The Global Internship Program (GIP) is a unique and innovative opportunity for students to combine their internship placement (and living abroad) experience with a weekly in-class educational and mentoring experience (session), which aims to develop students' personal and professional skills while earning academic credit. The GIP fits in with CAPA's philosophy and practice of Globally Networked Learning (GNL), whereby students can learn about the social and cultural context of their internship placement and the host region and country, as well as other GIP themes, through comparative global analysis. At times, this analysis will be facilitated through a selection of CAPA Masterclasses given by leading professionals from a diverse range of fields. Thus, the weekly discussion-based sessions with their active learning approach, gives students the opportunity to discuss and analyze theories and models of work, critical thinking and 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, and mock interviews. The assessment mechanisms are all designed to support learning, using the internship and living abroad experience as a vehicle. Above all, the on-site 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. It is our intention that students treat these on-site and on-line 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.

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

- **Personal and Professional Development**: 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 and mock interviews provide the perspective required to determine effective strategies for future professional and educational development. The GIP 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.

- **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, CAPA Location & 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 GIP also encourages students to look at their internships and time abroad from a macro or globalized perspective. In this case, the GIP 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 the host CAPA location 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 politics of globalization and Brexit will 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.

**Course Aims**

1. To link the internship experience with a consideration and analysis of current and historical aspects of the various work cultures in the CAPA Location to enable insightful comparison of these with the US and other workplaces and cultures.
2. To actively participate in the life of the host society through an internship placement and the local environment.
3. To be able to demonstrate a deeper understanding of the host organization culture through the completion of formal presentations and written reflections that complement the Masterclasses and weekly sessions.
4. To create a participative and critically challenging program to promote personal and professional development on a number of levels.
5. 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 work undertaken at the internship should be viewed as academic fieldwork for the assignment requirements and in-class learning. While internship performance, attendance and attitude are vitally important, it is the written work, presentations in class which account for the greatest portion of the course grade. The course and assessment tasks described in this document carry the internship credit on student transcripts (under the name *Global Internship Program*).

**Learning Outcomes (a-j)**

On completion of the program students should have the skills and be able to:

- **a)** identify and apply the (hard and soft) skills obtained from internship roles;
- **b)** reflect analytically on an organization and/or industry through both oral and written reports;
- **c)** demonstrate an understanding of critical and strategic thinking and its application in business and research/study;
- **d)** design and deliver competent business / professional presentations;
- **e)** discuss theory concerning, and provide practical (and personal) examples of intercultural competence – in order to function in a globalized environment and multicultural society;
- **f)** to discuss theory and provide examples of group formation stages and team roles in different settings and demonstrate an ability to work collaboratively;
- **g)** prepare a professional resume, cover letter, and be aware of networking platforms such as LinkedIn and the issue of social media management and etiquette.
- **h)** demonstrate good communication skills such as interview preparation and interview skills (personal branding); to articulate with confidence the value of interning and living abroad as it relates to one's major, career objectives and skill-sets.
adapt behavior (body language, tone, vocabulary) to different work and educational settings

Understand the value and uses of technology to study and work globally

**Developmental Outcomes**

Students should demonstrate: responsibility and accountability, independence and interdependence, goal orientation, increasing self-confidence, time management (wellbeing), resilience and appreciation of differences. Throughout the course students will be encouraged to observe, understand and practice the art of interacting in different work and social situations, whereby they can consciously adapt their behavior, body language, tone and vocabulary according to the different situations they find themselves in.

