



**On Ground Course Syllabus Template – Study Abroad**  
**IS610x: The Power of One: Poland and the March of the Living**  
**3 Credits**  
**Spring 2023**

### Course Introduction

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<b>Course Meeting Day/Time</b>	Online
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<b>Course Website:</b>	Canvas

#### Official Course Description

This course explores the topics of community, crisis, and trauma through the lens of the Holocaust. Beginning with the March of the Living in Poland and then travelling to several Holocaust memorial sites throughout the country, students will explore the history of the Holocaust through visits to the death camps and present-day remembrance sites. Students will learn about the social, religious, and political history that led to WWII and allowed the Holocaust to take place as well as explore the long-term ramifications of this event. Students will learn about key concepts of intergenerational trauma and the value of community on a broader, international scale. Students will also learn to identify complex trauma and implement effective, evidence-based practices, including treatment protocols and associated methods for conceptualizing, assessing, and treating individuals, families, and communities where crisis or trauma has occurred.

### Institutional Learning Outcome Addressed

#### 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.

- Individual and Cultural Differences
  - Students will develop competencies in understanding and applying knowledge of diversity, power, privilege, and oppression across all cultural contexts in domestic and international settings. This will facilitate the practice of marriage and family therapy in a culturally competent frame.

##### **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.
  - MLO 1- Student will identify and discuss diversity and social justice issues, as well as demonstrate competence in working with diverse clinical populations.
  - MLO 2 - Students will visit Holocaust Memorial sites and engage in conversations about such sites in relation to the trauma experienced by the Jewish community in Europe.]
- CLO2: Analyze differences between host culture and own culture.
  - MLO 3 - Students will engage in a historical assessment exploring the events that led to the perpetration of Holocaust victims, the severity of the trauma experienced by the victims of the Holocaust, and the intergenerational transmission of trauma and recovery experiences post genocide.
- CLO3: Examine global perspective in relation to their professional and academic goals.

- MLO 4 - Students will participate in processing groups with fellow classmates, Germans, Poles, Holocaust Survivors, and Righteous Gentiles, discussing how their American perspectives of the Holocaust are similar and/or different than the lived experiences of those in-country.
- MLO 5 - Describe and apply awareness of social responsibility, becoming agents of relational change through an understanding of their own role as therapist within the larger community.
- CLO4: Explain personal, professional, and academic impact of their experience abroad.
- MLO 6 - Students will keep a professional and personal development journal, recording the impact of their study abroad experience on their cultural, professional, and personal development.

### 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.

#### Professional Relationships

- Graduates will identify as Marriage and Family Therapists and demonstrate skills necessary to effectively communicate with interdisciplinary colleagues to coordinate client care utilizing a systemic, integrative perspective.

#### 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.
  - MLO 7 – Students will discuss how their experience with hearing first-hand accounts of traumatic experiences from the Holocaust have shaped their treatment of clients who have been victims of genocide.
  - MLO 8 - Students will engage in service-learning opportunities where they use both their clinical and academic skills to foster inclusive conversations about cultural issues relevant to remembering and honoring the traumatic experiences of victims of the Holocaust.
- CLO6: Demonstrate ability to tolerate ambiguity in complicated environments where clear cut answers or standard operating procedures are absent.
  - MLO 9 - Students will examine how historical and personal biases, current systems of privilege and power, and cultural differences between Americans, Germans, Poles, and Jews impact their views on processing traumatic experiences in treatment.
- CLO7: Practice responsibility and accountability by making appropriate decisions on behavior and accepting the consequences of their actions.
  - MLO10a - Students will attend all pre-orientation training and prepare for travel and in-country activities.
  - MLO10b - Students will engage and actively participate throughout all online class activities to develop an understanding of how identity and culture shape contemporary Israeli/Palestinian relationships.
  - MLO10c - Students will actively participate in all in-country activities and events.
  - MLO10d - Students will communicate respectfully and use culturally sensitive approaches with all individuals while in-country.
- CLO8: Demonstrate ability to be self-reliant in a non-classroom environment.
  - MLO11a - Students will actively participate in group processing conversations and be self-reliant during the entirety of the trip while traveling between cities and to various sites.
  - MLO11b - Students will complete all course Readings and assignments.

### Professional Practice

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

#### Intervention

- Graduates will demonstrate efficacy in providing evidence-based practices with a diverse range of individuals, couples, and families, with a focus on developing competencies in evolving contemporary challenges, problems, and/or recent developments.

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

- CLO9: Students will demonstrate knowledge or recovery-orientated care and effective practices in community mental health.
  - MLO 12 – Students will summarize intervention strategies regarding trauma recovery and remembrance and discuss it in class.
  - MLO 13 – Students will identify and discuss the impact of working with trauma on the personhood of the therapist and the impact of vicarious trauma on treatment.
- CLO10: Students will demonstrate the ability to select appropriate interventions to address relational difficulties within a systemic framework.
  - MLO 14 – Students will complete the 6-hour suicide prevention training. This training meets the requirements for suicide training set by the CA Board of Behavioral Sciences.

