

**MA Psychology Online Course Syllabus Special Topics in Psychology: Gender Violence and Peace Building – Costa Rica**  
**Special Topics MP695A; Spring 2020**  
**3 Credit Hours**

**Course Introduction**

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<b>Course Website:</b>	<b>Access your course through: <a href="https://my.thechicagoschool.edu">https://my.thechicagoschool.edu</a> Click “Log-in to My Chicago School” and then Click “Go to Classes”</b>

**Official Course Description**

This course examines what constitutes gender violence, its social context, and important directions in intervention and reform, including gender-based peace building practices. The course includes collaboration with agencies in Costa Rica, Central America that support victims of gender violence, as well as social programs studying how to minimize the prevalence of gender violence throughout the world.

This course will be an online one term course, of which the travel portion will be in Costa Rica, Central America. This course unfolds into three distinct phases for an integrated experience:

- **Phase One (Weeks 1-5 online, 9-13 on-ground):** A study of what constitutes gender violence, as well as a global perspective of forms of violence in gendered relationships. Further study of various forms of violence include: domestic violence, rape, murder, wartime sexual assault, prison and police violence, female genital cutting, dowry murders, female infanticide, “honor” killings, and sex trafficking – with a focus on particular types of gender violence in Latin America.
- **Phase Two (Week 6 online, Week 14 on-ground):** Prepare and reflect on upcoming experiences. Examine personal worldviews, stigmas, and potential barriers. Students will be challenged to reflect upon their individual beliefs, personal biases, and judgments related to the practice of psychology.
- **Phase Three (Week 7 online, Week 15 on-ground):** Students will travel to Costa Rica, Central America and immerse themselves in the culture. As part of the course, students will spend time at the University for Peace (UPEACE), MUSADE, Costa Rica Education Forum, Transforma, MOU Learning – Universidad Nacional, INAMU – Institute for Women, and Instituto WEM. Students will learn through observation, dialogue, and volunteering at these organizations. In addition, students may have the opportunity to experience service learning at different universities in Costa Rica with whom the online MAP program fulfills articulation agreements with.
- **Phase Four (Post travel):** Complete written assignment and final reflections.

## Institutional Learning Competencies and Outcomes

### **Institutional Learning Goals**

#### **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.

- **Professional Behavior:** Graduates will show ethical acumen and multicultural competence in working with diverse populations.
  - **Diversity and Cultural Competence:** Graduates respond ethically and effectively to individual and group differences across racial, ethnic, gender, age, social class, disability, sexual orientation and religious boundaries.

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

CLO1: Exercise cultural competence in diagnostic work and apply clinical knowledge to a diverse population.

MLO1: Via participation in online discussions and reflection groups and participation in didactic learning at UPEACE.

CLO2: By reading the weekly assigned readings, as well as reviewing video and taking part in discussions, the student will understand the role of individual and cultural differences in the manifestations, diagnosis, and treatment of gender violence victims and their perpetrators.

MLO2: Via participation in reflection groups and self-reflection writing and participation in didactic learning at UPEACE.

CLO3: By reading the weekly assigned readings, the student will be able to explain the role of the individual and cultural differences as it impacts treatment implications in Costa Rica

MLO3: Via participation on location and multiple agencies in Costa Rica

CLO4: Explore the impact that stigma plays on the understanding of gender based violence.

MLO4: Via participation in didactic learning at UPEACE and/or service learning participation at different universities in Costa Rica that have partnered with MAP

### **Professional Practice**

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.

- **Applications of Psychology:** Graduates will assess and intervene based on best practices, knowledge of psychological theory and assessment methods to promote optimal health and well-being in individuals, groups and systems.
  - **Intervention:** Graduates will integrate knowledge of psychological theory, research, and professional literature to choose activities that promote optimal health and well-being in individuals, groups and systems.

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

CLO5: Apply the skills of empathy, respect for others, and interpersonal relatedness.

MLO5: Via participation in on-ground daily itinerary and online discussions, students will exercise soft skills required for success in international work & peace building

CLO6: Understand the impact of privilege, prejudice, oppression, culture and sociopolitical structures

MLO6: Via discussion posts, online learning modules, written assignments, and the on-ground itinerary, students will examine international and cultural perspectives on gender violence and peace building

CLO7: Research and understand the impact of values, worldview, and history on cross cultural relationships and peace building.

MLO7: Via observation of and reflection on readings, film, written assignments, and other resources, students will examine global perspectives and contemporary theory and research regarding gender violence and peace building

CLO8: Develop skills in self-reflection and self-assessment of their abilities as well as acknowledge, identify, & manage feelings, thoughts or behaviors that facilitate or impede their effectiveness in communicating with individuals, groups or systems

MLO8: Via participation in on-ground process groups and the student journal assignment, students will reflect on their own culturally conditioned behaviors, personal attitudes, and beliefs and how they impact effective relational interaction in a foreign country and among faculty and peers

### Required and Optional Texts and Electronic Reserves

#### Required Texts

Title	ISBN-13	Publisher's Price
<b>Gender Violence: A Cultural Perspective by Sally Engle Merry</b>	ISBN: 978-0-631-22359-7	USD \$34.73 paperback

#### Required Readings:

AllAfrica (2015). Sixteen Days of Activism On Gender Violence 2015. Retrieved from [www.allafrica.com](http://www.allafrica.com)

Carson, J., Allen, C.T., Leek, C., Storer, H., Casey, E., & Tolman, R. (2017). Participants' Perceptions of the Nature of Events Aimed at Engaging Men to Eliminate Gender-Based Violence. *Global Social Welfare, 4*(2), 91-103.

Castelino, T. (2014). Making sense of the discourses in the violence against women domain: A gender violence prevention typology. *Outskirts: Feminisms along the edge, 31*(13).

Conner, Nathan W., & Roberts, T Grady (2017). A Qualitative Case Study of the Cultural Experiences of Undergraduates on a Study Abroad Program in Costa Rica. *NACTA Journal; Twin Falls, 61*(2), 141-149.

