GLOBAL INTERNSHIP COURSE

COURSE DETAILS

Course Code: INTP 3348
Instructor: Varies by site
Contact Hours: 22.5 + 240 at placement
Credits: 6
Language of Instruction: English
Course Prerequisites: None

COURSE DESCRIPTION

The Global Internship Course (GIC) provides a unique and innovative opportunity for students to engage in an internship abroad for academic credit. Through its academic content, the course frames and supports learning that occurs at the internship placement and students' personal and professional development.

The GIC supports CEA CAPA's philosophy and practice of enabling students to learn about the social and cultural context of their internship through comparative global analysis on both micro- and macro- levels. In-class active learning gives students the opportunity to discuss and analyze theories and models of work, organizational behavior, and management in a cross-cultural context. Out-of-class field studies engage experiential and place-based pedagogies that enhance in-class discussions. Students also analyze the importance of, and approaches to, justice, equity, diversity, and inclusion (JEDI) from national and international perspectives.

A variety of teaching and learning activities is employed, for example: lectures, workshops, discussions, informal and formal presentations, self-guided and guided research, and mock interviews. Assessment mechanisms are all designed to support learning, using the internship and living abroad experience as a vehicle. Above all, in-class sessions give students the opportunity to listen to individual experiences, compare and contrast with others, and consider experiences in terms of their personal and professional development. At the beginning, the focus is on self-reflection; at the end, students are challenged to focus on self-projection. At its core, the GIC provides an opportunity for students to unpack, synthesize, and articulate the value and outcomes of their internship experience.

As a credit-bearing, college-level academic course, the GIC requires students to treat class sessions and requirements with the same dedication and professionalism that they display at their internship placements. Students undertake an intensive orientation session to help

them prepare for and integrate into their placements and course resources and readings aid students' personal and professional development. Central to the pedagogy of the GIC is self-reflection and collaboration, leveraging the diverse socio-cultural and academic backgrounds students bring to the course and emphasizing the multi- and inter-disciplinary nature of the GIC. 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 global and cross-cultural perspectives. Through the detailed and interactive Canvas course elements, students are provided with a large range of supplementary readings and resources that they can use to learn in a self-directed fashion based on their academic and professional interests and experiences.

The content of the GIC is arranged around three key themes:

- *Career Readiness Competencies:* The course encourages personal and professional reflection and development with a focus on the [8 Career Readiness Competencies as defined by the National Association of Colleges and Employers (NACE)](): career and self-development, communication, critical thinking, equity & inclusion, leadership, professionalism, teamwork, technology.

- *Intercultural Competence, Emotional Intelligence, and Justice, Equity, Diversity, and Inclusion (JEDI):* Students explore the concepts of culture and intercultural competence, examining how the everyday socio-cultural realities of the host context—within its regional and global contexts—are reflected in the workplace. Central to this is the understanding of and engagement with one's own positionality to better understand JEDI in national and global contexts, especially as it relates to intercultural competence and working in diverse teams. The course also includes an introduction to effective leadership and management styles; understanding how organizations work and their 'work culture,' working collaboratively in diverse teams; employee motivation; performance, self-management and wellbeing; and effective professional communication.

- *Comparative Analysis*: While students develop a greater sense of self and the ability to look at the world with an ethno-relative lens as connected with career readiness, the GIC also encourages students to look at their internships and time abroad from a macro or globalized perspective. For example, students are prompted to take a comparative analytic approach in exploring how the national and global political and economic realities affecting organizations in the host context may (or may not) differ from similar workplaces and institutions in the U.S.

Through their engagement with these three themes, students are able to personalize their learning, and make their internship experience a holistic and reflective one.

COURSE OBJECTIVES

Overall, the course trains students to:

1. Link the internship experience with an understanding of current and historical aspects of work cultures in the program location, enabling insightful comparison with the US and other workplaces and cultures.
2. Actively participate in the life of the host context through an internship placement.
3. Demonstrate a deeper understanding of the host organization's work and culture through presentations and written reflections that complement course materials and sessions.
4. Develop their career readiness and personal and professional development through the NACE competencies.
5. Demonstrate engagement, skills development, and personal and professional awareness within a rigorous academic context.
6. Work and commute abroad, develop their understanding of wellbeing in the workplace, and develop remote work skills if/as required.
7. Reflect actively upon the skills and knowledge they are gaining throughout their internship placements.
8. Enhance their future employability by articulating the value of their global internship experience in a resume, cover letter, and interview.