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

Title (APA Format)	ISBN-13	Publisher's Price
Améry Jean. (2009). <i>At the mind's limits: Contemplations by a survivor on Auschwitz and its realities</i> . Indiana University Press.	978-0253211736	\$16.99 on Amazon
Bettelheim, B. (1980). <i>Surviving and other essays</i> . Vintage Books.	978-0394742649	\$17.15 on Amazon
Hilberg, R., Holmes & Meier, & Holmes & Meier Publishers. (1985). <i>The Destruction of the European Jews</i> . Lynne Rienner Pub.	978-0841909106	\$29.95 on Amazon
Hitler, A., Manheim, R., Foxman, A. H., & Heiden, K. (2001). <i>Mein Kampf</i> . Houghton Mifflin.	978-0395925034	\$10.99 on Amazon
Levi, P. (2017). <i>The Drowned and the Saved</i> . Simon Schuster.	978-1501167638	\$12.29 on Amazon
Levi, P. (1996). <i>Survival In Auschwitz</i> (Reprint ed.). Simon & Schuster.	978-0684826806	\$9.99 on Amazon
Wiesel, E., & Wiesel, M. (2006). <i>Night (Night)</i> . Hill and Wang.	978-0374500016	\$5.49 on Amazon

**Required Readings on either eReserve or Canvas**

Check the files area in Canvas first before going to eReserves.

**Insert required reading in current APA format**

**Optional but Recommended Texts and Readings**

**Insert any optional but recommended texts and readings in current APA format.**

**Weblinks/Videos**

- 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](#)

**Course Rubric**

Program Learning Outcome Assessed	Demonstration Level 1	Demonstration Level 2	Demonstration Level 3	Demonstration Level 4
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<p><b>Diversity</b> Students will develop competencies in understanding and applying knowledge of diversity, power, privilege, and oppression across all cultural contexts in domestic and international settings. This will facilitate the practice of marriage and family therapy in a culturally competent frame</p>	<p>Does not demonstrate knowledge of the worldview 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 worldview 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 worldview 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 worldview 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><b>Professional Behavior</b> Graduates will identify as Marriage and Family Therapists and demonstrate skills necessary to effectively communicate with interdisciplinary colleagues to coordinate client care utilizing a systemic, integrative perspective</p>	<p>Unable to recognize value of interacting with individuals with backgrounds and/or perspectives different from their own; intolerant of 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>Basic recognition of value of interacting with individuals with backgrounds and/or perspectives different from their own; some tolerance of 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>	<p>Recognizes value of interacting with individuals with backgrounds and/or perspectives different from their own; tolerant of 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>	<p>Recognizes and critically evaluates value of interacting with individuals with backgrounds and/or 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>
<p><b>Professional Practice</b> Graduates will demonstrate efficacy in providing evidence-based practices with a diverse range of individuals, couples, and families, with a focus on developing competencies in evolving contemporary challenges, problems, and/or recent developments</p>	<p>Does not demonstrate an acceptable understanding of culturally sensitive theoretical interventions and is not able to apply this to the client vignette, case conceptualization and treatment plan. Use of research to inform the case formulation is minimal or non-existent. Demonstrates little to no understanding of diversity and its impact on the case.</p>	<p>Demonstrates minimal understanding of culturally sensitive theoretical interventions and is not able to apply this to the client vignette, case conceptualization and treatment plan. Integrates the theory into the vignette and case formulation. Demonstrates minimal understanding of diversity and its impact on the case.</p>	<p>Demonstrates an acceptable understanding of how culturally sensitive theoretical interventions and is not able to apply this to the client vignette, case conceptualization and treatment plan. Can integrate research into the case formulation and some interventions. Demonstrates a moderate level understanding of diversity issues.</p>	<p>Demonstrates an advanced understanding of culturally sensitive theoretical interventions and applies this in a thorough and comprehensive manner to a case conceptualization and treatment plan. Integrates recent research into the case formulation and interventions. Demonstrates an understanding of the issues of diversity.</p>

## Class Schedule, Assignments, and Grading

### Key Assignments for a Study Abroad Course:

- Global Perspectives Inventory Pre-Test (Pre-GPI) – Due in Week after Last day of add/drop
- Pre-Departure Orientation – Health & Safety – Due in end of the month when the semester starts
- Pre-Departure Orientation – Academic & Country Specific by Faculty and Logistic by IPS – Complete in the week after Last Day of Add/Drop
- International Travel Registration (ITR) – Full points if completed by deadline, no points if not completed by deadline
- In-Country Attendance & Engagement
- Professional & Behavioral Comportment
- Capstone Assignment
- Global Perspectives Inventory Post-Test (Post-GPI) – Frist Week upon Return

### 1. **Professional and Personal Development Journal (Online) (5 journals/ 10 pts each = 50 points) (Appendix F)**

Students will respond to 5 journal prompts pre- and post-trip. Student will reflect on their personal and professional development as they explore new dimensions of their personhood, interact, and discuss the history and trauma experienced by the perpetrators and victims of the Holocaust, and apply their newfound insight to their clinical development. The journal entries must be clear and show thoughtfulness with reflection. Each journal should be a **minimum of 1200 words**. Journal entries will be graded on the breadth and depth of their reflection and not on the content of what they write.

