Online Course Syllabus
IS610 Special Topics – Global Perspectives - Lima and Machu Picchu, Peru
3 Credit Hours
Spring 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 intersection of diverse fields of psychology within the Peruvian culture. In this course, students will explore the integration of psychology and learning theories in diverse educational and organizational settings. Students will also explore mental health and wellbeing in Peru and their organizational approaches. Course content and in-country activities will provide students the opportunity to gain an understanding of diverse cultural frameworks and cross-cultural differences. Participants will engage with Peruvian students and faculty in primary, secondary, and higher education settings and gain access to corporations to meet with business leaders. TCSPP students will also interact with community organizations to discuss topics of mental health/wellbeing and will visit historical cultural sites including Machu Picchu.

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 integrated into diverse Peruvian educational and organizational contexts.
    - MLO2: Explain cultural differences that are found between the United States and Peru.
- CLO2: Analyze differences between host culture and own culture.
    - MLO3: Compare and contrast cultural, social, educational, organizational, and technological differences found between the United States and Peru.
    - MLO4: Analyze how community services differ between the United States and Peru.
    - MLO5: Explain how mental health and counseling services differ between the United States and Peru.
- CLO3: Examine global perspective in relation to their professional and academic goals.
    - MLO6: Explain the importance of developing global awareness and how it impacts professional practices.
    - MLO7: Analyze the interconnectedness and interdependence of social, environmental, and political systems on a global scale.
- CLO4: Explain personal, professional and academic impact of their experience abroad.
    - MLO8: Describe how personal, professional, and academic perceptions have evolved throughout the course and in-country experiences.
    - MLO9: Explain the importance of service learning in international contexts.
    - MLO10: Identify 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.

    MLO11: Identify own cultural perspectives and beliefs within a global context.

    MLO12: Discuss changes that have occurred in one's perspectives as a result of the study abroad experience.

    MLO13: Explain the importance of becoming a global citizen and developing appropriate culturally responsive behaviors and actions.

- CLO6: Demonstrate ability to tolerate ambiguity in complicated environments where clear cut answers or standard operating procedures are absent.

    MLO14: Discuss how learning and organizational practices impact societal views.

    MLO15: Identify preconceived notions that may impact feelings of comfort while abroad.

- CLO7: Practice responsibility and accountability by making appropriate decisions on behavior and accepting the consequences of their actions.

    MLO16: Participant in all in-country service-learning activities.

    MLO17: Interact and engage in culturally appropriate behaviors in all in-country activities.

    MLO18: Explain methods of appropriate action when participating in diverse in-country events.

- CLO8: Demonstrate ability to be self-reliant in a non-classroom environment.

    MLO19: Attend all required pre-travel meetings.

    MLO20: Complete all required course activities.

    MLO21: Accept constructive feedback from peers, instructors, and hosts as an opportunity for academic and professional growth and development.

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Required and Optional Texts and Electronic Reserves

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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

Almenara, D.P.M.R.G.T. (2013) *Factors that impact on organizational citizenship behavior in Peruvian companies.* Maastricht: MSM.

Arteaga, I., & Glewwe, P. (2019). Do community factors matter? An analysis of the achievement gap between indigenous and no-indigenous children in Peru. *International Journal of Educational Development, 65,* 80-91.

Arriola-Vigo, J. A., Stovall, J. G., Moon, T. D., Audet, C. M., & Diez-Canseco, F. (2019). Perceptions of community involvement in the Peruvian mental health reform process among clinicians and policy-makers: A qualitative study. *International Journal of Health Policy and Management, 8*(12), 711-722.

Castro, J. F., Yamada, G., & Arias, O. (2016). Higher education decisions in Peru: On the role of financial constraints, skills, and family background. *Higher Education, 72,* 457-486.

Clay, R. A. (n.d.). How do I become culturally competent? *American Psychological Association.* https://www.apa.org/gradpsych/2010/09/culturally-competent

Currie-Mueller, J. L., & Littlefield, F. S. (2018). Embracing service learning opportunities: Student perceptions of service learning as an aid to effectively learn course material. *Journal of the Scholarship of Teaching and Learning, 18*(1), 25-42. doi:10.14434/josotl.v18i1.21356.

de la Flor, P. (n.d.). A time of resurgence. ReVista Harvard Review of Latin America. https://revista.drclas.harvard.edu/book/mining-and-economic-development-peru

Godden, N. J. (2020). Community, work, love, and indigenous worldview of *buen vivir* in Peru. *International Social Work. https://doi.org/10.1177/0020872820930254*

Guillen-Royo, M., & Kasser, T. (2015). Personal goals, socio-economic context and happiness: Studying a diverse sample in Peru. *Journal of Happiness Studies, 16*(2), 405-425.

