



**SDNY INTP 3347**

**Global Internship Course: Sydney**

**CAPA SYDNEY PROGRAM**

**Semester 2020**

**Faculty:** Dr Andy West

**Email:** Through Canvas

**Office hours:** By appointment

**Class times:** (2hrs)

**Class Room** tba

### **Course Description**

The Global Internship Course (GIC) provides a unique and innovative opportunity for students to engage in an internship (and living abroad experience) while supported by academic in-class and on-line educational sessions to further develop their personal and professional skills while earning academic credit. GIC students also partake in out-of-class guided and self-guided activities and excursions that have been devised to enable students to become more comfortable with, and knowledgeable of, their internship locations / neighbourhoods. Field studies vary depending on location and may also include a focus on, for example, corporate social responsibility and sustainability.

The GIC fits in with CAPA's philosophy and practice of enabling students to learn about the social and cultural context of their internship placement and the host region and country, as well as other GIC themes, through comparative global analysis. At times, this analysis will be facilitated through a small selection of CAPA Masterclasses given by leading professionals from a diverse range of fields. The in-class active learning approach gives students the opportunity to discuss and analyze theories and models of work, organizational behavior and management in a cross-cultural context.

A variety of teaching and learning activities will be used, for example: lecture, workshop, discussion, informal and formal presentations, self-guided and guided research and mock (recorded) interviews. The assessment mechanisms are all designed to support learning, using the internship and living abroad experience as a vehicle. Above all, the in-class CAPA sessions give students the opportunity to listen to individual experiences, compare and contrast activities with others, and consider the experience in terms of their personal and professional development – at the beginning we focus on self-reflection, and at the end of this process we challenge each student to focus on self-projection. At its core, GIC provides an opportunity for students to unpack, synthesise and articulate (the value of) their learning.

It is, therefore, our intention that students will treat these on-site sessions with the same dedication and professionalism that we expect the students to display at their internships. Students will undertake an intensive orientation session to help them prepare for and integrate into their placements. Additional resources and readings to aid students' personal and professional development will be provided. Central to the pedagogy of GIC is self-reflection and collaboration; we value the diverse socio-cultural and academic backgrounds our students bring to the course and see the multi- and inter-disciplinary nature of GIC as a plus for discussion and collaboration. Students with prior knowledge of certain topics covered in class are encouraged to share their knowledge in a mentoring capacity with their peers and to build upon their knowledge by considering such topics from different academic disciplines and a global and practical perspective.

The content of this course is arranged around three key themes:

- ***Personal and Professional Development (PPD)***: a focus on personal and professional development provides students the opportunity to develop self-awareness to include development of an effective on-line presence, as well as an awareness of others, within a professional setting. In class workshops, activities and assignments, such as formal presentations, mock interviews and a Continuous Professional Development Workshop and poster presentation, provide the perspective required to determine effective strategies for future professional and educational development. The GIC uses aspects of Kolb's model of experiential learning so that students can continually be guided through a process of self-reflection to an extent that their learning is increasingly self-directed, and authored. We empower / link 'character building' with the capacity for students to metaphorically and physically 'get into character' so that they can engage with a diverse range of people in a range of informal and formal academic, social, and internship (future employment) settings.

- ***Intercultural Competence, to include how organizations work and work culture:*** an introduction into the area of effective leadership and management styles; working (collaboratively) in teams; employee motivation; performance (and self) management and wellbeing; and the management of effective professional communication. Students will explore the concepts of culture and intercultural competency and how the everyday socio-cultural realities of a country and or the realities of globalization are reflected in the workplace.
- ***Comparative Analysis, Sydney (Australia) and USA:*** While students foster a greater sense of self and the ability to look at the world with an ethno-relative lens as connected with PPD skills outlined above. The GIC also encourages students to look at their internships and time abroad from a macro or globalized perspective. In this case, the GIC also includes elements of CAPA's Student Learning and Development Outcomes (SLDOs), which include Globalization, Urban Environments, Social Dynamics and Diversity. An example of comparative analysis is an exploration of the national and global realities facing workplaces and educational institutions in Sydney that may (or may not) differ from similar workplaces and institutions in the USA. The lessons addressing this theme are driven by CAPA's professionally recorded and edited International Masterclasses, as well as current news items and developments in organizations, employment relationships and similar activities as they emerge across the year in which the semester takes place. Issues such as the globalization and sustainability may be discussed. Students are encouraged to cultivate their political consciousness, and how macro political and economic policy affect the everyday life/societies in which they are residing during their time abroad.