The following will be the prompts for the 5 professional development journals:

0. Reflecting on your understanding, beliefs, and biases about the Holocaust.
1. Reflect on a video of a Holocaust Survivor from the Shoah Foundation.
2. Reflect on an interview of a German citizen and member of the Nazi party.
3. Reflect on an interview with a Righteous Gentile.
4. Final course reflection journal on the personal and professional transformation post-trip and course.

### 2. **Historical Presentations and Discussions (150 points – 50 pts presentation, and 25 for each discussion post) (Appendix D & E)**

Students will work in pairs to develop a presentation on the history of the Holocaust. Presentations will focus on the German, Polish, and Jewish experiences Pre-WW1, Between WW1 and WW2, The Holocaust, and Post-War development (a total of 12 unique presentations). Presentations will be uploaded sequentially so there is an expectation groups that present later will have reviewed and built their presentations upon the knowledge shared in the previous week. All Presentations will be pre-recorded and uploaded to CANVAS for discussion. Presentation leaders will also develop 3-4 questions for discussion based on their presentation for their fellow classmates to discuss. Students must thoughtfully, respectfully, and critically respond to all three presentations each week to receive the full 25 discussion points for that week. Preferably students will choose a presentation topic that they are unfamiliar with.

Historical presentations should include the following:

Population: Germans, Poles, or Jews

Period: Pre-WW1, Between WW1 and WW2, The Holocaust, or Post-War development.

Political, social, and economic factors that contributed to the conditions

Trauma, Recovery, and Memorializing markers for events related to the Holocaust and genocide.

Student presentations will be 25-30 minutes long. Presentations should include an introduction to the population, including their history, their history during the identified period, their trauma experience, how their identity intersects with other historical factors, and how they are viewed from American perspectives. A PPT presentation template will be provided so that students can provide material in a uniform manner. It will be imperative for students to watch these presentations prior to engaging in the discussion posts for the week. It is also recommended that students re-watch these presentations prior to leaving abroad so they

are familiar with the complexity of trauma history in-country. **Please see Presentation Rubric (Appendix B). No paper is required.**

Each week students will participate in an online discussion (Rubric Appendix E) about the presentations. Students are expected to post thoughtful contributions to the discussion and respond to the posts of at least two other students.

- Be sure to post your response and reply to TWO other students, before the end of each week.**
- Disclaimer about grading:** you must make 1 initial post followed by at minimum 2 insightful responses to other classmates. Discussion posts made after the due date will not be counted towards your grade. The initial post and the 2 follow-up responses are due by midnight every Wednesday.
- The initial post should be a minimum of 200 words. Response posts should be a minimum of 150 words. **Posts not meeting the word count requirement will receive partial credit.**

### 3. **Processing Groups and Journal Entries (In-Country) (10 groups & journals / 5pts each = 50 points) (Appendix B)**

While in the country, students will participate in processing groups at the end of each day. Students will reflect on the experiences of the day and engage in a self-reflective and contemplative discussion on the day's impact on their personal and professional being. Students will then engage in a short 600 words processing journal entry post group. Journal prompts will be given at the end of each group.

#### Process Group Journal Grading Rubric

Write about your thoughts	1 point
Write about your emotions	1 point
Write about any biases that came up for you	1 point
What professional insights did you develop?	1 point
No spelling or grammatical errors	1 point
Total points per day:	5 points

Modules PLO/CLO/MLOs addressed	Topic	Readings	Assignments / Points / Due Dates	Assessment Method / Tool
<b>Module 1 Overview:</b> <b>Orientation to Global Perspectives and Study Abroad in Poland</b>  <b>Overview:</b> Orientation to Global Perspectives and Study Abroad in Poland Part I: In this unit you will get to know your classmates (and future travel-mates), take a Global Perspectives Inventory, and share your perspectives with others. This will help you begin your journey of self-development and "showing up" appropriately in your study abroad experience. In this module you will reflect on the results of your GPI and how you hope you will develop through this experience.  <b>Institutional Goals Addressed:</b> <b>Diversity Scholarship</b>	<u><b>Unit 1</b></u> <u><b>Introduction &amp; Preparation for Travel</b></u>	Readings/Videos "What to Know Before You Go" TCSP Study Abroad Pre-Departure Handbook  Please review the Helpful Link for CDC and Dept. of State travel information. <a href="#">- Centers for Disease Control Travel Alert -</a>  Evans, H. (2016). <a href="#">Global Citizenship: What does it mean to be a citizen of the world?</a>  Students will need to complete the International Travel Registration one month prior to travel at the latest.	<b>Mandatory Auto-Attendance Discussion Post:</b> Introduce Yourself Initial Post due Wednesday, the first week of class. (0pts, Due Week 1)  <b>Complete Pre-Survey:</b> Global Perspectives Inventory (GPI): log information will be sent to you via email. Complete no later than Sunday, 11:59pm, CST  <b>Complete International Travel Registration:</b> <a href="https://my.thechicagoschool.edu/community/studentresources/ie/Pages/Travel-Database.aspx">https://my.thechicagoschool.edu/community/studentresources/ie/Pages/Travel-Database.aspx</a> Complete no later than Sunday, 11:59pm, CST	n/a GPI Assessment; Travel Registration; Introductory post on Canvas
	<u><b>Unit 2</b></u> <u><b>The Paradox(es)</b></u>			<b>Journal Entry 1:</b> Reflect on your understanding, beliefs, and biases about the Holocaust.

