

Online Course Syllabus

AB583SA Special Topics: Combatting Disability Stigma and Promoting Inclusivity

3 Credit Hours

Summer Semester 2022

Course Introduction

Instructor:	Rocco Catrone, PhD, BCBA-D
Course Meeting Day/Time:	<i>To be determined</i>
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Course Website:	See Canvas

Official Course Description

“Just because a behavioral program works to increase repertoires that are “socially significant” doesn’t mean that they are serving the individual in the way they would like to be supported.”

This course will help students examine what “disables” someone and how therapeutic approaches, although well-intentioned, may be involuntarily promoting an ideology of less-disabled as “good” and being “disabled” as not desirable. Through academic reading and activities, hearing directly from individuals identifying as having disabilities throughout the course, and examining how cultural factors change the perception of what is socially appropriate for an individual, students will learn how to be more inclusive practitioners. At the end of the semester, we will be travelling to Italy to gain first-hand experience in ways to combat ableism and promote inclusivity in an environment where the students may not know the language or culture. We will observe and volunteer at various organizations in Perugia, Florence and Rome, that promote equity and inclusion for individuals identifying as having disabilities.

his class will be taught in English. No understanding of Italian will be required as our translator and professor will facilitate all interactions abroad. T

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.

- PLO-2: Evaluate the impact of diversity issues on individuals and society (as a whole in domestic or international settings,) and demonstrate sensitivity and competence while working with diverse populations.
By the end of this course, students will be able to...
 - CLO1: Demonstrate knowledge of the world-view of the local culture within the context of Behavior-Analytic Work.
 - MLO1: Compare and contrast disability etiquette approaches in both the United States and in Italy.
 - MLO2: Review perspectives, approaches, and supports available for people with disabilities in Italy.
 - CLO2: Analyze differences between host culture and own culture.
 - MLO3: Analyze and compare inclusive programming between the US and Italy through volunteer and journal experience.

- MLO4: Critically evaluate disability models and how these compare onto Italian versus US cultural practices.
- CLO3: Examine global perspective in relation to their professional and academic goals.
 - MLO5: Compare behavior-analytic services in the United States and in Italy
 - MLO6: Critically evaluate inclusive practices in local and international contexts.
 - MLO7: Break down ableist practices towards people with disabilities in order to promote more patient centered clinical care in local and international contexts.
- CLO4: Explain personal, professional and academic impact of their experience abroad.
 - MLO8: Critically examine personal biases and beliefs in the daily volunteer experiences abroad while reflecting on these experiences through conversation and journal entries.
 - MLO9: Critically break down perceptions of stigma towards individuals with disabilities in local and international contexts while building adaptive behaviors to address these biases through the signature assignment.

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.

- PLO-3: Evaluate and resolve ethical dilemmas in accordance with behavior-analytic and psychological ethical guidelines.
By the end of this course, students will be able to...
 - CLO5: Students will engage in professional discourse regarding practices working with people with disabilities
 - MLO10: Engage in taking a stance on hotly debated clinical topics within the fields of disabilities studies, behavior analysis, and psychology.
 - MLO11: Engage in defending a stance on hotly debated research topics within the fields of disabilities studies, behavior analysis, and psychology.
 - CLO6: Students will critically analyze practices that do not honor the individuals when creating programming (therapeutic, professional, or otherwise).
 - MLO12: Apply disability models to ethical scenarios that deny a person access to services due to their disability status.
 - MLO13: Critically analyze how stigma and prejudice contribute to service disparity.
 - MLO14: Critically analyze ableist practices in clinical care and create potential inclusive solutions.
- PLO-4 Establish rapport and communicate effectively with clients, stakeholders, and other professionals.
By the end of this course, students will be able to...
 - CLO7: Students reflect on the words used around disability and how to advocate appropriately for more inclusive language-use.
 - MLO15: Identify, define, and provide examples of disability etiquette considerations when working with a variety of different populations.
 - MLO16: Engage in volunteer opportunities in Italy to gain first-hand experience of supporting individuals outside a role of power (e.g., therapist).
 - MLO17: Doctoral students will create material that is to provide essentially information the public locally or internationally about services, topics, or information relevant to equitable care and support.
 - CLO8: Recognize value of interacting with individuals with backgrounds and/or perspectives different from their own.
 - MLO18: Reflect on the volunteer experiences in Italy as it relates to one's own values through journal entries while abroad.
 - MLO19: Signature assignment to compile and analyze changes in perception over the time of this course and abroad.
 - CLO9: Demonstrate ability to tolerate ambiguity in complicated environments where clear cut answers or standard operating procedures are absent.
 - MLO20: Critically analyzing – using behavior analytic approaches – a situation in which student felt uncomfortable/engaged in perceptions of stigma/bias while abroad and creating solution for future interactions in their signature assignment.

Graduates will be able to integrate scientific research and theory, as broadly defined, to enhance their scholarly and professional endeavors.

- PLO-5 Conduct behavior-analytic research and evaluate behavior-analytic and other psychological research effectively and ethically.
 - By the end of this course, students will be able to...
 - CLO10: Critically examine the benefits and limitations of research as it relates to serving people with disabilities.
 - MLO21: Synthesize the benefits/limitations of articles learned in class compared to articles and resources outside of class to share with the cohort.
 - MLO22: Doctoral students will compile research articles and support resources to share with the public on a local and international level through a final doctoral project.

Professional Practice

Graduates will be able to demonstrate attainment in the areas of competency (as reflected in knowledge, skills and attitudes) required by their area of education and training. Examples include evaluation, intervention, consultation, teaching, and supervision.

- PLO1 - Analyze behavior, design interventions, and evaluate interventions, by applying basic behavioral principles and assessment techniques to effect socially significant behavior change.
 - Please also see CLO6 as it relates to ethical approaches to clinical practices
 - Please also see CLO10 for analysis of benefits/limitations of articles read in the class – many of which are clinical and professional approaches.

Required and Optional Texts and Electronic Reserves

Required Texts

Title	ISBN-13	Publisher's Price
Smart, J. (2015). <i>Disability, society, and the individual</i> (3rd Ed.). Gaithersburg, MD: Aspen	9781416410003	\$68

Required Readings

- Addabbo, T., Sarti, E., & Sciulli, D. (2016). Disability and life satisfaction in Italy. *Applied Research in Quality of Life*, 11(3), 925-954.
- Biglan, A. (2003). Selection by Consequences: One Unifying Principle for a Transdisciplinary Science of Prevention. *Prevention Science*, 4(4).
- Bradshaw, L. (2018). Rules of etiquette-addressing attitudinal barriers through creating etiquette awareness. *TFM Magazine*, 2(15), 60-62.
- Byrnes, Z. (2012). Educational psychologists in the community: Supporting parents of children with Down syndrome through times of transition. *The British Psychological Society*, 29(3), 81-91.
- Catrone, R.G., Koch, D.S. A Behavioral Approach to Increasing Perceptions of Capability Toward People With Disabilities. *Behav. Soc. Iss.* (2021). <https://doi-org.tcsedsystem.idm.oclc.org/10.1007/s42822-021-00059-x>
- Cihon, T. M., Artoni, V., Cavallini, F., & Corsano, P. (2018). Creating and sustaining an international collaboration in behavior analysis. *Behavior and social issues*, 27, 71-90.
- Di Palma, D., Ascione, A., & Peluso Cassese, F. (2017). Management of sports activity and disability in Italy. *Sport Science*, 10, 18-22.
- Dunn, P. A. (2019). Disability in Higher Education: How Ableism Affects Disclosure, Accommodation, and Inclusion. *College English*, 82(2), 226-242.
- Ferrigon, P., & Tucker, K. (2019). Person-First Language vs. Identity-First Language: An examination of the gains and drawbacks of Disability Language in society. *Journal of Teaching Disability Studies*.
- Forber-Pratt, A. J., Mueller, C. O., & Andrews, E. E. (2019). Disability identity and allyship in rehabilitation psychology: Sit, stand, sign, and show up. *Rehabilitation psychology*, 64(2), 119.