Through their engagement with these three themes students are able to personalize their learning experience, as in-class and on-line activities, and associated assessment materials build upon previous academic and professional experiences, as well as current experiences at internship sites. GIC begins with self-reflection and ends with self-projection.

### Course Aims

1. To build, develop and document your analytical and critical thinking skills about the internship experience.
2. To link the internship experience with a consideration and analysis of current and historical aspects of Australian working culture so that you can then compare these with the US workplace and culture.

3. To actively participate in the life of your host culture through your internship placement.
4. To be able to demonstrate a deeper understanding of the host organization culture through the completion of written reflections.
5. To create a participative and critically challenging program to promote personal development.
6. To provide an assessment framework that requires students to demonstrate participation, skills development, and professional awareness within a rigorous academic context.

### Requirements and Prerequisites

The learning and assessment tasks described in this document carry the internship credit on student transcripts (under the name Global Internship Course). All students must be participating in a CAPA internship placement to participate in the workshop for credit. A passing academic grade will not be awarded unless you complete the minimum required site internship hours.

### Student Learning Outcomes (SLOs)

On completion of the Workshop students will be able to:

1. Understand the value and uses of technology to study and work globally
2. Discuss theories concerning, and provide practical (and personal) examples of intercultural competence - in order to function effectively in a globalized and multicultural environment
3. Demonstrate an understanding of, and the value for, individual and collaborative research and work
4. Evaluate the validity of a variety of management theories and models in terms of their practical and conceptual value
5. Discuss theories and provide examples of group formation stages and team roles in different settings
6. Communicate effectively (writing and orally), both formally and informally, to different audiences
7. Demonstrate an understanding of critical thinking and its application in business and research/study
8. Design and deliver competent business / professional presentations
9. Prepare a professional resume and cover letter and to be familiar with different on-line work-related websites, such as LinkedIn and networking opportunities

10. Demonstrate good interview preparation and interview skills to articulate with confidence the value of interning and living abroad as it relates to one's major, career objectives and skill-sets.

### Developmental Outcomes

Students should demonstrate: responsibility & accountability, independence & interdependence, goal orientation, self-confidence, resilience, appreciation of differences.

### Class Methodology

There are two components to the Global Internship Course. The *site-based internship* provides you with a unique opportunity to learn by active participation at a host organization in order to develop skills and aptitudes relevant to your career aspirations, critical analytical skills, and to further your professional development. You will be able to develop self-confidence, self-awareness, and an awareness of others in a practical setting. You will also be able to initiate the development of a network of international contacts to assist your future career.

In preparation for the site-based internship, all internship students attend an Internship Orientation prior to week 1, with an introduction to the internship experience and the Workshop. This is led by the CAPA Internship Team. It covers initial expectations, advice on interview matters, a general introduction to workplace cultures and communication styles in Australia, and an overview of the online learning activities.

The *learning component* through online and in-person forums is for you to connect your experience at the internship to broader social and cultural contexts and relevant theoretical frameworks. The learning activities will reveal the nature of Australia's workplace dynamics and allow you to research different aspects of the workplace that are reflected in your internship. As well as providing an opportunity for reflection and application to your internship, the online reflective journals completed enable us to provide support as and when needed. CAPA Faculty and the CAPA Internship Co-ordinator will monitor this and respond to any issues you raise.