Modules PLO/CLO/MLOs addressed	Topic	Readings	Assignments / Points / Due Dates	Assessment Method / Tool
<p><b>Course Learning Outcomes (CLO)</b> Addressed: 1,6,7</p> <p><b>Module Learning Outcomes (MLO)</b> Addressed: 1,9,10</p>	<p><u>of Germany and Poland's Jewish History and contemporary events</u></p>		<p>(10 pts Due Week 2)</p> <p><b>MLOs Addressed:</b> 1,9,10</p>	
<p><b>Module 2 Overview:</b> Fundamentals of the Holocaust and Intergenerational Trauma: To understand the complexity of trauma experienced by Holocaust victims, we must first explore the conditions that existed leading up to the event. In this module students will be guided through the history and related geography of Europe beginning just prior to World War 1. In this module students will also complete the 6-hour Trauma Suicide Training. Upon completing this training students will receive a certificate of completion that can be used for license-eligible programs (where applicable).</p>	<p><u>Unit 3</u> <u>Geography and History Part I:</u> <u>Pre WWI</u></p>	<p>Reformation and the change to Christian thought, with emphasis on Luther in Germany (Hitler used Luther as primary means to implement Final Solution). Books: Luther (TBD)</p>	<p><b>Presentations: Jewish, German, and Polish History Pre WWI</b> Watch student presentations and thoughtfully discuss the information shared reflecting on how your personal views and biases have been transformed by the content you have learned. (50pts Due Week 3)</p> <p><b>MLOs Addressed:</b> 3,9</p> <p><b>Discussion:</b> Please discuss and comment thoughtfully, critically, and respectfully on the information shared in the presentations. <i>Initial Post Due Wednesday, 11:59pm, CST</i> <i>Final post due no later than Sunday, 11:59pm, CST</i> (25 pts Due Week 3)</p> <p><b>MLOs Addressed:</b> 3,9</p>	<p>Presentation Rubric</p> <p>Discussion Rubric</p>
<p><b>Institutional Goals Addressed:</b> Diversity</p> <p><b>Course Learning Outcomes (CLO)</b> Addressed: 2,6,9,10</p> <p><b>Module Learning Outcomes (MLO)</b> Addressed: 1,3,9,12,14</p>	<p><u>Unit 4</u> <u>Trauma Suicide Training</u></p>	<p><b>6-hour Suicide Prevention training with IASP (Institute for Adolescent Suicide Prevention)</b></p> <p>Link provided on canvas</p>	<p><b>Students will complete a 6-hour Suicide Prevention training; Assessing &amp; Managing Suicide Risk. Core Competencies for Mental Health Professionals. Completion of this training is required for licensure. Students should retain their certificate of completion to submit with their licensure application.</b> (Pass/Fail Due Week 4)</p> <p><b>MLO Addressed:</b> 1,12,14</p>	<p>Certificate of Completion</p>
<p><b>Module 3 Overview:</b> In Module 3 students will continue exploring the history and geography of Europe between World War 1 and World War 2. Students will gain knowledge of the events and conditions that led to the rise of Adolf Hitler, the Nazi Party, and the beginning of the Holocaust.</p> <p><b>Institutional Goals Addressed:</b> Diversity Scholarship</p> <p><b>Course Learning Outcomes (CLO)</b></p>	<p><u>Unit 5</u> <u>Geography and History Part 2:</u> <u>WWI – Pre WWII</u></p>	<p>Hilberg, R., Holmes &amp; Meier, &amp; Holmes &amp; Meier Publishers. (1985). <i>The Destruction of the European Jews</i>. Lynne Rienner Pub.</p> <p>Hitler, A., Manheim, R., Foxman, A. H., &amp; Heiden, K. (2001). <i>Mein Kampf</i>. Houghton Mifflin.</p>	<p><b>Presentations: Jewish, German, and Polish History WWI – WWII</b> Watch student presentations and thoughtfully discuss the information shared reflecting on how your personal views and biases have been transformed by the content you have learned. (50pts Due Week 5)</p> <p><b>MLOs Addressed:</b> 1,3,9</p> <p><b>Discussion:</b> Please discuss and comment thoughtfully, critically, and respectfully on the information shared in the presentations. <i>Initial Post Due Wednesday, 11:59pm, CST</i> <i>Final post due no later than Sunday, 11:59pm, CST</i> (25 pts Due Week 5)</p> <p><b>MLOs Addressed:</b> 1,3,9</p>	<p>Presentation Rubric</p> <p>Discussion Rubric</p>