- Hancock, C. L., Morgan, C. W., & Holly Jr, J. (2021). Counteracting dysconscious racism and ableism through fieldwork: Applying DisCrit classroom ecology in early childhood personnel preparation. *Topics in Early Childhood Special Education, 41*(1), 45-56.
- Jackson, M. A. (2018). Models of disability and human rights: informing the improvement of built environment accessibility for people with disability at neighborhood scale?. *Laws, 7*(1), 10.
- Keenan, M., Dillenburger, K., Moderato, P., & Röttgers, H. R. (2010). Science for sale in a free market economy: but at what price? ABA and the treatment of autism in Europe. *Behavior and Social Issues, 19*(1), 126-143.
- Lalvani, P. (2015). Disability, stigma and otherness: Perspectives of parents and teachers. *International Journal of Disability, Development and Education, 62*(4), 379-393.
- Lauría, A. (2016). "The Florence Experience": A multimedia and multisensory guidebook for cultural towns inspired by Universal Design approach. *Work, 53*(4), 709-727.
- Lion, K. M., Szcześniak, D., Bulińska, K., Evans, S. B., Evans, S. C., Saibene, F. L., ... & Rymaszewska, J. (2020). Do people with dementia and mild cognitive impairments experience stigma? A cross-cultural investigation between Italy, Poland and the UK. *Aging & mental health, 24*(6), 947-955. DOI: 10.1080/13607863.2019.1577799
- Luiselli, J. K., St. Amand, C. A., MaGee, C., & Speery, J. M. (2008). Group training of applied behavior analysis (ABA): Knowledge competencies to community-based service providers for adults with developmental disabilities. *International Journal of Behavioral Consultation and Therapy, 4*(1).
- Magana, S., Parish, S., Morales, M. A., Li, H., & Fujiura, G. (2016). Racial and ethnic health disparities among people with intellectual and developmental disabilities. *Intellectual and Developmental Disabilities, 54*(3), 161-172.
- Moderato, P. (1998). Psychology around the world. Behavior analysis in Italy. *Mexican Journal of Behavior Analysis, 24*, 67-78.
- Moderato, P. & Presti, G. (2006). Behaviourism and the science of behaviour: Its development in Italy. *International Journal of Psychology, 41*(6), 1-6.
- Retief, M., & Letšosa, R. (2018). Models of disability: A brief overview. *HTS Teologiese Studies/Theological Studies, 74*(1)
- Shyman, E. (2016). The reinforcement of ableism: Normality, the medical model of disability, and humanism in Applied Behavior Analysis and ASD. *Intellectual and Developmental Disabilities, 54*, 366-376. doi: <https://doi.org/10.1352/1934-9556-54.5.366>
- Smart, J. F. (2009). The power of models of disability. *Journal of Rehabilitation, 75*(2), 3-11
- Tilley, E., Walmsky, J., Earle, S., & Atkinson, D. (2012). 'The silence is roaring': Sterilization, reproductive rights and women with intellectual disabilities. *Disability & Society, 27*(3), 413-426.
- Wilson, D., Hayes, S. C., Biglan, A., & Embry, D. (2014). Evolving the future: Toward a science of intentional change. *Behavior & Brain Sciences, 37*, 395-416.

Optional but Recommended Texts and Readings

Title	ISBN-13	Publisher's Price
Annamma, S. A. (2016). <i>DisCrit: Disability studies and critical race theory in education</i> . New York, NY: Teachers College Press	9780807756676	\$45
Wong, A. (Ed.). (2020). <i>Disability visibility: First-person stories from the twenty-first century</i> . Vintage.	9781984899422	\$13

The below readings will be available in Canvas in Modules with relevant topics.

- Acevedo, S. M. (n.d.). Anti-Ableist Glossary of Disability Terms. Retrieved from: <https://reachingvictims.org/wp-content/uploads/2020/07/Anti-Ableist-Glossary-of-Disability-Terms.pdf>
- Arcangeli, L., Bacherini, A., Gaggioli, C., Sannipoli, M., & Balboni, G. (2020). Attitudes of Mainstream and Special-Education Teachers toward Intellectual Disability in Italy: The Relevance of Being Teachers. *International journal of environmental research and public health, 17*(19), 7325.
- Andrews, E. E., Ayers, K. B., Brown, K. S., Dunn, D. S., & Pilarski, C. R. (2020). No body is expendable: Medical rationing and disability justice during the COVID-19 pandemic. *American Psychologist*.
- Annamma, S. A., Ferri, B. A., & Connor, D. J. (2018). Disability critical race theory: Exploring the intersectional lineage, emergence, and potential futures of DisCrit in education. *Review of Research in Education, 42*(1), 46-71.
- Asch, A. (2017). Critical race theory, feminism, and disability: Reflections on social justice and personal identity. In *Disability and Equality Law* (pp. 143-176). Routledge.

- Dirth, T. P., & Branscombe, N. R. (2017). Disability models affect disability policy support through awareness of structural discrimination. *Journal of Social Issues, 73*(2), 413-442.
- Evans, H. D. (2017). Un/covering: Making disability identity legible. *Disability Studies Quarterly, 37*(1).
- Friedman, C. (2018). Aversive ableism: Modern prejudice towards disabled people.
- Gillborn, D. (2015). Intersectionality, critical race theory, and the primacy of racism: Race, class, gender, and disability in education. *Qualitative Inquiry, 21*(3), 277-287.
- Harris, J. E. (2019). The aesthetics of disability. *Columbia Law Review, 119*(4), 895-972.
- Lawson, A., & Beckett, A. E. (2021). The social and human rights models of disability: towards a complementarity thesis. *The International Journal of Human Rights, 25*(2), 348-379
- Manago, B., Davis, J. L., & Goar, C. (2017). Discourse in action: Parents' use of medical and social models to resist disability stigma. *Social Science & Medicine, 184*, 169-177.
- Murcko, D. (2016). An Introductory Online Interactive Training to Disability Etiquette and Protocol to Promote Inclusion.

Weblinks/Videos

- [Person-First vs Identify-First Language](#)
- 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](#)
- Umbra Institute (host program in Perugia, Italy)
 - [Umbra Institute Website](#)
 - [Pre-Departure Guides](#)
 - [Student Life in Perugia](#)
 - [Student Housing](#)
 - [Umbra Institute Videos](#) detailing aspects about the institute and Perugia
- [Video Walking Tour of Perugia, Italy](#)
- *Additional Optional Videos and Podcasts will be posted in Canvas throughout the course in each unit.*

Course Rubric

Learning Outcomes Addressed	Demonstration Level 1	Demonstration Level 2	Demonstration Level 3	Demonstration Level 4
Describe the basic characteristics of behavior analysis, including relevant historical development.	<i>Below 80% accuracy across all course requirements</i>	<i>80-82% accuracy across all course requirements</i>	<i>83-89% accuracy across all course requirements</i>	<i>90-100% accuracy across all course requirements</i>
Define and describe the major concepts of behavior analysis.				
Define and describe the major principles of behavior analysis.				
Understand how the concepts and principles can be used both to interpret complex behavior and to change socially significant behavior.				

Course Schedule, Assignments, and Grading

Note: PLEASE BE RESPECTFUL! We will be reviewing many topics on which people may disagree with each other or have very strong feelings on both sides of an argument. You will be expected to conduct yourself professionally during all interactions with the material and your classmates. Any swearing, belittling, bullying will result in a 0 on that assignment and a referral to the Student Affairs Committee (SAC). Additionally, you will also be expected to be respectful when talking about or referring to people with disabilities (PWDs) especially when referring to people in the media you will engage in. Any ill-will statements, belittling, prejudice, or racism comments will again result in a 0 on that assignment and a referral to SAC. This will be left up to the digression of the professor whether or not your behavior is uncalled for and inappropriate.

Required Assignments

The label of PRE-DEPARTURE are assignments that will be completed before we travel aboard (e.g., online during May and June 2022). ITALY will designate assignments that will be completed while in Italy, and RETURN will designate assignments to be completed once we return from Italy.

- **Initial Individual Meeting – PRE-DEPARTURE** (20pts total for completion)
 - Travelling abroad can be an exciting but stressful time with a lot of moving parts that have to be considered logistically. Additionally, this can be personal scary, especially for folx who have not traveled outside of your home country. Being in an online class make it doubly as difficult given that you do not have direct, consistent contact with your professor or your cohort. As a result, the professor would like to meet with each of you on Zoom at least once throughout the semester to get to know you, your goals for the program, and any hesitations you may have about travelling. *This must be done BEFORE June 14th so we may address concerns you may about travelling abroad.*
 - During the first meeting with your professor, you will go through an [Acceptance and Commitment Therapy \(ACT\) Matrix](#) and an [“Bull’s Eye Activity”](#). These are important to keep the responses to as they will be included in your signature assignment. These will help to identify...
 - ...potential areas of growth you wish to target throughout this semester as it relates to cultural humility, comfort being abroad, and perceptions towards individuals with disabilities.
 - ...values as it relates being a clinician, student, and person.
 - ...potential behaviors that you can do to behavior towards those identified values.
 - ...how closely you are living towards your values.

INITIAL INDIVIDUAL MEETING RUBRIC 20 points	No Points	Partial Points	Full Points
Completing the “Getting to know you” activity BEFORE the meeting with the professor.	<u>0 points</u> Was not completed within allotted time or without proper notification of professor.	<u>1-9 points</u> -1 point for each day late unless accommodation in place or professor and student agreed upon a new time	<u>10 points</u> Completed the form and handed in on the agreed upon time.
Completing the live Zoom meeting with professor.	<u>0 points</u> Meeting was not completed within allotted time or without	<u>1-9 points</u> -1 point for each day late unless accommodation in place or professor and student agreed upon a new time	<u>10 points</u> Meeting was completed on time.

