



The Chicago School of Professional Psychology
Department of Forensic Psychology
Psychology in an International Context – FO643 Special Topics
3 credits
Spring 2021

Course Introduction

Instructor:	Dr. Zarse
Course Section #	FO643
Course Meeting Day/Time	TBD
Office and Hours:	Merchandise Mart, Rm 4127
Phone:	312-467-2101
E-mail:	nzarse@thechicagoschool.edu

Official Course Description

This course provides students with knowledge and direct exposure to key forensic aspects of Israel. It is divided between semester-long, on-ground classroom activities at the Chicago campus, followed by a study-abroad trip to Israel. Students have direct access to international experts in the fields of terrorism, counterterrorism, trauma, and resilience, as well as government and military officials. Students tour a world-renowned mass-casualty unit of a hospital in Jerusalem and a residential facility for individuals with severe disabilities, including presentations from treating professionals at both facilities. Students study the culture of Israel, including significant political and religious aspects, along with cultural excursions directly related to same. Cultural immersion activities include the Holocaust Museum, the Western Wall, the old City of Jerusalem, the Church of the Holy Sepulchre, a Shuk, Bedouin and Druze hospitality, and a Christian tour. Students will complete a service-learning project in Israel.

Institutional Learning Outcome Addressed

Institutional Learning Outcomes

Diversity

Graduates will be able to apply theoretical and practical knowledge about ethnic, racial, gender, sexual, cultural and religious, age, and disability difference in their professional work.

- Students will recognize and respect individual and group differences as well as practice with cultural competence.
 - Apply clinically-relevant and culturally sensitive interventions to promote client mental health and well-being.
 - Appreciate individual and cultural differences.

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

1. Students will demonstrate a basic understanding of the culture, people, and traditions of Israel, including forensic issues.
2. Students will develop a fundamental understanding and appreciation for the role that diversity plays in forensic psychology.
3. Students will become familiar with the Israeli government, by speaking with government officials and diplomats.
4. Students will gain an experiential understanding of trauma, as evident in Israel, by virtue of touring a mass casualty unit of a hospital and spending a full day in Sderot.
5. Students will gain first-hand exposure to critical historical events in the formation of Israel as a state, by touring the Holocaust Museum, the Western Wall, and ancient ruins.
6. Students will gain first-hand exposure to critical religious events in the history of Israel by touring the Old City of Jerusalem and participating in a "Christian tour."

Professional Practice

Graduates will be able to conduct assessments, develop appropriate interventions, and implement interventions in their specialty area of professional psychology.

- Intervention: Students will integrate a basic knowledge of theory, research, and professional literature to guide interventions and promote optimal mental health and well-being
 - Incorporate self-reflection and critical thinking to develop and maintain therapeutic rapport and effective interventions.

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

1. Students will demonstrate a basic knowledge of terrorism, counterterrorism, trauma and resilience.

Required and Optional Texts and Electronic Reserves

Required Texts

Rubin, B. (2012). Israel: An introduction. New Haven, CT: Yale University Press.

“What to Know Before You Go” – TCSP Study Abroad Pre-Departure Guide

- [Click for Weblink](#) – Review the information on this site thoroughly!

TCSP Study Abroad: Handbook and Resources

- [Weblink for TCSP Study Abroad](#)
- Handbook for Students Traveling Abroad ([Direct Link to Handbook](#))
 - Please review the Helpful Links for Travelers section, specifically
 - Center for Disease Control – Traveler’s Health
 - Health Information and Vaccinations

Course Rubric

Institutional Learning Outcomes Assessed	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
<p>Diversity A graduate will be able to apply theoretical and practical knowledge about ethnic, racial, gender, sexual, cultural and religious, age, and ability difference in professional work.</p>	<p>Does not demonstrate knowledge of the world-view of the local culture within the context of psychology; Unable to analyze differences between host culture and own culture; Unable to articulate global perspective in relation to their professional and academic goals; cannot explain personal, professional and academic impact of their experience abroad.</p>	<p>Demonstrates basic knowledge of the world-view of the local culture within the context of psychology; Can analyze some basic differences between host culture and own culture; May not be able to articulate global perspective in relation to their professional and academic goals; when prompted can describe basic personal, professional and academic impacts of their experience abroad.</p>	<p>Demonstrates knowledge of the world-view of the local culture within the context of psychology; Can analyze several basic differences between host culture and own culture; Able to articulate general understanding of global perspective in relation to their professional and academic goals; can describe personal, professional and academic impacts of their experience abroad.</p>	<p>Demonstrates extensive knowledge of the world-view of the local culture within the context of psychology; Can critically analyze several differences between host culture and own culture; Presents understanding of global perspective in relation to their professional and academic goals; can articulate and critically analyze personal, professional and academic impacts of their experience abroad.</p>
<p>Professional Behavior A graduate will be able to function in a professional and ethical manner in</p>	<p>Unable to recognize value of interacting with individuals with backgrounds and/or perspectives different from their own; intolerant of</p>	<p>Basic recognition of value of interacting with individuals with backgrounds and/or perspectives different from their own; some tolerance of ambiguity in</p>	<p>Recognizes value of interacting with individuals with backgrounds and/or perspectives different from their own; tolerant of ambiguity in</p>	<p>Recognizes and critically evaluates value of interacting with individuals with backgrounds and/or</p>

<p>classroom, off-site training, and work settings.</p>	<p>ambiguity in complicated environments where clear cut answers or standard operating procedures are absent; Does not take responsibility or accountability by making appropriate decisions on behavior or accepting the consequences of their actions; Does not demonstrate self-reliance in non-classroom environment.</p>	<p>complicated environments where clear cut answers or standard operating procedures are absent; Generally takes responsibility or accountability by making appropriate decisions on behavior or accepting the consequences of their actions; Demonstrate self-reliance in non-classroom environment.</p>	<p>complicated environments where clear cut answers or standard operating procedures are absent; Takes responsibility or accountability by making appropriate decisions on behavior or accepting the consequences of their actions; Demonstrate self-reliance in non-classroom environment.</p>	<p>perspectives different from their own; embraces opportunity to learn from ambiguity in complicated environments where clear cut answers or standard operating procedures are absent; takes responsibility or accountability by making appropriate decisions on behavior or accepting the consequences of their actions; Demonstrate self-reliance in non-classroom environment.</p>
---	---	---	---	--

Class Schedule, Assignments, and Grading

Course Assignments

1. **Complete Student Rights and Responsibility Agreement**
2. **Global Perspectives Inventory Pre and Post Test**
3. **International Travel Registration**

Academic Assignments comprise 65% of total grade

4. **On-ground Participation and Attendance (Discussions) 8% of Grade**

Attendance is mandatory, as on-ground class activities provide the foundation for our study-abroad trip. Student discussion adds an invaluable aspect to the class. Completing the reading assignments before class facilitates the learning process, provides an environment ripe for discussion, and enhances understanding of the expertise of guest speaker. Absences need to be cleared in advance by the instructor. Emergencies will be handled on a case-by-case basis. If absent, an approved assignment must be completed, in hard copy form. Per departmental policy, two absences result in a half-grade reduction and three result in an F.

