourself presenting your research using Canvas Studios, Zoom, or another video recording platform. Then, post your recording in the discussion forum. Your presentation should be between 5 and 8 minutes long and include appropriate visuals.</p> <p>Review your peer’s videos and compare and contrast the varying groups. Provide substantive feedback to each other.</p> <p>Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST</p>	<p>20 points if you attend, 0 points if you do not attend</p> <p>Discussion Rubric, 20 points</p>

Module / Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
	<ul style="list-style-type: none"> http://www.hmonglibrary.org/hmong-studies-virtual-library.html https://ethnomed.org/culture/hmong/ <p>Khmer Studies:</p> <ul style="list-style-type: none"> https://khmerstudies.org/ <p>Karen Information:</p> <ul style="list-style-type: none"> https://ethnomed.org/culture/karen/ <p>Immigrant Stories:</p> <ul style="list-style-type: none"> https://immigrants.mndigital.org/index.php/items/browse?advanced%5B0%5D%5Belement_id%5D=55&advanced%5B0%5D%5Btype%5D=is+exactly&advanced%5B0%5D%5Bterms%5D=Thailand 	<p>UNIT 10 Migration into and out of Thailand</p>	<p>CLO's Addressed:</p> <p>CLO1 CLO2 CLO5 CLO6 CLO7 CLO8</p> <p>MLO's Addressed:</p> <p>MLO2 MLO3 MLO4 MLO6 MLO12 MLO15 MLO14 MLO18 MLO19 MLO20</p>	<p>Unit 10:</p> <p>Review the immigrant stories of those who went to Thailand or left and arrived in the US. Were you surprised by these stories, or were you already aware of the struggles that many immigrants to the US have been through? What does immigration look like in your city or region? Are there specific cultures that have settled there such as we see in Minnesota from Southeast Asia?</p> <p>Research the status of immigrants in your local area. Write a two-page, double-spaced, paper inclusive of tables or charts to highlight those groups and how many settled in your city/state. You may include school data or other government statistics to support the information included in your document.</p> <p>This assignment should be submitted as a Word assignment but also added to your digital journal.</p> <p>Due no later than Sunday, 11:59pm, CST</p>	<p>Journal Rubric, 20 points</p>