### Field Components

Participation in field activities for this course is required. Students will take part in an arrival city / neighbourhood guided walking tour in which they will learn how to navigate and behave (social norms) in Sydney. Before starting their internships, students are required to travel alone to their internship location to familiarise (by observation and analysis) themselves with the transport network and the location in which the internship is located. This self-guided assignment begins the process of self-reflection in which students examine their preconceived and initial thoughts and 'feelings' about working in a global / complex and foreign environment. During the semester, students will partake in a day-long excursion to a location on the periphery of or outside their global city in which they are currently living. Through the medium of out-of-class guided and self-

guided research and activities students will have the chance to collect useful information that will be an invaluable resource for the written assignments and projects assigned in this course. A central academic research and learning component of GIC is the student's engagement with their on-site internship supervisor (and colleagues). As well as the on-going learning that takes place at the internship location above and beyond the daily tasks, students must meet with their supervisors 3 times during the semester to plan, evaluate and assess their (hard and soft) learning. Students are also strongly encouraged to participate in co-curricular program activities such as CAPA My Global City events and activities.

### Assessment and Grading

The assessment tasks for this course are designed to build on each other. Journaling will feed into your video essay and individual interview.

Assessment	Weight	SLO
1. Participation	20%	1, 2, 3, 4, 5, 6, 7
2. Self-guided internship location research	10%	1, 3, 6
3. Written Assessment (online posts)	40%	2, 4, 5, 7, 9, 10
3. Team video essay	15%	3, 6, 8, 10
4. Individual interview	15%	2, 4, 6, 9, 10

*Grading policy:*

Descriptor	Alpha	Numeric	GPA	Requirements
<b>Excellent</b>	A	93+	4.0	Shows superior use and understanding of extensive literature beyond the textbook and notes
	A-	90 - 92	3.7	
<b>Good</b>	B+	87 - 89	3.3	Shows significant use and understanding of extensive literature beyond the textbook and notes
	B	83 - 86	3.0	
	B-	80 - 82	2.7	
<b>Average</b>	C+	77 - 79	2.3	Shows a clear understanding and some insight into the material in the textbook and notes, but not beyond
	C	73 - 76	2.0	
<b>Below Average/ Poor</b>	C-	70 - 72	1.7	Fails to show a clear understanding or much insight into the material in the textbook and notes
	D+	67 - 69	1.3	
	D	60 - 66	0.7-	
			1.0	
<b>Fail</b>	F	<60	0	Shows little or no understanding of any of the material
<b>Incomplete</b>	I			Please see CAPA policy in Faculty Handbook

### 1. Participation (20%, ongoing)

You are expected to attend orientation and contribute to the four in-class sessions (weeks 3, 5, 8, 13). Please review the following table as a guide to how you will be evaluated:

Grade	Discussion	Reading
<b>A range</b>	<b>Excellent:</b> consistent contributor; offers original analysis and comments; always has ideas on topics of the readings; takes care not to dominate discussion.	Obviously has completed all readings; intelligently uses resultant understanding to formulate comments and questions for the discussion.
<b>B+</b>	<b>Very Good:</b> frequent, willing, and able contributor; generally offers thoughtful comments based on the readings.	Has done most of the readings; provides competent analysis of the readings and applies insights from class appropriately.
<b>B / B-</b>	<b>Satisfactory:</b> frequent contributor; basic grasp of key concepts but little original insight; comments/questions	Displays familiarity with some readings and related concepts, but tends not to

	are of a general nature.	analyse them.
<b>C range</b>	<b>Poor:</b> sporadic contributor; comments/questions betray lack of understanding of key concepts; often digresses in unhelpful ways.	Displays familiarity with few readings; rarely demonstrates analytical thought.
<b>D / F</b>	<b>Very Poor:</b> rarely speaks; merely quotes text or repeats own comments or those of others.	Little to no apparent familiarity with assigned material or application to relevant discussion.

## 2. Self-Guided Internship Location Research (10%) 750 words

Linked with their 3 words activity in orientation, in which students choose three words to describe how they feel about starting their internship, students will write a summary reflection of their initial engagement with (feelings) and critical observations of their internship commute, location and their global city based partly on their pre-internship self-guided exploration of the internship location.