Participation points are earned by your voluntary participation in class. The goal is to spark engagement with the material and critical thinking, as well as student involvement in an active learning environment. These points must be earned, as with any other assignment.

5. **Reflection Papers 20% of Grade**

Reflection encourages students to consider the significance of the study abroad trip in light of traditional course work. The purpose of the trip is to deepen the student’s knowledge and understanding of forensic issues within a multi-cultural perspective. Students are encouraged to think critically about their personal reactions to the history, politics, religion, and culture of Israel. Consider areas of growth and/or challenge. Consider your professional growth, the connection to Israel, and how this activity enhances your preparation for the study-abroad trip. Do not simply report what the speaker imparted or describe the event. Focus on an aspect of the course. Dig deeper in order to reflect on the impact on you personally and professionally.

Students will write 8 papers on-ground, within a week of the topic. Papers need to be in APA format, at least 2 pages in length, and hard copy. The same applies to reflection papers in Israel.

The rubric for the reflection papers will be posted in Canvas at the start of class.

- 6. Daily Debrief in Israel** **7% of Grade**
 Students will participate in a daily debrief in Israel, focusing on forensic and cultural experiences. Students must participate in a meaningful fashion in order to receive credit. Students may address cultural experiences, diversity, personal reactions, personal growths, areas of challenge, and lessons learned. Students must demonstrate sensitivity to the experiences and reactions of their peers.
- 7. Power point: Cultural Readings and In-country Activity, Druze Village** **10% of Grade**
 Students will complete a power point presentation that compares and contrasts a reading about Israeli Druze with the real-life experience in Israel. We have the unique opportunity to visit a Druze Village and dine in a traditional Druze restaurant, hearing directly from a community leader. Students may inquire about Druze identity, religion, how Druze fit into Israeli society, etc. Think critically about cultural aspects, their connection to Israel, and how differences play out within the larger national character of Israel. Explore personal reactions to this unique culture, areas of growth and/or challenge, and how this culture informs the study-abroad experience.
- 8. Power point: Theory vs Experience** **10% of Grade**
 In a power point presentation, apply the theoretical concepts of terrorism, trauma, OR resilience to the Israeli experience of same. How does the collective experience affect the societal reality, what are the unique elements facing Israel, how does the composition of Israel inform their response, contrast the views of Israeli experts with those of other authors, discuss the lived experience of the concepts as opposed to theoretical examinations, etc.
- 9. Final Paper** **10% of Grade**
 In the final paper, students will reflect on the study-abroad experience, as well as their resulting professional and personal growth. Focus on aspects of the course, addressing both on-ground and in-country activities. You may include stereotypes and expectations, as well as anxieties and/or fears, in so far as they impacted your personal and/or professional growth. Students are expected to reflect, in depth and with critical thinking, on the total experience and value of multi-cultural immersion on their learning. You may also include the impact of the Israel program upon your career goals. The paper needs to be 4 to 5 pages in length. The grading rubric will be posted in Canvas at the start of the semester.
- Behavioral Assignments comprise 35% of total grade**
- 10. Study Abroad Experience** **20% of Grade**
 Students will participate, in an alert and engaged manner, in all of the planned forensic and cultural experiences in Israel. Students need to remove their Western lens so as to engage with openness and sensitivity. The grading rubric will be posted in Canvas at the start of the semester.
- 11. Service-Learning Component in Israel** **5% of Grade**
 Students will complete a service-learning project in Israel, by volunteering at a community center: cleaning the facility, tending gardens, packing meal bags, picking up trash, and/or doing yardwork. The work requires physical exertion yet is unskilled in nature. Students will interact with staff, including religious leaders. Students will have the opportunity to observe cultural practices, societal norms, and also give back to the community. Integrate it into the final paper.
- 12. Professional Contribution and Behavioral Comportment** **10% of Grade**
 Students are expected to comport themselves professionally, at all times and with all individuals, in Chicago and in Israel, including peers, faculty, guest speakers, and Israeli experts and officials. Students are expected to hear and incorporate feedback, even if uncomfortable and challenging.
- 13. Integrity**
 All students agree to abide by an honor code whereby all work submitted in this course requires students' adherence to the honesty and integrity of their academic performance and the Student

Handbook. Please take special note that students remain responsible for submitting work that is genuinely theirs. No part of their examinations or papers may be shared with other students in this class or with other students in future classes. Additionally, no students may refer to papers from previous classes. All assignments that are a byproduct of academic dishonesty will receive, at minimum, a zero.