Learning Outcomes

Through their participation in the GIC, students acquire the ability to:

1. Identify and apply both hard and soft skills related to their internship placements.
2. Reflect analytically on their placement organization and industry through oral and written reports.
3. Discuss theories that address globalized work environments, providing practical and personal examples of intercultural competence that allow them to function productively and sensitively within a multicultural and diverse professional context
4. Articulate examples of—and the theory behind—group formation stages and team roles in diverse settings and demonstrate an ability to work collaboratively.
5. Prepare a professional resume and cover letter, leverage themselves on networking platforms such as LinkedIn, and demonstrate understanding of social media management and etiquette.

6. Demonstrate effective communication and interview skills, knowing how to adequately prepare and articulate with confidence the value of interning and living abroad as it relates to one's academic and career objectives.

7. Adapt behavior and personal presentation appropriately to different professional and educational settings as needed.

8. Demonstrate understanding and development of NACE competencies and articulate their value in an international context.

9. Using the language of career readiness, describe multiple areas of personal change or growth over the course of their internship experience and identify others that merit additional focus.

Developmental Outcomes

Throughout their GIC course and participation in the internship placement, students are expected to demonstrate responsibility and accountability, independence and interdependence, goal orientation, increasing self-confidence, time management and work-life balance, resilience, and appreciation of differences. Throughout the course students are 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 contexts in which they find themselves.

NACE Career Readiness Competencies

As a member of NACE, CEA CAPA is dedicated to enhancing students' career readiness through their participation in our Global Internship Program. The content and delivery of the Global Internship Course is intentionally aligned with the 8 NACE Career Readiness Competencies, in order to make students more competitive in the job market and more likely to attain their future career goals.

The Global Internship Course encourages students to thoroughly explore each of the following NACE Competencies from a breadth and depth perspective, alongside their global internship placement:

- **Career & Self Development:** Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and without one's organization.
- **Communication:** Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization.
- **Critical Thinking:** Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.
- **Equity & Inclusion:** Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global

cultures. Engage in anti-racist practices that actively challenge the systems, structures, and policies of racism.

- **Leadership:** Recognize and capitalize on personal and team strengths to achieve organizational goals.
- **Professionalism:** Knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace.
- **Teamwork:** Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.
- **Technology:** Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.

METHODOLOGY

There are two components to the Global Internship Course:

- The *placement* component provides students with a unique opportunity to learn by active participation and observation at a host organization, thereby developing skills and aptitudes relevant to their career aspirations, critical analytical abilities, and personal and professional development. Students increase their self-confidence, self-awareness, and awareness of others in a professional setting. They are also able to initiate the development of a network of international contacts to support their future career.

- The *academic* component—in addition to being what confers academic credit for the internship—is an opportunity for students to connect the work they are doing at the internship with its social and cultural context. It teaches students how to articulate the value of their global internship experiences through the lens of the NACE competencies that employers most value. As with other courses, the class involves a mix of group discussions, presentations, and reflection. Analysis of theoretical frameworks helps inform students' understanding of their internship, course-related activities, and personal experiences. The concept of 'theory into practice, and practice into theory' is a significant driver of course pedagogy. All students must successfully complete their internship placement in order to successfully complete the course.

Active Learning

CEA CAPA courses are designed to include a variety of active learning components that take students outside the classroom to explore their host context. This course includes:

- Upon arrival, students take part in a *guided walking orientation* to their neighborhood and key parts of the city, helping them learn to navigate their city both logistically and socially. Before starting their internships, students are required to travel alone to

their internship location to familiarize themselves with the with the area surrounding their internship, transport network and commuting etiquette.

- A *pre-internship neighborhood location self-guided task* informs the class digital map assignment. This exercise begins the process of self-reflection by which students examine their preconceived and initial thoughts and feelings about working in a global, complex, foreign environment.