Rojo, G.F. & Beauregard, T.A. (2017). A Latin American perspective on diversity management: What does "inclusion" mean in a Peruvian context?" *Management and diversity* (pp. 9-31) Emerald Publishing Limited.

Toyama, M., Castillo, H., Galea, J. T., Brandt, L. R., Mendoza, M., Herrera, V., Mitrani, M., Cutipe, Y., Diez-Canseco, F., & Miranda, J. J. (2017). Peruvian mental health reform: A framework for scaling-up mental health services. International Journal of Health Policy and Management, 6, 9, 501-508.

Weblinks/Videos

ACEI-Global (2018). 40 facts on Peru: *The country & its education system*. https://acei-global.blog/2018/04/06/40-facts-on-peru-the-country-its-education-system/

Adventure Life (n.d.). *Peru overview. https://www.adventure-life.com/peru/articles/peru-overview#:~:text=Peruvian%20culture%20is%20a%20beautiful,the%20creeping%20in%20of%20globalization*.

CGTM (2018, April) Informal economy" is a major part of Peru's labor market [Video]. https://www.youtube.com/watch?v=Q6QLLG0mD1Y

Cueto, S., Miranda, A., León, J., & Vásquez, M. C. (2016). *Education trajectories: From early childhood to early adulthood in Peru. https://ora.ox.ac.uk/objects/uuid:628a2d2d-e07b-420a-bb2c-7794eaf88599/download_file?file_format=pdf&safe_filename=Cueto%2Bet%2Bal%252C%2BEducation%2Btrajectories%2B-%2BFrom%2Bearly%2Bchildhood%2Bto%2Bearly%2Badulthood%2Bin%2BPeru.pdf&type_of_work=Report*

Evans, H. (2016, February). Global Citizenship: What does it mean to be a citizen of the world? [Video]. https://www.ted.com/talks/hugh_evans_what_does_it_mean_to_be_a_citizen_of_the_world

FluentFlix (2017). 11 Awesome Channels to Learn Spanish on YouTube.

Pulgar-Vidal, J. (n.d.). *Peru.* https://www.britannica.com/place/Peru

Peru Culture: https://www.machupicchu.org/peru_culture.htm

Central Intelligence Agency (2020). *The World Factbook.* https://www.cia.gov/library/publications/the-world-factbook/geos/pe.html

National Geographic (2017, September 2). Machu Picchu 101 [Video File] YouTube. https://www.youtube.com/watch?v=cnMa-Sm9H4k

New York Institute of Technology (n.d.). *Service learning and community engagement: What is service learning?* https://libguides.nyit.edu/c.php?g=837082&p=5978581

Peace Corps Office of Third Goal (2016, November). *Global competence module 1: Identifying areas of self-growth.* YouTube. https://www.youtube.com/watch?v=_JCKLK3ZMec&feature=youtu.be

Peruforless (n.d.). *Peru culture.* https://www.machupicchu.org/peru_culture.htm

TRT World (2018, May). Peru economy: Country becoming Latin America's startup hub [Video]. https://www.youtube.com/watch?v=CP0N75hrbBQ

U.S. Department of State (2019). *U.S. relations with Peru.* https://www.state.gov/u-s-relations-with-peru/

Ventunotravel (2015, November 25). *Discover Peru: Culture of the Andes* [video file] YouTube.
https://www.youtube.com/watch?v=xCoUkpZUnc4

Visit Peru (2011, June). *Peru history and culture* [video file] YouTube. https://www.youtube.com/watch?v=dvxpFUs364M

Optional but Recommended Texts and Readings

Guerrero, G., Sugimaru, C., Cussianvoich, A., Fraine, B. D., & Cueto, S. (2016). Education aspirations among young people in Peru
and their perceptions of barriers to higher education.
http://repositorio.minedu.gob.pe/bitstream/handle/123456789/4527/Education%20Aspirations%20among%20Young%20
People%20in%20Peru%20and%20their%20Perceptions%20of%20Barriers%20to%20Higher%20Education.pdf?sequence=1
&isAllowed=y

Marino, E. (n.d.). The state of education in Peru. *The Borgen Project.* https://borgenproject.org/state-education-peru