On-Ground Timeline
****Subject to change****

Class Date	Learning Objective	Topic	Readings and Assignments
Week 1	1, 2, 3	<p>Introductions – Course & Syllabi</p> <p>Guest Speaker: Cindie Zhou, International Affairs</p>	<p>Central Intelligence Agency. (2001). The World Factbook: Israel. Updated February 14, 2001, Retrieved from https://www.cia.gov/library/publications/the-world-factbook/geos/is.html</p> <p>The State of Israel. (2009). The Knesset in the Governing System: Electoral System in Israel. Retrieved from http://www.knesset.gov.il/description/eng/eng_imshalbe_h.htm</p> <p>Prior to registration, students must complete the Student Rights and Responsibility Agreement. Please contact studyabroad@thechicagoschool.edu</p> <p>Pre-Test: Global Perspective Inventory (complete by Week 1: Sunday at 11:59 PM CST): https://gpi.central.edu/</p> <p>International Travel Registration. Travel will not be permitted unless document is signed and returned by end of Week 1, Sunday, 11:59 PM CST.</p> <p><u>Required Readings</u> “What to Know Before You Go” – TCSP Study Abroad Pre-Departure Guide Click for Weblink - Review information thoroughly!</p> <p>TCSP Study Abroad: Handbook & Resources Weblink for TCSP Study Abroad Handbook for Students Traveling Abroad Please review Helpful Links for Travelers section0Center for Disease Control – Travelers Health Information and Vaccinations</p>
Week 2	1, 2, 3, 5	Terrorism, trauma, resilience	<p>Nuttman-Shwartz, O., & Shoal-Zuckerman, Y. (2015). Continuous traumatic situations in the face of ongoing political violence: The relationship between CTS & PTSD. <i>Trauma, Violence & Abuse</i>, 1-9.</p> <p>Muldoon, O. (2003). The psychological impact of protracted campaigns of political violence on societies. <i>Terrorists, victims and society: Psychological perspectives on terrorism and its consequences</i>, 161-174.</p> <p>Hobfoll, S. E., Palmieri, P. A., Johnson, R. J., Canetti-Nisim, D., Hall, B., & Galea, S. (2009). Trajectories of resilience, resistance, and distress during ongoing</p>

			<p>terrorism: The case of Jews and Arabs in Israel. <i>Journal of Counseling and Clinical Psychology</i>, 77(1), 138-148.</p> <p>Nuttman-Shwartz, O., Karniel-Lauer, E. & Offir, S. (2002). "Group Therapy with terror injured persons in Israel: Societal impediments to successful working through" <i>Group</i>, 26(1), 49-59.</p>
Week 3	1, 2, 3	<p>Our Trip: Nuts & Bolts</p> <p>Screening: <i>History of Israel</i></p>	<p>Rubin, ch. 1</p> <p>http://jpupdates.com/2015/01/15/wiesenthalcenter-describes-grim-picture-antisemitism-2014/</p>
Week 4	1, 2, 3, 5	<p>Guest Speaker: FBI Special Agent Israel: History, Culture, Religion</p>	<p>Shitrit, L. (2014). Israel. In Lust, E. (Ed), <i>The Middle East</i> (pp 537-563). Los Angeles, CA: Sage Publications, Inc. (<u>posted on Canvas</u>)</p> <p>Firestone, R. (2005). Jerusalem in Judaism, Christianity, and Islam. <i>Encyclopedia of Religion</i>. 838-4831.</p>
Week 5	1, 2, 3, 6	<p>Screening: <i>Winston Churchill</i></p>	<p>www.winstonchurchill.org</p>
Week 6	1, 2, 3, 5	<p>Guest Speaker: President, Executive Board, TLOC (FBI Counter-Terrorism Organization with Law Enforcement)</p> <p>Terrorism in Israel</p>	<p>Spindlove, J. & Simonsen, C. (2013). In search of a definition of terrorism. In <i>Terrorism Today: The Past, The Players, The Future</i> (pp. 2-24). Boston, MA: Pearson.</p> <p>Spindlove, J & Simonsen, C. (2013). North Africa and the Middle East. In <i>Terrorism Today: The Past, The Players, The Future</i> (pp. 235-271). Boston, MA: Pearson.</p> <p>Ganor, B. (2008). Terrorist Organization typologies and the probability of a boomerang effect. <i>Studies in Conflict & Terrorism</i>, 31(4), 269-283.</p> <p>Al Qaeda battles ISIS to lead global jihad http://www.cnn.com/2014/09/10/world/meast/isis-vs-al-qaeda/index.html</p> <p>http://www.clarionproject.org/analysis/anjem-choudary-i-dont-feel-sorry-those-beheaded</p> <p>http://www.juf.org/news/world.aspx?id=424502</p>
Week 7	1, 2, 3	<p>Guest Speakers: FBI Supervisory S.A. CPD, on FBI J.T.T.F.</p> <p>Cultural Considerations</p>	<p>Rubin, ch. 4</p> <p>Nisan, M. (2010). The Druze in Israel: Questions of identity, citizenship, and patriotism. <i>The Middle East Journal</i>, 64(4), 575-596.</p> <p>Dana, N. (2009). Druze identity, religion- Tradition and apostasy. Retrieved from http://app.shaanan.ac.il/shnaton/15/14.pdf</p> <p>Chatty, D. (2014). The persistence of Bedouin identity and increasing political self-representation in Lebanon and Syria. <i>Nomadic Peoples</i>, 18(2), 16-33.</p> <p>Shenhav, Y. & Hever, H. (2012). 'Arab Jews' after structuralism: Zionist discourse and the (de)formation of an ethnic identity. <i>Social Identities</i>, 18(1), 101-118.</p>

			http://www.washingtonpost.com/blogs/religious-right-now/post/the-unbearable-lightness-of-voting--for-a-palestinian-state/2012/11/16/8a7ee1103014-11e2-9f50-0308e1e75445_blog.html
Week 8	1, 2, 3, 5	Guest Speaker: Secondary Victim of Terrorism	<p>Gallimore, T. (2004). Unresolved trauma: Fuel for the cycle of violence and terrorism. In C. E. Stout (Ed.), <i>Psychology of terrorism</i> (Condensed Ed.): <i>Coping with the continuing threat</i> (pp. 67-93). Westport, Connecticut: Praeger.</p> <p>Grotverg, E. H. (2004). From terror to triumph: The path to resilience. In C. E. Stout (Ed.), <i>Psychology of terrorism</i> (Condensed Ed.): <i>Coping with the continuing threat</i> (pp. 199-224). Westport, Connecticut: Praeger.</p> <p>Sprang, G. (2003). The psychological impact of isolated acts of terrorism. In <i>Terrorists, victims and society: Psychological perspectives on terrorism and its consequences</i> (pp. 133-159). Chichester, West Sussex, England: Wiley.</p>
Week 9	1, 2, 3, 5-6	Screening: Holocaust (1) Cultural Considerations	<i>The Holocaust Chronicle: A History in Words and Pictures, pp 16-51.</i> Lincolnwood, IL: Legacy Publishing.
Week 10	1, 2, 3, 5,6	Guest Speaker: Israeli Consulate Cultural Considerations	<p>Rubin, ch. 3 & 5 http://chicago.mfa.gov.il/</p> <p>Katz, R. (n.d.). IDF Background Information. Retrieved from http://www.mahal-idf-volunteers.org/information/background/content.htm http://www.juf.org/news/world.aspx?id=424502</p> <p>Israel Ministry of Foreign Affairs. (2001, June). Political Structure and Elections. Retrieved from http://www.mfa.gov.il/MFA/MFAArchive/2000_2009/2001/6/Polictical%20Structure%20and%20Elections</p>
	1, 2, 3, 5,6	Holocaust Museum Tour: Skokie, IL Holocaust Survivor Cultural Considerations	<p>Spend time on the following website prior to the visit: http://www.ilholocaustmuseum.org/</p> <p>Spend time on the following site: http://www1.yadvashem.org/yv/en/holocaust/about/index.asp</p> <p>Spodek, E., & Sackel, M. (Eds). (2009). <i>In Our Voices: Stories of Holocaust Survivors</i>. Illinois Holocaust Museum & Education Center: IL.</p>
Week 11	1 - 7	Guest Speaker: Rabbi	Rubin, ch. 2
Week 12	2, 3, 4, 5	Guest Speaker: Simon Wiesenthal Center, Digital Hate & Terrorism Project	Hier, M. (2015). <i>Meant to Be: A Memoir</i> . Ch 4, Birth of the Simon Wiesenthal Center, pp 61-79. New Milford, CT: The Toby Press.
Week 13	1, 2, 3, 5,6	Screening: Holocaust (2)	<i>The Holocaust Chronicle: A History in Words and Pictures, pp 16-51.</i> Lincolnwood, IL: Legacy Publishing.