- A central learning component of the GIC is the students' *engagement with their onsite internship supervisor and colleagues*. In addition to the ongoing learning that takes place at the internship location through daily tasks and observations, students must meet with their supervisor 3 times during the semester to plan, evaluate, re-evaluate, and assess their hard and soft learning. These meetings also facilitate students' understanding of the work-life of their colleagues within the context of local and regional norms, as well as the effects of global factors on the internship placement's work and employees.

Students are also strongly encouraged to participate in co-curricular program activities that further enhance and enrich place-based learning.

How Grades are Weighted
The final grade is weighted as follows:

Assessment Details	Due	Percentage
Engagement	Throughout	20%
Self-Guided Internship Location Research	Week 2	10%
My Single Story	Week 6	15%
Mid-Term Reflection	Mid-Term Week	5%
Mock Interview	Week 11	15%
IndustryReseacrh Project	Final Week	30%
Research Plan 5%	*Week 5*	
Interview Analysis and Presentation 5%	*Week 7*	
Presentation 20%	*Final Week*	
Final Internship Reflection	Final Week	5%

Assessment 1: Engagement – 20%
Students are expected to be engaged in class, and to have read the CEA CAPA Engagement Policy and the Class Engagement Rubric that outlines how engagement will be graded.

For the *placement* component of the course, near the completion of the internship, supervisors complete an assessment of the quality of each student's performance of their roles and responsibilities. *This is worth 5% of the engagement grade.*

For the *academic* and reflective components, students are treated as young professionals and are expected to be as punctual and as eager to engage in class as at their internship sites. A series of discussion-based sessions take place within a trusting and cohesive group environment where honesty about experiences is essential. Students share ideas, test thoughts and theories, and develop a strong sense of self along with key communicative and collaborative skills. 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-based engagement is worth 15% of the engagement grade and also includes the completion of the Skills Survey.*

Assessment 2: Self-Guided Internship Location Research – 10% (750 words)
Within their shared class Google map, students include information on their major, outline their internship organization, and share an initial overview of the work they will be undertaking at the internship. Students describe the location of the internship neighborhood and their initial feelings about and critical observations of their internship location and host city. Students use their pre-internship self-guide document to aid their research and create their map. They must also include images and media links to the internship organization and, importantly, the immediate area of their internship on their maps. Students share and discuss this collaborative digital map in class that is, in part, a spatial narrative about the host city.

Assessment 3: My Single Story – 15% (1500 words)
Based on class discussion and readings of ethnocentric and ethno-relative ways of thinking about people and cultures, this assignment allows students to reflect on how they view themselves (positionality) and to consider how people in their internship location might view them based on first impressions and/or stereotypes. The assignment encourages students to think and write critically while telling their stories. Furthermore, students discuss how the development of intercultural competence can help them navigate their internships, understand JEDI in their work, and the diverse, global workspaces they might join in the future.

Assessment 4: Mid-Term Reflection – 5% (750 words)
Students critically reflect on their internship and GIC experience through the completion of their Mid-Term Reflection form. Guided by their Learning Agreement and following a meeting with their supervisor, students write a review of their experiences and learning at the internship to-date. Where appropriate they amend their Learning Agreement. Students use the Articulation Workshop booklet to help complete the form. They also identify their development of NACE competencies.

Assessment 5: Mock Interview – 15%

Interviews are conducted via Zoom. Interviews are conducted *on the basis that the interview is taking place after the current term*, and students are encouraged to use their study abroad experience as part of most answers. This assignment gives students the opportunity to synthesize and articulate aspects of their internship experiences and learning, such as skills gained and/or honed by interning and living abroad.

In preparation for this assignment, students must choose a realistic internship, graduate program, or job to which they intend to apply. The more realistic the position, the more beneficial for the students. Students may use an existing job posting or graduate school application taken from a company or university website. Prior to the interview, students submit an updated resume and LinkedIn profile that includes their current internship and study abroad experience, and write a cover letter for the position. *Students must tailor their resume and cover letter to the position being applied for*. For example, they should echo the language in the job description in the cover letter and resume.

Following the interview, each student watches their recording and writes a focused critique of their answer to each question. They must also critique their overall 'performance' in terms of, for example: personal presentation, non-verbal communication, and tone, speed, use of filler words and vocabulary used in their verbal responses. They must consider, for each of their answers, "If I was to answer this question again, what would I say differently? Would I give a different example?" A percentage of the grade is given for the interview and for the students' written critique.