<p>Module 6</p>	<p>California State University Northridge (n.d.). <i>Why service learning is important</i>. https://www.csun.edu/undergraduate-studies/community-engagement/why-service-learning-important</p> <p>Choi, A. S. (2014). What Americans can learn about food from other cultures. <i>Ted</i>. https://ideas.ted.com/what-americans-can-learn-from-other-food-cultures/</p> <p>Dinh, M. (2018). The globalization of food: How cuisine represents cultural change. <i>Local Cultures / Global Forces 2018</i>. https://localculturesglobalforces2018.web.unc.edu/2018/04/the-globalization-of-food-how-cuisine-represents-cultural-change/</p> <p>Explained with Maps (2015, January 2). <i>The globalization of food</i>. [Video File]. YouTube. https://www.youtube.com/watch?v=VeCTvy-1Gc8</p> <p>Guendelman, M. D., Cheryan, S., & Monin, B. (2011). Fitting In but Getting Fat: Identity Threat and Dietary Choices Among U.S. Immigrant Groups. <i>Psychological Science</i>, 22(7), 959–967. https://doi.org/10.1177/0956797611411585</p> <p>Watanasin, R. (2020). Central Thai Food Culture and Acculturation During World War ii and the Vietnam War. <i>Manusya: Journal of Humanities</i>, 23(2), 205–223. https://doi.org/10.1163/26659077-02302004</p>	<p>UNIT 11 Cultural Foods</p>	<p>CLO's Addressed: CLO1 CLO2 CLO2 CLO4 CLO5 CLO6 CLO8</p> <p>MLO's Addressed: MLO2 MLO3 MLO6 MLO4 MLO5 MLO9 MLO10 MLO12 MLO16 MLO21</p>	<p>Unit 11 Discussion: Cultural Foods</p> <p>We all eat and share foods with our family but often overlook the history and cultural background of what, and even when and how we eat. After reviewing the articles and videos about the globalization of food, self-reflect on your own food culture.</p> <p>Think of one recipe that is a part of your family and represents you. Then, create a blog post that includes the recipe and photographs (if you have one you have made that is great but if not, then stock photos are fine). Explain the cultural significance of this recipe, and how it represents you and your cultural background. Share this blog post in the discussion.</p> <p>Note that we will have a Thai cooking class when in-country and of course eat many Thai foods. For your final Capstone project (the full blog), you can add in pictures and reflections of Thai food to this recipe blog post as a comparison of cultural foods.</p> <p>Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST</p>	<p>Discussion Rubric, 20 points</p>
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Module / Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
	<p>Beaman, A., & Davidson, P. M. (2020). Global service-learning and COVID-19. What the future might look like? <i>Journal of Clinical Nursing</i>, 10(29), 3607-3608.</p> <p>Currie-Muelle, J. L., & Littlefield, R. S. (2018). Embracing service-learning opportunities: Student perceptions of service-learning as an aid to effectively learn course material. <i>Journal of the Scholarship of Teaching and Learning</i>, 18(1), 25-42. https://files.eric.ed.gov/fulltext/EJ1169934.pdf</p> <p>Gomez-Estern, B. M., Arias-Sánchez, S., Macarro, M. J. M., Romero, M. R., C., & Lozano, V. M. (2021). Does service learning make a difference? Comparing students' valuations in service learning and non-service learning teaching of psychology? <i>Studies in Higher Education</i>, 46(7), 1395-1405. https://doi.org/10.1080/03075079.2019.1675622</p> <p>Sharp, L. (2014). Americans serving communities gain well-being edge. <i>Gallup</i>. https://news.gallup.com/poll/174785/americans-serving-communities-gain-edge.aspx?utm_source=add_this&utm_medium=addthis.com&utm_campaign=sharing#U-pK7uNhqns.twitter</p>	<p>UNIT 12 Service-Learning</p>	<p>CLO's Addressed: CLO1 CLO2 CLO4 CLO5 CLO6 CLO7</p> <p>MLO's Addressed: MLO2 MLO3 MLO4 MLO5 MLO9 MLO10 MLO12 MLO16 MLO17 MLO21</p>	<p>Unit 11: Service-Learning</p> <p>We will be involved in a service-learning project while in Thailand. Having these experiences has been shown to raise our happiness scores because giving back and helping others has been found to increase our well-being.</p> <p>In your digital journal, reflect on your prior volunteer or service-learning experiences. How did these experiences impact you? What were the major take-always you experienced from these experiences? What goals do you have for personal growth in this area?</p> <p>Review the NGO we will be working with in Thailand and identify goals from that experience as well. Then, after we complete our in-country service-learning activity, you will need to revisit this journal post and self-review your expectations of service-learning and how they were met or not met.</p> <p>Submit your journal link in the assignment area.</p> <p>Due no later than Sunday, 11:59pm, CST</p>	<p>Journal Rubric, 20 points</p>