Week 14	1 - 7	Process the class Final Trip Prep	http://www.foreignpolicy.com/articles/2011/04/25/the_ultimate_ally?page=full http://www.timesofisrael.com/once-inside-israels-hospitals-the-terrorist-becomes-the-patient/
----------------	-------	--	--

In-Country Timeline

****Subject to change****

Date	Activities/ Note for exertion level	Location
Students must arrive at Tel Aviv airport NLT noon on Sunday	<ul style="list-style-type: none"> Tel Aviv Airport, Israel Taxi from airport to hotel (on your own) <p>Exertion level 2: After their flight, students will commute by taxi from Tel Aviv Airport to the hotel in Tel Aviv.</p>	Hotel: Tel Aviv (Share rooms, all hotels)
Day 1 Sunday	<ul style="list-style-type: none"> 3:00 pm: meet in hotel lobby In-country orientation including emergency response and safety orientation 5:00pm: dinner, with Guest speaker; Old Joffa (required). Included in fee. <p>Exertion level 5: Students will travel via taxi to Old Joffa. The restaurant is accessed by stairs with no elevator. Students tour Old Joffa, with steps, inclines, and bridges with no ADA accommodations. Following dinner, students may walk along the coast of the Mediterranean Sea.</p>	Hotel: Tel Aviv Welcome Dinner: Old Joffa
Day 3 Monday	<ul style="list-style-type: none"> 7:00 am: breakfast (optional). Included in fee. 8:00 am: meet in lobby for departure. 9:30 am: tour Sderot. Speaker: International Trauma Expert 12:00 pm: lunch (required) Not in fee. 1:00 pm: service learning project in Sderot 6:00 pm: meet in hotel lobby for dinner 6:30 pm: dinner (optional). <p>Exertion level 5: Students commute by van, requiring steps to access. In Sderot, tour requires multiple intervals of walking, which includes uneven walkways, steps and inclines. Israel does not have ADA regulations. Students walk to dinner.</p>	Hotel in Tel Aviv Tour- Sderot
Day 4 Tuesday	<ul style="list-style-type: none"> 7:00 am: breakfast (optional). Included in fee. 8:00 am: meet in lobby for departure. 9:30 am: tour Caesarea 1:00 pm: lunch (optional). 2:00 pm: tour Haifa 5:30 pm: dinner, Druze restaurant (required) Druze guest speaker. Included in fee. <p>Exertion level 5: Students commute by van, accessed via steps. Caesarea is located on the Mediterranean coast, requiring walks, uneven steps, and graveled walkways. In Haifa, students experience various intervals of walking, with steps and inclines. Israel does not have ADA regulations.</p>	Hotel: Tel Aviv Tour- Caesarea Haifa

<p>Day 5 Wednesday</p>	<ul style="list-style-type: none"> • 7:00 am: breakfast (optional). Included in fee. • 8:00 am: meet in lobby for departure. • 9:30 am Aleh Village, a residential facility for individuals with severe disabilities • 1:00 pm: lunch (required), included in fee. • Bedouin Hospitality • 2:30 pm, cultural activity, included in fee • 6:00 pm: meet in hotel lobby for dinner • 6:30pm: dinner (required) W/ Guest speaker <p>Exertion level 5: Students commute by van, accessed by steps. Students walk the grounds of Aleh Village, including steps and inclines. Israel does not have ADA regulations. The Bedouin cultural activity conforms to the traditions of the Bedouin people (i.e., sitting on the floor.) Students walk to dinner.</p>	<p>Hotel: Tel Aviv</p> <p>Aleh Village</p> <p>Bedouin Hospitality</p>
<p>Day 6 Thursday</p>	<ul style="list-style-type: none"> • 7:00 am: breakfast (optional). Included in fee. • 8:00 am: meet in lobby for departure. • 9:30 am: Christian Tour Cana, Capernaum, Sea of Galilee, etc. • 12:30 pm: lunch (optional). • 1:30 pm: Christian tour, cont. River Jordan, Nazareth, Church of Annunciation • 6:00 pm: meet in hotel lobby for dinner • 6:30 pm dinner (optional) <p>Exertion level 5: Students commute by van, accessed by steps. On the Christian Tour, students experience various intervals of walking, with steps and inclines. Israel does not have ADA regulations. Students walk to dinner.</p>	<p>Hotel: Kibbutz</p>
<p>Day 7 Friday</p>	<ul style="list-style-type: none"> • 7:00 am: breakfast (optional). Included in fee. • 8:00 am: meet in lobby for departure. • 9:00 am: Tour of Old City, Western Wall, etc. • 12:30 pm lunch, the Shuk (optional). • 2:30 pm Ministry of Foreign Affairs • 6:00 pm meet in hotel lobby for dinner • 6:30 pm dinner (optional). <p>Exertion level 5: Students commute by van, accessed by steps. Students experience multiple intervals of walking, with steps and inclines. Israel does not have ADA regulations. Students walk to dinner.</p>	<p>Hotel: Jerusalem</p> <p>Old City, Jerusalem</p>
<p>Day 8 Saturday</p>	<ul style="list-style-type: none"> • 7:00 am breakfast (optional). Included in fee. • 8:00 am: meet in lobby for departure. • 9:30 am: Masada • 12:00 pm lunch (optional). • 2:00 pm The Dead Sea • 6:00 pm meet in hotel lobby for dinner • 6:30 pm dinner (required). Included in fee • Guest Speaker: International Trauma Expert <p>Exertion level 5: Students commute by van, accessed by steps. At Masada and the Dead Sea, students experience multiple intervals of walking, with steps and inclines. Israel does not have ADA regulations. Students walk to dinner.</p>	<p>Hotel: Jerusalem</p> <p>Masada</p> <p>The Dead Sea</p>