Course Schedule, Assignments, and Grading					
Module / Unit	**Module Readings**	**Topic**	**Learning Outcomes**	**Assignments**	**Points / Assessment Method**
Module 1	**Review the TCSPP Study Abroad Pre-Departure Handbook** "What to Know Before You Go" **Review the Helpful Link for CDC travel information.** - Centers for Disease Control – Traveler's Health Central Intelligence Agency (2020). *The World Factbook.* https://www.cia.gov/library/publications/the-world-factbook/geos/pe.html	UNIT 1 **Introduction and Travel Preparation**	**CLO's Addressed:** CLO3 CLO5 CLO8 **MLO's Addressed:** MLO6 MLO11 **MLO20** **MLO21**	**Introduce Yourself (Required for Attendance Purposes)** Initial Post due Wednesday, 11:59pm, CST, of the first week of class. Creating a classroom community is an important component of our study abroad program since we will be learning and collaborating together closely while in-country. Our first assignment will help us to create a community of learners in our class! To learn more about your classmates, post an introduction that provides an overview of your background and interests related to this study abroad. Be creative in your post and include a photo of yourself. **Complete *Pre*-Survey: Global Perspectives Inventory (GPI):** Login information will be sent to you via email. Complete no later than Sunday, 11:59pm, CST	Mandatory for attendance. CR/NC, 10 points 20 points awarded if complete by due date. No points awarded if not complete by due date.
	Clay, R. A. (n.d.). How do I become culturally competent? American Psychological Association. https://www.apa.org/gradpsych/2010/09/culturally-competent Peace Corps Office of Third Goal (2016, November). Global competence module 1: Identifying areas of self-growth. YouTube. https://www.youtube.com/watch?v=_JCKLK3ZMec&feature=youtu.be Pulgar-Vidal, J. (n.d.). *Peru.* https://www.britannica.com/place/Peru	UNIT 2 **Global Competency**	**CLO's Addressed:** CLO1 CLO3 CLO5 CLO6 CLO8 **MLO's Addressed:** MLO2 MLO6 MLO11 MLO13 MLO14 MLO15 MLO20 MLO21	**Unit 2 Discussion: What is your Global Perspective?** We will use Flipgrid to engage in a robust conversation regarding your global perspectives. To complete the first part of this assignment, you will need to post a video sharing your thoughts on the below discussion prompts. You will also need to comment on at least two of your colleagues' videos. • What has been the extent of your contact with Peru? • How do you anticipate this experience will impact your personal and professional life? In what ways? • What did you learn about yourself from completing the Global Perspectives Inventory? • How do you define your ethnic background? • How do you anticipate your perspective will change after your international experience? Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST	Discussion Rubric, 20 points

Module / Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
Module 2	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 ACEI-Global (2018). 40 facts on Peru: The country & its education system. https://acei-global.blog/2018/04/06/40-facts-on-peru-the-country-its-education-system/ U.S. Department of State (2019). *U.S. relations with Peru.* https://www.state.gov/u-s-relations-with-peru/ Adventure Life (n.d.). Peru overview. https://www.adventure-life.com/peru/articles/peru-overview#:~:text=Peruvian%20culture%20is%20a%20beautiful,the%20creeping%20in%20of%20globalization. National Geographic (2017, September 2). Machu Picchu 101 [Video File] YouTube. https://www.youtube.com/watch?v=cnMa-Sm9H4k	UNIT 3 **Peruvian Culture**	**CLO's Addressed:** CLO1 CLO2 CLO3 CLO5 CLO6 CLO8 **MLO's Addressed:** MLO2 MLO3 MLO6 MLO7 MLO11 MLO13 MLO14 MLO15 MLO19 MLO20 MLO21	**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 Peru. **Complete International Travel Registration:** https://my.thechicagoschool.edu/community/studentresources/ie/Pages/Travel-Database.aspx Complete no later than Sunday, 11:59pm, CST **Unit 3 Discussion: Reflect Pre-Departure Orientation** Locate several resources that provide an overview of Peru. After reviewing these resources, provide a response to the below questions. In your post, include one resource that you located. You will need to include a resource that has not already been posted by a peer in the forum. • How do current community concerns and cultural practices appear to differ between your community and Peru? What shared issues do you recognize? • What suggestions do you have for etiquette while abroad in Peru, ways to enhance group dynamics and best practices for travelling in our group? What questions do you have? • What are you most excited about regarding our time in Peru? What concerns do you have about our upcoming travel? Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST	20 points if you attend, 0 if you do not. Mandatory for travel. Discussion Rubric, 20 points

Module / Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
	Peruforless (n.d.). *Peru culture*. https://www.machupicchu.org/peru_culture.htm Ventunotravel (2015, November 25). *Discover Peru: Culture of the Andes* [video file] https://www.youtube.com/watch?v=xCoUkpZUnc4 Visit Peru (2011, June). *Peru history and culture* [video file] YouTube. https://www.youtube.com/watch?v=dvxpFUs364M	UNIT 4 **Peruvian Culture**	**CLO's Addressed:** CLO1 CLO2 CLO3 CLO5 CLO6 CLO8 **MLO's Addressed:** MLO2 MLO3 MLO6 MLO7 MLO11 MLO13 MLO14 MLO15 MLO20 MLO21	**Unit 4 Venn Diagram: Cross-Culture Comparisons** One important aspect of our course is for you to develop an appreciation of cross-cultural differences. Some cultural differences that you may experience abroad may include communication styles, perceptions of time, and decision making approaches. Therefore, the purpose of this assignment is for you to further explore your own background and the cultural differences that you may encounter during our time in Peru. Through this assignment, you will also learn more about your peers and the cultural similarities and differences that are found in our course. For this assignment, you will need to create a Venn Diagram to compare and contrast your own cultural background and what you learned about the Peruvian culture. You will need to post your Venn Diagram in the Unit 4 Discussion forum. Although you are not required to provide follow-up posts to your peers, you are encouraged to review their posts and share similarities and differences found between your backgrounds. Possible Venn Diagram platforms that you may consider using for this activity include: • Canva • Creately • Gliffy	Written Assignment Rubric, 20 pts.