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Module / Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
<p>Module 7</p>	<p>Guo, Q. (2019). Competency in globalization and intercultural communication. In V. H. Kenon & S. V. Palsole (Eds.), <i>The Wiley Handbook of Global Workplace Learning</i> (pp. 277-299). Wiley.</p> <p>Kohli, T., & Haskollar, E. (2020). Variables impacting intercultural competence: A systematic literature review. <i>Journal of Intercultural Communication Research</i>, 49(4), 346-371. https://doi.org/10.1080/17475759.2020.1771751</p> <p>Maharaja, G. (2018). The impact of study abroad on college students' intercultural competence and personal development. <i>International Research and Review</i>, 7(2), 1-24. https://files.eric.ed.gov/fulltext/EJ1188735.pdf</p> <p>Wolff, F., & Borzikowsky, C. (2018). Intercultural competency by international experiences? An investigation of the impact of educational stays abroad on intercultural competence and its facets. <i>Journal of Cross-Cultural Psychology</i>, 49(3), 488-514. https://doi.org/10.1177%2F0022022118754721</p>	<p>UNIT 13 Travel Abroad Schedule and Expectations</p>	<p>CLO's Addressed: Addresses all CLOs</p> <p>MLO's Addressed: Addresses all MLOs</p>	<p>Unit 13 Discussion: Cultural Competence This discussion will take place during in-country debriefing sessions.</p> <p>While in-country, we will hold debriefing sessions each day. During these sessions, we will engage in a robust discussion about the below topics.</p> <ul style="list-style-type: none"> • What are your reactions and thoughts about your experiences in Thailand? • How have these experiences impacted your global mindset? • How has the course and in-country experiences impacted your goals in becoming a culturally competent practitioner? • How will your study abroad experiences support your academic, professional, and personal goals? • How did you previously interact in situations where cultural dissonance occurred? • How have your interactional approaches differed as a result of our in-country experiences? 	<p>Discussion Rubric, 20 points</p>

Module / Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
		<p>UNIT 14 Travel Abroad Schedule and Expectations</p>	<p>CLO's Addressed: Addresses all CLOs</p> <p>MLO's Addressed: Addresses all MLOs</p>	<p>Complete Post-Survey: Global Perspectives Inventory (GPI): log information will be sent to you via email. Due one-week post travel</p> <p>In-Country Attendance & Engagement</p> <p>Professional Comportment</p> <p>Unit 14 Capstone Assignment Project: Land of Smiles Blog (160 points).</p> <p>During this course, you created multiple blog posts. For this capstone project, you will be reviewing your prior blog posts and updating them to include your own photographs to replace stock ones (where appropriate or if you have them available) and revise your posts to reflect your gained knowledge after being in-country.</p> <p>Your final blog post will be a reflection of your overall experiences. Review your journal posts and the ideas you shared in the debriefing sessions while in-country.</p> <p>Due two weeks post travel.</p>	<p>20 points if completed on time, 0 if late.</p> <p>Rubric, 200 points</p> <p>Rubric, 80 points.</p> <p>Capstone Rubric, 160 points</p>

Appendix A – Tentative Itinerary

Students who need ADA assistance should review the information and resources at [Accessibility Accommodations](#) Please fill out the [ADA Abroad Form](#) and email it to accommodations@thechicagoschool.edu

Date	Activity / Note for Exertion Level	Location
Day 1 December 7, 2022	<ul style="list-style-type: none"> • Arrive to Bangkok, Thailand • Group Orientation • Welcome Dinner <p>Exertion Level 1: After their flight, students will commute by taxi to the hotel.</p>	Bangkok, Thailand
Day 2 December 8, 2022	<ul style="list-style-type: none"> • Educational Technology Company Visit • Flower Market Visit including Wat Pho • Thai Cooking Class includes dinner <p>Exertion Level 2: The visits to the educational technology company and tours will include various intervals of walking for the majority of the activities.</p>	Bangkok, Thailand
Day 3 December 9, 2022	<ul style="list-style-type: none"> • Visit to Mindfulness/Wellness Center • Travel to Hua Hin <p>Exertion Level 2: The visit to the mindfulness/wellness center will include various intervals of walking and commuting by shuttle. There will also be a shuttle ride to Hua Hin scheduled for the afternoon.</p>	Bangkok, Thailand
Day 4 December 10, 2022	<ul style="list-style-type: none"> • Khao Luang Cave • Kaeng Krachan National Park <p>Exertion Level 2: Students will experience various intervals of walking for the majority of the day and may need to walk upstairs. There may be slight hills and unpaved paths in some areas.</p>	Hua Hin, Thailand
Day 5 December 11, 2022	<ul style="list-style-type: none"> • Travel to Chiang Mai • City Tour • Night Market <p>Exertion Level 2: Students will experience various intervals of walking for the majority of the activities. There may be slight hills and unpaved paths in some areas.</p>	Chiang Mai, Thailand
Day 6 December 12, 2022	<ul style="list-style-type: none"> • Service Learning <p>Exertion Level 2: The service-learning activity will include various intervals of walking and commuting by shuttle. There may be stairs, slight hills, and unpaved paths in some areas.</p>	Chiang Mai, Thailand
Day 7 December 13, 2022	<ul style="list-style-type: none"> • Visit to Elephant Jungle Sanctuary 	Chiang Mai, Thailand