**Assessment/Grading Policy and Grade Descriptor:**

<table>
<thead>
<tr>
<th>DESCRIPTOR</th>
<th>ALPHA</th>
<th>NUMERIC</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding (High Distinction)</td>
<td>A</td>
<td>93+</td>
<td>4.0</td>
</tr>
<tr>
<td>Excellent (Distinction)</td>
<td>A-</td>
<td>90 - 92</td>
<td>3.7</td>
</tr>
<tr>
<td>Very good (High Credit)</td>
<td>B+</td>
<td>87 - 89</td>
<td>3.3</td>
</tr>
<tr>
<td>Good (Credit)</td>
<td>B</td>
<td>83 – 86</td>
<td>3.0</td>
</tr>
<tr>
<td>Good (Credit)</td>
<td>B-</td>
<td>80 – 82</td>
<td>2.7</td>
</tr>
<tr>
<td>Average (Good Pass)</td>
<td>C+</td>
<td>77-79</td>
<td>2.3</td>
</tr>
<tr>
<td>Adequate (Pass)</td>
<td>C</td>
<td>73 - 76</td>
<td>2.0</td>
</tr>
<tr>
<td>Below Average (Borderline Pass)</td>
<td>C-</td>
<td>70-72</td>
<td>1.7</td>
</tr>
<tr>
<td>Inadequate (Borderline Fail)</td>
<td>D+</td>
<td>67 - 69</td>
<td>1.3</td>
</tr>
<tr>
<td>Poor (Fail)</td>
<td>D</td>
<td>60 - 66</td>
<td>0.7</td>
</tr>
<tr>
<td>Poor (Fail)</td>
<td>F</td>
<td>&lt;60</td>
<td>0.0</td>
</tr>
<tr>
<td>Incomplete</td>
<td>I</td>
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<td></td>
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</table>

**Class methodology**

There are two components to the Global Internship Program:

The *site based internship* component of the course provides students with a unique opportunity to learn by active participation and observation at a host organization in order to develop skills and aptitudes relevant to their career aspirations, critical analytical skills, and to further their personal and professional development. Students will be able to increase their self-confidence, self-awareness, and an awareness of others in a practical setting. They will also be able to initiate the development of a network of international contacts to assist their future career.

The academic and reflective components are intended as a forum for students to connect the work which they are doing at the internship with its immediate and broader social and cultural context. There will therefore, be a mixture of group discussions, presentations, and reflection. The on-site and on-line sessions allow students to participate actively in debate and to interact with CAPA faculty, guest speakers, and peers. The online ethnographic field notes 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. Of critical importance will be the opportunity for students to analyze and evaluate theoretical frameworks in the context of their internship, course, and other personal experiences. The concept of ‘theory into practice, and, practice into theory’ will be a significant element of the course. All students must be participating in a CAPA internship placement to participate on the course. A passing academic grade will not be awarded unless students complete the minimum required site internship hours.

3-credit students will be joined with 6-credit GIP students in the in-class sessions. There will be 3 on-site sessions (weeks 1,6,12); 2 on-line Masterclass Lectures (weeks3,8) and 2 Blended Learning activity weeks (5,10)

### Assignment Elements Overviews

<table>
<thead>
<tr>
<th>Assignment Element</th>
<th>Grade Weighting</th>
<th>Session Due</th>
<th>LOs *</th>
</tr>
</thead>
<tbody>
<tr>
<td>GIP Participation</td>
<td>20%</td>
<td>ALL</td>
<td>a-k</td>
</tr>
<tr>
<td>On-Line Ethnographic Field Notes (On-Line Journal)</td>
<td>20%</td>
<td>a,b,c,d,k</td>
<td></td>
</tr>
<tr>
<td>On-line Masterclass activities and reflection</td>
<td>15%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interview</td>
<td>15%</td>
<td>11</td>
<td>a,b,c,e,f,g,h,j,</td>
</tr>
<tr>
<td>Mid-Term review</td>
<td>15%</td>
<td>7</td>
<td>b,c,g,h,i,j,k</td>
</tr>
<tr>
<td>1,000 words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Poster Presentation</td>
<td>15%</td>
<td>12</td>
<td>a-j</td>
</tr>
<tr>
<td>Overall grade</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Learning Outcomes