Dauer, S. (2014). Introduction: Anthropological Approaches to Gender-based Violence. *Gendered Perspectives on International Development : Working Papers, 304*, 1-15.

Narang, D., & Saini, S. (2013). An appraisal of the unexplored power and potential of women as peace builder. *Indian Journal of Health and Wellbeing, 4*(5), 1115-1119.

Parkes, J. (2016). The evolution of policy enactment on gender-based violence in schools. *Prospects, 44*(1), 93-107

Phillips, J.D. (2012). Engaging Men and Boys in Conversations About Gender Violence: Voice Male Magazine Using Vernacular Rhetoric as Social Resistance. *Journal of Men's Studies*, 20(3), 259-273.

### Weblinks/Videos

The Chicago School of Professional Psychology Know Before You Go- Pre-Departure Guide to International Programs

<https://my.thechicagoschool.edu/community/studentresources/ie/Documents/Study%20Abroad/Student%20Handbook%20for%20Study%20Abroad%20And%20Field%20Experience.pdf>

Pre-Departure Orientation – Health & Safety

<https://prezi.com/view/Zs18jzTrHagebpVX38y3/>

TCSP - International Travel Registration

<https://my.thechicagoschool.edu/community/studentresources/ie/Pages/Travel-Database.aspx>

### Course Rubric

Program Learning Outcome Assessed	Demonstration Level 1	Demonstration Level 2	Demonstration Level 3	Demonstration Level 4
<p><b>Intervention:</b> Graduates will integrate knowledge of psychological theory, research, and professional literature to choose activities that promote optimal health and well-being in individuals, groups and systems.</p>	<p>Does not identify basic interventions to implement change in professional settings or chooses inappropriate, ineffective ones; cannot articulate the theory of change underlying the intervention; unable to identify basic strengths and weaknesses of intervention approaches for different problems and populations; does not articulate or demonstrate understanding of cultural impact of change-oriented interventions.</p>	<p>Identifies basic interventions to implement change in professional settings but may not be able to articulate the theory of change underlying the intervention; can identify some basic strengths and weaknesses of a limited number of intervention approaches for basic problems and a limited range of populations; when prompted can articulate cultural impact of chosen change-oriented interventions.</p>	<p>Articulates a theory of change and chooses interventions to implement change in professional settings; articulates strengths and weaknesses of intervention approaches for different problems and populations related to a professional setting; presents rationale for intervention strategy that includes empirical support; articulates cultural impact of various change-oriented interventions.</p>	<p>Articulates and critically analyzes a theory of change and formulates interventions to implement change in professional settings; critically analyzes strengths and weaknesses of intervention approaches for different problems and populations related to a professional setting; presents rationale for intervention strategy that includes empirical support; articulates and critically analyzes cultural impact of various change-oriented interventions.</p>

Program Learning Outcome Assessed	Demonstration Level 1	Demonstration Level 2	Demonstration Level 3	Demonstration Level 4
<p><b>Diversity and Cultural Competence:</b> Graduates respond ethically and effectively to individual and group differences across racial, ethnic, gender, age, social class, disability, sexual orientation and religious boundaries</p>	<p>Unable or actively resistant to acquiring knowledge, awareness, and understanding of one's own situation. Does not demonstrate knowledge of one's ethnic/racial, socioeconomic, gender, sexual orientation. Does not demonstrate awareness of one's attitudes towards diverse others relative to dimensions of individual and cultural diversity. Does not demonstrate understanding that issues of power, privilege, and discrimination can impact psychology-based interventions. Resistant or actively hostile to seeking out opportunities to become more culturally competent</p>	<p>Emerging and basic knowledge, awareness, and understanding of one's own situation (e.g., one's ethnic/racial, socioeconomic, gender, sexual orientation; one's attitudes towards diverse others) relative to dimensions of individual and cultural diversity; basic, rudimentary understanding that issues of power, privilege, and discrimination can impact psychology-based interventions; can articulate importance of seeking out opportunities to become more culturally competent.</p>	<p>Often demonstrates knowledge, awareness, and understanding of one's own situation (e.g., one's ethnic/racial, socioeconomic, gender, sexual orientation; one's attitudes towards diverse others) relative to dimensions of individual and cultural diversity; can articulate understanding of issues of power, privilege, and discrimination; often considers potential effects of psychology-based interventions on issues of global concern; is willing to seek out opportunities to become more culturally competent.</p>	<p>Consistently and increasingly demonstrates detailed knowledge, awareness, and understanding of one's own situation (e.g., one's ethnic/racial, socioeconomic, gender, sexual orientation; one's attitudes towards diverse others) relative to dimensions of individual and cultural diversity; exhibits high levels of respect for members of diverse groups with sensitivity to issues of power, privilege, and discrimination; consistently considers the potential effects of psychology-based interventions on issues of global concern (for example: articulates how ethnic group values influence who one is and how one relates to other people); proactively seeks out opportunities to become more culturally competent.</p>