Modules PLO/CLO/MLOs addressed	Topic	Readings	Assignments / Points / Due Dates	Assessment Method / Tool
<p>Addressed: 1,2,6</p> <p><b>Module Learning Outcomes (MLO)</b> Addressed: 1,3,9</p>				
<p><b>Module 4 Overview:</b> In Module 4 students will continue exploring the history and geography of Europe during World War 2. Students will gain knowledge of the events and conditions that led to the war and how the war lasted so long. Student will also be introduced to the conditions that contributed to the development of the Holocaust and what events and conditions allowed the genocide to continue for as long as it did.</p> <p><b>Institutional Goals Addressed:</b> Diversity Scholarship</p> <p><b>Course Learning Outcomes (CLO)</b> Addressed: 1,2,6</p> <p><b>Module Learning Outcomes (MLO)</b> Addressed: 1,3,9</p>	<p><b>Unit 6</b> <u>History of WW2 and the Holocaust Part 1</u></p>	<p>Wiesel, E., &amp; Wiesel, M. (2006). <i>Night (Night)</i>. Hill and Wang.</p>	<p><b>Presentations: Jewish, German, and Polish WWII experience</b> Watch student presentations and thoughtfully discuss the information shared reflecting on how your personal views and biases have been transformed by the content you have learned. (50pts Due Week 5)</p> <p><b>MLOs Addressed:</b> 1,3,9</p> <p><b>Discussion:</b> Please discuss and comment thoughtfully, critically, and respectfully on the information shared in the presentations.</p> <p><i>Initial Post Due Wednesday, 11:59pm, CST</i> <i>Final post due no later than Sunday, 11:59pm, CST</i> (25 pts Due Week 5)</p> <p><b>MLOs Addressed:</b> 1,3,9</p>	<p>Presentation Rubric</p> <p>Discussion Rubric</p>
	<p><b>Unit 7</b> <u>History of WW2 and the Holocaust Part 2</u></p>	<p>Levi, P. (1996). <i>Survival In Auschwitz</i> (Reprint ed.). Simon &amp; Schuster.</p>	<p>Watch Shoah Videos</p> <p><b>Journal Entry 2:</b> Reflect on the video of a Holocaust Survivor from the Shoah Foundation. (10 pts Due Week 7)</p> <p><b>MLOs Addressed:</b> 1,3,9</p>	<p>Journal Rubric</p>
<p><b>Module 5 Overview:</b> In Module 5 students will explore life in Europe both for Jews and others after the war and Holocaust ended. The experiences of the Jewish, Polish, and German communities will be explored. Concepts of recovery, remembrance, trauma, and resilience will all be woven into the presentations during this module.</p> <p><b>Institutional Goals Addressed:</b> Diversity Scholarship</p> <p><b>Course Learning Outcomes (CLO)</b> Addressed: 1,2,6</p> <p><b>Module Learning Outcomes (MLO)</b></p>	<p><b>Unit 8</b> <u>Post-War History. Recovery and Remembrance Part 1</u></p>	<p>Levi, P. (2017). <i>The Drowned and the Saved</i>. Simon Schuster.</p>	<p><b>Presentations: Jewish, German, and Polish Post-WWII experience</b> Watch student presentations and thoughtfully discuss the information shared reflecting on how your personal views and biases have been transformed by the content you have learned. (50pts Due Week 5)</p> <p><b>MLOs Addressed:</b> 1,3,9</p> <p><b>Discussion 6:</b> Please discuss and comment thoughtfully, critically, and respectfully on the information shared in the presentations.</p> <p><i>Initial Post Due Wednesday, 11:59pm, CST</i> <i>Final post due no later than Sunday, 11:59pm, CST</i> (25 pts Due Week 5)</p> <p><b>MLOs Addressed:</b> 1,3,9</p>	<p>Presentation Rubric</p> <p>Discussion Rubric</p>
	<p><b>Unit 9</b> <u>Post-War History.</u></p>	<p>Améry Jean. (2009). <i>At the mind's limits:</i></p>	<p>Watch German Citizen/Nazi Party Video</p> <p><b>Journal Entry 3:</b> Reflect on the interview of a German</p>	<p>Journal Rubric</p>

Modules PLO/CLO/MLOs addressed	Topic	Readings	Assignments / Points / Due Dates	Assessment Method / Tool
Addressed: 1,3,9	<u>Recovery and Remembrance Part 2</u>	<i>Contemplations by a survivor on Auschwitz and its realities.</i> Indiana University Press.	citizen and member of the Nazi party. (10 pts Due Week 9)  MLOs Addressed: 3,9	
<b>Module 6 Overview:</b> In Module 6 students will build on their knowledge from previous modules to critically explore the lasting effects of intergenerational trauma. Students will be exposed to interviews and literature that reveal how those involved in the atrocities of the Holocaust processed those experiences as well as how those experiences shaped them and the systems, they are part of.  <b>Institutional Goals Addressed:</b> Diversity  <b>Course Learning Outcomes (CLO) Addressed:</b> 2,3,9  <b>Module Learning Outcomes (MLO) Addressed:</b> 3,5,9,12,13	<u>Unit 10 Processing Intergenerational Trauma Part 1</u>	Bettelheim, B. (1980). <i>Surviving and other essays.</i> Vintage Books.	Watch the Righteous Gentile Video  MLOs Addressed: 3,5,9,12,13	
	<u>Unit 11 Processing Intergenerational Trauma Part 2</u>	Bettelheim, B. (1980). <i>Surviving and other essays.</i> Vintage Books.	<b>Journal Entry 4:</b> Reflect on an interview with a Righteous Gentile. (10 pts Due Week 10)  MLOs Addressed: 3,5,9,12,13	Journal Rubric
<b>Module 7 Overview:</b> Local Community Customs & Etiquette: Being the Best Guest. We are there! You now have a sense of all complexities the communities in the region have been through in their recent history, how it has affected them, and how they have preserved and transformed themselves and their culture. As our trip draws near, we will consider how to apply this knowledge to our actions and interactions as respectful visitors.  <b>Institutional Goals Addressed:</b> Diversity Professional Behavior  <b>Course Learning Outcomes (CLO) Addressed:</b> 1-9  <b>Module Learning Outcomes (MLO)</b>	<u>Unit 12 Pre-Trip Preparations Part 1</u>		<b>Discussion 7:</b> Before we begin the in-country portion of the course please discuss any thoughts and emotions you may have related to what you are about to experience. What are you excited about? What are you curious about? What if any preconceived impressions do you have about the people and culture of the region? Please be as detailed as possible since you will be asked to reflect on this discussion post during your in-country journaling assignment.  <i>Initial Post Due Wednesday, 11:59pm, CST</i> <i>Final post due no later than Sunday, 11:59pm, CST</i> (25 pts Due Week 12)  MLOs Addressed: 1-13	Discussion Rubric
	<u>Unit 13 Pre-Trip Preparations Part 2</u>		• <b>Attend Pre-Departure Orientation:</b> log in information will be sent to you via email.	