### GIP Participation: 20% of final grade (Supervisor's report component is 5%).

Participation is an essential element of the GIP. In this series of sessions students will be treated as young professionals and will be expected to be as punctual and as eager to engage as is expected of them at their internship sites. This being said, the sessions are discussion-based and honesty about one's experiences is essential and will occur within a trusting and cohesive group environment. It is an opportunity for students to share ideas, test thoughts and theories, and develop a strong sense of self and key communicative and collaborative skills. Ethnographic field notes (on-line journal) will include an analysis and critique of the internship site and thus provide students with the opportunity to illustrate to their instructors their on-site engagement and analysis, which they will take into consideration when formulating the participation grade. Near the completion of the internship, supervisors will complete an assessment of the quality of each student’s performance within their respective organizations. Performance assessment and professional development are themes discussed theoretically through the GIP curriculum, thus linking theory and practice. While recognizing different learning styles and personality traits, all students are expected to illustrate to their instructors their engagement with the material and capacity for active listening and group participation.
Class participation will be assessed according to the following guidelines:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Discussion</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>A range</td>
<td>Excellent: consistent contributor; offers original analysis and comments; always has ideas on topics of the readings and relationship with internship; takes care not to dominate discussion.</td>
<td>Obviously has completed all readings; intelligently uses resultant understanding to formulate comments and questions for the discussion.</td>
</tr>
<tr>
<td>B+</td>
<td>Very Good: frequent, willing, and able contributor; generally offers thoughtful comments based on the readings and internship experience</td>
<td>Has done most of the readings; provides competent analysis of the readings and applies insights from class appropriately</td>
</tr>
<tr>
<td>B / B-</td>
<td>Satisfactory: frequent contributor; basic grasp of key concepts but little original insight; comments/questions are of a general nature and does not relate to the internship often</td>
<td>Displays familiarity with some readings and related concepts, but tends not to analyse them.</td>
</tr>
<tr>
<td>C range</td>
<td>Poor: sporadic contributor; comments/questions betray lack of understanding of key concepts; often digresses in unhelpful ways and makes little or no connection with the internship</td>
<td>Displays familiarity with few readings; rarely demonstrates analytical thought.</td>
</tr>
<tr>
<td>D / F</td>
<td>Very Poor: rarely speaks or illustrates a lack of active listening and does not contribute to group discussion; merely quotes text or repeats own comments or those of others with no connections made to the internship</td>
<td>Little to no apparent familiarity with assigned material or application to relevant experience.</td>
</tr>
</tbody>
</table>

**Ethnographic Field-Notes (online journal) 20%** submission weeks to be confirmed

You are asked to maintain an online journal, to be updated on/by Sunday following your week of interning. 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 this week 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.

**Master Class Online Activities (10%) - Weeks 3, 9**

The second component of the written assessment is a series of online activities linked to videos presented by leading academics and professionals. The activities associated with each Master Class will vary (refer to CANVAS and the weekly schedule below) and are designed to help you develop professional skills as you progress through your internship. The activities must be completed by Sunday evening following the week for which they are set.

**Interview: 15% of final grade: Week 10.**

70% of the grade is given to the students' responses i.e. content. 30% of the grade will be awarded for clarity of voice and tone, as well as general presentation skills. Students will meet with a live mock interviewer and will answer questions related to their career field. This assignment allows students the opportunity to synthesize and articulate aspects of their internship experiences and learning.

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 prior to the interview assignment. 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.

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

Mid-Term Report: 15% of final grade (1,000 words)

Section 1) In summative form, students must report their understanding of the reading material, ethnographic field notes and sessions to-date. For example, they should consider the self-reflection component of the initial weekly sessions and illustrate, using specific examples, times in which they have displayed intercultural competencies. Relevant readings and outside sources must be cited within the document.

Section 2) Students must review and reassess their Learning Contract and, where appropriate and possible, redefine (and discuss) their personal learning goals for the second part of their internship (where new learning goals require possible changes in internship activities, students would need to discuss these with supervisors at a subsequent meeting).

Poster Presentation: Week 12 15% of final grade

This is the final segment of the 3 credit GIP course. The aim of this research presentation is to have students synthesize their experiences and learning from their internship and knowledge of the related industry or a theme related to students’ majors.

Dress Code

Business casual on internship location unless otherwise directed by internship supervisor. Students must also wear business casual wear for their first orientation session, formal group presentations and Resume workshop.

Required Reading

Selections from the following texts will be distributed as required reading during class and on-line.


**Recommended Reading**

Additional current articles will be distributed in-class and on-line when relevant and appropriate, and a range of additional reading material and CAPATalks will be available to students, including the following. The number in brackets refers to the meeting number.


**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
Liberal and research facilities
The Sydney TAFE library facilities are available for your use (access to electronic resources, in-library print material access, computer labs, printing and photo-copying). More information on CAPA Sydney library and research facilities can be obtained by looking through your Orientation Pack or by speaking to a CAPA Sydney staff member.