- **Topical Debates – PRE-DEPARTURE** (30 points each)

- Each week, you will be engaging in friendly debate, based on the topic that week, using Kialo (a module is included on how to use Kialo, and you will be able to complete this right in CANVAS). A general statement will be posted, and you can either agree/disagree or give pros/cons to the statement that is there. You will be expected to make one (1) contribution to this debate. These responses need to be complete by 11:59pm CST the day they are due. **KEEP IN MIND that you only have a limited number of characters (letters, punctuation, spaces, etc.) when posting your responses in Kialo. As a result, keep your answers concise and to the point.**

TOPICAL DEBATES RUBRIC 30 points	No Points	Partial Points	Full Points
Initial Post Position <i>Student will clearly state what position they are taking on the presented topic and why.</i>	<u>0 points</u> Position not clearly stated, not position stated (e.g., neutral position)	<u>N/A</u> This position is either stated clearly or not.	<u>10 points</u> Position will be clearly stated (e.g., “I agree with the above statement because...”).
Inclusion of 2 APA-formatted, in-text citations <i>Citations added to support the position taken. Must be done within APA formatting for full points to be received.</i>	<u>0 points</u> Missing both citations.	<u>2.5-7.5 points</u> -5 points for each citation missed (-2.5 for citation, -2.5 as APA formatting will not be there for a missed citation) -2.5 for incorrectly formatted citations.	<u>10 points</u> 2.5 points per citation (needs to be 2 separate citations) – 5 points total 2.5 points for correct in-text APA formatting – 5 points total
Provide Example <i>Students will provide one example that supports that stance taken.</i>	<u>0 points</u> No example provided.	<u>1-9 points</u> Example provided but does not support the position correctly. <i>This is left up to the professor’s discretion to give partial points.</i>	<u>10 points</u> Example must directly relate to

- **Online Activities – PRE-DEPARTURE** (35 points each)

- Students will first find media (video, podcast, blog, set of publicly available materials, etc.) that relates to disabilities and analyze this from a behavior analytic stance based on the prompt given that week. While you are engaging in this material, you will have to create a quality reflection of that material with relevant citations from the readings in previous weeks. A “quality” post will be defined as a synthesis of the material in the media you engaged with along with the readings you had up until that week. This does not include you giving an overview of what happened but rather I would like you to answer each question listed in the discussion using all materials you have available to you. You only must do in-text citations (e.g., “Shyman (2013) stated that... and this relates to the topic because...”).

ONLINE ACTIVITIES RUBRIC 35 points	No Points	Partial Points	Full Points
Link to Material	0 points Link not included.	N/A The link is either present or not present.	5 points Link is included in post.
Quality Post <i>Clearly stating the content of the material seen</i>	0 points Post is not present or does not relate at all to the material that was shared.	1-9 points Post is present but does not meet the full clarity and criteria for a quality post.	10 points See above directions for example of a quality post.
Overview Wordcount <i>Posts be 70-100 words</i>	0 points Post is not present, is 45 words or less, or 125 words or more.	2-8 points -2 points every 5 words over 100 -2 points for every 5 words under 70 words	10 points Posts are no less than 17 words and no more than 100 words.
Inclusion of 2 APA-formatted, in-text citations <i>Citations added to support the position taken. Must be done within APA formatting for full points to be received. At least 2 citations need to be from that unit's readings. Additional resources will not be counted towards this number.</i>	0 points Missing both citations, or missing 2 resources from relevant unit readings.	2.5-7.5 points -5 points for each citation missed (-2.5 for citation, -2.5 as APA formatting will not be there for a missed citation) -2.5 for incorrectly formatted citations.	10 points 2.5 points per citation (needs to be 2 separate citations) – 5 points total 2.5 points for correct in-text APA formatting – 5 points total

• **Journal – ITALY** (8 x 10 points; All of which due by July 20th)

- At several points throughout your experience abroad, you will be expected to reflect on the activities we will be engaging in. This will not only be a chance for you to review and reflect on your reactions, but also a chance to review these activities in terms of accessibility and inclusion for individuals with disabilities. You may do this in any modality that best suits you and your comfort (writing journal, vocal files, etc.) – all material does have to be submitted in Canvas one way or another. If you do handwritten entries, you can take a picture or electronic scan with a phone/tablet/computer and upload. You may also choose to do a media upload (video or audio), you can upload via Canvas (contact your professor for details on how to do this).
- Please see rubric below for each question you will reflect on when completing your journals in reference to the experiences of that day. Not that this will be for completion as this is your chance to reflect without the pressure of being judged for the response you put.

JOURNAL RUBRIC 10 points	No Points	Full Points
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What were your impressions going into the activity? Attend to any biases perceptions going into the activity.	0 points Questions not answered	2 points Question answered
During the activity, how did you react? What were you thinking and was this conflicting with any of your biases or prior impressions? Write down <i>specific</i> moments in which your impressions may have been changed.	0 points Questions not answered	2 points Question answered
In what ways has this experience changed the way you will think/perceive/react? Be specific on actionable steps to address any biases in the future, speaking up/out for others when you see injustice, etc.	0 points Questions not answered	2 points Question answered
What barriers may be present for individuals with disabilities? Keep in mind, there are a variety of disabilities and considerations – go into as much depth as possible.	0 points Questions not answered	2 points Question answered
If an individual with disabilities would like to access this activity, how would you address/limit/eliminate the barriers you mentioned above? Would this be different in the US versus Italy?	0 points Questions not answered	2 points Question answered

- **Signature Assignment – UPON RETURN** (*Check-in 1 x 20pts due June 14th; Full assignment 1 x 150 points Due July 20th*)
 - A major part of cultural humility is understanding and analyzing your own reactions in a thoughtful and intentional way. This project will be the culmination of what you have learned not only in content, but of yourself and your behavior(s) throughout this semester through measurement, activities, and lived experience abroad. You will be creating a report of the various pre/post assessments throughout the semester and compare these scores to the overt behaviors you engage in as it relates to your [professional, clinical, academic, personal] values.
 - *Please see below for full details and expectations of the signature assignment and be sure to use the template provided in Canvas for this assignment. There will be a check in assignment (20 points – either handed in or not) at the end of module 2 where I will give you feedback on your assignment for items only included in*

SIGNATURE ASSIGNMENT RUBRIC <i>150 points</i>	No Points	Partial Points	Full Points
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INITIAL DATA BEFORE ITALY EXPERIENCE			
3 Clarified Values <i>Values reviewed during the initial individual meeting with the professor.</i>	<u>0 points</u> Values missing from assignment.	<u>1.5-7.5 points</u> -1.5 points for missing value titles -1.5 points for missing details about those values -3 for each value below 3 missing	<u>9 points</u> 1.5 points each value – each value title (e.g., what the value is called) is listed. 1.5 points each value – detailing what that each value is clearly
Behaviors of the Value <i>Listing at least 3 behaviors for each value identified</i>	<u>0 points</u> No behaviors listed.	<u>2-14 points</u> -2 points for each behavior missing -3 points if behavior is not operationally defined	<u>15 points</u> 2 points each behavior identified (at least 9 total) 3 points to operationally define each behavior
Initial Bulls-Eye Scores <i>Initial Bulls-eye scores listed for each of the three values identified.</i>	<u>0 points</u> No scores included	<u>1-2 points</u> -1 point for each missing score	<u>3 points</u> 1 point for the score of each value listed
Initial Bulls-Eye Score Reaction <i>Reviewing how close to the values one is living.</i>	<u>0 points</u> No review of scores included or all the responses were under 50 words.	<u>3-6 points</u> -3 points for each reaction not listed -3 points for every 5 words under 50 words	<u>9 points</u> 3 points for the score of each of the three values reviewed (e.g., I received a score of 3 for my value of “Empathy for All” – I had thought that I was closer on this but ...) <i>Each response must be AT LEAST 50 words.</i>
Initial AAQ-S Score <i>Listing out the score for the Acceptance and Action Questionnaire – Stigma as it relates to perceptions of people with disabilities.</i>	<u>0 points</u> The score is not listed.	<u>N/A</u> The singular score is either listed or not listed	<u>1 point</u> The AAQ-S score is listed.
Initial AAQ-S Score Reaction <i>Reviewing reaction to the AAQ-S score.</i>	<u>0 points</u> No review of scores included.	<u>3-6 points</u> -3 points for each reaction not listed -3 points for every 5 words under 50 words	<u>9 points</u> X points for the AAQ-S score reviewed (e.g., “I had thought that I was closer on this, but upon further reflection...”) <i>Each response must be AT LEAST 50 words.</i>
Score Comparison to Values	<u>0 points</u>	<u>3-6 points</u>	<u>9 points</u>

<i>Detail how Bullseye and the AAQ-S scores relate to your listed values.</i>	No review of scores included or response is 90 words or less.	-3 points for every 5 words under 100 words	<i>FULL POINTS – response must be AT LEAST 100 words.</i>
Aspirations for the Italy Course Experience <i>Review the three prompts asked in the template provided on Canvas.</i>	0 points No prompts answered or response is 35 words or less for each prompt.	3-6 points -3 points for each unanswered prompt -3 points for every 5 words under 50 words for each prompt	9 points 3 points for answering each of the below questions in at least 50 words: - What do you hope to learn with the course material before Italy? - What do you hope to learn after being abroad? - Detail a potential worry/hesitation you have about this course (material, travelling abroad, etc.)
AFTER RETURNING FROM ITALY			
Post-Course Bulls-Eye Scores <i>Initial Bull's eye scores listed for each of the three values identified.</i>	0 points No scores included	1-2 points -1 point for each missing score	3 points 1 point for the score of each value listed
Post-Course Bulls-Eye Score Reaction <i>Reviewing how close to the values one is living.</i>	0 points No review of scores included or all of the responses were under 50 words.	3-6 points -3 points for each reaction not listed -3 points for every 5 words under 50 words	9 points 3 points for the score of each of the three values reviewed (e.g., I received a score of 3 for my value of "Empathy for All" – I had thought that I was closer on this but ...) <i>Each response must be AT LEAST 50 words.</i>
Post-Course AAQ-S Score <i>Listing out the score for the Acceptance and Action Questionnaire – Stigma as it relates to perceptions of people with disabilities.</i>	0 points The score is not listed.	N/A The singular score is either listed or not listed	1 point The AAQ-S score is listed.
Post-Course AAQ-S Score Reaction <i>Reviewing reaction to the AAQ-S score.</i>	0 points No review of scores included.	3-6 points -3 points for each reaction not listed -3 points for every 5 words under 50 words	9 points X points for the AAQ-S score reviewed (e.g., "I had thought that I was closer on this, but upon further reflection...") <i>Each response must be AT LEAST 50 words.</i>
Score Comparison toto initial scores	0 points	2-8 points	10 points