Course Schedule, Assignments, and Grading

Module/Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points/Assessment Method	Points / Assessment Method
<b>Module 1</b> <b>Phase I</b>	Chapter 1 (Merry) Defining gender violence Defining gender Theorizing gender violence Measuring gender violence  AllAfrica (2015). Sixteen Days of Activism On Gender Violence 2015. Retrieved from <a href="http://www.allafrica.com">www.allafrica.com</a>  Dauer, S. (2014). Introduction: Anthropological Approaches to Gender-based Violence. <i>Gendered Perspectives on International Development : Working Papers</i> , 304, 1-15.	Introduction: Defining Gender Violence <b>Unit 1 &amp; 2</b>	CLO1, CLO2, CLO4	<b>Introduce Yourself</b> Due Wednesday 11:59PM CST  <b>Discussion One:</b> Due Wednesday 11:59PM CST What are your hopes and expectations for this course? What are your personal fears & biases about this experience?	No Points – Attendance Only  20 points Discussion Rubric	
				<b>Written Assignment One</b> Due Sunday 11:59PM CST Defining Gender Violence. Understanding your own cultural views and beliefs. Purpose is to know your own culture, values and beliefs in order to relate more effectively across cultural lines. Includes a self-reflection component.	50 points Written Assignment One Rubric	
<b>Module 2</b>	Chapters 2 & 4 (Merry) Naming and framing the problem Histories of social movements against gender violence The human rights framework  Phillips, J.D. (2012). Engaging Men and Boys in Conversations About Gender Violence: Voice Male Magazine Using Vernacular Rhetoric as Social Resistance. <i>Journal of Men's Studies</i> , 20(3), 259-273.	Gender Violence & Social Movements <b>Unit 3</b>	CLO1, CLO2, CLO6, CLO7	<b>Discussion Two:</b> Due Wednesday 11:59Pm CST After completing the readings, students will explore the differences between gender, and the variables promoting gender violence. Students will share real-life examples and reflect on their peers' examples.	20 points Discussion Rubric	
	Gender Violence As a Human Rights Violation	<b>Unit 4</b>		<b>Training Assignment One:</b> Completion of online training (est. 3 hours) UN Women.org Training Module One IKnowGender – An Introduction to Gender Equality for UN Staff  <a href="https://trainingcentre.unwomen.org/course/index.php?categoryid=1">https://trainingcentre.unwomen.org/course/index.php?categoryid=1</a>	80 points Certificate of Completion	
<b>Module 3</b>	Chapters 5 & 6 (Merry) Poverty and racism Migration and the law in the USA Honor killings Grass roots initiatives  Carson, J., Allen, C.T., Leek, C., Storer, H., Casey, E., & Tolman, R. (2017). Participants' Perceptions of the Nature of Events Aimed at Engaging Men to Eliminate Gender-Based Violence. <i>Global Social Welfare</i> , 4(2), 91-103.	Poverty, Racism, & Migration Violent Cultural Practices in the Family <b>Unit 5 &amp; 6</b>	CLO4, CLO6	<b>Discussion Three:</b> Due Wednesday 11:59PM CST Topic: Racism  <b>Group Project to Discuss Final Project</b> Partners are assigned Partners meet this week to discuss potential topics for the final presentation.	20 Points Discussion Rubric  No points	
				<b>Training Assignment Two:</b> Completion of online training (est. 3 hours) UN Women.org Training Module Three Gender Equality, UN Coherence & You  <a href="https://trainingcentre.unwomen.org/course/index.php?categoryid=1">https://trainingcentre.unwomen.org/course/index.php?categoryid=1</a>	80 points Certificate of Completion	

Module/Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points/Assessment Method	Points / Assessment Method
<b>Module 4</b>	Conner, N.W., & Roberts, T.G. (2017). A Qualitative Case Study of the Cultural Experiences of Undergraduates on a Study Abroad Program in Costa Rica. <i>Twin Falls, 61</i> (2), 141-149.	Culture & Customs of Costa Rica <b>Unit 7 &amp; 8</b>	CLO3	<b>Discussion Four:</b> Due Wednesday 11:59PM CST Topic: Culture of Costa Rica  <b>Written Assignment Two Group Project Outline for Final Project:</b> Due Wednesday 11:59PM CST  Group will submit a one to two-page outline/proposal of the potential topics they will present for their final project. Suggestions include:  - a case study from experiences at any of the agencies - a proposed treatment program to be implemented at any of the agencies - summarizing & further exploration of a topic presented at University for Peace (UPEACE)	20 Points Discussion Rubric  30 Points Written Assignment Two Rubric	
<b>Module 5 PHASE II</b>	The Chicago School of Professional Psychology Know Before You Go- Pre-Departure Guide to International Programs <a href="https://my.thechicagoschool.edu/community/studentresources/ie/Documents/Study%20Abroad/Student%20Handbook%20for%20Study%20Abroad%20And%20Field%20Experience.pdf">https://my.thechicagoschool.edu/community/studentresources/ie/Documents/Study%20Abroad/Student%20Handbook%20for%20Study%20Abroad%20And%20Field%20Experience.pdf</a>  Pre-Departure Orientation – Health & Safety <a href="https://prezi.com/view/Zs18jzTrHaqebpVX38y3/">https://prezi.com/view/Zs18jzTrHaqebpVX38y3/</a>  TCSPP - International Travel Registration  <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>	Preparation for upcoming travel experience  Personal Beliefs and Worldview <b>Unit 9 and 10</b>	CLO5, CLO8	<b>Discussion Five:</b> Due Wednesday 11:59PM CST Topic: My personal beliefs, barriers, and stigmas  Global Perspectives Inventory Pre-Test (Pre-GPI)  International Travel Registration	20 points Discussion Rubric  Must complete in order to travel  Must complete in order to travel 50 points	
				<b>FIRST Required GoTo Meeting:</b> Two meetings will be offered this week  <b>Each student is required to attend this meeting</b> This is the student's opportunity to discuss the upcoming travel & to address any questions or concerns.	10 Points For Attendance	
<b>Module 6</b>	Narang, D., & Saini, S. (2013). An appraisal of the unexplored power and potential of women as peace builder. <i>Indian Journal of Health and Wellbeing. 4</i> (5), 1115-1119.  Castelino, T. (2014). Making sense of the discourses in the violence against women domain: A gender violence prevention typology. <i>Outskirts: Feminisms along the edge, 31</i> (13).	Peace building <b>Unit 11 and 12</b>	CLO7	<b>Discussion Six:</b> Due Wednesday 11:59PM CST Topic: Women as peace builders	20 points Discussion Rubric	