	Exertion Level 2: The elephant jungle sanctuary visit will include various intervals of walking and commuting by shuttle. There may be stairs, slight hills, and unpaved paths in some areas.	
Day 8 December 14, 2022	<ul style="list-style-type: none"> • University Visit • Farewell Dinner Exertion Level 2: The university visit will include various intervals of walking and commuting by shuttle. There may be stairs, slight hills, and unpaved paths in some areas.	Chiang Mai, Thailand
Day 9 December 15, 2022	<ul style="list-style-type: none"> • Hotel breakfast and check out. • Transfer to airport and departure. Exertion Level 1: The commute to the airport is via shuttle.	Chiang Mai, Thailand

Appendix B - Assignment Rubric- In Country Attendance & Engagement

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Attendance	Unexcused absences from required in-country activities. More than several occasions are not punctual. Requires many prompts or reminders and creates inexcusable delays for program. 0-60 points	Attends all required in-country activities. One occasion is not punctual. Requires some prompts or reminders. 60-79 points	Punctual and completely attends all required in-country activities without few prompts or reminders. 80-99 points	Punctual and completely attends all required in-country activities without any prompts or reminders- exhibits complete self-reliance. 100 points
Participation & Engagement	Does not prepare in advance for activities; does not actively listen, is distracted during program; does not contribute or advance knowledge of activity; does not engage with faculty and in-country partners. 0-60 points	Prepares in advance for a few activities; occasionally listens actively; during activities is present and occasionally engages and participates. 60-79 points	Prepares in advance for most activities; actively listens for most of program; contributes some knowledge to activity; professionally engages with faculty and in-country partners. 80-99 points	Fully prepares in advance for activities; actively listens throughout duration of program; contributes and advances knowledge of activity in respectful and appropriate manner; professionally engages with faculty and in-country partners. 100 points
Total				200 total points

Appendix C - Assignment Rubric- Professional Behavior & Compartment

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Professional Behavior and Compartment	Demonstrates unprofessional behavior or compartment during program and/or in more than one interaction with students, faculty, administrators or any in-country partners. 0-19 points	Demonstrates expected professional behavior and compartment for most of program and in almost all interactions with students, faculty, administrators and all in-country partners. 20-49 points	Demonstrates expected professional behavior and compartment for entire duration of program and in all interactions with students, faculty, administrators and all in-country partners. 50-79 points	Demonstrates exemplary and model professional behavior and compartment for entire duration of program and in all interactions with students, faculty, administrators and all in-country partners. 80 points
Total				80 total points