<i>Detail how Bulls-Eye and the AAQ-S scores relate to your listed values.</i>	No review of scores included or response is 90 words or less.	-2 points for every 5 words under 100 words	<i>FULL POINTS – response must be AT LEAST 100 words.</i>
<p style="text-align: center;">Challenging Situation Review <i>Review of a challenging situation you met while completing this course.</i></p>	<p style="text-align: center;"><u>0 points</u> No prompts answered or every response is less than 35 words</p>	<p style="text-align: center;"><u>3-6 points</u> -3 points for each unanswered prompt -3 points for every 5 words under 50 words for each prompt</p>	<p style="text-align: center;"><u>9 points</u> 3 points for answering each of the below questions in at least 50 words:</p> <ul style="list-style-type: none"> - What were the events leading up to this instance? - What were your private events/thoughts while this was happening? - What overt behaviors did you engage in?
<p style="text-align: center;">Change Review <i>Review the three prompts asked in the template provided on Canvas.</i></p>	<p style="text-align: center;"><u>0 points</u> No prompts answered or every response is less than 35 words</p>	<p style="text-align: center;"><u>3-15 points</u> -3 points for each unanswered prompt -3 points for every 5 words under 50 words for each prompt</p>	<p style="text-align: center;"><u>18 points</u> 3 points for answering each of the below questions in at least 50 words:</p> <ul style="list-style-type: none"> - Did you learn what you wanted to in this course? - How have you changed throughout this course? Please be specific on the changes made. - List new behaviors you will have added to your repertoire to support individuals ethically and morally with disabilities. - How did others react to you in this instance? - Did this have a favorable outcome? (Both for you and the person/people involved) - What can you do differently in the moment to prepare for an instance like this happening again?

- **DOCTORAL STUDENTS ONLY – Public Support Material – UPON RETURN** (1 x 100 points; Due July 20th)

- As future experts in their respective fields, students will have to hone their craft to stand out in their respective fields. Beyond this, doctoral level practitioners/researchers have a duty to provide quality care and information to the communities that they serve especially when there is a lack of access to appropriate information. This assignment looks to serve as both filling an information gap while also increasing the strengths of students' work portfolios.
- *This assignment will be split up into a 1–2-page overview detailing how you will use this material and then the product itself. Be sure to review each of the rubrics and resources available on Canvas for full details.*
- *In your submission for the assignment on Canvas, please include the 1-2-page overview document in addition to the media you plan to share. This can be done either as a direct upload (e.g., PDF, word, etc.) or a link so the professor may view (link to YouTube page, Google Drive Document, Podcast, etc.).*

PUBLIC SUPPORT MATERIAL OVERVIEW RUBRIC 50 points	No Points	Partial Points	Full Points
Identify Information Disparity <i>Clearly identifying useful information that a community would need and may not have easy access to currently.</i>	0 points Information missing or both information is not clear AND over 275/under 125 words.	1-9 points -1-4 points for clarity of information stated regarding what the student is sharing. <i>This is left up to the professor's discretion to give partial points.</i> -1 point for every 5 words under 150 or over 250 (up to 5 pts deducted maximum)	10 points 5 points for clearly review what the information is included in the materials created. 5 points for keeping the information between 150 and 250 words.
10 References with APA-Formatting <i>In-text citations must match the reference list given in this document and follow citation conventions of APA.</i>	0 points All 10 citations missing (e.g., 0 citations listed)	0.25-9.75 points -1 point for each missed citation -0.5 points for each in-text citation with no reference list item in reference list -0.5 pts for each reference list item that does not have an in-text citation -0.25 for each incorrectly APA-formatted in-text or reference list item citation	10 points 0.5 points for each correctly APA-formatted in-text citation 0.5 points for each correctly APA-formatted reference list item
Social Significance <i>Using the prompts, detail why this information is important.</i>	0 points No prompts answered.	1-8 points -3 points for each prompt not addressed	9 points 3 points for answer each of the three prompts with at least 50 words:

		-3 points for every 5 words under 50 words	<ul style="list-style-type: none"> - Why is this information important to share with the community? - Does this current information contradict other information? (e.g., community-held perceptions) - What are the long-term implications if community members consider/act upon the information you gave them?
<p>Accessibility Considerations <i>List at least 3 ways the material has been made accessible to individuals with a variety of disabilities.</i></p>	<p>0 points No supports labelled or detailed.</p>	<p>1.5-7.5 points</p> <p>-1.5 points for each support label missing</p> <p>-1.5 points for each missing detail on how this support helps</p> <p>-3 points for each missing support item</p>	<p>9 points</p> <p>For each of the three supports you are listing, you must include:</p> <ul style="list-style-type: none"> - 1.5 points for labelling the support - 1.5 points for detailing how you addressed this <p>(e.g., “I used large, highly contrasted font for readers who may be visually impaired can see the material more easily)</p>
<p>Dissemination Plan <i>Details on how this information will be shared with the public.</i></p>	<p>0 points Either all prompts were not answered, or all prompts answered with less than 50 words.</p>	<p>3-9 points</p> <p>-3 points for each prompt not completed/missing</p> <p>-3 points for each prompt that is 50 words or less</p>	<p>12 points</p> <p>3 points each for each of the prompts addressed in at least 50 words below:</p> <ul style="list-style-type: none"> - Detail WHERE this will be posted (community board, Facebook, Instagram, etc.) - Detail how often this will be posted (e.g., once a week for 6 weeks) - Detail how engagement will be tracked (# of likes, shares, calls, etc.) - Detail what criteria will be reached before the post is removed/updated (e.g., “The post will remain up until...”)

PUBLIC SUPPORT MATERIAL MEDIA RUBRIC 50 points total		No Points	Partial Points	Full Points
Title Included <i>All material, in any modality, needs to have a title associated with the material posted</i>		0 points No title included or clearly labelled/said/displayed.	N/A Either title is present or not present.	10 points Title is present and clear to viewers engaging with the material.
Contact Information Included <i>Contact information of the student will be displayed on this material.</i>		0 points Contact information not included or clearly labelled/said/displayed.	N/A Either contact information is present or not present.	10 points Contact information is present and clear to viewers engaging with the material.
MODALITY CHOSEN (PICK ONLY 1) – 30 points Total <i>Each modality to complete this project has different criteria. See below for further detail on each. ALL material covered in the overview should be covered in some form on this material.</i>		No Points	Partial Points	Full Points
Handout <i>An informational material piece that is comprised of mostly words.</i> ***submit as a PDF***	Length <i>Amount of time or words needed.</i>	0 points Either missing or word totals are 200 or less/550 or more.	2-8 points -2 points for every 5 words under 250 or over 500 (up to 10 pts deducted maximum)	10 points Information included must be 250-500 words – no more, no less.
	References/Resources <i>A way to include your references</i>	0 points All 10 citations missing (e.g., 0 citations listed)	0.25-9.75 points -1 point for each missed citation -0.5 points for each in-text citation with no reference list item in reference list -0.5 pts for each reference list item that does not have an in-text citation -0.25 for each incorrectly APA-formatted in-text or reference list item citation	10 points 0.5 points for each correctly APA-formatted in-text citation 0.5 points for each correctly APA-formatted reference list item <i>*If you have additional resources, you should include hyperlinks so that members of the public can add interact/go to the resource you intend.</i>
	Modality-Specific Items <i>Any visual, audio, video, or written considerations.</i>	0 points Either missing the information	2-8 points -1-4 points for missing the main visual. <i>This is left up to the professor's discretion to give partial points.</i>	10 points 4 points for including main visual (graph, flow chart, etc.) that helps to depict your information.