Module / Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
Module 3	FluentFlix (2017). 11 Awesome Channels to Learn Spanish on YouTube.	UNIT 5 **Learning Spanish**	**CLO's Addressed:** CLO1 CLO2 CLO3 CLO5 CLO6 CLO8 **MLO's Addressed:** MLO2 MLO3 MLO4 MLO6 MLO11 MLO13 MLO15 MLO20 MLO21	**Unit 5 Discussion: How is your Spanish?** Discuss your level of comfort communicating in Spanish. For example, are you fluent in Spanish and peers can use you as a resource while in Peru? Do you have an understanding of basic terms? What efforts will you be making to be self-sufficient as much as possible? For this assignment, you will also need to create a flashcard deck that contains 10 Spanish terms or phrases. How might this type of technology support your Spanish language learning endeavors? What other types of technology can you use to enhance your Spanish language proficiency? • Cram • Brainscape • Quizlet Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST	Discussion Rubric, 20 points

		CLO's Addressed: CLO1 CLO2 CLO3 CLO5 CLO6 CLO8 **MLO's Addressed:** MLO2 MLO3 MLO4 MLO6 MLO11 MLO13 MLO15 MLO20 MLO21	**Unit 6 Academic Blog: Spanish Resources** *Making time to thoughtfully read the articles and books and watch the videos is critical to your success and transformational learning! For this reason, a meaningful portion of your grade comes from carefully demonstrating your understanding and perceptions of the course content that you gain thorough reading, viewing, and reflecting. You will also update your blog in Peru and use it during our guided discussion and meetings. Quotes and references from it will be used for your Capstone Project, too.* This regularly repeated assignment includes creating a weekly *academic* "blog" entry. The journal should include notes or reflections for the readings and videos and any additional materials you research in the course. As you read each week, you will create an annotated bibliography, write bulleted notes, create graphical organizers, make mind maps, create reflection videos, add photos to readings **in both units of the module as assigned.** Responses can include questions or ideas about the readings, ideas for future research, personal or real-world applications, connections to your field, connections with other classes, or anything else that piques your interest and shows how well you comprehend the materials. The format is completely up to you, as long as you engage with each assigned reading and appropriately cite by author and year. You are encouraged to leverage technology to create a dynamic blog. There are many free blog platforms that can be viewed here: https://www.creativebloq.com/web-design/best-blogging-platforms-121413634 Blog activities provide students unique autonomous learning experiences in which they have some level of creative freedom in demonstrating their understanding of course content. Through blogging activities, students are able to develop their thinking and reflect and process of newly acquired knowledge. This activity can be particularly impactful in helping students create a repertoire of resources to guide their learning. For this blog post, please provide resources to help you communicate while we are in Peru. These resources could include books, videos, websites, technology tools, and apps to support you in learning/communicating in Spanish when in country. Please also identify essential phrases you would like to learn and develop a strategy on how you will learn them prior to arriving to Peru.	Academic Blog Rubric, 20 pts.
	UNIT 6 **Spanish Resources**			