Research Project (30%):

The 6-credit internship specialized research project is designed to encourage and support students' understanding of the industry in which their internship organization is located. Where an internship and a student's work are directly connected with the student's major, the research gives them a macro perspective of their industry and major in an international context. For some students, this research project focuses on particular themes such as gender and diversity in the workplace or one of CEA CAPA's SLDOs. We hope that the internship and project can inspire and excite students about their major and field of study in a working context and/or to illustrate the value of their study abroad experience to postgraduate applications and employment.

The research project is comprised of three interconnected assignments:

1. Research Plan (5%/750 words): Students individually write up their investigation of the chosen themes, challenges, or issues their sector or discipline is currently facing, specific to their internship organization.
2. Interview Analysis Presentation (5%/750 words): Students present their analysis of a semi-structured interview with professionals in the field.

3. Research Report and Presentation (20%/1,750 words): In their research groups, students formally present their analysis and findings from their research, synthesizing their experiences and learning from their internship and knowledge of the related sector. An emphasis is placed on the student's presentation skills in terms of their slides, ability to present as a team, and oral communication skills. Students must individually submit a reflection on the process of engaging in a collaborative research project, with reference to the session on Belbin and Working in Teams.

Assessment 7: Final Reflection – 5% (750 words)

Students critically reflect on their GIC experience through the completion of the Final Reflection form. The reflection must also be forward-looking and comment on how the student intends to build upon the GIC experience in their next academic and professional steps. In preparation for this assignment, students must complete their Skill Survey and arrange to meet with their supervisor and other co-workers to discuss and evaluate the internship.

Submissions

All written work should be submitted directly via Turnitin on CANVAS according to the due dates listed. Please keep a hard copy of all written work. Late papers are penalized at 3% per day unless prior arrangements have been made with the instructor.

COURSE CONTENT

Arrival Week

Topics
- Communication
- Critical Thinking
- Professionalism
- Equity and Inclusion

Assignments & Activities
- Introductory City Orientation
- Internship Orientation
- Self-Guided Internship Location Research

Required Readings & Resources

- Schweitzer, H.F. & M.A. King (2009). Chapter 10: Navigating the internship site, in *The Successful Internship (3rd ed.)*. Belmont: Brooks/Cole, 281-309.

SESSION I - Introduction

Topics

- Time and Self-Management
- Emotional and Cultural Intelligence
- NACE Competencies

Assignments & Activities

- Overview of syllabus
- Masterclass in work culture
- Learning Agreement goal-setting
- Guided neighborhood and transit orientation
- Overview of NACE Competencies
- Skill Survey

Required Readings & Resources

- TED Talk: Derek Sivers on "Weird, or just different?"
- Matthews, Michael, 7 Tips for Internship Preparation 31 March 2011. Forbes.
- Leanne Serbulo (2022): Urban Literacy: Learning to Read the City Around You
- For those in hybrid placements that combine in-person and remote work, please watch: "In Conversation with Rowena Hennigan"

SESSION 2 – Positionality, Intercultural Competence, and JEDI

Topics

- Intercultural Communication
- Critical Thinking
- Equity and Inclusion

Assignments & Activities

- Reflection on first week at internship
- Observing cultural traits
- Learning Agreement due
- Location Research Assignment due

Required Readings & Resources

- Masterclass: Positionality and CQ: Studying & Interning Abroad
- TED Talk: Chimamanda Ngozi Adichie on "The Danger of a Single Story"
- Middleton J. 2014. Part One: What is cultural intelligence (CQ)? in *Cultural Intelligence: The Competitive Edge for Leaders Crossing Borders*. London, England: Bloomsbury, 7-20.
- Deardorff, D. (2008). "Intercultural Competence: A Definition, Model and Implications for Education Abroad."
- Country Navigator (2022). What Does Cultural Awareness in Business Communication Look Like?

