



program's middle weeks will build competencies and produce materials for the Career Readiness Portfolio. Online elements of the course are facilitated using the Canvas Learning Management System (LMS). The table on the final page of the syllabus outlines the minimum total task time required for the course. Across the eight-week Global Internship program, this corresponds to approximately 30-35 hours per week of student effort (22 – 30 hours per week for the 12-week program).

<b>Course Component</b>	<b>Task Hours</b>
Class Sessions, Module Learning Activities, Preparation	15
Internship Work Plan	10
Career Readiness Portfolio	12
Midterm Progress Report	3
Final Reflection	5
Internship Engagement	225-300
<b>Total Student Workload (Notional Hours)</b>	<b>270-345</b>

### **Assessment and Final Grade**

1.	Course Engagement	15%
2.	Internship Work Plan	20%
3.	Career Readiness Portfolio	20%
4.	Midterm Progress Report	5%
5.	Final Reflection	10%
6.	Internship Engagement	30%
	TOTAL	100%

### **Course Requirements**

#### **Course Engagement**

Engagement is defined as meaningful contribution (both online and in-person) through demonstrated engagement with the course materials and resources. Engagement will be measured throughout the course with a series of formative assessments. These activities will permit students to highlight new knowledge, skills, or insights gained; reflect on self and career development; and highlight challenges and problem-solving opportunities.

Students are expected to be present and on time for all in-person or online meetings unless ill (timely notification required).

#### **Internship Work Plan**

Students will create a work plan in collaboration with their internship site supervisor. It is the responsibility of the student to initiate this meeting with the supervisor.

In a summary (minimum 1000 words in a document or slide deck) students detail their professional goals for the internship experience, including:

- Identify areas for professional development during and after internship experience.
- Define SMART goals linked to NACE competencies to make progress in these areas.
- Establish workplace goals with the internship site supervisor on deliverables and projects to accomplish by the end of the internship.
- Propose strategies for how the student will achieve these goals (e.g., research resources, skills that will benefit the organization, etc.).

- Outline expectations of how students are to conduct themselves at the internship site, including work hours and key organizational culture/values to adhere to. Discuss how these related to broader cultural values and expectations of the host community and how they may differ from the student's home workplace culture.
- Document a communication plan for how the internship site supervisor and student will keep in touch regarding project status. For example, clarify how performance feedback will be delivered and how meetings with supervisor and colleagues will occur (primarily in-person, remotely, or hybrid, etc.)

## **Career Readiness Portfolio**

Students will complete assignments that allow them to demonstrate achievement of their professional development goals or technical skills, as established in the Internship Work Plan. For each assignment, students choose the NACE competencies that best fit their professional development goals and needs. The resulting portfolio of student achievement is meant to document the student's experience at the internship site and is suitable to share with future employers and highlight on career networking platforms.

## **Midterm Progress Report**

Halfway through the program, students will meet with their site supervisor to evaluate improvement in their professional skills and review the steps necessary to advance their workplace project goals. The internship supervisor and student will also identify two or three action items that the student needs to complete to achieve their goals. Students will summarize the outcomes of this meeting in a brief report (375-500 words).

This report will be discussed as part of the mid-term check-in meeting with the internship instructor.

## **Final Reflection**

Near the conclusion of the internship, students will provide a reflection and summary (750-1000 words) on how the internship plan's expectations were met and what they learned. The goal is to demonstrate their preparedness to speak analytically and reflectively on how their learnings and competency development may transfer to future career goals. Students will incorporate feedback from their internship supervisor and academic internship instructor.

## **Internship Engagement**

An internship is a professional commitment and students are expected to complete all project tasks in a conscientious and timely manner. The supervisor will also assess students' workplace contributions, professionalism, critical thinking and problem-solving, and intercultural skills based upon a detailed rubric. These will be considered by the course instructor in assessing internship engagement.

Hours completed in the internship will be documented and absenteeism or tardiness will lower the internship engagement grade.

## **Attendance**

CIEE promotes experiential learning that requires class attendance. Students should notify their instructor and CIEE academic staff of foreseen absences. Accommodations for missed classes, if any, will be determined by the course instructor and CIEE academic staff. Chronic absences may result in Withdrawal or Failure. Please see your Academic Manual for more details.