<p>Day 9 Sunday</p> <p>9:00 pm: students officially complete the program</p>	<ul style="list-style-type: none"> • 7:00 am: breakfast (optional). Included in fee. • 8:00 am: meet in lobby for departure. • 9:00 am: Shaare Zedek, w/ mass casualty unit. • 1:00 pm: lunch (optional). • 2:30 pm: Yad Vashem (Holocaust Museum) • 6:00 pm: meet in hotel lobby for dinner • 6:30 pm: dinner (required). Included in fee <p>Exertion level 5: Students commute by van, accessed by steps. At Shaare Zekek, students experience various intervals of walking. At Yad Vashem, students walk through the museum, with steps and inclines. Israel does not have ADA regulations. Students walk to dinner.</p>	<p>Hotel: Jerusalem</p> <p>Shaare Zedek</p> <p>Yad Vashem</p>
<p>Day 10 Monday</p>	<ul style="list-style-type: none"> • 7:00 am breakfast (optional). Included in fee. • Taxi from hotel to Tel Aviv Airport (on your own) • Depart Israel <p>Exertion level 2: Students commute by taxi from Jerusalem to Tel Aviv Airport.</p>	

General guide for exertion level (1-5, 1 is easiest and 5 is hardest).

Note: the study-abroad trip takes place in Israel, in the Middle East, without ADA regulations.

- Walking/hiking: 5
- Heat and humidity: 5
- Terrain (sand, dirt, and hills): 5
- Availability of variety of food: 5
- Bottled water availability: 1
- Sleeping comfortability (single rooms or shared rooms): 1, all hotel rooms are shared.
- Motor vehicle comfort, accessibility of public transportation & taxi: comfort- 1 and steps- 5.

Grade Classification			
Letter Grade	Percentage of Points	Credit toward GPA	Classification
A	94 – 100%	4.00	Superior
A-	90 – 93%	3.67	Excellent
B+	88 – 89%	3.33	Very Satisfactory
B	83 – 87%	3.00	Satisfactory
B-	80 – 82%	2.67	Marginally Satisfactory
C	70 – 79%	2.00	Below Expectations
F	69 and below	0.00	

CREDIT HOUR REQUIREMENTS (FOR ON CAMPUS 15 WEEK COURSES)

- **One credit hour** is equivalent to a minimum of 53 minutes of faculty instructional time per week (742 minutes or 12.4 hours in 15 weeks) plus out-of-class student preparation time as defined by degree level.
- **Three credit hours** are equivalent to a minimum of 160 minutes (2.65 hours) of faculty instruction time per week (2226 minutes or 37 hours in 15 weeks) plus out of class student preparation time as defined by degree level.

<u>On Campus 15 Week Courses</u>	Total Out of class Time Per Week in Minutes	Total Out of class Time Per Week in Hours
---	--	--

Degree Level	One Credit Hour	Three Credit Hours	One Credit Hour	Three Credit Hours
Bachelor's level courses	106	318	1.75	5.3
Master's level courses	159	477	2.65	8
Doctoral level courses* <i>*Dissertation preparation time additional</i>	159*	477*	2.65*	8*

Statement on Final Grades

Some courses may use online course management software, such as Canvas, as a key component in the course experience. Such software may record grades for individual assignments for both the instructor and the student, as well as tabulate a cumulative grade based on the grading criteria for the course. However, the only official source for final grades is the Academic Portal.

POLICY CLICK HERE FOR SYLLABUS PART 2: POLICIES
INTRODUCTION
<ul style="list-style-type: none"> • COMMITMENT TO DIVERSITY
ACADEMIC POLICIES AND PROCEDURES
<ul style="list-style-type: none"> • CLASS CANCELLATION • CREDIT HOUR • GRADING POLICIES <ul style="list-style-type: none"> ○ ADMINISTRATIVE GRADES <ul style="list-style-type: none"> ▪ INCOMPLETE • LEAVE OF ABSENCE <ul style="list-style-type: none"> ○ MILITARY LEAVE OF ABSENCE
FINANCIAL AID AND STUDENT ACCOUNT POLICIES
STUDENT RIGHTS AND RESPONSIBILITIES
<ul style="list-style-type: none"> • ACCESSIBILITY ACCOMMODATIONS • STUDENT CONDUCT <ul style="list-style-type: none"> ○ ACADEMIC INTEGRITY ○ PROFESSIONAL COMPORTEMET • RELIGIOUS ACCOMMODATIONS • TECHNOLOGY <ul style="list-style-type: none"> ○ ELECTRONIC COMMUNICATION ETIQUETTE ○ USE OF COMPUTING RESOURCES
STUDENT SERVICES, HEALTH, AND SAFETY

Student Academic Supports and Resources

[STUDENT PORTAL FOR UNIVERSITY RESOURCES](#)

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

[BOOKSTORE](#)

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.
- 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

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 / XULA Library](#)
- [Online Library](#)
- [Southern California Library](#)
- [Washington DC Library](#)
- [Dallas Library](#)

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.