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Module / Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
				As you are selecting resources and drafting your blog, you should also reflect on how you can continue to expand your Spanish learning resource list and utilize the resources that you include in your blog to acquire key terms and phrases that you can use while in-country. Here are key areas to ponder that will help you with the final project, too: • Make cross cultural connections between your culture and Peru. • Note ideas of how you can apply what you are learning in your professional development journey and our greater society. • Think critically about the research available. How does it fit with other disciplines and lend to cross-disciplinary perspectives? Post your updated blog on the discussion board. Although you are not required to provide follow-up posts, you are encouraged to review your peers' blogs and provide feedback. Upload of blog to discussion post due Sunday, 11:59PM, CST	
Module 4	Arriola-Vigo, J. A., Stovall, J. G., Moon, T. D., Audet, C. M., & Diez-Canseco, F. (2019). Perceptions of community involvement in the Peruvian mental health reform process among clinicians and policy-makers: A qualitative study. *International Journal of Health Policy and Management, 8*(12), 711-722. Godden, N. J. (2020). Community, work, love, and indigenous worldview of *buen vivir* in Peru. *International Social Work.* https://doi.org/10.1177/0020872820930254 Guillen-Royo, M., & Kasser, T. (2015). Personal goals, socio-economic context and happiness: Studying a diverse sample in Peru. *Journal of Happiness Studies, 16*(2), 405-425.	UNIT 7 **Community Services**	**CLO's Addressed:** CLO1 CLO2 CLO3 CLO5 CLO6 CLO8 **MLO's Addressed:** MLO2 MLO3 MLO6 MLO7 MLO11 MLO13 MLO14 MLO15 MLO20 MLO21	**Unit 7 Academic Blog: Community Services** Remember to make a relevant and thoughtful entry to show that you read and watched each resource. As you are reviewing the course materials, you should create connections between the topics and your experiences. For your blog posting, provide your thoughts on each of the below areas. Here are key areas to ponder that will help you with the final project, too: • Make cross cultural connections between your culture and Peru. • Note ideas of how you can apply what you are learning in your professional development journey and our greater society. • Think critically about the research available. How does it fit with other disciplines and lend to cross-disciplinary perspectives? Develop at least 1-page of writing or video content (at least four minutes in length) for each module's topic, but you are welcome to produce more if it helps you process and learn. A combination of writing, video content, and photos is encouraged. Although you are not required to provide follow-up posts, you are encouraged to review your peers' blogs and provide feedback. Upload of blog to discussion post due Sunday, 11:59PM, CST	Academic Blog Rubric, 20 points

Module / Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
	Toyama, M., Castillo, H., Galea, J. T., Brandt, L. R., Mendoza, M., Herrera, V., Mitrani, M., Cutipe, Y., Diez-Canseco, F., & Miranda, J. J. (2017). Peruvian mental health reform: A framework for scaling-up mental health services. *International Journal of Health Policy and Management, 6*, 9, 501-508.	UNIT 8 **Mental Health and Well-being**	**CLO's Addressed:** CLO1 CLO2 CLO3 CLO5 CLO6 CLO8 **MLO's Addressed:** MLO2 MLO3 MLO4 MLO5 MLO6 MLO7 MLO11 MLO13 MLO14 MLO15 MLO20 MLO21	**Unit 8 Group Presentations: Mental Health and Well-Being** Cultural diversity can have significant impacts on mental health that ranges from treatment approaches to community reactions. To more effectively understand Peruvian perceptions of mental health and wellness, you will be assigned to work in small groups to create a presentation focused on a specific mental health topic. You are able to locate your group members and assigned topic in the course announcements. Your group may select any multimedia platform of your choice to present your information (e.g., PowerPoint, Prezi, VoiceThread). However, your presentation will need to include the below components. • Overview of the mental health disorder and its prevalence in the US and Peru. • How the mental health disorder is perceived in the US and Peru. • How the mental health disorder is treated in the US and Peru. • Community resources that are widely available in the US and Peru. One group member will post their presentation to the discussion board no later than Sunday, 11:59pm, CST. Although you are not required to provide follow-up responses to your peers, you are encouraged to review their presentations and comment on them.	Presentation Rubric, 20 pts.

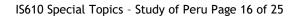| Module / Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
Module 5	Arteaga, I., & Glewwe, P. (2019). Do community factors matter? An analysis of the achievement gap between indigenous and no-indigenous children in Peru. *International Journal of Educational Development, 65,* 80-91. Castro, J. F., Yamada, G., & Arias, O. (2016). Higher education decisions in Peru: On the role of financial constraints, skills, and family background. *Higher Education, 72,* 457-486. Cueto, S., Miranda, A., León, J., & Vásquez, M. C. (2016). *Education trajectories: From early childhood to early adulthood in Peru.* https://ora.ox.ac.uk/objects/uuid:628a2d2d-e07b-420a-bb2c-7794eaf88599/download_file?file_format=pdf&safe_filename=Cueto%2Bet%2Bal%252C%2BEducation%2Btrajectories%2	UNIT 9 **Peruvian Higher Education**	**CLO's Addressed:** CLO1 CLO2 CLO3 CLO5 CLO6 CLO8 **MLO's Addressed:** MLO1 MLO2 MLO3 MLO6 MLO7 MLO11 MLO13 MLO14 MLO15 MLO19 MLO20 MLO21	**Webinar with Universidad Peruana de Ciencias Aplicadas – REQUIRED ATTENDANCE** Zoom meeting information will be provided via a course announcement and email. This informative webinar session will provide you additional information about the Universidad Peruana de Ciencias Aplicadas and insight about the activities that we will be completing with the university during our time abroad.	20 points if you attend, 0 if you do not