All students must complete a minimum of 225 hours at the internship placement to be eligible for academic credit. Students may not miss hours at the internship unless approved in advance by the internship supervisor, with CIEE center staff in copy.

Absences at the internship site will lead to the following penalties:

Percentage of Placement Hours	Total Number of Unexcused Placement Hours Missed	Minimum Penalty
Up to 10%	Up to 23 hours	Internship engagement grade may be reduced
10% up to 25%	23 to 57 hours	Internship engagement grade may be reduced; written warning with copy to home school, if reasons for absences are a cause for concern
25% or more	More than 57 hours	Course failure and dismissal from the program

If a student fails to engage for two consecutive weeks of instructional course activities (online or class sessions) or the internship placement, this will be considered a failure to engage.

### **Academic Integrity**

Academic integrity is essential to a positive and inclusive teaching and learning environment. All students are expected to complete coursework responsibilities with fairness, respect, and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in grade penalties or disciplinary action. See the CIEE Student Academic Manual for further information on academic integrity.

***N.B. Course schedule and co-curriculars are subject to change. The final duration and distribution of content and assignments will be determined and presented to students at the onset of the course.***

### **Weekly Schedule**

#### **Week 1**

Class: Professionalism and Communication in the Local Cultural Context

In a 2.5-hour in-person orientation session, students will prepare for work at the internship site. They will learn workplace communication strategies and practice techniques to:

- Use student and host cultural perspectives to make inclusive and equity-minded decisions.
- Keep an open mind to diverse ideas and new ways of thinking.
- Ask questions appropriate in the local workplace context for specific information from supervisors, specialists, and others.
- Inform others when needing guidance with assigned tasks.

#### **Resources**

Read: "Navigating the Cultural Minefield" (Meyer 2014)

#### **Assignments**

Contact your internship site supervisor and schedule a meeting during the following week to prepare a work plan that articulates the scope, context, and expectations for the internship.

To prepare for the start of the internship, students formulate three questions they can ask their supervisors to gain insights about the site. For instance, students may inquire about their position within local, national, regional, and global contexts. Additionally, they may explore their strategic planning process and approach to change management. The questions should help students better understand not only the site, but also how their contributions and projects align with the organization's overall mission.

- **Record hours completed this week at the internship site**
- **Post questions to ask the site supervisor during the first meeting**

#### **Week 2**

Class: Personal Goal Setting and Project Planning

During a 2.5-hour in-person workshop, students will learn strategies for creating a project plan and use those skills to document their internship work plans with their supervisors.

### **Resources**

Watch: "[The Life Cycle of Project Management.](#)" (Wrike 2021)

### **Assignments**

Meet with the internship supervisor to prepare a work plan that articulates the scope, context, and expectations for the internship.

- **Upload professional development goals**
- **Record hours completed this week at the internship site**
- **Upload notes from meeting with the internship site supervisor**

## **Week 3**

Class: Career Competency Assessment

In a self-guided learning module, students will assess their proficiency with a selected NACE career readiness competency (career and self-development, communication, teamwork, or technology). Then they will identify a specific, actionable step to continue their development with the competency during the internship experience.

### **Resources**

- *NACE Competency Assessment Tool* (2024)

### **Assignments**

Contact your internship site supervisor and schedule a meeting for the following week to evaluate improvement in your professional skills and review the steps necessary to advance your workplace project goals.

- **Submit the summary of the Internship Work Plan**
- **Submit a short reflection on the results of the career competency assessment**
- **Record hours completed this week at the internship site**

## **Week 4**

Class: Roles and Responsibilities

This week, students will meet with the internship supervisor to discuss their performance and review progress with their workplace project goals. Together they will also identify two or three action items that the student needs to complete to achieve their goals.

Students also submit the first part of the Career Readiness Portfolio (worth 10% of the final grade), demonstrating their engagement at the internship site with technology, teamwork, communication, or career and self-development.