SESSION 3: Research Project Overview and Planning

Topics

- Choosing a research strategy
- Identifying a research focus
- Developing research questions
- Planning Interviews
- Research tools and techniques

Assignments & Activities

- 'In the News' Presentations

Required Readings & Resources

- Saunders et al. (2016), *Research Methods for Business Students*. 7th Edition, Harlow: Pearson. pp2-51

SESSION 4 – Working in Teams

Topics

- Teamwork and Collaboration
- Belbin Test results

Assignments & Activities

- Complete Belbin Test
- Submit *My Single Story*

Required Readings & Resources

- Belbin, R.M. (2010). Chapter 9: The Art of Building a Team, in *Team Roles at Work*

(2nd ed.). New York: Routledge, 97-106.
- <u>Short video</u> which uses the movie *Remember the Titans* (2000) to illustrate Bruce Tuckman's theory on the stages of group development
- <u>Short video</u> that explains Belbin and team roles and note how the examples listed are Australian; what examples would you give from your cultural context?
- Kastelle, T. 2013. '<u>Hierarchy Is Overrated</u>'. *Harvard Business Review Blog*, 20 November.

SESSION 5: Semi-Structured Interviews and Analysis

Topics
- Designing semi-structured interviews
- Interview planning
- Interview technique, recording and etiquette
- Interview Analysis

Assignments & Activities
- **Submit Research Plan**

Required Readings & Resources
- Saunders et al. (2016), *Research Methods for Business Students*. 7th Edition, Harlow: Pearson. pp2-51

SESSION 6 – Guest Speaker

SESSION 7: Interview Analysis and Presentations and Presentation Planning

Topics
Project Planning, Time Management and Collaboration

Assignments & Activities
- **Interview Analysis and Presentation**
- **Mid-Term Reflection**

Required Readings & Resources

- # SESSION 8 – Articulating the Internship Experience

Topics

- Unpacking the Internship Experience
- Preparing for the Mock Interview

Assignments & Activities

- Mock Interview PDF: Resume, Cover Letter, and Position Description

Required Readings & Resources

- Interview practice questions: <u>Mock Interview Questions - Prepare to Articulate your Professional Experience Abroad - YouTube</u>
- Anderson, A. & Bolt, S. (2013). Chapter 14: Resume Package, in *Professionalism: Skills for Workplace Success*. New Jersey: Pearson, 226-258.
- Anderson, A. & Bolt, S. (2013). Chapter 15: Interview Techniques, in *Professionalism: Skills for Workplace Success*. New Jersey: Pearson, 260-282.
- Articulation Resource Work Pack in Canvas

SESSION 9 – Storytelling in a Professional Context

Topics

- Storytelling
- Research Project Planning

Assignments & Activities

- Mock Interview PDF: Resume, Cover Letter, and Position Description

Required Readings & Resources

- Gargiulo, T. 2016. "Power of Stories"

SESSION 10– Mock Interview & JEDI in the Workplace

Topics

- Zoom Interview Techniques
- Articulating Internship Learning and Experience

Assignments & Activities

- Interview critique
- Sheila Gaddis *JEDI in the American Workplace* reflection

Required Readings & Resources

- <u>In Conversation with Sheila Gaddis</u>
- Ahmed, Anam (2020). <u>Cultural Awareness in the Workplace.</u> *Small Business Chronicle,* July 2.
- Uthra, P. (2022). Do Your Global Teams See DEI as an American issue? *Harvard Business Review*.

Session 11 – Critical, Lateral Thinking and Multiple Intelligence

Topics

- Critical, Lateral thinking and Multiple Intelligence
- Presenting Research Findings

Assignments & Activities

Required Readings & Resources

- Sir Ken Robinson's Ted Talk on Changing Educational Paradigms
  https://www.ted.com/talks/sir_ken_robinson_changing_education_paradigms
- https://www.niu.edu/citl/resources/guides/instructional-guide/gardners-theory-of-multiple-intelligences.shtml

Session 12 – Research Project

Topics

- Belbin and Team Roles Review
- Research Presentation Final Draft
- Complete Skill Survey

Required Readings & Resources

- CEA CAPA Masterclass by Justin Davis, 'The Perfect Pitch'.