## 3. Written Assessments (40%)

*Online posts – weeks 1, 9*

You are asked to maintain an online journal, to be updated on/by Sunday following your week of interning in weeks 1 and 9. The word count of the journal needs to be between 250 – 350 words. This journal is only visible to Faculty and your CAPA internship advisor. The journal is a place for you to track your own progress and development and to raise any questions you may have about how to address issues in the workplace, enhance your performance, or otherwise make a strong contribution to your internship site. You should also consider the extent to which your actual experience aligns with your expectations, difficulties and issues that have arisen, what you are enjoying so far, your achievements, and any other specific events during the week and their effect on you.

The topic and readings for these weeks will also include prompts for reflection so make sure you check CANVAS/the syllabus before doing your journal posting. Faculty will respond to your journal to help keep you on track and may ask you to respond on particular points in your next post. Your response to the topic must reference the set reading. If there is no evidence of engagement with the reading you will be marked absent for that online class and given zero

marks for that week. You are also expected to read your Faculty response and incorporate any suggestions or advice into subsequent postings.

### **Team Video Essay (15%)**

*Due (Week 13)*

***Outline of video to be submitted by the Friday of week 8 for feedback.***

This assessment task is a 3-5 minute video essay to be completed as a team effort working in assigned teams. The essay is a structured collage of video, text and graphics with audio that presents what you have individually and collectively learned during your internships. The learning may relate to personal development, preferences for future employment (types of organizations, management and leadership styles, size, etc.), technical or skills related learning, development of inter-cultural competency and draw on your individual essays.

Resources have been provided on CANVAS to help you develop your video-essay. The video must be uploaded to CANVAS and will be showcased in the final in-person class.

### **Individual interview (15%)**

*Due: 10pm Friday of Week 11.*

Reflect on mock interview completed with an interviewer in the previous weeks. You are also required to submit your Individual Interview.

Students will attend a professional mock interview with an external interviewer. This assignment allows students the opportunity to synthesize and articulate aspects of their internship experiences and learning. They must record the interview on e.g. a phone and then write a reflection / critique of their interview in terms of their answers to the questions and delivery.

In preparation for (and central to) this assignment students must choose a realistic future internship, post graduate course, or job that they are applying for and state this in writing one week prior to the interview. Furthermore, in preparation for this assignment students must have up-dated their resumes and prepared a cover letter for the position being interviewed for as part of their resume / interview workshop. *Students will conduct their interviews on the basis that the interview is taking place following their study abroad experience and are required to use their study abroad experience as part of each answer. They should consider the list of possible questions below and prepare responses.*

Students will upload their reflection on the interview to CANVAS along with their resume and cover letter. The assessment is based on the quality of the reflection uploaded to Turnitin. The reflection is to be 1,000 words in length (+/- 10%), addressing the following three questions:

- What aspect of the interview went well?
- What aspect of the interview could be improved in the future?
- How will you ensure you are best prepared for job interviews in the future?

To schedule your interview, respond to the email from your interviewer Ross Coleman.

#### GIC Interview Questions

1. I am very interested to hear about the internship you did abroad with CAPA. Could you tell me a little about the nature of the organization's work and your specific tasks?
2. What is intercultural competence and give me an example of it?
3. Over 200 people applied and we have cut it down to 20. What makes you stand out from the other 19?
4. Have you ever been part of a team, and what role(s) did you play?
5. How do you handle conflict situations? Can you give me a particular example?
6. How are you at making presentations? What do you think makes a great presentation?
7. Can you tell me about a time you got tough feedback from a professor or your boss, and how you handled that?

*In the past, students have completed a mock interview during their study abroad semester for jobs that they did apply for on return and have stated that the experience of the mock interview AND having studied abroad contributed to their getting the job! Read the following example in this blog post: <http://capaworld.capa.org/how-a-capa-dublin-internship-helped-kickstart-my-career>*

#### **Learning Agreement**

##### **0% of final grade but mandatory completion**

All students will type up their internship objectives agreed with their site supervisors, together with their plans for achieving them, in the Learning Agreement template provided. Students will submit a draft for faculty members to comment on and once finalized, students will submit a scanned copy, signed by both them and their supervisor.