			-1-2 points for each support visual missing or a visual that does not relate to the main visual. <i>This is left up to the professor's discretion to give partial points.</i>	2 points each for 3 additional visuals that support your information. <i>Consult the professor for each of these visuals.</i>
Infographic <i>An information material piece that is comprised of words and visuals.</i> <i>***submit as a PDF, PNG, or JPG***</i>	Length <i>Amount of time or words needed.</i>	0 points Either missing or word totals are 40 or less/310 or more.	2-8 points -2 points for every 5 words under 50 or over 300 (up to 10 pts deducted maximum)	10 points Information included must be 50-300 words – no more, no less.
	References/Resources <i>A way to include your references</i>	0 points All 10 citations missing (e.g., 0 citations listed)	0.25-9.75 points -1 point for each missed citation -0.5 points for each in-text citation with no hyperlink to that article. -0.25 for each incorrectly APA-formatted in-text citation	10 points 0.5 points for each correctly APA-formatted in-text citation 0.5 points to include hyperlinks to each article you use an in-text citation for – <i>only link to the article page on the journal it is published in and NOT the article itself to avoid publishing/copyright violations.</i>
	Modality-Specific Items <i>Any visual, audio, video, or written considerations.</i>	0 points Either missing the information	2-8 points -1-2 points for each visual missing or a visual that does not relate to the main visual. <i>This is left up to the professor's discretion to give partial points.</i>	10 points 2 points each for 5 visuals that support your information. <i>Consult the professor for each of these visuals.</i>
Interactive, Self-Paced Online Module <i>An online course/lecture/workshop that can accessed for free with the internet.</i> <i>***submit with link to the module of the online platform you utilized***</i>	Length <i>Amount of time or words needed.</i>	0 points All ten content slides are missing.	1-9 points -1 point for each content slide missing. <i>This is left up to the professor's discretion to give partial points.</i>	10 points 1 point for each of ten content slides/pages (this does not include your title page, intro page, overview of training, references, or thank you pages).
	References/Resources <i>A way to include your references</i>	0 points All 10 citations missing (e.g., 0 citations listed)	0.25-9.75 points -1 point for each missed citation	10 points 0.5 points for each correctly APA-formatted in-text citation

			<p>-0.5 points for each in-text citation with no reference list item in reference list</p> <p>-0.5 pts for each reference list item that does not have an in-text citation</p> <p>-0.25 for each incorrectly APA-formatted in-text or reference list item citation</p>	<p>0.5 points for each correctly APA-formatted reference list item on a final reference list slide</p>
	<p>Modality-Specific Items <i>Any visual, audio, video, or written considerations.</i></p>	<p>0 points No active responding activities or social validity survey included.</p>	<p>1-9 points -3 points for each active responding activity missed.</p> <p>-1 for missing social validity survey or not including at least three questions on this survey.</p>	<p>10 points 3 points for each of 3 active responding active responding activities.</p> <p>1 point for having a social validity survey at the end of the module with at least 3 questions.</p>
<p>Video, Audio, or Podcast <i>A video that can be seen online for free.</i></p> <p>***submit with link to the online video, audio, or podcast platform you utilized***</p>	<p>Length <i>Amount of time or words needed.</i></p>	<p>0 points Any video with content less than 4 minutes and 59 seconds or over 15 minutes and 59 seconds.</p>	<p>1-9 points -2 points for each minute under 10 minutes (e.g., 9 minutes and 45 seconds will result in a 2-point deduction)</p> <p>-2 points for each full minute over 10 minutes (e.g., 10 minutes and 45 seconds will NOT result in a 2-point deduction but 11 minutes and 15 second would)</p>	<p>10 points 2 points for each minute of at least 10 content minutes and video not to be longer than 15 minutes. (This does not include your intro, overview of training, references, or thank statements at the end)</p>
	<p>References/Resources <i>A way to include your references</i></p>	<p>0 points No references or resources referenced.</p>	<p>1-9 points -1 point for each reference/resource not mentioned</p>	<p>10 points 1 point for each of your 10 references talked about/reviewed in your video, audio, or podcast ("An article by Catrone & Koch talked about</p>

				disability stigma in 2021 where they..."
	Modality-Specific Items <i>Any visual, audio, video, or written considerations.</i>	0 points No references/resources included.	0.5-9.5 pts -1 point for each missed in-text citation/reference -0.5 points for each in-text citation to your reference/resource without a brief description. <i>Online including the link without the in-text citation formatting will result in a 1-point deduction.</i>	10 points 0.5 points for each in-text citation reference/resource listed in your show notes. 0.5 points for giving a brief description of each reference (e.g., Catrone & Koch (2021) – article about increasing perceptions of capability towards people with disabilities using RFT")

Late Assignments

- Unless there is an accommodation in place, or you have worked out with your professor BEFORE the assignment is due an alternative due date, as assignment due dates are final. For calendar day late, 10% of the total will be taken off the grade you receive for that assignment (e.g., if you get 8 out of 10 points correct and it is 2 days late, you will receive a final score of 6 out of 10). Assignments that are more than 10 days late *will not be accepted* unless you have worked out with an agreed upon plan with your professor.
- If you are anxious about Canvas not working and are worried that your assignment will be handed in late, please email the professor as this is time stamped. If you email the professor your assignment before the allotted time, you will not receive any point deduction for items not submitted on Canvas – in short, all material needs to get to the professor via Canvas or email BEFORE the due date/time for your assignments.
- *ALL assignments must be handed in by the final day of class.* Anything not handed in by this time will be an automatic 0 on that assignment.
- ***The professor also reserves the right to change due dates (to later and not before the original due date) to help address the current political and COVID-19 pandemic climate. This will be done in tandem with the students in the course and a new due date will be voted upon.***

EXTRA CREDIT

Duolingo (Language Learning App)

- Perugia, Italy is an international university town with school staff in addition to many businesses being able to speak English. During the time we are abroad, you will be responsible for several meals on your own while also will having a good amount of time before and after the scheduled course activities to explore the city. As a result, it is highly suggested that you learn some basic words and phrases in Italian. To do this, the online language learning app Duolingo is free to use and will help to give you some basic vocabulary and grammar building. This is *not* intended to make you fluent in Italian (or any other language it offers) but rather a jumping off point to practice with others. Engaging with the language to increase your knowledge and skill is important. A specific level of fluency is not required.
 - GRADING – There are 4 total checkpoints for the Italian language application and extra credit points will be given upon successful completion of that checkpoint. This will be defined as reaching the “gold” medallion for each lesson in that checkpoint. Any section missing a gold medallion will not result in any points. Check-ins will be done as a Zoom meeting so that you may share your screen and show the professor the completed sections and must be done **before leaving for Italy.**
 - Point breakdown below for each checkpoint (40 total potential points):
 - Checkpoint 1 – 5 points
 - Checkpoint 2 – 8 points
 - Checkpoint 3 – 12 points
 - Checkpoint 4 – 15 points

Masters Students

Initial Individual Meeting 1x20pts	20 points
Topical Debates 7 x 30pts	210 points
Asynchronous Online Activities 7 x 35pts	245 points
Journal 8x10pts	80 points
Signature Assignment Check in 1 x 20pts	20 points
Signature Assignment 1 x 150pts	150 points
In-Country Attendance and Engagement	200 points
Professional Behavior and Comportment	100 points
Total:	1,025 points

Doctoral Students Only (all assignments above plus the Public Support Material)

All Masters Students’ Assignments	1,025 points
Public Support Material 1 x 100 points	100 points
Total:	1,125 points

LETTER TO PERCENTAGE GRADING BREAKDOWN

<u>Letter Grade</u>	<u>Rubric Level</u>	<u>Percent of Grade</u>
A	4	93-100%
A-	4	90-92%
B+	3	87-89%
B	3	83-86%
B-	2	80-82%
C	1	70-79%
F	1	Below 70%

Extra Assignments for a Study Abroad Course:

Week 1 (Due by May 22nd)

- Global Perspectives Inventory Pre-Test (Pre-GPI) – Due in Week after Last day of add/drop
- Pre-Departure Orientation – Health & Safety – Due in end of the month when the semester starts *Term I Calendar*
- Pre-Departure Orientation – Academic & Country Specific by Faculty and Logistic by IPS – Complete in the week after Last Day of Add/Drop *Term I Calendar*
- International Travel Registration (ITR) – Full points if completed by deadline, no points if not completed by deadline

Dues after return from Italy (Due by July 20th)

- Journal entries
- Signature Assignment – Signature assignment
- DOCTORAL STUDNETS ONLY – Public Support Material
- In-Country Attendance & Engagement
- Professional & Behavioral Comportment
- Global Perspectives Inventory Post-Test (Post-GPI) – First Week upon Return