Appendix D - Assignment Rubric- Discussion Forum

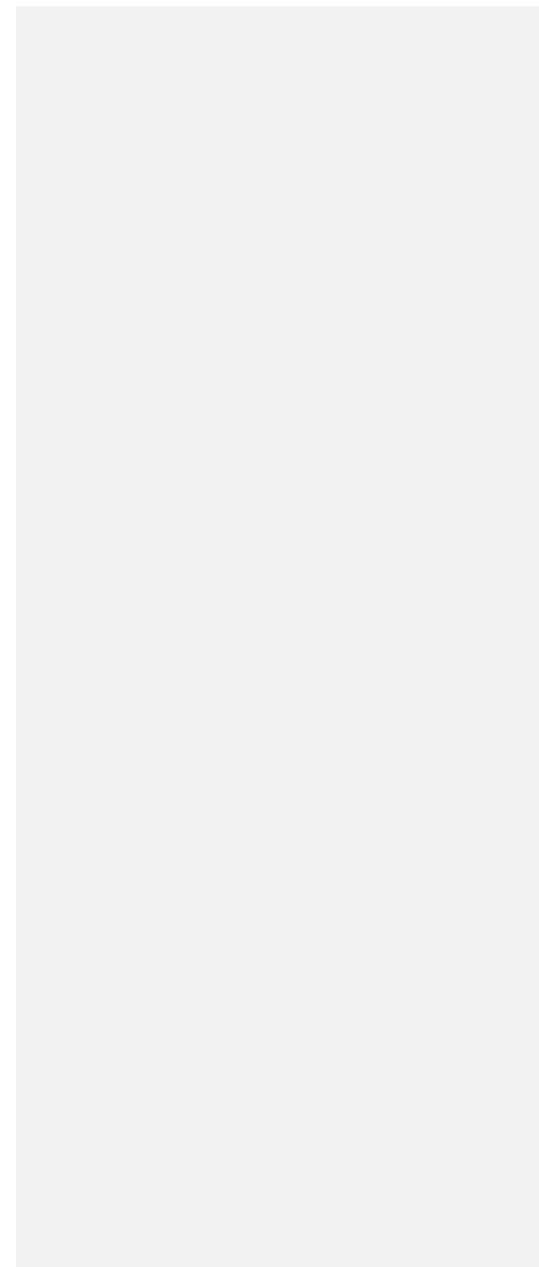
Criteria	Performance				Points
	Needs Improvement	Adequate	Good	Exemplary	
<p>Initial Post:</p> <p>Demonstration of quality content and integration of course material</p>	<p>The initial discussion post exhibits a statement that is partially or fully incorrect, or doesn't answer the main discussion question(s). The post is not backed by the assigned readings or another source, and does not stimulate further discussion as evidenced by responses from colleagues.</p> <p>0-2 points</p>	<p>The initial discussion post exhibits a statement which answers or partially answers the main discussion question(s). However, the answer <u>doesn't demonstrate</u> two of the following:</p> <ul style="list-style-type: none"> • A substantive statement including citations from the assigned readings • At least 1 additional scholarly source • Stimulates further discussion as evidenced by responses from colleagues <p>3-4 points</p>	<p>The initial discussion post exhibits a statement which answers the main discussion question(s). However, the answer <u>doesn't demonstrate</u> one of the following:</p> <ul style="list-style-type: none"> • A substantive statement including citations from the assigned readings • At least 1 additional scholarly source • Stimulates further discussion as evidenced by responses from colleagues <p>5 points</p>	<p>The initial discussion post exhibits a strong statement which answers the main discussion question(s), and demonstrates all of the following:</p> <ul style="list-style-type: none"> • A substantive statement including citations from the assigned readings • At least 1 additional scholarly source • Stimulates further discussion as evidenced by responses from colleagues <p>6 points</p>	6 points maximum
<p>Participation:</p> <p>Feedback to class colleagues throughout the week</p>	<p>The student did not give feedback to a minimum of two class colleagues' initial posts, <u>or</u> the feedback given constitutes simple agreement, <u>or</u> was posted late Saturday and/or Sunday – too late in the week to have an impact.</p> <p>0-2 points</p>	<p>The student's feedback to two or three class colleagues' initial posts do not address the posts adequately, rely mostly on sharing personal opinion, are not supported by readings or other facts, or do not challenge/invite other participants to further explore the topic.</p> <p>3-4 points</p>	<p>The student provides feedback to three class colleagues' initial posts. The feedback posts exhibit solid answers that include citations from the assigned readings and/or other scholarly source(s), and challenge/invite other participants to further explore the topic.</p> <p>5 points</p>	<p>The student provides detailed feedback to three or more class colleagues' initial posts. The feedback addresses the class colleagues' initial posts, include citations from the assigned readings and/or other scholarly source(s), and challenges/invites other participants to further explore the topic.</p> <p>6 points</p>	6 points maximum
<p>Participation:</p> <p>In one's own initial post in the discussion thread</p>	<p>Student does not adequately provide evidence of participating in their initial post discussion thread throughout the week.</p> <p>0-2 points</p>	<p>Student responses show attention to feedback received but are not substantive. In addition, most replies were posted late in the week (Saturday night or Sunday).</p> <p>3-4 points</p>	<p>Student responds to all feedback received on student's initial post and responds to instructor's feedback to initial post.</p> <p>Responses are proficient but not as robust or substantive.</p> <p>5 points</p>	<p>Student participates in their initial post discussion thread at least (3) separate days of the week.</p> <p>Student writes substantial responses to all feedback received on student's initial post and responds to instructor's feedback to initial post.</p> <p>6 points</p>	6 points maximum