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](mailto:accommodations@thechicagoschool.edu)

**Include Exertion Level (1-5, 1 is easiest and 5 is hardest) for activities each day using the reference below:**

- Walking/hiking
- Heat and humidity
- Terrain (sand, dirt, and hills)
- Availability of variety of food
- Bottled water availability
- Sleeping comfortability (single rooms or shared rooms)
- Motor vehicle comfort and accessibility of public transportation and taxi
- Other for country specific

Date	Activity / Note for Exertion Level	Location
<p><b>Students Must Arrive no later than: 4/16/2023</b></p>	<p><b>Include:</b></p> <ul style="list-style-type: none"> <li>• <b>Students will fly into Krakow, Poland, John Paul II International Airport</b></li> <li>• <b>Students will transport themselves from airport to hotel using subway.</b></li> <li>• </li> </ul>	<p><b>Full Name and Address of Accommodation</b></p> <p><b>All accommodation and trip planning will be organized by the March of the Living Program administrators 1 year prior to the trip dates.</b></p> <p><b>Per our MOTL liaison trip will cost approximately \$3,250 for double occupancy rooms and \$4,000 for single occupancy rooms and will not include roundtrip airfare.</b></p>
<p>Day 1 Sun., April 16</p>	<ul style="list-style-type: none"> <li>• While the program officially begins the morning of Mon., April 17th - accommodations are included on Sun., evening, April 16<sup>th</sup> for the convenience of all participants.</li> <li>• Check in hotel individually based on personal travel plans</li> <li>• Free evening in Krakow</li> </ul> <p><b>Exertion Level 1:</b> Upon arriving in Krakow, participants will commute from airport to hotel where they will check in to their accommodations where we will all meet for the Welcome Dinner and In-Country Orientation.</p>	<p>Accommodations: Krakow, Poland</p>
<p>Day 2 Mon., April 17</p>	<ul style="list-style-type: none"> <li>• Meet as group in hotel lobby 7:30 -tour officially begins</li> <li>• JCC Krakow visit- discovering identity and history</li> <li>• Tour Kazimierz (Historical Jewish Quarter)</li> <li>• Travel to/tour Auschwitz 1 (Nazi German concentration and extermination camp during WWII)</li> <li>• Travel to/tour Birkenau</li> </ul> <p>Return to Krakow</p> <p><b>Exertion Level 3:</b> Students will tour by foot, with steps, inclines, and bridges. Daily walking time is estimated to be 6-7 hours for the day.</p>	<p>Accommodations: Krakow, Poland</p>
<p>Day 3 Tues., April</p>	<ul style="list-style-type: none"> <li>• Visit Labyrinth- art of Polish Auschwitz Prisoner Marian Kolodziej</li> </ul>	<p>Accommodations: Krakow, Poland</p>