## Materials

### Required Readings

There are no required texts for this course however the set readings listed in the weekly schedule are required. The Learning Management System will log your activity in doing the readings and this will be reviewed when assigning your grades.

### Recommended Reading

You may find the following useful references for your Workshop:

- Clegg, Stewart, Kornberger, Martin and Pitsis, Tyrone (4th Edition) (2016). *Managing and Organizations: An Introduction to Theory and Practice*, London: SAGE
- Belbin, R. M. 2012. *Team Roles at Work*. 2nd Ed Hoboken: Taylor and Francis.
- Clegg, Stewart and Hardy. Cynthia (2006). *The SAGE Handbook of Organization Studies*, Sage 2nd Edition, London: SAGE
- Schweitzer, H.F., King M.A., 2009. *The Successful Internship*. 3<sup>rd</sup> Edn. Belmont CA: Brooks/Cole

### Journals

Asia Pacific Journal of Human Resources

Harvard Business Review

Human Resource Management Journal; London

Journal of Industrial Relations; Sydney

Journal of Leadership and Organizational Studies

Journal of Management Development; Bradford

Management Development Review; Bradford

Organization: The Critical Journal of Organization, Theory and Society

### SUNY-Oswego Online Library Resources

Students are advised to review assignments and readings. If you do not have access to sufficient additional resources from your home institution to complete the coursework for this class, you may request access to the [online library resources of SUNY-Oswego](#). To access this resource, you must request access during the first week of the Workshop.

## Weekly Schedule

Week	Activity
0	<p><b>Global Internship Orientation – refer to your CANVAS Calendar for details of time and venue</b></p> <p>During orientation there will be an introduction to the online learning activities of your internship course and a discussion of important criteria for successful internships. It will be an opportunity for the Faculty to meet you, you to meet the Faculty, and for you to meet other students.</p> <ul style="list-style-type: none"> <li>• Faculty Introductions</li> <li>• Overview of Learning Activities</li> <li>• Video Essay group formation and information</li> <li>• choose 3 words that characterise how you feel about starting your internship</li> </ul>
0	<p><b>Self-Guided Internship neighborhood Research</b></p> <p>Students must plan their commute / travel plans to get from their housing (and academic location) to their internship location. They must take this commute. Once in their location students must identify the precise location / building of their internship and slowly explore and critically observe the local neighborhood, noting shops, services, landmarks and, for example, green spaces as they go.</p> <p>Linked with their 3 words activity in orientation, in which students choose three words to describe how they feel about starting their internship, students will write a summary reflection of their initial engagement with (feelings) and critical observations of their internship commute, location and their global city based partly on their pre-internship self-guided exploration of the internship location. This document must be uploaded onto Canvas by the end of Week 1</p>
1	<p><b>Journal - Learning from experience due 10 pm Sunday</b></p> <p>This week you have two activities:</p> <ol style="list-style-type: none"> <li>1. Begin to reflect on your internship as a learning experience. Read the Daudelin article below then do your first weekly journal post. Your weekly journal gives you the chance to take the time to think about your internship experience. By reflecting on your experience you can begin to assess what motivates you, what you like/don't like, how you approach problems, how</li> </ol>