<p>Academic Writing:</p> <p>Adherence to APA style, spelling and grammar, and consistent with standards of discipline</p>	<p>Poor or no attention to structure and form of APA style for in-text citations and references in the initial post.</p> <p>Repetitive errors in grammar, and/or the writing style was disorganized or casual.</p> <p>0 points</p>	<p>Basic structure of APA followed with multiple errors and/or missing in-text citations and references.</p> <p>3 or more errors in grammar, and/or the writing style is casual or lacks a professional approach.</p> <p>0.5 point</p>	<p>Basic structure of APA followed with no more than one error in in-text citations and references.</p> <p>2 or more errors in grammar; writing style is generally adequate.</p> <p>1 point</p>	<p>Basic structure of APA followed with no more than 1 error in in-text citations and references. No errors in grammar, and the writing style is highly professional, respectful and reflective of departmental standards in writing style.</p> <p>2 points</p>	<p>2 points maximum</p>
Total					20 points maximum

Appendix E – Academic Blog Rubric

	Below Expectations	Approaching Expectations	Meets Expectations	Above Expectations	Points
Length	<p>25 page; 1 minute of video; combination of writing/video to meet criteria above.</p> <p>0-1 point</p>	<p>5 page; 2 minutes of video; combination of writing/video to meet criteria above.</p> <p>2-3 points</p>	<p>75 page; 3 minutes of video; combination of writing/video to meet criteria above.</p> <p>4 points</p>	<p>1 page or more; 4 minutes of video or more; combination of writing/video to meet criteria above.</p> <p>5 points</p>	<p>5 points maximum</p>
Content	<p>Blog entry has notes (any format) that show less than 50% reading, viewing, and reflection of readings and videos in the module.</p> <p>0-3 points</p>	<p>Blog entry has notes (any format) that shows basic reading, viewing, and reflection for at least 50-75% of readings and videos in the module.</p> <p>4-6 points</p>	<p>Blog entry has notes (any format) that show basic reading, viewing, and reflection for every reading and video in the module.</p> <p>7-9 points</p>	<p>Blog entry has notes (any format) that show thorough reading, viewing, and reflection for every reading and video in the module.</p> <p>10 points</p>	<p>10 points maximum</p>
Sharing and Participation	<p>The student did not give feedback to a minimum of one colleagues' initial posts, or the feedback given constitutes simple agreement, or was posted late Saturday and/or Sunday – too late in the week to have an impact.</p> <p>0-1 points</p>	<p>The student's feedback to one or two colleagues' initial posts do not address the posts adequately, rely mostly on sharing personal opinion, are not supported by readings or other facts, or do not challenge/invite other participants to further explore the topic.</p> <p>2-3 points</p>	<p>The student provides feedback to two colleagues' initial posts. The feedback posts exhibit solid answers that include citations from the assigned readings and/or other scholarly source(s), and challenge/invite other participants to further explore the topic.</p> <p>4 points</p>	<p>The student provides detailed feedback to two or more colleagues' initial posts. The feedback addresses the class colleagues' initial posts, include citations from the assigned readings and/or other scholarly source(s), and challenges/invites other participants to further explore the topic.</p> <p>5 points</p>	<p>5 points maximum</p>