Schedule of Readings and Assignments

Module	Module Readings	Topic/Unit	Learning Outcomes	Assignments <i>All assignments due by 11:59 pm CST of Sunday After the start date of the module</i>	Points / Assessment Method
Module 1 Disability & Etiquette 9 th May	<ul style="list-style-type: none"> Disability Etiquette Person-First Chart Lalvani 2015 Ferrigon & Tucker (2019) Bradshaw (2018) 	Unit 1 – What is “Disability”?	PLOs1, 2, 3, 4, 5 CLOs1, 5, 7, 10 MLOs1, 12, 13, 17, 23	<ul style="list-style-type: none"> Online Activity 1 (MLOs1, 17) 	Online Activities Rubric – 35pts
		Unit 2 – Respectful and Inclusive Etiquette		<ul style="list-style-type: none"> Topical Debate 1 (MLOs12, 13, 17) Initial Individual Meeting (MLOs10, 11) TCSPP Abroad Assignments <ul style="list-style-type: none"> <i>Global Perspectives Inventory Pre-Test</i> <i>International Travel Registration</i> 	Topic Debates Rubric – 30pts Initial individual Meeting Rubric – 20pts
Module 2 Models of Disability 22 nd May	<ul style="list-style-type: none"> Smart (2015) – Chapter 1 Smart (2015) – Chapter 2 Retief and Letsosa (2018) Jackson (2018) 	Unit 3 – Disability Models Overview	PLOs1, 2, 3, 5 CLOs1, 5, 6, 10 MLOs1, 12, 13, 14, 23	<ul style="list-style-type: none"> Online Activity 2 (MLOs4, 14) 	Online Activities Rubric – 35pts
		Unit 4 – Applications of Models to Inclusive Practices		<ul style="list-style-type: none"> Topical Debate 2 (MLOs4, 12, 13, 14) Signature Assignment Check in (MLOs10, 11) 	Topic Debates Rubric – 30pts Signature Assignment Rubric – Initial Data before Italy Experience – 20pts
Module 3 Disability Perception, Prejudice, and Stigma 30 th May	<ul style="list-style-type: none"> Smart (2015) – Chapter 3 Smart (2015) – Chapter 4 Catrone & Koch (<i>in press</i>) Lion et al. (2020) 	Unit 5 – Disability, and expectations of peoples with disabilities, as a Cultural Construction	PLOs1, 2, 3, 5 CLOs1, 5, 6, 10 MLOs1, 12, 13, 15, 23	<ul style="list-style-type: none"> Online Activity 3 (MLOs14, 15) 	Online Activities Rubric – 35pts
		Unit 6 – Effects of Prejudice and Potential Solutions for Change		<ul style="list-style-type: none"> Topical Debate 3 (MLOs14, 12, 13) 	Topic Debates Rubric – 30pts
Module 4 Ableism 6 th June	<ul style="list-style-type: none"> Smart (2015) – Chapter 5 Magana et al. (2016) Shyman (2016) Hancock et al (2021) 	Unit 7 – Ablest Practices (intentional and “well-intentioned”)	PLOs1, 2, 3, 5 CLOs3, 5, 6, 10 MLOs9, 12, 13, 16, 23	<ul style="list-style-type: none"> Online Activity 4 (MLOs9, 16) 	Online Activities Rubric – 35pts
		Unit 8 – Potential Personal, Clinical, and Policy Changes to Address Ableism		<ul style="list-style-type: none"> Topical Debate 4 (MLOs9, 16, 12, 13) 	Topic Debates Rubric – 30pts
Module 5 Disability Identity and Inclusive Programming 13 th June	<ul style="list-style-type: none"> Smart (2015) – Chapter 6 Dunn et al. (2019) Fober-Pratt et al. (2019) Arcangeli et al. (2020) 	Unit 9 – Positive Effects of Personal Disability Identity	PLOs1, 2, 3, 5 CLOs3, 5, 6, 10 MLOs8, 12, 13, 16, 23	<ul style="list-style-type: none"> Online Activity 5 (MLOs3, 8) 	Online Activities Rubric – 35pts
		Unit 10 – Intentional Positive Interactions through Inclusive Programming		<ul style="list-style-type: none"> Topical Debate 5 (MLOs3, 12, 13) 	Topic Debates Rubric – 30pts
Module 6 Perspectives on Disability in Italy 20 th June	<ul style="list-style-type: none"> Moderato & Presti (2006) Addabbo et al. (2016) Di Palma et al. (2017) Lauria (2016) 	Unit 11 – Disability Perceptions in Italy (the past to present)	PLOs1, 2, 3, 5 CLOs1, 2, 5, 10 MLOs1, 3, 12, 13, 23	<ul style="list-style-type: none"> Online Activity 6 (MLOs7, 8) 	Online Activities Rubric – 35pts
		Unit 12 – Inclusive Programming Throughout Italy		<ul style="list-style-type: none"> Topical Debate 6 (MLOs7, 12, 13) 	Topic Debates Rubric – 30pts

Module	Module Readings	Topic/Unit	Learning Outcomes	Assignments <i>All assignments due by 11:59 pm CST of Sunday After the start data of the module</i>	Points / Assessment Method
Module 7 Behavior Analysis in Italy and Departure Prep 27 th June	<ul style="list-style-type: none"> Moderato (1998) Keenan et al. (2010) Cihon et al. (2018) <i>Pre-departure Materials from TCSP and Umbra Institute</i> 	Unit 13 – Past, Present, and Future State of the Behavior Analysis in Italy	PLOs1, 2 CLOs1, 2, 10 MLOs7, 8, 9, 23	<ul style="list-style-type: none"> Online Activity 7 (MLOs2, 4) <i>Prep for abroad – complete any pre-departure assignments and review all materials</i> 	Online Activities Rubric – 35pts
		Unit 14 – Departure Preparation		<ul style="list-style-type: none"> Topical Debate 7 (MLOs4, 12, 13) DuoLingo check-in with professor to be completed by July 3rd 	Topic Debates Rubric – 30pts <i>See “Extra Credit” for further info – 40pts possible</i>
Perugia Travel and Return	No required readings	<i>See itinerary below</i>	PLO1, 3, 4, 5 CLO1, 2, 3, 4, 5, 7, 8, 9, 10 MLO1, 2, 3, 7, 8, 10, 11, 18, 19, 20, 21, 22, 24	<i>All are due by July 20th on Canvas:</i> <ul style="list-style-type: none"> Journal (MLOs10, 11, 18, 22) Signature Assignment (MLOs10, 11, 21, 22) DOCTORAL STUDENTS ONLY – Public Support Material (MLOs19, 22) <i>Assignments part of your grade but do not need a student submission.</i> <ul style="list-style-type: none"> In country attendance and engagement Professional Behavior and Comportment 	Journal Rubric Signature Assignment Rubric Public Support Material Overview Rubric Public Support Material Media Rubric In Country Attendance and Engagement rubric Professional Behavior and Comportment Rubric

Optional Meetings and Meet-Ups

- Optional Weekly Meetings**
 - Each week, 2-3pm CST (Chicago time), the professor will hold a live Zoom meeting to review some of the important topics throughout the semester and answer questions you may have. These meetings will be recorded via zoom with subtitles and be posted the day after each meeting if you are unable to make but these are by no means mandatory to watch.
 - If you have any questions, you would like me to review during one of the videos, please email the professor ahead of that meeting.
- Optional Online Class Meet-ups**
 - Online courses can be really hard to connect with the rest of your cohort beyond electronic means. As a result, I will be hosting two optional Zoom meetups where we can talk about the class, Italy, play an online game, practice simple Italian, and get to know everyone in the cohort before meeting each other in person (which might be the first time for many)! These are totally optional and will not be recorded as this is just a candid meeting to get to know everyone else in the cohort in real-time.
 - Two dates will be held from **6-8pm CST (Chicago Time) held on May 11th and June 15th**

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	Learning Outcomes	Travel Schedule with Activities and Notes for Exertion Level	Location Hyperlinks to Google Maps
Day 1 July 5 th <u>Students Must Arrive in Perugia no later than July 5th 4pm Italy time</u>	CLO 5 MLO 10,11	<ul style="list-style-type: none"> • Arrive in Rome Fiumicino Airport before 11am • Umbra will provide transportation from Rome to Perugia <ul style="list-style-type: none"> ○ If you are not coming into Rome or if you are travelling to Italy earlier that July 5th, you are responsible for arriving at Umbra Institute in Perugia by 4pm. ○ <i>If you are having delays or you are worried you will not reach this time, please contact Rocco Catrone (+17082681766) immediately so we can help you navigate this situation and get to Perugia safely.</i> • After arrival in Perugia, housing assignments will be completed. <ul style="list-style-type: none"> ○ You will be assigned a roommate (unless you request otherwise) and you will be brought to your apartment where you will stay during your time in Italy. • Umbra Institute Orientation and Safety (including emergency procedures) Talk • Welcome Dinner at L'Amore per la Pizza <p>Overall Exertion level: 1 (mostly travel via plane and bus)</p> <ul style="list-style-type: none"> • Your housing/accommodations will be fully furnished apartments that are within 10-minute walking distance to the campus. • All travel is compliant with individuals who have disability or mobility concerns. If you have any considerations that you would like to make known, please contact Rocco Catrone immediately so we can set everything up before you arrive in country. • For travelling, it is suggested that you get a good night's rest before you fly, drink lots of water, and, if you have never traveled internationally, you should be sure to get up and walk around or stretch while on the plane. Here are some other tactics to combat jetlag and increase comfort. 	<p style="text-align: center;">Airport</p> <ul style="list-style-type: none"> • Rome Fiumicino Fiumicino (sp) Perugia • Umbra Institute • L'Amore per la Pizza – Welcome Dinner • Housing accommodations will be assigned upon arrival and handled through Umbra Institute.
Day 2 July 6 th	CLO 1, 2, 3 MLO 1, 2, 3, 6	<ul style="list-style-type: none"> • Breakfast on your own <ul style="list-style-type: none"> ○ Going to the café usually are the common morning ritual in Italy. You can check out these cafes which may be near your housing/accommodations. • 9am – Arrive in front of Umbra Institute building in Perugia City Center 	<ul style="list-style-type: none"> • Umbra Institute • Ristorante del Sole – Aperitivo