18	<ul style="list-style-type: none"> <li>• Travel to Auschwitz</li> <li>• PARTICIPATE IN WORLDWIDE MARCH OF THE LIVING -</li> <li>• March from Auschwitz- Birkenau/concluding ceremony</li> </ul> <p>Return to Krakow –dinner as a delegation</p> <p><b>Exertion Level 3:</b> Students will tour by foot, with steps, inclines, and bridges. Daily walking time is estimated to be 9-10 hours for the day.</p>	
Day 4 Wed., April 19	<ul style="list-style-type: none"> <li>• Visit Krakow chair memorial</li> <li>• Travel to Markowa- story of Ulma Family- Righteous Gentiles</li> <li>• Travel to Tarnow- visit Zbylitowska Gora- Mass grave for 800 Jewish Children</li> </ul> <p>Return to Krakow- dinner as a delegation</p> <ul style="list-style-type: none"> <li>• Reflection</li> </ul> <p><b>Exertion Level 3:</b> Students will tour by foot, with steps, inclines, and bridges. Daily walking time is estimated to be 5-6 hours for the day.</p>	Accommodations: Krakow, Poland
Day 5 Thurs., April 20	<ul style="list-style-type: none"> <li>• Travel to Lublin</li> <li>• Tour Majadanek Death Camp</li> <li>• Visit Grodska Gate Theatre and Museum- understanding Lublin’s rich multicultural history and developing tolerance for other cultures.</li> <li>• Travel to Warsaw</li> </ul> <p><b>Exertion Level 3:</b> Students will tour by foot, with steps, inclines, and bridges. Daily walking time is estimated to be 3-4 hours for the day.</p>	Accommodations: Warsaw, Poland
Day 6 Fri., April 21	<ul style="list-style-type: none"> <li>• Visit Korczak Orphanage- Story of Janusz Korczak</li> <li>• Jewish Historical Institute- story of Emanuel Ringelbaum</li> <li>• Visit Warsaw Zoo- story of Zookeepers Wife</li> <li>• Optional Shabbat Services- followed by Shabbat dinner as a delegation</li> </ul> <p><b>Exertion Level 3:</b> Students will tour by foot, with steps, inclines, and bridges. Daily walking time is estimated to be 3-4 hours for the day.</p>	Accommodations: Warsaw, Poland
Day 7 Sat., April 22	<ul style="list-style-type: none"> <li>• Optional Shabbat services or free morning</li> <li>• Meet w/Foundation for Dialogue- Polish- Jewish Dialogue</li> <li>• Walking tour- Jewish Warsaw and discovering Warsaw</li> <li>• Final concluding dinner and reflection</li> </ul> <p><b>Exertion Level 3:</b> Students will tour by foot, with steps, inclines, and bridges. Daily walking time is estimated to be 5-6 hours for the day.</p>	Accommodations: Warsaw, Poland

<p>Day 8 Sun., April 23</p>	<ul style="list-style-type: none"> <li>• Walking tour- Jewish Warsaw- Heroes Walk- Rappaport Memorial/Mila 18/Umslagplatz (site of deportation)</li> <li>• Walking tour discovering Warsaw- Rejnek District</li> <li>• Dinner/Final program followed by free evening in Warsaw</li> <li>• The program officially ends after dinner and program on Saturday, April 22nd.</li> <li>•</li> </ul> <p>The program officially ends after dinner and program on Saturday, April 22. However, for the convenience of all participants, accommodations for the evening of Saturday, April 23rd are included in the cost of the program w/ check out from the hotel on Sunday morning, April 23</p> <p><b>Exertion Level 3:</b> Students will tour by foot, with steps, inclines, and bridges. Daily walking time is estimated to be 5-6 hours for the day.</p>	<p>Accommodations: Warsaw, Poland</p>
<p>Students Have Officially Completed the Program: (State exact date and time student will need to stay in country to attend last program activity)</p>	<p style="text-align: center;"><b>Include:</b></p> <ul style="list-style-type: none"> <li>• All airports that service departure destination.</li> <li>• Specific Instruction on transport to airport.</li> </ul>	

## Appendix B - Assignment Rubric- In Country Attendance & Engagement (including Processing groups)

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
<b>Total</b>				<b>200 total points</b>

## 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 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
<b>Total</b>				<b>80 total points</b>

## Appendix D - Presentation Rubric

	Above Expectations 10	Meets Expectations 5	Approaching Expectations 2.5	Below Expectations 1
<b>Organization</b> <i>Information is presented in an organized and logical sequence in which the audience can follow.</i>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b> <i>Student speaks clearly, uses appropriate language choices, and ensures that all audience members can hear the presentation.</i>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b> <i>Appropriate posture, gestures, eye contact, and vocal expressiveness displayed and student seldom refers to notes.</i>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b> <i>Student uses a variety of types of supporting materials that explain and reinforce the screen text and presentation.</i>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b> <i>Student is knowledgeable re: topic and can present the central message in a sequence which the audience can follow.</i>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