Module/Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points/Assessment Method	Points / Assessment Method
				<p><b>SECOND Required GoTo Meeting:</b> Two meetings will be offered this week</p> <p><b>Each student is required to attend this meeting</b> This is the student's opportunity to discuss the upcoming travel &amp; to address any questions or concerns.</p>	10 Points For Attendance	
<p><b>Module 7</b> <b>Phase III</b></p>	<p><b>TRAVEL WEEK</b></p>		<p>CLO5, CLO6, CLO7, CLO8</p>	<p><b>Daily journaling:</b> Students will maintain a journal throughout Phase III. Each day of travel students will reflect on their feelings, the culture, &amp; their experiences. The journal will be used to prepare the Personal Self Reflection paper due the final week.</p> <p><b>Group Reflections:</b> Each evening during travel the class will meet for an evening of reflection. Location will be determined. Students will be expected to share their perspectives, insights, knowledge, thoughts, and feelings about their daily excursions.</p> <p><b>Professional &amp; Behavioral Compartment:</b> Professionalism and ethical presentation is required throughout the entire trip. This will be closely monitored 24/7</p>	<p>Journal Check at end of the trip 80 points</p> <p>In Country Attendance &amp; Engagement Rubric 200 points</p> <p>Professional &amp; Behavioral Compartment Rubric 80 points</p>	



Module/Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points/Assessment Method	Points / Assessment Method
<b>Module 8</b>	<p>Chapter 8. Conclusions (Merry) Rethinking Gender Rethinking Violence An Anthropological Perspective on Gender Violence Gender Violence &amp; Inequality</p> <p>Parkes, J. (2016). The evolution of policy enactment on gender-based violence in schools. <i>Prospects</i>, 44(1), 93-107</p>	Final project & reflections Unit 13 and 14	CLO1 – CLO8	<p><b>Capstone - Group Power Point Presentation &amp; Individual Written Paper</b> Due Sunday 11:59PM CST</p> <p><b>Written Assignment Three:</b> Due Sunday 11:59PM CST Personal Self-Reflection Paper Based on your comfort level, this paper should summarize your journal entries. In addition, topics that should be addressed but not limited to:</p> <ul style="list-style-type: none"> <li>-personal biases &amp; how these have been addressed</li> <li>-most valuable learning experiences</li> <li>-how this experience has changed you as a person of your culture</li> <li>-what did you learn about this culture that you didn't know prior to your travel</li> <li>-what did you learn about gender violence</li> </ul> <p>Global Perspectives Inventory Post-Test (Post GPI) *</p>	<p>Final Project 80 points Group Project Rubric</p> <p>Final Paper 80 points Individual Paper Rubric</p> <p>50 points Written Assignment Three Rubric</p> <p>*Must complete to receive final grade</p>	

Appendix A – Itinerary

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

**Gender violence & peace building in Costa Rica 2020 - Itinerary Plan**

*This travel portion of this course takes place in San Jose, Costa Rica  
TCSPP faculty leads are responsible for students only during these dates.*

Date	Activity	Exertion Level	Location
	<b>*All activities focus on integration and immersion into the host country</b>		Students should plan their travel to arrive in Costa Rica between 10:00am and 5:00pm on April 13, 2020 at San Jose International Airport (SJO) in San Jose, Costa Rica.
<b>Day 1 - Monday, April 13, 2020</b>	<b>ARRIVAL IN COSTA RICA</b>	<b>Level 1 Shared Rooms Heat &amp; humidity</b>	<p><b>10:00am</b> - Meeting the group at San Jose Airport, <b>Alajuela Province, Alajuela, Costa Rica</b></p> <p><b>6:00pm</b> - Leaving airport (Van that will drive students to the site will leave airport at 6pm - if you miss the van you are responsible for your transportation - no individual transportation will be offered)</p> <p><b>7:00pm</b> - Arriving at onsite accommodations</p> <p><b>7:00pm - 7:30pm</b> - Check in at Hotel <b>Holiday Inn Express Forum DEL CENTRO EMPRESARIAL FORUM DOS 150 Metros Sur y 50 Metros Oeste , San Jose, 10903</b></p> <p><b>7:30pm - 8:30pm</b> - Costa Rica Welcome Dinner and Itinerary information</p>
<b>Day 2 - Tuesday, April 14, 2020</b>	<b>Learn about uses of positive leadership, human rights, female empowerment, violence prevention, and comprehensive</b>	<b>Level 1 Heat &amp; humidity Bottled water available</b>	<p><b>8:00am</b> - Breakfast (provided)</p> <p><b>8:30am-9:00am</b> - Transportation to UPEACE , <b>San Jose Province, Ciudad Colon, Costa Rica</b></p> <p><b>9:00am - 12:00pm</b> - UPEACE Orientation &amp; Lecture: "Using Positive Leadership as a Means for Resilience in Addressing Gender Violence"</p> <p><b>12:00pm - 1:00pm</b> - Lunch Break</p> <p><b>1:00-2:00pm</b> - Depart Ciudad Colon for MUSADE Visit</p>