Module / Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
	B-%2BFrom%2Bearly%2Bchildhood%2Bto%2Bearly%2Badulthood%2Bin%2BPeru.pdf&type_of_work=Report **Optional** Guerrero, G., Sugimaru, C., Cussianvoich, A., Fraine, B. D., & Cueto, S. (2016). Education aspirations among young people in Peru and their perceptions of barriers to higher education. http://repositorio.minedu.gob.pe/bitstream/handle/123456789/4527/Education%20Aspirations%20among%20Young%20People%20in%20Peru%20and%20their%20Perceptions%20of%20Barriers%20to%20Higher%20Education.pdf?sequence=1&isAllowed=y Marino, E. (n.d.). The state of education in Peru. *The Borgen Project.* https://borgenproject.org/state-education-peru/	UNIT 10 **Peruvian Education**	**CLO's Addressed:** CLO1 CLO2 CLO3 CLO5 CLO6 CLO8 **MLO's Addressed:** MLO1 MLO2 MLO3 MLO4 MLO6 MLO7 MLO11 MLO13 MLO14 MLO15 MLO20 MLO21	**Unit 10 Academic Blog: Peruvian Education** Remember to make a relevant and thoughtful entry to show that you read and watched each resource. As you are reviewing the course materials, you should create connections between the topics and your experiences. For your blog posting, provide your thoughts on each of the below areas. • Make connections between the topics and your experiences. • How is this topic similar and different to your own community? Post your updated blog on the discussion board. Although you are not required to provide follow-up posts, you are encouraged to review your peers' blogs and provide feedback. Upload of blog to discussion post due Sunday, 11:59PM, CST	Academic Blog Rubric, 20 pts.

Module / Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
Module 6	Rojo, G.F. & Beauregard, T.A. (2017). A Latin American perspective on diversity management: What does "inclusion" mean in a Peruvian context?" *Management and diversity* (pp. 9-31) Emerald Publishing Limited. de la Flor, P. (n.d.). A time of resurgence. ReVista Harvard Review of Latin America. https://revista.drclas.harvard.edu/book/mining-and-economic-development-peru Almenara, D.P.M.R.G.T. (2013) *Factors that impact on organizational citizenship behavior in Peruvian companies.* Maastricht: MSM. TRT World (2018, May). Peru economy: Country becoming Latin America's startup hub [Video]. https://www.youtube.com/watch?v=CP0N75hrbBQ CGTM (2018, April) Informal economy" is a major part of Peru's labor market [Video].	UNIT 11 **Peruvian Economy**	**CLO's Addressed:** CLO1 CLO2 CLO3 CLO5 CLO6 CLO8 **MLO's Addressed:** MLO2 MLO3 MLO4 MLO6 MLO7 MLO11 MLO13 MLO14 MLO15 MLO19 MLO20 MLO21	**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. **Unit 11 Discussion: Peruvian Economy** The economy in Peru is wide ranging and all encompassing, from tech start-ups to a large agricultural and mining economy. You will need to first review the readings and videos from this module and then answer the following questions: • What did you find most interesting about the Peruvian economy? • How have political factors impacted their economy? • Compare and contrast the Peruvian and U.S. economies. Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST	20 points if you attend, 0 if you do not Discussion Rubric, 20 points

Module / Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
	https://www.youtube.com/watch?v=Q6QLLG0mD1Y http://www.proyectoperuanos.org/	UNIT 12 **Service Learning**	**CLO's Addressed:** CLO1 CLO2 CLO3 CLO4 CLO5 CLO6 CLO8 **MLO's Addressed:** MLO2 MLO3 MLO4 MLO6 MLO7 MLO9 MLO11 MLO13 MLO14 MLO15 MLO20 MLO21	**Unit 12 Academic Blog: Service Learning** During our time in Peru, we will be building a home through the Peruvian Project Association to support a family enduring extreme poverty. For this blog post, please explore their website (http://www.proyectoperuanos.org/) and research the socioeconomic statuses in Peru. What is your reaction to the poverty levels in Peru? How will you prepare yourself to engage in this service-learning project? Please provide articles or videos from your research. Post your updated blog on the discussion board. Although you are not required to provide follow-up posts, you are encouraged to review your peers' blogs and provide feedback. Upload of blog to discussion post due Sunday, 11:59PM, CST	Academic Blog Rubric, 20 pts.
Module 7	Evans, H. (2016, February). Global Citizenship: What does it mean to be a citizen of the world? [Video]. https://www.ted.com/talks/hugh_evans_what_does_it_mean_to_be_a_citizen_of_the_world New York Institute of Technology (n.d.). Service learning and community	UNIT 13 **Travel Abroad Schedule and Expectations**	**CLO's Addressed:** Addresses all CLOs **MLO's Addressed:** Addresses all MLOs	**Unit 13 Discussion: Cultural Competence** **This discussion will take place during in-country debriefing sessions.** How have you become a more culturally competent practitioner throughout the course? Why is it important for practitioners to develop cultural competence and how might this goal be accomplished? How might you interact in situations in which there is cultural dissonance? How will you use your newfound knowledge in your future academic and professional goals?	Discussion Rubric, 20 points