ACADEMIC SUPPORT**NATIONAL CENTER FOR ACADEMIC & DISSERTATION EXCELLENCE (NCADE)****A. Academic Success Programs** – Master’s and pre-dissertating student support

Contact: writing@thechicagoschool.edu

- Onboarding and Orientation
- Writing Assessment Process and Academic Writing Seminar
- One-on-one writing consultations (on-the-ground and online)
- Time management and learning style consultations
- Presentations on APA writing style and formatting

B. Dissertation Writing Experts (DWEs) and Methodology Experts (MEs) - Dissertating Student Support

Contact: ncade@thechicagoschool.edu

- Writing

- APA
- Methodology
- One-on-one writing consultations (on-the-ground and online)
- Editorial and methodological support with the IRB application prior to submission to IRB
- Manuscript Preparation (formerly copyediting)
- Writing, methodological and professional development webinars

CHICAGO WRITING CENTER

The Chicago Writing Center offers writing support through in-person consultations and online paper reviews from our team of writing coaches and tutors, as well as a variety of online resources. All current students have access to writing, statistics, study skills, and APA style resources through the Graduate Student Success Program (GSSP) in Canvas. Students can book a 1-hour in-person appointment with the Chicago Writing Center by emailing cwc@thechicagoschool.edu or submit a paper for review (up to 10 pages at a time) through the “Assignments” section of the Chicago Writing Center Canvas course. Please allow 2-3 business days for a response. To learn about additional options for support, visit the Chicago Writing Center office in Room 606A in the Library or email cwc@thechicagoschool.edu.

Appendices – Rubrics

Appendix A: On-ground Participation and Attendance (Discussions) Rubric

Appendix B: Reflection Papers Rubric

Appendix C: Daily Debrief in Israel Rubric

Appendix D: Power point: Cultural Readings and In-country Activity, Druze Village Rubric

Appendix E: Power point: Theory vs Experience for Terrorism, Trauma, or Resilience Rubric

Appendix F: Final Paper Rubric

Appendix G: Study Abroad Experience Rubric

Appendix H: Service-Learning Component in Israel Rubric

Appendix I: Professional Contribution and Behavioral Compartment Rubric

Appendix A – On-ground Participation and Attendance (Discussions) Rubric

Grading Area	Demonstration Level 1 (unacceptable) 0-69 points	Demonstration Level 2 (minimal) 70-79 points	Demonstration Level 3 (proficient) 80-89 points	Demonstration Level 4 (exemplary) 90-100 points
Area of assessment	Description	Description	Description	Description
Participation	Does not participate in class discussions. Participates in rude or disrespectful manner	Occasionally participates.	Participates in most discussions	Daily and active participant
Completes readings before class, which sparks material-specific engagement	Does not complete readings before class, so not able to incorporate readings into discussion	Completes some readings and is occasionally able to infuse or apply current material to discussion	Completes many readings, so often infuses and applies more material to speaker. Often able to apply content from previous speakers to current discussion	Completes all readings so engagement is rich and nuanced. Consistently applies previous content to current discussion.
Evidences critical thinking	Does not demonstrate critical thinking	Occasionally able to analyze and evaluate issues in reasoned manner.	Often analyzes and evaluates issues in reasoned manner. Usually able to respectfully articulate own position, even when differs from speaker or group.	Consistently analyzes and evaluates issues in reasoned manner. Respectfully articulates own position, even when different from speaker or group.
Student is sensitive to peers during daily debriefs	Is disrespectful to peers, faculty and/or speaker during daily class discussion	Occasionally sensitive to peers, faculty and/or speaker during daily debriefs	Most of the time, displays sensitivity to peers, faculty and/or speaker during class discussion	Acts in professional manner that is consistently sensitive to peers, faculty and/or speakers during class discussions. Able to thoughtfully address disagreement and/or difficulty issues
Total Possible Points = 100				
Total Percentage= 8%				

Appendix B – Reflection Papers Rubric

Grading Area	Demonstration Level 1 (unacceptable) 0-69 points	Demonstration Level 2 (minimal) 70-79 points	Demonstration Level 3 (proficient) 80-89 points	Demonstration Level 4 (exemplary) 90-100 points
Area of assessment	Description	Description	Description	Description
Introduction is well developed	There is no introduction	Introduction is rudimentary	Introduction is satisfactory	Introduction is well developed, setting up the major themes of the paper
Body includes analysis, aspect of course, critical thinking, personal and professional impact	Body of the paper does not analyze the topic, does not incorporate an aspect of the course, does not demonstrate critical thinking, and/or does not discuss personal and professional growth	Body of the paper analyzes the topic at a superficial level, weakly incorporates an aspect of the course, demonstrates weak critical thinking, and briefly discusses personal and professional growth	Body of the paper adequately analyzes the topic, addresses an aspect of the course, demonstrates adequate critical thinking, and discusses personal and professional growth at satisfactory level	Body of the paper thoroughly analyzes the topic, incorporates an aspect of the course, demonstrates advanced critical thinking, and discusses personal and professional growth at advanced level
Conclusion summarizes major points and flows from body of paper	No conclusion	Conclusion summarizes some points or introduces new content. Conclusion is disjointed	Conclusion summarizes most of the points from the paper and is connected to the body of the paper	Conclusion summarizes major points and flows naturally from body of paper
Organization	Paragraphs are disorganized	Paragraphs are organized at rudimentary level	Paragraphs are adequately organized	Paragraphs are clearly organized
APA Style	Does not follow APA format	Several APA format errors	Minimal APA format errors	No APA format errors
Grammar	Contains numerous grammatical, punctuation, and spelling errors.	Contains some grammatical, punctuation, and spelling errors.	Contains minimal grammatical, punctuation, and spelling errors.	Contains 0-2 grammatical, punctuation, and spelling errors.
Total Possible Points = 100				
Total Percentage= 20%				