	healthcare through non-profit community organization		<p>2:00pm-5:00pm - MUSADE Site Visit , <b>Calle 2, Provincia de Alajuela, San Roman, Costa Rica</b></p> <p>5:00pm-5:30 pm - Debrief/Didactic</p> <p>5:30pm-6:00 pm - Depart for Hotel</p> <p>6:00pm - Dinner on your own</p>
Day 3 – Wednesday, April 15, 2020	Learn skills on the application of positive leadership and its uses in different practical settings	Level 1 Heat & humidity Bottled water available	<p>8:00am – Breakfast (provided)</p> <p>8:30am-9:00am - Transportation to UPEACE</p> <p>9:00am-4:00pm - Postive Leadership Workshop Day 1 at UPEACE</p> <p>4:00-4:30pm - Debrief/Didactic</p> <p>4:30-5:00 pm - Return to Hotel</p> <p>5:00pm - Dinner on your own</p>
Day 4 – Thursday, April 16, 2020	Learn skills on the application of positive leadership and its uses in different practical settings	Level 1 Heat & humidity Bottled water available	<p>8:00am – Breakfast (provided)</p> <p>8:30am-9:00am - Transportation to UPEACE</p> <p>9:00am-4:00pm - Postive Leadership Workshop Day 2 at UPEACE</p> <p>4:00-4:30pm - Debrief/Didactic</p> <p>4:30-5:00 pm - Return to Hotel</p> <p>5:00pm - Dinner on your own</p>
Day 5 – Friday, April 17, 2020	Learn about community work performed by women, immersion in cultural activities with children, learn about art therapy for trauma informed care	Level 1 Heat & Humidity Bottled water available	<p>8:00am – Breakfast (provided)</p> <p>8:30am - 9:00 am - Depart for Costa Rica Humanitarian Foundation, <b>Santa Ana, Costa Rica</b></p> <p>9:00am - 3:00pm - Site visit and group activities at Costa Rica Humanitarian Foundation</p> <p>3:00pm-3:30 pm- Debrief/Didactic</p> <p>3:30-4:00pm- Depart for Hotel</p> <p>5:00pm- Dinner on your own</p>
Day 6 – Saturday, April 18, 2020	Learn about poverty alleviation, sustainable development, and community well-being through community engagement and global citizenship	Level 1 Heat & humidity Bottled water available	<p>8:00am – Breakfast (provided)</p> <p>8:30am-9:00am - Depart for Transforma Site Visit, <b>Granadilla, San Jose, Costa Rica</b></p> <p>9:00am - 12:00pm - Site Visit Experience at Transforma</p> <p>12:00pm - 1:00 pm - Lunch Near Transforma Site</p> <p>1:00pm - 5:00pm - Continued visit time at Transforma, Q&amp;A and visits with staff/personnel</p> <p>5:00-5:30pm - Debrief/Didactic</p> <p>5:30pm-6:00pm - Depart for Hotel</p> <p>6:00pm - Dinner on your own</p>
Day 7 - Sunday, April 19, 2020	Learn about ecological history and cultural traditions of residents in Costa Rica	Level 2 Walking Heat & humidity	<p>7:30am - Breakfast (provided)</p> <p>8:00am - Depart for Cultural Excursion: <b>La Paz Waterfall Gardens</b></p> <p>9:00am - 3:00pm - Cultural Excursion (lunch included)</p> <p>La Paz Waterfall Gardens: Guided tour at La Paz ecological and wildlife refuge center</p> <p>Visit to Sarchi: Guided tour through rural town of Sarchi where residents make a living selling handmade goods</p> <p>6:00pm - Group Dinner</p>
Day 8 - Monday, April 20, 2020	Learn about group support programs for adolescent males that address concerns related to toxic masculinity, violence prevention, and withholding of emotions; Additional learnings on women's rights and empowerment will also occur	Level 1 Heat & humidity	<p>7:30am - Breakfast (provided)</p> <p>8:00am-8:30 am - Depart for Instituto WEM, <b>San Jose Province, San Pedro Costa Rica</b></p> <p>8:30am - 11:30pm - Tour and Meet with Individuals from Instituto WEM</p> <p>11:30pm - 12:30 pm - Lunch Near Instituto WEM</p> <p>12:30pm - 1:00pm - Depart for INAMU (National Institute for Women) <b>San Jose, San Pedro, CR</b></p> <p>1:00pm - 4:00pm - Tour and Meet with Individuals from INAMU</p> <p>4:00pm-4:30pm - Debrief/Didactic</p> <p>4:30pm-5:00pm - Depart INAMU and Return to Hotel</p> <p>5:00pm - Dinner on your own</p>
Day 9 - Tuesday, April 21, 2020	Participate in service learning experience thorough student	Level 1	<p>7:30am - Breakfast (provided)</p> <p>8:00am - 8:30am - Depart for MOU learning partner Universidad Nacional de Costa Rica (UNA), Heredia, Costa Rica</p> <p>8:30am - 11:00 am - Service learning and guest lecture at MOU partner UNA</p>

	collaborations at partner institutions, learn about cultural and practice differences through lecture attendance	Heat & humidity	<b>11:00am - 12:00am</b> - Lunch near university site <b>12:00pm-12:30pm</b> - Depart for MOU learning partner Universidad Centroamericana de Ciencias Sociales (UCACIS), San Pedro, Costa Rica <b>12:30pm - 4:30pm</b> - Service learning and guest lecture at MOU partner UCACIS <b>4:30pm-5:00pm</b> - Depart UCACIS and Return to Hotel  <b>5:00pm - Closing Dinner and Reflection</b>
<b>Day 10 - Wednesday, April 22, 2020</b>	<b>DEPART COSTA RICA</b>	<b>Level 1</b>	<b>7:30am</b> - Breakfast (provided)  <b>8:00am</b> - Depart for San Jose Airport

### Appendix B - Assignment Rubric- In Country Attendance & Engagement

Grading Area	Demonstration Level 1 (unacceptable)		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 almost all interactions with students, faculty, administrators and all in-country partners.  20-49 points	Demonstrates expected professional behavior and comportment for entire duration of program and in all interactions with students, faculty, administrators and all in-country partners.  50-79 points	Demonstrates exemplary and model professional behavior and comportment for entire duration of program and in all interactions with students, faculty, administrators and all in-country partners.  80 points
<b>Total</b>				<b>80 total points</b>

## Appendix D - Assignment Rubric- Written Assignment #1 Cultural Diversity

Grading Areas	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
APA style/grammar 10 points	1.Poor Attention to structure and form of APA style for citations, text, and body of the paper. 2.There were repetitive errors in grammar, and/or the writing style is disorganized or casual. <b>0-2 points</b>	1.Basic structure of APA followed with 3 or more errors in citations, text, and body of the paper. 2.There were 3 or more errors in grammar, and/or the writing style is casual or lacks a professional approach. <b>3-5 points</b>	1.Basic structure of APA followed with no more than 2 errors in citations, text, and body of the paper. 2.There were 2 or more errors in grammar, and/or the writing style is adequate. <b>6-8 points</b>	1.Basic structure of APA followed with no more than 1 error in citations, text, and body of the paper. 2.There were no errors in grammar, and the writing style is highly professional. <b>9-10 points</b>
Thorough and detailed coverage of the assignment (followed prompts within the assignment) 30 points	Paper lacks evidence of a basic understanding of the chosen topic (missing concepts/errors in information). <b>0-7 points</b>	Paper evidences a basic understanding of the chosen topic, but may miss 2 or more significant concepts or errors in concepts. <b>8-14 points</b>	Paper evidences a basic understanding of the chosen topic, but may miss one significant concept. <b>15-22 points</b>	Paper evidences a full understanding of the chosen topic. <b>23-30 points</b>
Self-Reflection 10 points	Lacks significant investment reflected in comments without impact or consideration of their own perspective. <b>0-1 points</b>	Evidence of investment and consideration of their own perspective without elaboration. <b>2-4 points</b>	Evidence of investment and consideration of their own perspective with adequate elaboration. <b>5-7 points</b>	Evidence of investment and consideration of their own perspective with high level of elaboration. <b>8-10 points</b>
			<b>Total</b>	<b>50 points</b>