		<ul style="list-style-type: none"> ● 9:15am-10am – Walking tour or Perugia with Rocco Catrone <ul style="list-style-type: none"> ○ Please contact Rocco Catrone with any mobility considerations. ○ Exertion level: 2-3 <ul style="list-style-type: none"> ▪ Perugia is located on a hill-top and some locations we will be visiting are both uphill and downhill from the school. I will take special care to ensure that all are able to join during this time as there are different ways to get around (escalators, stairs, elevators, etc.). ● 10-1pm – Class at Umbra Institute <ul style="list-style-type: none"> ○ Review of course topics which involve group activities at Umbra. ○ Exertion level: 1 <ul style="list-style-type: none"> ▪ Classes will be held on the Umbra Campus with optional times being outside (weather permitting). ▪ Activities will be exertion 1 as they will all be vocal/verbal responding and in-class group work. ● 1-1:30pm – Journaling Time (Journal 1/8) ● Lunch time is on your own. ● 7pm-9pm – Aperitivo at Ristorante Del Sole <ul style="list-style-type: none"> ○ Drinks and food will be provided. <ul style="list-style-type: none"> ▪ If you have any food allergies, please let Rocco Catrone know ahead of time (preferably before leaving for Italy) so we may plan. ○ Exertion level: 1 <ul style="list-style-type: none"> ▪ A location on one level and disability accessible. ● Dinner is on your own <ul style="list-style-type: none"> ○ Aperitivo is not meant to be a full meal but can be as there is usually a good amount of food provided. If you are still hungry, you may go to one of the many open restaurants in this area. See Rocco Catrone for suggestions. 	
Day 3 July 7 th	CLO 1, 4, 6 MLO 1, 2, 8, 9, 13, 14	<ul style="list-style-type: none"> ● Breakfast on your own ● 10-1pm – Class at Umbra Institute <ul style="list-style-type: none"> ○ Review of course topics which involve group activities at Umbra. ○ Exertion level: 1 <ul style="list-style-type: none"> ▪ Classes will be held on the Umbra Campus with optional times being outside (weather permitting). ▪ Activities will be exertion 1 as they will all be vocal/verbal responding and in-class group work. ● 1-1:30pm – Journaling Time (Journal 2/8) ● Lunch time is on your own. 	<ul style="list-style-type: none"> ● Umbra Institute
Day 4	CLO 2, 3, 8, 9	<p style="text-align: center;">****FLORENCE/FIRENZE DAY TRIP****</p> <ul style="list-style-type: none"> ● Breakfast is on your own 	Travel

<p>July 8th</p>	<p>MLO 3, 4, 5, 6, 7, 18, 19, 20</p>	<ul style="list-style-type: none"> ○ This is HIGHLY suggested to eat and drink something early so that you are comfortable on the trip to Florence. ● 7am – Arrive at Umbra Institute to walk over to Piazza Italia <ul style="list-style-type: none"> ○ If you miss this timing, the bus to Florence/Firenze will be leaving at 8am. If you are running late, you must contact instructor Dr. Rocco Catrone as soon as possible. ○ It is suggested that you bring a big bottle of water along with a small snack to stay hydrated and fed before we walk around. ○ Please wear comfortable footwear, put sunscreen on, and wear sunglasses as summertime in Italy is hot and sunny – prepare accordingly. ● 8am-10am – Travel by bus to Florence/Firenze to Piazza Santa Maria Novella Railway Station <ul style="list-style-type: none"> ○ Exertion level: 1 (bus travel) ● 10am-11am – Visit Scuola Nazionale Cani Guida per Ciechi <ul style="list-style-type: none"> ○ The class will bus together to Florence Italy to first visit the internationally recognized Scuola Nazionale Cani Guida per Ciechi (The National School for Assistance Dogs) where dogs are raised and trained to support individuals with visual impairments or emotional support needs. ○ Following this visit, there will be a tour of the Florence city-center led by a tour guide and Kimap – a GPS program that finds the most accessible path for individuals with physical impairments or additionally considerations. ○ Exertion level: 3 (Interaction with animals) ○ Be sure to wear comfortable clothing so you can be active during this activity. If you have any allergies to animals and/or mobility restrictions, please let instructor Dr. Rocco Catrone know ahead of time. ● 11am-12pm – Take Kimap Tour to Lunch location <ul style="list-style-type: none"> ○ Exertion level: 2-3 (Walking on uneven ground around Florence/Firenze) <ul style="list-style-type: none"> ▪ Although this may seem like lite work, it will be hot and crowded during the summer time. Stay hydrated, bring a snack, wear sunglasses and sunscreen. ● 12pm-3pm – Lunch and Learn at I Ragazzi del Sipario <ul style="list-style-type: none"> ○ Lunch will be provided at the restaurant I Ragazzi del Sipario which provides training and long-term employment for peoples with disabilities. ○ Exertion level: 1 (learn, volunteer, sit, eat, enjoy!) <ul style="list-style-type: none"> ▪ If you have any food allergies, please let Rocco Catrone know ahead of time (preferably before leaving for Italy) so we can plan. ● 3pm-3:30pm – Walk back to Piazza Santa Maria Novella Railway Station to take the bus back to Perugia <ul style="list-style-type: none"> ○ Exertion level: 2-3 (Walking on uneven ground around Florence/Firenze) ● 3:30pm-5:30pm – Bus back to Perugia <ul style="list-style-type: none"> ○ You MUST return with the group and MAY NOT stay on your own in Florence/Firenze ○ Journaling Time (Journal 3/8) ○ Exertion level: 1 (bus travel) ● Dinner is on your own upon return to Perugia 	<ul style="list-style-type: none"> ● Piazza Italia – Meet for the bus in Perugia ● Piazza Santa Maria Novella Railway Station – stop in Florence/Firenze <p style="text-align: center;">Florence</p> <ul style="list-style-type: none"> ● Scuola Nazionale Cani Guida per Ciechi – Guide dog school ● I Ragazzi del Sipario – Where lunch will be done
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<p>Day 5 July 9th</p>	<p>CLO 2, 6, 9 MLO 3, 4, 12, 13, 14, 20</p>	<ul style="list-style-type: none"> • Breakfast on your own • 8am – Meet at Fontana Maggiore di Perugia (right next to the Umbra Institute) • 8:15am-8:45am – Travel via MiniMetro <ul style="list-style-type: none"> ○ This travel includes the walks to and from the MiniMetro stops as well as the travel on the MiniMetro itself. ○ The MiniMetro is slow-moving tram that starts in the Perugia city center (at stop Pincetto) and ends by the soccer/futbol stadium (at stop Pian di Massiano) for a minimal (less than 4 Euro) to travel. ○ During busy times, we may not all be able to fit on the MiniMetro as one group. Rocco Catrone will coordinate as the first and last stops are as far as you can go on the MiniMetro (15minutes one way) and you will wait for the rest of the group so that we may walk to the Market together. • 8:45am-10:15am – Walk about in the Perugia Saturday Market in Pian di Massiano <ul style="list-style-type: none"> ○ Every Saturday, Perugia hosts a very large market that is held on Saturdays. We will travel together to get the feel of a real Italian market by using basic Italian to buy items that you would like (if you chose to buy). ○ MiniMetro Travel = Exertion Level 1 (Travel is disability accessible and low energy is needed overall) ○ Walk around Market = Exertion Level 2 (Hot weather and larger crowd – plan outfit accordingly) • Travel back is easy as you start and end at the last stops on the MiniMetro. <ul style="list-style-type: none"> ○ If you would like or need help travelling back to the city center, Rocco Catrone can help you get back or you can travel back with him. ○ There is also shopping around the market and in the piazza that the last MiniMetro stop is in that students may be interested in. ○ Please let Rocco Catrone know if this is your plan and we will review a plan together on how to get back (just ensuring that you know how to get back). • Lunch/Brunch is on your own (to buy from market) – Rocco Catrone will be eating lunch/brunch at the market and students are free to join. • OPTIONAL – Gelato with Professor and Class <ul style="list-style-type: none"> ○ Completely optional – if students would like to meet the professor at the gelateria next to the Umbra Institute called L'Artigiano del Gelato and eat this on the church steps next door. • Dinner is on your own. <ul style="list-style-type: none"> ○ Rocco Catrone can make a few suggestions if you so choose. 	<ul style="list-style-type: none"> • Fontana Maggiore di Perugia – Meeting place before travel to the marker • Perugia Saturday Market in Pian di Massiano – Saturday Market Location • Pincetto Stop of MiniMetro – How to get down to the market • L'Artigiano del Gelato – Gelato place/Gelateria
<p>Day 6 July 10th</p>	<p>CLO 1, 2 MLO 1, 2, 3, 4</p>	<p style="text-align: center;">****OPTIONAL MUSEUM ACTIVITY****</p> <ul style="list-style-type: none"> • <i>This is completely optional, but you may join the professor in this experience if interested.</i> • Breakfast on your own • 10am – Meet at Fontana Maggiore di Perugia (right next to the Umbra Institute) • 10am-10:05am – Walk to Galleria Nazionale dell'Umbria • 10:05am-11:30pm – Walk around the Museum 	<ul style="list-style-type: none"> • Fontana Maggiore di Perugia - Meeting place before travel to the marker