Week	Activity
	<p>you socialise with others and so on. It gives you the opportunity to really learn about yourself.</p> <p>2. Upload your Internship Location Research Assignment. (10% of final grade)</p> <p><b>Reading Reference:</b></p> <p>Daudelin, M. (1996). Learning form Experience Through Reflection. <i>Organisational Dynamics</i>, Vol 24, No. 3:36-48</p>
2	<b>No In person class week</b>
3	<p><b>In person class - Teamwork Styles</b></p> <p>This week, you have 2 activities:</p> <ol style="list-style-type: none"> <li>1. Read the Chapter from Belbin and review the Belbin website material on team roles.</li> <li>2. Reflect on working in teams. Can you identify some of the Belbin team roles in your internship? How well does your team perform? Have you worked in other teams that functioned well or teams that did not function so well? What characteristics did each of the members of the team have? Does this give you some insight into why some teams work well and why some don't? Come prepared to share your thoughts on these questions in class.</li> </ol> <p><b>Reading References:</b></p> <p>Belbin, R. M. 2012. <i>Team Roles at Work</i>. 2nd ed Hoboken: Taylor and Francis. (Chapter 5 Coherent and Incoherent Role Profiles pp.47-60; Chapter 7 Managing Difficult Working Relationships pp.73-82</p>
4	<b>No in person class this week</b>
5	<p><b>In person class – Intercultural flexibility and international experience</b></p> <p>This week you have two things to do:</p> <ol style="list-style-type: none"> <li>1. Develop a short survey (5-10 questions) to administer to one person in your internship workplace that explores: <ul style="list-style-type: none"> <li>• What are the cultural values of Australian workplaces? What is</li> </ul> </li> </ol>

Week	Activity
	<p>considered important and/or valuable in the culture?</p> <ul style="list-style-type: none"> <li>• How might the culture have developed based on the history of Australia?</li> <li>• What would be considered taboo or culturally offensive in an Australian workplace?</li> <li>• What constitutes an effective communicator in Australian workplace culture?</li> </ul> <p>2. Reflect on the findings of your survey, especially on the similarities and differences with the American work culture from places you have worked before or by administering an adapted survey to someone back home. Were the answers from your survey the same or different to your expectations? What was particularly interesting or shocking?</p> <p><b>Submit the questions and answers to the lecturer in class. Typed on one page.</b></p> <p>Come to the class prepared to discuss your own assumptions about Australia and its people and the opportunity you have to develop intercultural flexibility.</p> <p>Draw on this article as it demonstrates the value to your career in developing this intercultural communication skills:</p> <p>Williams T.R. (2005). Exploring the Impact of Study Abroad on Students' Intercultural Communication Skills: Adaptability and Sensitivity. <i>Journal of Studies in International Education</i> Winter 2005 vol. 9 no. 4 356-371 doi: 10.1177/1028315305277681</p>
6	<b>No in person class this week</b>
7	<b>MID-SEMESTER BREAK</b>

Week	Activity
8	<p><b>In person class – Career Skills</b></p> <p>You are required to review the recommended reading reference, and prepare a draft cover letter and resume to bring to the in-person class. This will be shared with a fellow classmate and faculty for formative feedback.</p> <p><b>Submit your draft cover letter to the lecturer in class. Typed on one page.</b></p> <p><b>Reading References:</b></p> <ul style="list-style-type: none"> <li>• Youth Central. Applying for Jobs. Available at:  <a href="http://www.youthcentral.vic.gov.au/jobs-careers/applying-for-jobs">http://www.youthcentral.vic.gov.au/jobs-careers/applying-for-jobs</a></li> </ul> <p><b>Outline of video essay due 10pm Friday 1<sup>st</sup> November</b></p> <p>You and your team need to develop the draft storyline for your group video essay and have one member of the team upload this to the discussion forum. Formative feedback will be provided by Faculty (there is no mark given for outline).</p>
9	<p><b>Journal - Reflecting On Your Experience</b></p> <p>The reading for this week explains a learning cycle that we move through when we engage in experiential learning activities such as internships. Please read this article and try to apply the cycle to your own experience, including looking back on your first journal post. Create a summative post on your journey of learning over the last 9 weeks. How did your first impressions relate to your actual experiences? Were your expectations of the internship met? Were there unexpected events or experiences that occurred during your time in your internship? Is there anything you would like to change in your final weeks in Australia?</p> <p><b>Reading Reference:</b></p> <p>Schweitzer, H.F., King M.A., 2009. <i>The Successful Internship</i>. 3<sup>rd</sup> Edn. Belmont CA: Brooks/Cole. (Chapter 1 Surveying the Landscape pp.3-21)</p>
10	<p><b>No in person class this week</b></p>
11	<p><b>Submit your individual interview reflection</b></p> <p>Submission via Canvas.</p> <p><b>No coursework this week</b></p>