## Appendix E - Assignment Rubric- Written Assignment #2 Group Outline

Grading Areas	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
APA style/grammar 10 points	1.Poor Attention to structure and form of APA style for citations, text, and body of the paper. 2.There were repetitive errors in grammar, and/or the writing style is disorganized or casual. <b>0-2 points</b>	1.Basic structure of APA followed with 3 or more errors in citations, text, and body of the paper. 2.There were 3 or more errors in grammar, and/or the writing style is casual or lacks a professional approach. <b>3-5 points</b>	1.Basic structure of APA followed with no more than 2 errors in citations, text, and body of the paper. 2.There were 2 or more errors in grammar, and/or the writing style is adequate. <b>6-8 points</b>	1.Basic structure of APA followed with no more than 1 error in citations, text, and body of the paper. 2.There were no errors in grammar, and the writing style is highly professional. <b>9-10 points</b>
Thorough and detailed coverage of the assignment (followed prompts within the assignment) 40 points	Outline lacks evidence of a basic understanding of the chosen topic (missing concepts/errors in information). <b>0-9 points</b>	Outline evidences a basic understanding of the chosen topic, but may miss 2 or more significant concepts or errors in concepts. <b>10-19 points</b>	Outline evidences a basic understanding of the chosen topic, but may miss one significant concept. <b>20-29 points</b>	Outline evidences a full understanding of the chosen topic. <b>30-40 points</b>
			<b>Total</b>	<b>50 points</b>

## Appendix F - Assignment Rubric- Written Assignment #3 Self Reflection Post Travel

Grading Areas	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
APA style/grammar 10 points	1.Poor Attention to structure and form of APA style for citations, text, and body of the paper. 2.There were repetitive errors in grammar, and/or the writing style is disorganized or casual. <b>0-2 points</b>	1.Basic structure of APA followed with 3 or more errors in citations, text, and body of the paper. 2.There were 3 or more errors in grammar, and/or the writing style is casual or lacks a professional approach. <b>3-5 points</b>	1.Basic structure of APA followed with no more than 2 errors in citations, text, and body of the paper. 2.There were 2 or more errors in grammar, and/or the writing style is adequate. <b>6-8 points</b>	1.Basic structure of APA followed with no more than 1 error in citations, text, and body of the paper. 2.There were no errors in grammar, and the writing style is highly professional. <b>9-10 points</b>
Thorough and detailed coverage of the assignment (followed prompts within the assignment) 40 points	Paper lacks evidence of a basic understanding of the chosen topic (missing concepts/errors in information). <b>0-9 points</b>	Paper evidences a basic understanding of the chosen topic, but may miss 2 or more significant concepts or errors in concepts. <b>10-19 points</b>	Paper evidences a basic understanding of the chosen topic, but may miss one significant concept. <b>20-29 points</b>	Paper evidences a full understanding of the chosen topic. <b>30-40 points</b>
			<b>Total</b>	<b>50 points</b>

Appendix G - Assignment Rubric- Capstone - Group Project Rubric

Grading Areas	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
APA style/grammar 10 points	1.Poor Attention to structure and form of APA style for citations, text, and body of the paper. 2.There were repetitive errors in grammar, and/or the writing style is disorganized or casual on the slides. <b>0-2 points</b>	1.Basic structure of APA followed with 3 or more errors in citations, text, and body of the paper. 2.There were 3 or more errors in grammar, and/or the writing style is casual or lacks a professional approach on the slides. <b>3-5 points</b>	1.Basic structure of APA followed with no more than 2 errors in citations, text, and body of the paper. 2.There were 2 or more errors in grammar, and/or the writing style is adequate on the slides. <b>6-8 points</b>	1.Basic structure of APA followed with no more than 1 error in citations, text, and body of the paper. 2.There were no errors in grammar, and the writing style is highly professional slides. <b>9-10 points</b>
Powerpoint Presentation 70 points	Presentation lacks evidence of a basic understanding of the chosen topic (missing concepts/errors in information). <b>0-25 points</b>	Presentation evidences a basic understanding of the chosen topic, but may miss 2 or more significant concepts or errors in concepts. <b>26-40 points</b>	Presentation evidences a basic understanding of the chosen topic, but may miss one significant concept. <b>41-55 points</b>	Presentation evidences a full understanding of the chosen topic. <b>56-70 points</b>
Visual Presentation: Slides are professional and relevant 20 points	Lacks significant investment reflected in comments without impact or consideration of their own perspective. <b>0-5 points</b>	Evidence of investment and consideration of their own perspective without elaboration. <b>6-10 points</b>	Evidence of investment and consideration of their own perspective with adequate elaboration. <b>11-15 points</b>	Evidence of investment and consideration of their own perspective with high level of elaboration. <b>16-20 points</b>
			<b>Total</b>	<b>100 points</b>