	Total 20 points
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Appendix F – Online Journal Rubric

	Below Expectations	Approaching Expectations	Meets Expectations	Above Expectations	Points
Length	25 page or less of writing to meet criteria above. 0-1 point	5 page of writing to meet criteria above. 2-3 points	.75 page of writing to meet criteria above. 4 points	1 page or more of writing to meet criteria above. 5 points	5 points maximum
Content	Reflections show very little evidence of understanding course content knowledge, or application of content within course framework. 0-3 points	Reflections demonstrate basic understanding of course content knowledge and application of content within course content framework. 4-6 points	Reflections significantly demonstrate understanding of course content knowledge and application of course content within course framework. 7-9 points	Reflections significantly demonstrate understanding of course content knowledge and application of course content within course framework. 10 points	10 points maximum
Writing Mechanics	Reflections are written using grammatically incorrect sentences and/or have 5 or more spelling errors. 0-1 points	Reflections have one or more grammatically incorrect sentences and/or 3-4 spelling errors. 2-3 points	Reflections contain grammatically correct sentences with 1-2 spelling errors. 4 points	Reflections contain grammatically correct sentences without any spelling errors. 5 points	5 points maximum
Total					20 points

Appendix G - Assignment Rubric- Capstone Project

	Below Expectations	Approaching Expectations	Meets Expectations	Above Expectations	Points
Length	1 page or more; 4 minutes of video; combination of writing/video to meet criteria above. 0 - 9 points	2 pages or more; 8 minutes of video; combination of writing/video to meet criteria above. 19 – 10 points	3 pages or more; 12 minutes of video; combination of writing/video to meet criteria above. 20 – 29 points	4 pages or more; 16 minutes of video; combination of writing/video to meet criteria above. 30 - 40 points 0-1 points	40 points maximum
Content	Journal entry has notes (any format) that show less than 50% criterion stated in the capstone project.	Journal entry has notes (any format) that shows basic reading, viewing, and reflection for at least 50-75% of the criterion stated in the capstone project. 19 – 10 points	Journal entry has notes (any format) that show basic reading, viewing, and reflection for every criterion stated in the capstone project. 20 – 29 points	Journal entry has notes (any format) that show thorough reading, viewing, and reflection for every criterion stated in the capstone project. 30 - 40 points	40 points maximum
Reflection	The student did not give feedback to a minimum of one colleagues' initial post, <u>or</u> the feedback given constitutes simple agreement, <u>or</u> was posted late Saturday and/or Sunday – too late in the week to have an impact. 0 - 9 points	The student's feedback to one or two colleagues' initial posts do not address the posts adequately, rely mostly on sharing personal opinion, are not supported by readings or other facts, or do not challenge/invite other participants to further explore the topic. 19 – 10 points 0 – 29 points	The student provides feedback to two colleagues' initial posts. The feedback posts exhibit solid answers that include citations from the assigned readings and/or other scholarly source(s), and challenge/invite other participants to further explore the topic. 20 – 29 points	The student provides detailed feedback to two or more colleagues' initial posts. The feedback addresses the class colleagues' initial posts, include citations from the assigned readings and/or other scholarly source(s), and challenges/invites other participants to further explore the topic. 30 - 40 points	40 points maximum

Project Design	Only one form of media is used. Project design is not engaging and does not add value to the student's capstone project.	Different forms of writing, videos, still photos, and any additional media is leveraged. Design is engaging. 9 – 10 points	Different forms of writing, videos, still photos, and any additional media is leveraged. Design is engaging and partially adds value and insight into the student's capstone project. 20 – 29 points	Blog is engaging in design. A combination of writing, videos, still photos, and any additional media are leveraged in a meaningful way that add value and insight into the student's capstone project. 30 - 40 points	40 points maximum
	0 - 9 points				
Total					160 points

Please refer to "Syllabus Part 2: Policies" for additional important information. Click the link below to access.