Appendix C – Daily Debrief in Israel Rubric

Grading Area	Demonstration Level 1 (unacceptable) 0-69 points	Demonstration Level 2 (minimal) 70-79 points	Demonstration Level 3 (proficient) 80-89 points	Demonstration Level 4 (exemplary) 90-100 points
Area of assessment	Description	Description	Description	Description
Active participation with original content	Does not participate in daily debriefs. Participates in rude or disrespectful manner.	Occasionally participates in daily debriefs. Often rude or disrespectful.	Participates in most daily debriefs and incorporates original content. Occasionally rude or disrespectful	Actively participates in all daily debriefs and incorporates original content into all debriefs. Respectful to peers and faculty
Incorporates diversity and cultural experiences into daily debriefs	Does not incorporate diversity or cultural experiences into daily debriefs	Occasionally incorporates diversity and cultural experiences into daily debriefs	Most of the time incorporates diversity and cultural experiences into daily debriefs	Incorporates diversity and cultural experiences into all daily debriefs
Discusses personal growth and areas of challenge in daily debriefs	Does not discuss personal growth or areas of challenge in daily debriefs. Merely reports on events of the day.	Occasionally discusses personal growth and areas of challenge in daily debriefs. Usually reports on the day, rather than personal elements.	Most of the time discusses personal growth and areas of challenge in daily debriefs. Often uses events of the day as jumping off point for introspection.	Discusses personal growth and areas of challenge in all daily debriefs. Consistently uses events of day as jumping off point for introspection, even if uncomfortable.
Takes part in an active learning environment	Does not incorporate input of peers. Insensitive to emotional reaction of peers.	Resistant and defensive to peer input. Occasionally insensitive to emotional reaction of peers.	Builds upon peer input and sensitive to peer reactions.	Encourages peer input and responds compassionately to peers
Total Possible Points = 100				
Total Percentage= 7%				

Appendix D - Power point: Cultural Readings and In-country Activity, Druze Village Rubric

Grading Area	Demonstration Level 1 (unacceptable) 0-69 points	Demonstration Level 2 (minimal) 70-79 points	Demonstration Level 3 (proficient) 80-89 points	Demonstration Level 4 (exemplary) 90-100 points
Area of assessment	Description	Description	Description	Description
Compare and contrast class readings to real-life experience	Does not compare and contrast class readings to real-life experience	Compare and contrast of readings to the real-life experience in Israel was minimal	Compare and contrast of readings to the real-life experience in Israel was satisfactory	Compare and contrast of readings to the real-life experience in Israel was excellent
Includes Druze identity, religion, and Druze assimilation.	Does not include Druze identity, religion, or assimilation	Minimal description of Druze identity, religion and assimilation	Rudimentary description of Druze identity, religion, and assimilation	Excellent description of Druze identity, religion, and assimilation
Critical thinking: cultural aspects, connection to Israel, and differences on a national stage	Does not demonstrate critical thinking. Does not discuss cultural aspects, connection to Israel, or differences on a national stage	Minimal demonstration of critical thinking. Marginal discussion of cultural aspects, connection to Israel, or differences on a national stage	Satisfactory demonstration of critical thinking. Rudimentary discussion of cultural aspects, connection to Israel, or differences on a national stage	Excellent demonstration of critical thinking. Strong discussion of cultural aspects, connection to Israel, or differences on a national stage
Personal reactions: includes personal growth and areas of challenge	Does not discuss personal reactions. Does not address areas of personal growth and/or challenge	Minimal discussion of personal reactions. Addresses areas of personal growth and/or challenge in marginal fashion	Satisfactory discussion of personal reactions. Addresses areas of personal growth and/or challenge at the acceptable level	Excellent discussion of personal reactions. Thoroughly addresses areas of personal growth and/or challenge
Discusses how the Druze culture informs the Israel study-abroad experience	Does not discuss how the Druze culture will inform the Israel study-abroad experience.	Minimal discussion of how the Druze culture informs the Israel study-abroad experience.	Satisfactory discussion of how the Druze culture will inform the Israel study-abroad experience. Considers the impact of this minority on the majority	Excellent discussion of how the Druze culture informs the Israel study-abroad experience. Rich consideration of the implications of this minority on the majority
APA Style	Does not follow APA format	Several APA format errors	Minimal APA format errors	No APA format errors
Grammar/ Organization	Contains numerous grammatical, punctuation, and spelling errors. Overall, errors interfere greatly with the readability of the presentation	Contains some grammatical, punctuation, and spelling errors. Overall, errors interfere somewhat with the readability of the presentation.	Minimal grammatical, punctuation, and spelling errors. Overall, errors do not interfere with the readability of the presentation.	No grammatical, punctuation, and spelling errors.
Total Possible Points = 100				
Total Percentage= 10%				

Appendix E - Power point: Theory vs Experience for Terrorism, Trauma, or Resilience Rubric

Grading Area	Demonstration Level 1 (unacceptable) 0-69 points	Demonstration Level 2 (minimal) 70-79 points	Demonstration Level 3 (proficient) 80-89 points	Demonstration Level 4 (exemplary) 90-100 points
Area of assessment	Description	Description	Description	Description
Apply theory to Israeli experience of your topic	Does not apply the theory to the Israeli experience of the topic	Minimal application of the theory to the Israeli experience of the topic	Satisfactory application of the theory to the Israeli experience of the topic	Excellent application of the theory to the Israeli experience of the topic
Explain the unique Israeli elements of your topic	Does not explain the unique Israeli elements of your topic.	Minimal description of unique Israeli elements of your topic	Satisfactory description of unique Israeli elements of your topic	Excellent description of unique Israeli elements of your topic
Discuss how Israeli society informs their response to your topic	Does not address characteristics of Israeli society that informs Israeli response to your topic	Minimal discussion of characteristics of Israeli society that informs Israeli response to your topic	Satisfactory discussion of characteristics of Israeli society that informs Israeli response to your topic	Excellent discussion of characteristics of Israeli society that informs Israeli response to your topic
Contrast views of professional literature with Israeli experts	Does not address how views of Israeli authors and/or speakers differ from professional literature	Minimal contrasting of views of Israeli experts versus non-Israeli authors/experts	Satisfactory contrasting of views of Israeli experts versus non-Israeli authors/experts	Excellent contrasting of views of Israeli experts versus non-Israeli authors/experts. Provides context for the different views
Discuss the lived experience versus theoretical concepts	Does not discuss the differences between the lived experience of the topic versus theoretical concepts	Minimal discussion of the lived experience of Israelis, as learned from group interactions and activities, as opposed to theory	Satisfactory discussion of the lived experience of Israelis, as learned from group interactions and activities, versus theory	Excellent discussion of the lived experience of Israelis, as learned from group interactions and activities, as opposed to theory
APA format	Does not follow APA format	Several APA format errors	Minimal APA format errors	No APA format errors
Grammar/ Organization	Contains numerous grammatical, punctuation, and spelling errors. Overall, errors interfere greatly with the readability of the presentation	Contains some grammatical, punctuation, and spelling errors. Overall, errors interfere somewhat with the readability of the presentation.	Minimal grammatical, punctuation, and spelling errors. Overall, errors do not interfere with the readability of the presentation.	No grammatical, punctuation, and spelling errors.
Total Possible Points = 100				
Total Percentage= 10%				