	engagement: What is service learning? https://libguides.nyit.edu/c.php?g=837082&p=5978581			**Complete *Post*-Survey: Global Perspectives Inventory (GPI): log information will be sent to you via email.** Due one-week post travel	20 pts if completed on time, 0 if late.
		UNIT 14 **Travel Abroad Schedule and Expectations**	**CLO's Addressed:** Addresses all CLOs **MLO's Addressed:** Addresses all MLOs	**In-Country Attendance & Engagement** **Professional Comportment** **Capstone Assignment Project (160 points).** For your capstone assignment, you will be completing one last blog, summarizing your experience, reflecting on any transformational learning, and developing a plan to incorporate your experience into your own professional development and community. Make your last post dynamic with photos and videos from your time abroad. Consider the following questions when completing your blog: • Demonstrate knowledge of the worldview of the local culture within the context of psychology. • Analyze the differences between the Peruvian culture and your own culture. • Explain the importance of developing cultural competency and how it impacts their professional practices. • Discuss how western influences have impacted academic and professional goals. • Describe how personal, professional, and academic perceptions have changed throughout the course and in-country experiences. • Describe how your perceptions and bias impacts understanding of cross-cultural differences. • Discuss changes that have occurred in your perspectives as a result of the study abroad experience. • Explain the importance of becoming a global citizen and developing cultural competency. • Identify areas of differences between own country and host country in regard to areas of comfort and discomfort. Develop at least 4-pages of writing or video content (at least 16 minutes in length) Your final Capstone project should pull in your previous academic blogs, be dynamic, and use photos and/or videos from your experience in Peru. Due 2 weeks post travel.	Rubric, 200 pts. Rubric, 80 pts. Capstone Rubric, 160 pts.

Appendix A – Tentative Itinerary

Please note, some in-country activities may be modified if COVID-19 restrictions are in place. A final itinerary will be provided prior to the in-country experience.

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 Spring 2 2022 term April 20th	• Arrive to Lima, Peru and travel to accommodations. • Welcome dinner • Transportation: Airport to accommodations (one group transfer) **Exertion Level 1: Light to Moderate**	Lima, Peru
Day 2 April 21st	• Breakfast provided at hotel • Training session with faculty and students at UPC • Lunch and dinner on own • Transportation: Walking and public transportation **Exertion Level 2: Light to Moderate**	Lima, Peru
Day 3 April 22nd	• Breakfast provided at hotel • Compassion Project • Fundación Pachacutec • Huaca Pucllana Tour • Lunch on own • Group dinner • Transportation: Group transportation to and from site visits **Exertion Level 2: Light to Moderate**	Lima, Peru
Day 4 April 23rd	• Breakfast provided at hotel • Proyecto Hogar • Lunch and dinner on own • Transportation: Group transportation to and from site visits	Lima, Peru

	Exertion Level 2: Light to Moderate	
Day 5 April 24th	• Breakfast provided at hotel • Downtown city tour • Miraflorres District and Boarwalk tour • Lunch and dinner on own • Transportation: Group transportation to sites Exertion Level 2: Light to Moderate	Lima, Peru
Day 6 April 25th	• Breakfast provided at hotel • Villa la Pa Foundation • Asociación CIMA • lunch and dinner on own • Transportation: Group transportation to service learning site Exertion Level 2: Light to Moderate	Lima, Peru
Day 7 April 26th	• Breakfast provided at hotel • Visit to local K-12 schools • Lunch and dinner on own Exertion Level 2: Moderate	Cusco, Peru
Day 8 April 27th	• Breakfast provided at hotel • Tour Ruins of Sacsayhyamán • Explore city markets • Transportation: Flight to Cusco accommodations. Exertion Level 2: Light to Moderate	Cusco, Peru
Day 9 April 28th	• Breakfast provided at hotel • Travel to Cuzco by train	Lima, Peru

	• Machu Picchu • Farewell Dinner • Transportation: Walking and public transportation **Exertion Level 2: Moderate to Heavy** **Guided walking tour at high altitude. Please bring water, comfortable weather appropriate clothes, and athletic shoes.**	
Day 10 April 29th	• Breakfast provided at hotel • Depart home • Transportation: Accommodations to airport (one group transfer) **Exertion Level 1: Light to Moderate**	Lima, Peru

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**

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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

Appendix D - Assignment Rubric- Discussion Forum

	Performance				
Criteria	Needs Improvement	Adequate	Good	Exemplary	Points
Initial Post: **Demonstration of quality content and integration of course material**	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. 0-2 points	The initial discussion post exhibits a statement which answers or partially answers the main discussion question(s). However, the answer doesn't demonstrate two of the following: • A substantive statement including citations from the assigned readings • At least 1 additional scholarly source • Stimulates further discussion as evidenced by responses from colleagues 3-4 points	The initial discussion post exhibits a statement which answers the main discussion question(s). However, the answer doesn't demonstrate one of the following: • A substantive statement including citations from the assigned readings • At least 1 additional scholarly source • Stimulates further discussion as evidenced by responses from colleagues 5 points	The initial discussion post exhibits a strong statement which answers the main discussion question(s), and demonstrates all of the following: • A substantive statement including citations from the assigned readings • At least 1 additional scholarly source • Stimulates further discussion as evidenced by responses from colleagues 6 points	6 points maximum