		<ul style="list-style-type: none"> ○ For a small entrance fee (8 Euro), we will walk around this multi-level museum while engaging in a self-guided tour. ○ Afterwards, you may chat with professor over gelato on the church steps to talk about the works viewed. <ul style="list-style-type: none"> ● Lunch & Dinner are on your own 	<ul style="list-style-type: none"> ● Galleria Nazionale dell'Umbria – Museum experience
<p>Day 7 July 11th</p>	<p>CLO 5, 8, 10 MLO 11, 18, 19, 21</p>	<ul style="list-style-type: none"> ● Breakfast on your own ● 10-11am – Class at Umbra Institute <ul style="list-style-type: none"> ○ Review of course topics which involve group activities at Umbra. ○ Exertion level: 1 (engaging with in-class activities and group work) <ul style="list-style-type: none"> ▪ Classes will be held on the Umbra Campus with optional times being outside (weather permitting). ▪ Activities will be exertion 1 as they will all be vocal/verbal responding and in-class group work. ● 11am-11:15am – Travel to local Library ● 11:15am-1:15pm – Volunteer Reading for Children <ul style="list-style-type: none"> ○ Students will read a children's story in English to local children. This will be recorded (if students consent to doing so) and will be saved so that library patrons who are visually impaired can access the recordings and engage in story times. ○ Exertion level: 1-2 (reading to students in English) <ul style="list-style-type: none"> ▪ Students do not need to have their voices recorded or engage if they are worried about reading in front of others but you will be expected to stay and listen o the other students reading. ▪ The library is within 15-minute walking from the Umbra Institute. ● 1:15pm-1:30pm – travel back to Umbra Campus <ul style="list-style-type: none"> ○ You may also stay in the neighborhood where the library is located to have lunch on their own. Please let Rocco Catrone know if this is your plan and we will review a plan together on how to get back (just ensuring that you know how to get back). ○ Journaling Time (Journal 4/8) ● Lunch & Dinner time are on your own. 	<ul style="list-style-type: none"> ● Umbra Institute ● Library
<p>Day 8 July 12th</p>	<p>CLO 5, 7, 8 MLO 11, 15, 16, 18, 19</p>	<ul style="list-style-type: none"> ● Breakfast on your own ● 10am – Meet at Umbra Institute ● 10:15am-10:30am – Travel to Volunteer location ● 10:30am-1pm – Volunteer at Re.Leq.Art Visit <ul style="list-style-type: none"> ○ Led by community volunteers, this organization supports inclusive work environments, hires people with disabilities, and teaches their employees how to create items with leather (bookmarks, purses, etc.). This organization helps to create an inclusive work and social space for both people with disabilities and the community at large. 	<ul style="list-style-type: none"> ● Umbra Institute ● Re.Leq.Art – Location of volunteering

		<ul style="list-style-type: none"> ○ During the time at this organization, students will visit, assist with programming that day as led by the community leader. ○ At the conclusion of the program, you may walk back with your professor or explore the neighborhood. If you do not come back with the group, please let Rocco Catrone know so that you can plan on how to get back on foot. ○ Exertion level: 2 (minimal assistance and overall walking to location) ● 1-1:30pm – Journaling Time (Journal 5/8) ● Lunch time is on your own. 	
<p>Day 9 July 13th</p>	<p>CLO 5, 7, 8, 10 MLO 11, 15, 16, 18, 19, 21</p>	<ul style="list-style-type: none"> ● Breakfast on your own ● 9am – Meet at Umbra Institute (earlier than usual/previous day) - although during the first week you meet at 8am ● 9:15am-9:30am – Travel to Volunteer location ● 9:30am-12pm – Volunteer at VIVA Sports Association Visit <ul style="list-style-type: none"> ○ By using an inclusive model, VIVA provides people with disabilities access to athletic programming to help foster confidence while connecting with others in the community. ○ Student will engage in the programming for that day including helping to support organization leaders to games with the individuals. ○ At the conclusion of the program, you may walk back with your professor or explore the neighborhood. If you do not come back with the group, please let Rocco Catrone know so that you can plan on how to get back on foot. ○ Exertion level: 1-3 (sports related activities) <ul style="list-style-type: none"> ▪ You chose how involved you would like to be and which activity you feel most comfortable engaging in. ● 12-12:30pm – Journaling Time (Journal 6/8) ● Lunch time is on your own. 	<ul style="list-style-type: none"> ● Umbra Institute ● VIVA Sports Association – Location of association activities depend on activity being run
<p>Day 10 July 14th</p>	<p>CLO 3, 5, 7 MLO 5, 6, 10, 11, 15</p>	<ul style="list-style-type: none"> ● Breakfast on your own ● 10-11:30am – Art Therapy Workshop at Umbra Institute <ul style="list-style-type: none"> ○ During this workshop, Phillipa Stannard will lead students through a workshop to explore the concepts of art therapy as well as discussing the process and outcomes as well as how this can be applied to support individuals with disabilities. ○ Exertion level: 1 (engaging with in-class activities and group work) <ul style="list-style-type: none"> ▪ Classes will be held on the Umbra Campus with optional times being outside (weather permitting). ▪ Activities will be exertion 1 as they will all be vocal/verbal responding and in-class group work. ● 11:45am-1:30pm – Lunch with the group at Pizza Mediterranea ● 1:45pm-3:15pm – Emotions and Culture Workshop at umbra Institute 	<ul style="list-style-type: none"> ● Umbra Institute ● Pizza Mediterranea – Lunch Location

		<ul style="list-style-type: none"> ○ During this workshop, Dr. John Dennis will discuss the universality of some facial expressions and how and why culture influences these expressions. The workshop focuses on Dr. Paul Ekman's research about micro-expressions, which are facial expressions that last for only a fraction of a second and can indicate someone's true emotions. Ekman's micro-expression training has been taught to the FBI, CIA, Scotland Yard, and various other forensic specialists around the world. ○ Exertion level: 1 (engaging with in-class activities and group work) <ul style="list-style-type: none"> ▪ Classes will be held on the Umbra Campus with optional times being outside (weather permitting). ▪ Activities will be exertion 1 as they will all be vocal/verbal responding and in-class group work. ● 3:15-3:45pm – Journaling Time (Journal 7/8) ● Dinner on your own <p><i>*Be sure to pack up your materials as the next morning we will be leaving back for Rome/Roma. I suggested that the bulk of your possessions remain packed while you keep a carry-on bag with your clothes/needs for that day (plus clothes for the plane).</i></p>	
<p>Day 11 July 15th Students Have Officially Completed the Program</p>	<p>CLO 1, 2 MLO 1, 2, 3, 4</p>	<p style="text-align: center;">****TRAVEL TO ROME/ROMA****</p> <ul style="list-style-type: none"> ● Breakfast on your own ● 8am – Arrive at Umbra Institute to walk over to Piazza Italia <ul style="list-style-type: none"> ○ <i>Please bring all of your possessions as we will not be travelling back to Perugia.</i> ● 8:30am-10:30am – Travel to Rome/Roma via Bus <ul style="list-style-type: none"> ○ Exertion level: 1 (bus travel) ○ <i>FINAL JOURNAL (8/8)</i> ● 10:30am-12:30pm – Visit Visit Il Museo Laboratorio della Mente (The Museum of the Mind) <ul style="list-style-type: none"> ○ Once a mental health hospital for foreigners in need of support, this museum now offers visitors insight into the history and evolution of mental health institutions while challenging stigmas towards individuals with mental health considerations. ○ You will leave your materials on the bus while we are in the museum. ○ Exertion level: 1 (walking around the museum on self-guided tour) <p>*The program is officially over at this point and you may leave to return home or choose to stay in Italy. Please contact your instructor, Dr. Rocco Catrone about your travel plans so that we are aware of where you are going.. Taxi to Rome Fiumicino is very expensive, so we recommend going by bus with the group, or by shuttle or tram from Roma Termini train station *</p> <p style="background-color: yellow;">There are TWO major airports in Rome/Roma – Fiumicino and Ciampino – MAKE SURE you know which airport your flight is departing from since they are NOT close to each other.</p>	<ul style="list-style-type: none"> ● Piazza Italia – Meet for the bus in Perugia ● Il Laboratorio della Mente – Museum experience location ● Lo Scallino Risotrante – Restaurant for goodbye lunch

		<ul style="list-style-type: none"> • OPTIONAL – 12:15pm-2:15pm – Goodbye Lunch at Lo Scalino Ristorante <ul style="list-style-type: none"> ○ Casual Lunch while we review the trip. ○ <i>If you need to leave to catch your flight home before this lunch, please contact Rocco Catrone so that we may help to arrange transportation from the restaurant to the Airport.</i> • 2:15pm – Bus to Rome Fiumicino Airport <ul style="list-style-type: none"> ○ The bus that took you to Rome from Perugia, and that has your possessions, you will be brought to the airport for your flight. 	
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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)
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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 & Comportment

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Professional Behavior and Comportment	Demonstrates unprofessional behavior or comportment 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 comportment 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 comportment 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 comportment for entire duration of program and in all interactions with students, faculty, administrators and all in-country partners. 80 points
Total				80 total 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](#)
- [TCSP'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](#)