Appendix F - Final Paper Rubric

Grading Area	Demonstration Level 1 (unacceptable) 0-69 points	Demonstration Level 2 (minimal) 70-79 points	Demonstration Level 3 (proficient) 80-89 points	Demonstration Level 4 (exemplary) 90-100 points
Area of assessment	Description	Description	Description	Description
Introduction is well developed	There is no introduction	Introduction is rudimentary	Introduction is satisfactory	Introduction is well developed, setting up the major themes of the paper
Body of paper is developed, has academic aspects of class, includes on-ground and in-country experience, demonstrates critical thinking, addresses personal and professional impact, incorporates diversity and controversy, and includes service learning project	Body of paper is not developed, does not include academic aspects of class, does not incorporate on-ground and in-country experiences, does not demonstrate critical thinking, does not address personal and professional impact, incorporates diversity and controversy, and includes service learning project	Body of paper is minimally developed, weakly includes academic aspects of class, incorporate on-ground and in-country experience at superficial level, demonstrates weak critical thinking, addresses personal and professional impact at superficial level, incorporates limited diversity and controversy, and does not infuse service learning project	Body of paper is adequately developed, includes academic aspects of class, incorporate on-ground and in-country experience, demonstrates critical thinking, addresses personal and professional impact, incorporates diversity and controversy, and includes service learning project	Body of paper is well developed, includes several academic aspects of class, incorporate on-ground and in-country experience in nuanced fashion, demonstrates excellent critical thinking, addresses personal and professional impact at an advanced level, incorporates diversity and controversy, and infuses service learning project into overall theme of program
Conclusion summarizes major points and flows from paper	No conclusion	Conclusion is weak or introduces new material	Adequate conclusion	Strong conclusion, summarizes major points and flows naturally from body of paper
Organization	Paragraphs are disorganized	Paragraphs have rudimentary organization	Paragraphs have adequate organization	Paragraphs are well organized
APA Style	Does not follow APA format	Several APA format errors	Minimal APA format errors	No APA format errors
Grammar	Contains numerous grammatical, punctuation, and spelling errors. Overall, errors interfere greatly with the readability of the paper.	Contains some grammatical, punctuation, and spelling errors. Overall, errors interfere somewhat with the readability of the paper.	Minimal grammatical, punctuation, and spelling errors. Overall, errors do not interfere with the readability of the paper.	No grammatical, punctuation, and spelling errors.
Total Possible Points = 100				
Total Percentage= 10%				

Appendix G - Study Abroad Experience Rubric

Grading Area	Demonstration Level 1 (unacceptable) 0-69 points	Demonstration Level 2 (minimal) 70-79 points	Demonstration Level 3 (proficient) 80-89 points	Demonstration Level 4 (exemplary) 90-100 points
Attendance	Unexcused absences from required in-country activities. More than several occasions are not punctual. Requires many prompts or reminders and creates frequent delays for the group. Insistent on personal agenda rather than academic program	Attends most required in-country activities. Usually not punctual. Requires prompts or reminders about timeliness and schedule. Tendency to focus on personal agenda.	Usually punctual. Completes most of the required in-country activities. Requires a few prompts or reminders about timeliness and schedule.	Consistently punctual. Attends all required program activities without any prompts or reminders. Exhibits self-reliance, serves as positive role model for peers.
Participation & Engagement	Does not prepare in advance for activities. Does not actively listen and/or is distracted during program. Does not contribute or advance knowledge of activity. Does not engage with faculty and in-country partners. Is not open to faculty feedback. Consistently displays negative attitude which undermines group morale.	Prepares in advance for a few activities. Occasionally listens actively. During activities, occasionally engages and participates. Resistant to feedback or rarely incorporates feedback. Displays occasional negative attitude which undermines the group morale.	Prepares in advance for most activities. Actively listens most of the time. Usually incorporates feedback. Often able to integrate on-ground material with in-country experiences. Usually engages with faculty and in-country partners in a professional manner. Usually maintains positive attitude.	Fully prepares in advance for activities. Actively listens throughout duration of program. Consistently integrates on-ground material into in-country discussions. Advances the experience in a respectful and appropriate manner. Consistently engages with faculty and in-country partners in a professional manner. Consistently maintains positive attitude
Total Possible Points = 100 Total Percentage= 20%				

Appendix H – Service-Learning Component in Israel Rubric

Grading Area	Demonstration Level 1 (unacceptable) 0-69 points	Demonstration Level 2 (minimal) 70-79 points	Demonstration Level 3 (proficient) 80-89 points	Demonstration Level 4 (exemplary) 90-100 points
Area of assessment	Description	Description	Description	Description
Student completes service-learning project	Student does not complete service-learning project	Student displays minimal effort in the service-learning project	Student requires prompts to complete service-learning project	Student is fully invested and completes service-learning project. Student displays positive attitude
Student interacts with staff	Student does not interact with staff or does so rudely	Student interacts with staff minimally or is occasionally rude	Student interacts with staff in mostly respectful manner	Student is fully invested in the project and interacts with staff in professional manner
Student observes cultural practices and societal norms	Student does not observe cultural practices or societal norms. Student is rude to cultural partners	Student observes some cultural practices and societal norms. Student is unprofessional about the cultural partner but not directly to the cultural partner	Student observes cultural practices and societal norms. Student is respectful to the community partner. Student is able to discuss cultural differences and personal discomfort in an appropriate manner.	Student fully observes cultural practices and societal norms. Student is respectful to community partner. Student discusses cultural differences and personal discomfort, while also incorporating Israeli practices and norms
Total Possible Points = 100				
Total Percentage= 5%				

Appendix I – Professional Contribution and Behavioral Comportment Rubric

Grading Area	Demonstration Level 1 (unacceptable) 0-69 points	Demonstration Level 2 (minimal) 70-79 points	Demonstration Level 3 (proficient) 80-89 points	Demonstration Level 4 (exemplary) 90-100 points
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.	Demonstrates expected professional behavior and comportment for most of program and in almost all interactions with students, faculty, administrators and all in-country partners.	Demonstrates expected professional behavior and comportment for entire duration of program and in all interactions with students, faculty, administrators and all in-country partners.	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.
			Total Possible Points = 100 Total Percentage= 10%	