Session 13 – Research Project Presentation

Topics

- Debrief Semester
- Storytelling
- Discuss and Review Research Presentations

Assignments & Activities

- Research Presentations
- Live Q&A
- Complete final 3-word word cloud
- Final Reflection

Required Readings & Resources

- Gargiulo, T. 2016. "Power of Stories"

SUPPLEMENTARY READINGS & COURSE MATERIALS

Course materials are distributed electronically and can be found on Canvas or online. A partial list of recommended readings is below, with a full list on Canvas. Readings that are specific to the host context are included in the term syllabus for that program. Below is a sample list of recommended readings.

Communication: Listening, Presenting and Influencing
Anderson, C. (2013). How to Give a Killer Presentation. *Harvard Business Review,* June, 121-125.

Zenger, J. & Folkman, J. 2016. *What Great Listeners Actually Do*. *Harvard Business Review Blog*, 14 July.

Defining Your Personal Brand: Profiles, Resumes, Cover Letters and Interviews
Barrett, C. (2016). Make a Lasting Impression at Job Interviews Using Questions. *Quintessential.*

"Learning to Be Employable Through Volunteering: A Qualitative Study on the Development of Employability Capital of Young People" by Maria Luisa Giancaspro and Amelia Manuti, *Frontiers in Psychology* (1 March 2021)

Global Perspectives, Emotional Intelligence and Intercultural Competence
British Council, Ipsos Public Affairs, & Booz Allen Hamilton (2013). Culture at work: The value of intercultural skills in the workplace

"Change Leadership: The Role of Emotional Intelligence" by Mohammed Issah, SAGE Open (2018)

Clapp-Smith, R. and Wernsing, T. (2023). The Role of Cultural Self Awareness in Global Leadership. *Ideas for Leaders.*

Group Dynamics and Teamwork
ByteStart (2021). 6 Common Team Challenges – How to Overcome them and Grow your Team.

"Is Your Organization Surviving Change — or Thriving in It?" by John P. Kotter, Vanessa Akhtar, and Gaurav Gupta, *Harvard Business Review* (August 13, 2021)

Working Remotely
Foster, Dean (2020). Your Meetings Can be Virtual, but the Cultural Differences are Real. *Workable.*

"Is Your Organization Surviving Change — or Thriving in It?" by John P. Kotter, Vanessa Akhtar, and Gaurav Gupta, *Harvard Business Review* (August 13, 2021)

Diversity, Equity, and Inclusion
Lee, D.S. (2022). Case Study: What Does Diversity Mean in a Global Organization? *Harvard Business Review.*

The Forum on Workplace Inclusion (2023). *The Charter for Global Diversity.*

POLICIES

Academic Policies

Students are expected to review and understand all CEA CAPA student policies, including our Academic Policies and Engagement Policy. CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements

that may be associated with a specific course or program are addressed in the term syllabus.

Academic Conduct

Justice, equity, diversity, and inclusion are core values for CEA CAPA, and we intend that our classrooms and academic cultures be welcoming spaces that are conducive to learning. Conduct in academic contexts that goes against these principles may carry both academic and disciplinary consequences.

Using slurs or expressing views that are racist, misogynistic, homophobic, transphobic, or that target members of a certain class, ethnic, or religious group - or any language that works against the shared creation of welcoming, inclusive academic spaces that are conducive to learning – will not be tolerated by CEA CAPA, and may lead to dismissal from the program with no credit granted.

Students may be given a verbal warning and/or one written warning prior to dismissal depending on the severity of the incident. Home institutions will be notified of the nature of the disciplinary action, which may lead to additional sanctions or judicial actions on the home campus.

Academic Integrity & Artificial Intelligence

Academic integrity is essential to teaching and learning. All students are expected to approach and complete their coursework with honesty. A breach of academic integrity will result in disciplinary action, a zero for the assignment, and/or failure of the course.

Guidelines for use of artificial intelligence are at the faculty member's discretion and articulated in the term syllabus. Misrepresenting the work of artificial intelligence as your own is considered a violation of academic integrity and will be penalized as such.

Dress Code

Students are expected to wear 'business casual' at their placement unless otherwise directed by their internship supervisor. Students should also present professionally for their first orientation session and mock interviews.

STUDENT LEARNING & DEVELOPMENT OBJECTIVES

CEA CAPA has identified Student Learning and Development Objectives (SLDOs) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration.

These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery. They are the learning goals we promote across all sites, beyond specifics of course offerings, that address student learning holistically and frame a larger learning context.