## Appendix E - Discussion and Online Discussion Grading Rubric

Post Type	Post-Performance				Points
	Exemplary	Proficient	Developing	Needs Improvement	
<b>Initial Post:</b> <b>Demonstration of Quality Content and Integration of Course Material</b>	The first post for this discussion exhibits a strong statement to answer the main discussion question(s). The student's answer incorporates a concise statement backed by assigned readings from the class or another scholarly source and stimulates further discussion. APA Style is followed. (4 points statement; 2 points sources; 2 points discussion stimulation).  10 points	The first post for this discussion exhibits a statement to answer the main discussion question(s). However, this answer does not demonstrate one of the following areas: a concise statement; backed by readings from the class or another source and stimulates further discussion. APA Style is followed.  8 points	The first post for this discussion exhibits a statement to answer, or partially answer, the main discussion question(s). However, this answer does not demonstrate two of the following areas: a concise statement; backed by readings from the class or another source and stimulates further discussion. APA Style is missing an element.  6 points	The first post for this discussion exhibits a statement that is partially incorrect, is fully incorrect, or does not answer, the main discussion question(s). If the initial post is missing, this warrants a zero. Further, this post is not a concise statement; is not backed by readings from the class or another source and does not stimulate further discussion. APA Style is not followed.  4 points or lower	<b>/10 Points</b>
<b>Follow-Up Posts:</b> <b>Participation as Member of Learning Community</b>	The student's feedback to a <b>minimum of three (3)</b> other initial posts exhibit substantive answers that address the posts, are supported by readings or other facts, and challenge/invite other participants to further explore the topic.  10 points	The student's feedback to a <b>minimum of two (2)</b> other initial posts exhibit solid answers that address the posts are supported by readings or other facts, and challenge/invite other participants to further explore the topic.  8 points	The student's feedback to the <b>minimum of two (2)</b> other initial posts exhibit answers that may fail to address the posts are not supported by readings or other facts, or fail to challenge/invite other participants to further explore the topic. In addition, replies were posted late in the week.  6 points	Student <b>did not give feedback to a minimum of two</b> other initial posts, or the feedback constitutes simple agreement or a question that does not show evidence of effort, critical thought, or knowledge, or were posted too late in the week to have an impact.  4 points or lower	<b>/10 Points</b>
<b>Response to Feedback Received:</b> <b>Ongoing Participation throughout the week.</b>	Student participates in the discussion forum at least (3) separate days of the week, writes substantial responses to all feedback received on student's initial post; and responds to instructor's feedback to initial post.  5 points	Student participates in the discussion forum at least (3) separate days of the week; 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, in-depth, or substantive as the "exemplary" category.  3 points	Student is missing <b>two elements</b> in the areas of: posting in at least (3) separate days of the week; responds to all feedback received on initial post, or response to instructor's feedback to initial post. Responses show attention to feedback received but are not substantive.  2 points	Student does not provide evidence of participating in the discussion forum throughout the week as evidenced by number of days, posting to feedback received on initial post, or response to instructor's feedback to initial post.  1-0 points	<b>/5 Points</b>
					<b>/25 Total Points</b>

## Appendix F - Journal Rubric

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
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<b>Required Components</b>	Response clearly includes <b>less than 50% of assigned reading and video in both units of the module as assigned.</b> Each assigned reading or video is thoughtfully included with 1 example of: annotated bibliography, bulleted notes, graphical organizers, mind maps, questions or ideas about the readings, reflective response ideas for future research, personal or real-world applications, connections to behavior analysis, connections with other classes, or anything else that piques your Interest and shows how well you read the materials. Did not send to peers for review. 0-1 points	Response clearly includes <b>50% of assigned reading and video in both units of the module as assigned.</b> Each assigned reading or video is thoughtfully included with 1 example of: annotated bibliography, bulleted notes, graphical organizers, mind maps, questions or ideas about the readings, reflective response ideas for future research, personal or real-world applications, connections to behavior analysis, connections with other classes, or anything else that piques your Interest and shows how well you read the materials. Sent to peers for review. 2-3 points	Response clearly includes <b>75% of assigned reading and video in both units of the module as assigned.</b> Each assigned reading or video is thoughtfully included with 1 example of: annotated bibliography, bulleted notes, graphical organizers, mind maps, questions or ideas about the readings, reflective response ideas for future research, personal or real-world applications, connections to behavior analysis, connections with other classes, or anything else that piques your Interest and shows how well you read the materials. Sent to peers for review. 3-4 points	Response clearly includes <b>each reading and video in both units of the module as assigned.</b> Each assigned reading or video is thoughtfully included with 1 example of: annotated bibliography, bulleted notes, graphical organizers, mind maps, questions or ideas about the readings, reflective response ideas for future research, personal or real-world applications, connections to behavior analysis, connections with other classes, or anything else that piques your Interest and shows how well you read the materials. Sent to peers for review. 5 points
<b>Description of Knowledge Gleaned from Materials</b>	Response demonstrates a lack of reflection on the theories, concepts, and/or strategies presented in assigned course materials. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. 0-3 points	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in assigned course materials. Viewpoints and interpretations are unsupported or supported with flawed arguments. 4-6 points	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in assigned course materials. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable. 7-10 points	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in assigned course materials. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable. 5 points
<b>Writing</b>	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are more than 3 errors per page for spelling, grammar, or syntax errors throughout the writing. 0-1 points	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than two spelling, grammar, or syntax errors per page of writing. 2-3 points	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than one spelling, grammar, or syntax errors per page of writing. 3-4 points	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no spelling, grammar, or syntax errors per page of writing. 10 points
<b>Total 20 total points</b>				

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

## Student Academic Supports and Resources

### **STUDENT PORTAL FOR UNIVERSITY RESOURCES**

[my.thechicagoschool.edu](http://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](mailto:helpdesk@tcsedsystem.edu)

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

### **Hours**

	Pacific time	Central time	Eastern time
<b>Weekdays</b>	5:00 am to 7:00 pm	7:00 am to 9:00 pm	8:00 am to 10:00 pm
<b>Weekend</b>	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 do not have access to the site, please contact [writing@thechicagoschool.edu](mailto:writing@thechicagoschool.edu) for assistance.

#### **B. BA students:**

Please submit your paper for feedback to [writing@thechicagoschool.edu](mailto: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](mailto: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](#)