Weekly Schedule at a glance

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Global Internship Program Orientation&lt;br&gt;Preparation for the first week at placements: Cultural (invisible) mine fields; the do's and don’ts (cultural codes and cures) of the Sydney work place. Brief introduction to associated concepts such as globality and positionality, (intercultural competence) and high and low context cultures. Tips for successful navigation on public transport.&lt;br&gt;During orientation there will be an introduction to the online learning activities and assignments of your internship program and a discussion of important criteria for successful internships. The Industry research video presentation groups will be formed.</td>
</tr>
<tr>
<td>2</td>
<td>Journal - Learning from experience due 10 pm Sunday&lt;br&gt;1. Complete your first entry, “Expectations and First Impressions”, in your personal reflective journal. Also in your journal provide Faculty with a link to your LinkedIn profile if you have one. You will receive advice on this and you can develop it further throughout the semester as you wish.</td>
</tr>
<tr>
<td></td>
<td>Master Class – Intercultural flexibility and international experience&lt;br&gt;Complete the learning activity by 10 pm&lt;br&gt;&lt;strong&gt;Watch&lt;/strong&gt; This CAPA Masterclass discusses the concept of Intercultural Competence and its importance for interning abroad. &lt;br&gt;&lt;a href=&quot;http://www.kaltura.com/index.php/extwidget/preview/partner_id/2096161/uiconf_id/33967411/entry_id/0_k8i68io7/embed/auto?&amp;flashvars[streamerType]=auto&quot;&gt;<a href="http://www.kaltura.com/index.php/extwidget/preview/partner_id/2096161/uiconf_id/33967411/entry_id/0_k8i68io7/embed/auto?&amp;flashvars%5BstreamerType%5D=auto">http://www.kaltura.com/index.php/extwidget/preview/partner_id/2096161/uiconf_id/33967411/entry_id/0_k8i68io7/embed/auto?&amp;flashvars[streamerType]=auto</a>&lt;/a&gt;&lt;br&gt;&lt;strong&gt;Reading&lt;/strong&gt;: Middleton J. 2014, Cultural Intelligence: The Competitive Edge for Leaders Crossing Borders. Introduction and Chapter 1&lt;br&gt;&lt;strong&gt;Watch&lt;/strong&gt; this TED Talk by Chimamanda Ngozi Adichie entitled, “The Danger of a Single Story”. &lt;br&gt;&lt;a href=&quot;https://www.youtube.com/watch?v=D9lhs241zeg&quot;&gt;<a href="https://www.youtube.com/watch?v=D9lhs241zeg">https://www.youtube.com/watch?v=D9lhs241zeg</a>&lt;/a&gt;&lt;br&gt;&lt;strong&gt;Develop a short survey&lt;/strong&gt; (5-10 questions) to administer to one person in your internship workplace that explores:&lt;br&gt;• What are the cultural values of Australian workplaces? What is considered important and/or valuable in the culture?&lt;br&gt;• How might the culture have developed based on the history of Australia?&lt;br&gt;• What would be considered taboo or culturally offensive in an Australian workplace?&lt;br&gt;• What constitutes an effective communicator in Australian workplace culture?</td>
</tr>
<tr>
<td>Week</td>
<td>Activity</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
</tr>
<tr>
<td>4</td>
<td>Read Poster Presentation Documents and Project Outline</td>
</tr>
<tr>
<td>5</td>
<td><strong>Journal - Work Values Inventory due 10 pm Sunday</strong>&lt;br&gt;This week, you have 3 activities:&lt;br&gt;1. Complete, score and reflect on the personal work values inventory using the materials on CANVAS.&lt;br&gt;2. Read the two articles below.&lt;br&gt;3. Complete your weekly entry into your own reflective journal. In your journal this week you might consider and comment on any of the following: How do you think your personal work values (based on the inventory) match the values of the organization you are interning in? Drawing on the readings, have you encountered a defining moment in your career to date? If not, what would you find challenging in dealing with such a moment? Speak to a member of your organisation and ask them if they have faced a defining moment. What was it and what did they learn from it?&lt;br&gt;&lt;br&gt;<strong>Reading References:</strong>&lt;br&gt;• Ethics is not optional, Rushworth M Kidder, Association Management, 2001. Vol. 53, Issue 13; pg. 30-31&lt;br&gt;• The Discipline of Building Character, Joseph L. Badaracco Jr., Harvard Business Review, January 2006 <a href="https://hbr.org/2006/01/the-discipline-of-building-character">https://hbr.org/2006/01/the-discipline-of-building-character</a>&lt;br&gt;&lt;br&gt;<strong>Other references:</strong>&lt;br&gt;1. Work values inventory – See CANVAS&lt;br&gt;2. Scoring guide for the work values inventory – See CANVAS&lt;br&gt;3. Interpretative guide for the work values inventory – See CANVAS</td>