Participation: **Feedback to colleagues throughout the week**	The student did not give feedback to a minimum of two 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. 0-2 points	The student's feedback to two or three clcolleagues' 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. 3-4 points	The student provides feedback to three 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. 5 points	The student provides detailed feedback to three or more colleagues' initial posts. The feedback addresses the 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. 6 points	6 points maximum
Participation: **In one's own initial post in the discussion thread**	Student does not adequately provide evidence of participating in their initial post discussion thread throughout the week. 0-2 points	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). 3-4 points	Student responds to all feedback received on student's initial post, and responds to instructor's feedback to initial post. Responses are proficient but not as robust or substantive. 5 points	Student participates in their initial post discussion thread at least (3) separate days of the week. Student writes substantial responses to all feedback received on student's initial post, and responds to instructor's feedback to initial post. 6 points	6 points maximum
Academic Writing: **Adherence to APA style, spelling and grammar, and consistent with standards of discipline**	Poor or no attention to structure and form of APA style for in-text citations and references in the initial post. Repetitive errors in grammar, and/or the writing style was disorganized or casual. 0 points	Basic structure of APA followed with multiple errors and/or missing in-text citations and references. 3 or more errors in grammar, and/or the writing style is casual or lacks a professional approach. 0.5 point	Basic structure of APA followed with no more than one error in in-text citations and references. 2 or more errors in grammar; writing style is generally adequate. 1 points	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. 2 points	2 points maximum
				Total	20 points maximum

Appendix F – Academic Blog Rubric

	Above Expectations	Meets Expectations	Approaching Expectations	Below Expectations	Points
Length	1 page or more; 4 minutes of video or more; combination of writing/video to meet criteria above. 5 points	.75 page or more; 3 minutes of video; combination of writing/video to meet criteria above. 4 points	.5 page or more; 2 minutes of video; combination of writing/video to meet criteria above. 2-3 points	.25 page or more; 1 minute of video; combination of writing/video to meet criteria above. 0-1 points	5 points maximum
Content	Journal entry has notes (any format) that show thorough reading, viewing, and reflection for every reading and video in the module. 10 points	Journal entry has notes (any format) that show basic reading, viewing, and reflection for every reading and video in the module. 7-9 points	Journal entry has notes (any format) that shows basic reading, viewing, and reflection for at least 50-75% of readings and videos in the module. 4-6 points	Journal entry has notes (any format) that show less than 50% reading, viewing, and reflection of readings and videos in the module. 0-3 points	10 points maximum
Sharing and Participation	The student provides detailed feedback to two or more colleagues' initial posts. The feedback addresses the 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. 5 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. 4 points	The student's feedback to one or two clcolleagues' 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. 2-3 points	The student did not give feedback to a minimum of one colleagues' initial post, or the feedback given constitutes simple agreement, or was posted late Saturday and/or Sunday – too late in the week to have an impact. 0-1 points	5 points maximum
				Total	**20 points**

Appendix H - Assignment Rubric- Capstone Project

	Above Expectations	Meets Expectations	Approaching Expectations	Below Expectations	Points
Length	4 pages or more; 16 minutes of video; combination of writing/video to meet criteria above. 30 - 40 points	3 pages or more; 12 minutes of video; combination of writing/video to meet criteria above. 20 – 29 points	2 pages or more: 8 minutes of video; combination of writing/video to meet criteria above. 19 – 10 points	1 page or more: 4 minutes of video; combination of writing/video to meet criteria above. 0 - 9 points	40 points maximum
Content	Journal entry has notes (any format) that show thorough reading, viewing, and reflection for every criterion stated in the capstone project. 30 - 40 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 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 less than 50% criterion stated in the capstone project. 0 - 9 points	40 points maximum
Reflection	The student provides detailed feedback to two or more colleagues' initial posts. The feedback addresses the 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	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. 2 0 – 29 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	The student did not give feedback to a minimum of one colleague's initial post, or the feedback given constitutes simple agreement, or was posted late Saturday and/or Sunday – too late in the week to have an impact. 0 - 9 points	40 points maximum
Project Design	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	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	Different forms of writing, videos, still photos, and any additional media is leveraged. Design is engaging. 19 – 10 points	Only one form of media is used. Project design is not engaging and does not add value to the student's capstone project. 0 - 9 points	40 points maximum
				Total	160 points

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> **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