Appendix H - Assignment Rubric- Capstone – Individual Project Rubric

Grading Areas	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
APA style/grammar 10 points	1.Poor Attention to structure and form of APA style for citations, text, and body of the paper. 2.There were repetitive errors in grammar, and/or the writing style is disorganized or casual. <b>0-2 points</b>	1.Basic structure of APA followed with 3 or more errors in citations, text, and body of the paper. 2.There were 3 or more errors in grammar, and/or the writing style is casual or lacks a professional approach. <b>3-5 points</b>	1.Basic structure of APA followed with no more than 2 errors in citations, text, and body of the paper. 2.There were 2 or more errors in grammar, and/or the writing style is adequate. <b>6-8 points</b>	1.Basic structure of APA followed with no more than 1 error in citations, text, and body of the paper. 2.There were no errors in grammar, and the writing style is highly professional. <b>9-10 points</b>
Thorough and detailed coverage of the assignment (followed prompts within the assignment) 50 points	Paper lacks evidence of a basic understanding of the chosen topic (missing concepts/errors in information). <b>0-9 points</b>	Paper evidences a basic understanding of the chosen topic, but may miss 2 or more significant concepts or errors in concepts. <b>10-23 points</b>	Paper evidences a basic understanding of the chosen topic, but may miss one significant concept. <b>24-37 points</b>	Paper evidences a full understanding of the chosen topic. <b>38-50 points</b>
Self-Reflection 15 points	Lacks significant investment reflected in comments without impact or consideration of their own perspective. <b>0-3 points</b>	Evidence of investment and consideration of their own perspective without elaboration. <b>4-7 points</b>	Evidence of investment and consideration of their own perspective with adequate elaboration. <b>8-11 points</b>	Evidence of investment and consideration of their own perspective with high level of elaboration. <b>12-15 points</b>
			<b>Total</b>	<b>75 points</b>

Appendix I – Online Discussion Rubric – Six Discussions

1. Initial posts are due time-stamped by 11:59pm, Central Time, Wednesday.
2. Two (2) points per day will be deducted for late initial posts, as this has an adverse impact on the quality of the discussion and on the learning community.
3. Posting replies on Thursday and Friday of the week is a good practice; any later than Saturday has an adverse impact on the quality of the learning community. Posting all or the majority of your replies on the last day of the week will result in decreased points due to the fact that you have not been effective in participating in the discussion across the week.

Criteria	Performance				Points
	Needs Improvement	Adequate	Good	Exemplary	
<b>Initial Post:</b> <b>Demonstration of quality content and integration of course material</b>	The initial discussion post exhibits a statement that is partially or fully incorrect, or doesn't answer the main discussion question(s). The post is not backed by the assigned readings or another source, and does not stimulate further discussion as	The initial discussion post exhibits a statement which answers or partially answers the main discussion question(s). However, the answer <u>doesn't demonstrate two</u> of the following:	The initial discussion post exhibits a statement which answers the main discussion question(s). However, the answer <u>doesn't demonstrate one</u> of the following: • A substantive statement	The initial discussion post exhibits a strong statement which answers the main discussion question(s), <u>and</u> demonstrates all of the following: • A substantive statement including citations from the assigned readings	6 points maximum

	evidenced by responses from colleagues.	<ul style="list-style-type: none"> <li>• A substantive statement including citations from the assigned readings</li> <li>• At least 1 additional scholarly source</li> <li>• Stimulates further discussion as evidenced by responses from colleagues</li> </ul>	<ul style="list-style-type: none"> <li>• including citations from the assigned readings</li> <li>• At least 1 additional scholarly source</li> <li>• Stimulates further discussion as evidenced by responses from colleagues</li> </ul>	<ul style="list-style-type: none"> <li>• At least 1 additional scholarly source</li> <li>• Stimulates further discussion as evidenced by responses from colleagues</li> </ul>	6 points
	0-2 points	3-4 points	5 points		
<b>Participation:</b>  <b>In one's own initial post in the discussion thread</b>	Student does not adequately provide evidence of participating in their initial post discussion thread throughout the week.	Student responses show attention to feedback received but are not substantive. In addition, most replies were posted late in the week (Saturday night or Sunday).	Student responds to all feedback received on student's initial post, and responds to instructor's feedback to initial post.  Responses are proficient but not as robust or substantive.	Student participates in their initial post discussion thread at least (3) separate days of the week. Student writes substantial responses to all feedback received on student's initial post, and responds to instructor's feedback to initial post.	6 points maximum
	0-2 points	3-4 points	5 points	6 points	
<b>Academic Writing:</b>  <b>Adherence to APA style, spelling and grammar, and consistent with standards of discipline</b>	Poor or no attention to structure and form of APA style for in-text citations and references in the initial post.  Repetitive errors in grammar, and/or the writing style was disorganized or casual.	Basic structure of APA followed with multiple errors and/or missing in-text citations and references.  3 or more errors in grammar, and/or the writing style is casual or lacks a professional approach.	Basic structure of APA followed with no more than one error in in-text citations and references.  2 or more errors in grammar; writing style is generally adequate.	Basic structure of APA followed with no more than 1 error in in-text citations and references. No errors in grammar, and the writing style is highly professional, respectful and reflective of departmental standards in writing style.	2 points maximum
	0 points	0.5 point	1 points	2 points	
<b>TOTAL</b>					20 points maximum

## Appendix J – Travel Excursions

The University for Peace is an integrated grouping of programs that affiliate, interrelate and synergize around core themes and perspectives in conflict analysis and the challenges to peacebuilding. The programs share a common goal of providing a critical understanding and analysis of root causes of conflicts and violence in diverse local, national, global, and societal contexts, while specifically focusing on various dimensions, strategies, sectors, institutions, and levels of conflict resolution and transformation to build a peaceful world.

MUSADE is an organization that offers programs for women who have suffered from domestic violence. The organization also has programs that work towards prevention of domestic violence using an empowerment approach to empower youth and adolescent girls. MUSADE also works towards the prevention of human trafficking.

The Costa Rican Humanitarian Foundation (CRHF) is a non-profit organization committed to developing creative and economical solutions to a wide range of social problems in Costa Rica. The CRHF provides opportunities to exchange friendship, goods, services, and financial resources for critical needs among different cultures, socio-economic classes, and language groups.

Transforma exists to create a new framework that helps social impact leaders, both participants from impoverished communities and local/international facilitators, develop self and people smart skills to promote change and a renewed commitment to the bigger purpose. The focus is a long-term holistic approach, genuine empowerment and a fresh world view focused on teaching, transformational values for sustainable development. Transforma creates self-leadership and skill development; by facilitating opportunities for low income individuals to give back to society and become productive citizens; and equip national and international social impact leaders and promote social responsibility.