[CLICK HERE FOR SYLLABUS PART 2: POLICIES](#)

Student Academic Supports and Resources

STUDENT PORTAL FOR UNIVERSITY RESOURCES

my.thechicagoschool.edu

The student portal is a place where you can find quick links to the below resources in one place.

ACADEMIC CATALOG AND STUDENT HANDBOOK

<http://catalog.thechicagoschool.edu/>

BOOKSTORE

Access to the bookstore is found at: <http://thechicagoschool.textbookx.com>.

CANVAS SUPPORT

If you need help accessing your course and materials in the Canvas system, the following resources may be of assistance:

- 1) Search the Canvas Guides which have a plethora of detailed videos, step-by-step instructions, and links: <http://guides.instructure.com/>
- 2) Access the community user boards and discussions.
- 3) Ask HelpDesk:
 - a. Submit a ticket with your question or issue by filling out the form provided in the course.
 - b. Contact the Help Desk by phone: 855-745-8169
 - c. Have a live IM chat with a HelpDesk representative.

IT SUPPORT

Students may contact HelpDesk by:

Phone: (800) 747-8367

Email: helpdesk@tcsedsystem.edu

Website: <http://helpdesk.tcsedsystem.edu>

Hours

	Pacific time	Central time	Eastern time
Weekdays	5:00 am to 7:00 pm	7:00 am to 9:00 pm	8:00 am to 10:00 pm
Weekend	7:00 am to 3:00 pm	9:00 am to 5:00 pm	10:00 am to 6:00 pm

If you submit an email or leave a voicemail afterhours, the Help Desk will reply the next day. The Canvas Help Desk and the self-service [password reset](#) portal are available 24 hours a day.

LIBRARY RESOURCES

Access to The Chicago School Library and additional resources is found at each of the homepages for the Campus libraries:

- Chicago (and Online campus): <http://chi.librarypass.org/>
- Southern California (and Online campus): <http://la.librarypass.org/>
- Washington DC (and Online campus): <http://dc.librarypass.org/>

Online campus students may use any of these resources. Patrons can access articles via the Search our Databases portal or search for books, test kits, and videos via the Search our Catalog portal.

WRITING CENTER**A. MA and Doctoral students:**

Please submit your paper for feedback via the Graduate Student Success Program (GSSP), our resource hub in Canvas. The process is described in [Module 3 of the GSSP](#). All new students are automatically enrolled in the GSSP, but if for some reason you don't have access to the site, please contact writing@thechicagoschool.edu for assistance.

B. BA students:

Please submit your paper for feedback to writing@thechicagoschool.edu. Specify that you are a BA student. Email us all relevant instructions provided by your teacher.

C. APA Style Hotline:

Email your question to writing@thechicagoschool.edu and expect a reply within several hours.

ONLINE RESOURCES

- [The Ultimate Academic Writing Guide \(Inspired by 37 Top Universities\)](#)
- [Harvard's Writing Center](#)
- [Purdue OWL's General Writing Resources](#)
- [University of Northern Iowa's Dr. Grammar](#)
- [Hamilton College's Seven Deadly Sins of Writing](#)
- [TCSPP's CAE Academic and Professional Writing Resources](#)
- [Dartmouth's Institute for Writing Rhetoric](#)
- [The Elements of Style](#)
- [Oxford Dictionaries' Better Writing](#)
- [Plagiarism on Campus](#)
- [Grammar Girl](#)
- [Guide to Grammar & Writing](#)