Week	Activity
12	No coursework this week
13	<p><b>Submit your video essay</b></p> <p><b>In person class - Sharing your experiences</b></p> <p>This week in class we will be sharing your video-essays and debriefing your Australian internship experience.</p>

## Attendance, Participation & Student Responsibilities

### Attendance

All attendances should be recorded by faculty in CANVAS for every class. Students are given one “sick day” per course per semester without penalty. Each unauthorised absence thereafter will incur a one third grade penalty. For example, an A- will be reduced to a B+. Students are sent email reminders about the attendance policy after each absence. Staff (not faculty) will calculate any grade reduction at the end of the semester.

### Excused Absences

Absences are only excused for medical reasons, for a family emergency or for a religious holiday. To request an excused absence, students must contact [jmiller@capa.org](mailto:jmiller@capa.org) ahead of time and provide evidence (e.g. a doctor’s note) of the reason for his/her absence, otherwise the absence will not be excused. Even if the student knows the absence will not be excused, the student should still contact CAPA to inform CAPA they will not be in class.

In addition to contacting [jmiller@capa.org](mailto:jmiller@capa.org) it is the responsibility of the student to contact his/her instructor and make up any missed assignments.

### Class Participation

Students are expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time.

Participation is a vital part of your grade: students are expected to participate orally in seminars and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion.

Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated.

*Any student who feels they may need an accommodation based on the impact of a physical, psychological, medical, or learning disability should contact the instructor and/or the director of academic affairs privately to discuss your specific needs.*

### **Academic Integrity**

A high level of responsibility and academic honesty is expected. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honour in his or her scholastic work and class behaviour. Plagiarism, self-plagiarism and cheating can result in dismissal from the program.

Self-plagiarism, copying an assignment entirely or partially to submit to a different class attempting to receive credit twice for one piece of work is unacceptable and considered cheating by duplication. Students risk receiving an "0" for any assignments in which they have duplicated their own work.

All substantial writing assignments (typically anything worth 20% or more of the final course grade) will be run through the plagiarism checking software Turnitin when submitted via CANVAS. See CAPA's Academic Standards and Policies for more information and resources on plagiarism.

**Sexual Misconduct, Required Reporting, and Title IX:** CAPA: The Global Education Network is committed to encouraging a safe and healthy environment at our seven CAPA centers. This commitment includes the understanding of, and applicable adherence to, the guidelines outlined in Title IX of the Education Amendments of 1972. Title IX necessitates that US universities provide equity in all educational programs and activities without sex discrimination.

CAPA understands the implications of Title IX compliance for our institutional partners and thus endeavors to support this compliance as a vital aspect of partnership. The safety and security of all students during a program is a matter of crucial importance to CAPA. To facilitate this, CAPA encourages students to openly disclose any and all information that is Title IX relevant so that CAPA staff can provide support and connect students with appropriate resources. Because students may not understand the implications of Title IX abroad, CAPA will work to advise students about the resources available through Title IX and explain the importance of compliance in Title IX reporting. CAPA will work to build student confidence in CAPA's status as a mandated reporter by outlining the advantage of disclosure for the student, reassuring them that any information disclosed will not be used in an inappropriate manner, and stressing that individuals will only be informed on a need-to-know basis.

### **Use of electronic equipment in class**

All devices such as laptops, iPods, iPads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are *not* allowed unless you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Associate Director of Academic Affairs at the beginning of Term.

### **Use of Electronic Translators**

In Language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a final F grade for the course.

### **Late Submission**

Late submission of papers, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request must be made to the relevant Faculty member no later than two days prior to the due date. Late submission without prior approval will result in a full alpha grade penalty. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of F will be given for the assessment.

### **Behaviour during Examinations**

During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam and may lead to failure of the course and disciplinary action.