Universidad Nacional de Costa Rica (UNA) – engage in the MOU learning partnership lectures between UNA and TSCPP

Instituto WEM – A center for global alliance made up young and older men who work collectively toward advancing gender justice, human rights, and social justice to achieve a World in which all can enjoy healthy, fulfilling, and equitable relationships and their full potential. WEM is a center where workshops, group therapies, and support groups are provided to work with men who are abusive towards women as well as with men who commit domestic abuse.

INAMU National Institute for Women – An autonomous institution whose charge is the protection of women of Costa Rica, to fight domestic violence and the discrimination to women, interdisciplinary social, legal and political advice, as well as the promotion of development of Costa Rican women.

### Grading Distribution:

Assignment	Points
Discussion Posts 1-6	120 *20 points per post
Written Assignment One	50
Training Assignment One	80
Training Assignment Two	80
International Travel Registration (ITR)	50
Written Assignment Two: Group Project Outline	30
Mandatory GoToMeetings	20 *10 points per meeting
In-Country Attendance & Engagement	200
In-Country Daily Journaling	80
Professional & Behavioral Comportment	80
Written Assignment Three: Personal Self Reflection Paper	50
Final Project: Group Powerpoint Presentation	80
Final Project: Individual Written Paper	80
<b>Total</b>	<b>1,000 points</b>

Final course grades will be assigned as follows:

Letter Grade	Rubric Level	Percent of Grade	Point Range
A	4	94-100	940-1,000
A-	4	90-93	900-939
B+	3	88-89	880-899
B	3	83-87	830-879
B-	2	80-82	800-829
C	1	70-79	700-799
F	1	69 and below	<700

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

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

### Student Academic Supports and Resources

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

[my.thechicagoschool.edu](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: 800-747-8367
  - 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 for all campuses at the following homepage:

- <https://tcsedsystem.libguides.com/libraries>

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**

Explore the following useful resources:

- [Dissertation and Manuscript Preparation Processes](#)
- [IRB Process](#)
- [Time Management and Learning Style](#)

#### **Campus Writing Centers**

- [California](#)
- [Chicago](#)
- [Dallas](#)
- [Online](#)
- [Washington, D.C.](#)

#### **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](#)

<b>POLICY</b>	<b>LINK</b>
<b><u>Access Accommodations</u></b>	<a href="http://catalog.thechicagoschool.edu/content.php?catoid=42&amp;navoid=2003#Access_Accommodations">http://catalog.thechicagoschool.edu/content.php?catoid=42&amp;navoid=2003#Access_Accommodations</a>
<b><u>Commitment to Diversity</u></b>	<a href="http://catalog.thechicagoschool.edu/content.php?catoid=42&amp;navoid=2001&amp;hl=diversity&amp;returnto=search#Statement_of_Commitment_to_Diversity">http://catalog.thechicagoschool.edu/content.php?catoid=42&amp;navoid=2001&amp;hl=diversity&amp;returnto=search#Statement_of_Commitment_to_Diversity</a>
<b><u>Concerns about Academic Performance and Professional Comportment</u></b>	<a href="http://catalog.thechicagoschool.edu/content.php?catoid=42&amp;navoid=2004&amp;hl=academic+integrity&amp;returnto=search#Concerns_about_Academic_Performance_and_Professional_Comportment">http://catalog.thechicagoschool.edu/content.php?catoid=42&amp;navoid=2004&amp;hl=academic+integrity&amp;returnto=search#Concerns_about_Academic_Performance_and_Professional_Comportment</a>
<b><u>Grade Point Classification</u></b>	<a href="http://catalog.thechicagoschool.edu/content.php?catoid=42&amp;navoid=2002#Grade_Point_Classification">http://catalog.thechicagoschool.edu/content.php?catoid=42&amp;navoid=2002#Grade_Point_Classification</a>
<b><u>Incomplete Grade Policy</u></b>	<a href="http://catalog.thechicagoschool.edu/content.php?catoid=44&amp;navoid=2176#Incomplete">http://catalog.thechicagoschool.edu/content.php?catoid=44&amp;navoid=2176#Incomplete</a>
<b><u>Military Leave of Absence</u></b>	<a href="http://catalog.thechicagoschool.edu/content.php?catoid=42&amp;navoid=2002#Student_Status">http://catalog.thechicagoschool.edu/content.php?catoid=42&amp;navoid=2002#Student_Status</a>
<b><u>Professional Comportment</u></b>	<a href="http://catalog.thechicagoschool.edu/content.php?catoid=42&amp;navoid=2004&amp;hl=academic+integrity&amp;returnto=search#Professional_Comportment">http://catalog.thechicagoschool.edu/content.php?catoid=42&amp;navoid=2004&amp;hl=academic+integrity&amp;returnto=search#Professional_Comportment</a>
<b><u>Religious Accommodations</u></b>	<a href="http://catalog.thechicagoschool.edu/content.php?catoid=42&amp;navoid=2003#Religious_Observance">http://catalog.thechicagoschool.edu/content.php?catoid=42&amp;navoid=2003#Religious_Observance</a>
<b><u>Statement of Academic Integrity</u></b>	<a href="http://catalog.thechicagoschool.edu/content.php?catoid=42&amp;navoid=2004&amp;hl=academic+integrity&amp;returnto=search#Statement_of_Academic_Integrity">http://catalog.thechicagoschool.edu/content.php?catoid=42&amp;navoid=2004&amp;hl=academic+integrity&amp;returnto=search#Statement_of_Academic_Integrity</a>
<b><u>Use of Computing Resources</u></b>	<a href="http://catalog.thechicagoschool.edu/content.php?catoid=42&amp;navoid=2004&amp;hl=academic+integrity&amp;returnto=search#Use_of_Computing_Resources">http://catalog.thechicagoschool.edu/content.php?catoid=42&amp;navoid=2004&amp;hl=academic+integrity&amp;returnto=search#Use_of_Computing_Resources</a>