</tr>
<tr>
<td>6</td>
<td><strong>In person class - Teamwork Styles</strong>&lt;br&gt;In preparation for this in-person class you are required to:&lt;br&gt;1. Read the Chapter from Belbin and review the Belbin website material on team roles.&lt;br&gt;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.&lt;br&gt;&lt;br&gt;<strong>Reading References:</strong>&lt;br&gt;Belbin, R. M. 2012. <em>Team Roles at Work</em>. 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)</td>
</tr>
<tr>
<td>Week</td>
<td>Activity</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
</tr>
<tr>
<td>7</td>
<td><strong>Mid-Term Assignment</strong> Mid-Term Report Due. 1,000 words and Poster Outline (500 word equivalent)</td>
</tr>
<tr>
<td>8</td>
<td><strong>On-Line Masterclass</strong> Master Class – Starting a start-up&lt;br&gt;Complete the learning activity by 10 pm Sunday&lt;br&gt;&lt;br&gt;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. This week, you have two activities:&lt;br&gt;1. Watch the video on the start up of the Big Tiny Co on CANVAS.&lt;br&gt;2. Reflect on the video and the reading reference. What are some of the critical success factors for start-ups? What is the history of your internship site? How did your internship organisation “start-up”? Consider what start-ups as described in the resources have in common with more established businesses (where many of you are interning, such as a travel agency, a physiotherapy practice, etc). What is fundamentally different? Where do you think you will make the biggest contribution and be most successful? If you are interested in starting a start-up explore this in greater detail. Post your thoughts in the CANVAS online discussion.&lt;br&gt;<strong>Reading References:</strong>&lt;br&gt;Zhou, J. 2014. Start-ups versus big companies. Available at: <a href="https://medium.com/the-year-of-the-looking-glass/start-ups-versus-big-companies-f275800e78e5#.29widhupp">https://medium.com/the-year-of-the-looking-glass/start-ups-versus-big-companies-f275800e78e5#.29widhupp</a></td>
</tr>
<tr>
<td>9</td>
<td><strong>Journal - Reflecting On Your Experience due 10pm</strong> This week, you have 2 activities:&lt;br&gt;1. 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 by looking back through your personal journal. Create a summative post on your journey of learning over the last 10 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?&lt;br&gt;2. <strong>Submit your Poster Presentation</strong>&lt;br&gt;<strong>Reading Reference:</strong> Schweitzer, H.F., King M.A., 2009. <em>The Successful Internship</em>. 3rd Edn. Belmont CA:</td>
</tr>
</tbody>
</table>
### Attendance, Participation & Student Responsibilities

#### Attendance
CAPA has a mandatory attendance policy. Students are also 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. Attendance is mandatory and is taken at the beginning of every class. Unauthorized absence from class will result in a reduction of the final grade and ultimately in an F for the course.

#### Missing classes for medical reasons
If you need to miss a class for medical reasons or for a family emergency, you must send an e-mail to let the Director of Academic Affairs (DAA) or Resident Director know at least one hour in advance of your class or meeting by emailing jmiller@capa.org. Note that calling the CAPA Centre (02 92175977) is acceptable only if you do not temporarily have access to the internet. An e-mail is still required as quickly as you can get access to the internet again. You will need to provide evidence of the reason for your absence. Unexcused absences will result in a grade reduction. In the event of a missed class or field trip, it is your responsibility to contact your instructor and make up any missed assignments.

#### Class Participation
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.

#### Academic Integrity
The faculty expects from you, the student, a high level of responsibility and academic honesty. 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 and cheating will result in dismissal from the program. See the Handbook of CAPA Academic Policies for more information and resources on plagiarism.

#### Use of electronic equipment in class
All devices such as laptops, i-pods, i-pads, 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 Director of Academic Affairs or the Resident Director 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 due, 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.