### **Resources**

- Listen: "[Navigating Cultural Differences](#)," Entrepreneur Talks, Episode 23 (2020)
- Listen: "[Managing Up with Alaina Fuld](#)," Work Appropriate, Episode 26 (May 2023)
- Listen: "[4 Types of Conflict and How to Manage Them](#)," HBR IdeaCast, Episode 498 (2015)

### **Assignments**

- **Submit Career Readiness Portfolio: Part 1**
- **Record hours completed this week at the internship site**

## **Week 5**

Class: Communicating in a Global Workplace

In a 1.5-hour session, students will meet with the instructor and their peers to discuss and reflect on their experiences at the internship site. The session is intended to help students recognize cultural differences in the workplace and develop strategies to bridge those gaps. In addition,

students will work in small groups to review progress with their work plan and provide peer feedback for adapting and implementing the plan in the remaining weeks of the program.

### **Assignments**

- **Submit Internship Midterm Progress Report**
- **Record hours completed this week at the internship site**

### **Week 6**

Class: Enhancing Professional Development in the Internship

In a self-guided learning module, students will continue their engagement with selected NACE career readiness competencies. After completing a self-assessment with a selected competency (critical thinking, leadership, professionalism, or equity and inclusion), they will create a SMART goal to enhance their proficiency.

### **Resources**

- *NACE Competency Assessment Tool* (2024)

### **Assignments**

- **Submit a short reflection on the results of the career competency assessment**
- **Record hours completed this week at the internship site**

### **Week 7**

Class: Future Career Development

In a 2.5-hour workshop, students will review the self-development goals they established at the start of the program, reflect on what they learned about their work preferences from their internship experience, and articulate a strategy for pursuing a career path in their field of interest.

### **Resources**

- Read: "[How Living Abroad Helps You Develop a Clearer Sense of Self](#)" (Adam et al. 2018)

### **Assignments**

- **Record hours completed this week at the internship site**
- **Submit Career Readiness Portfolio: Part 2**

### **Week 8**

Class: Reflection and Next Steps

This week will focus on bringing the internship experience to a close. Students will reflect upon their progress against their internship work plan and summarize their accomplishments in the Final Reflection.

### **Assignments**

- **Record hours completed this week at the internship site**
- **Submit Final Reflection**

## **Course Materials**

### **Readings**

Course readings and links to online resources are provided below, or posted in Canvas, respectively. These will be supplemented by readings that speak directly to the host culture of your internship site.

- Adam, H., Obodaru, O., Lu, J., Maddux, W. and Galinsky, A. (2018) How Living Abroad Helps You Develop a Clearer Sense of Self. Harvard Business Review. Retrieved from <https://hbr.org/2018/05/how-living-abroad-helps-you-develop-a-clearer-sense-of-self>
- Indeed Editorial Team (2023, June 23) "What is a Work Portfolio? (Plus How To Build One)" Retrieved from <https://www.indeed.com/career-advice/resumes-cover-letters/build-your-work-portfolio>
- Marr, B. (2022, July). The 4 Digital Skills Everyone Will Need For The Future Of Work. Forbes. Retrieved from <https://www.forbes.com/sites/bernardmarr/2022/07/22/the-4-digital-skills-everyone-will-need-for->

### the-future-of-work/

- Matviak, I. (2024, March 13). "Using GenAI as a Collaborative Teammate". Wharton Magazine. Retrieved from <https://magazine.wharton.upenn.edu/digital/using-genai-as-a-collaborative-teammate/>
- Meyer, E. (2014, May). Navigating the Cultural Minefield. Harvard Business Review. Retrieved from <https://hbr.org/2014/05/navigating-the-cultural-minefield>
- Mintzberg, H. and Van der Heyden, L. (1999). Organigraphs: Drawing How Companies Really Work. Harvard Business Review. Retrieved from <https://hbr.org/1999/09/organigraphs-drawing-how-companies-really-work>

### **Media Resources**

- Entrepreneur Talks, Episode 23 (2020). "Navigating Cultural Differences" [Podcast] <https://shows.acast.com/stationf-podcast/episodes/navigating-cultural-differences-in-business-with-erin-meyer->
- Harvard Business Review (2017, December 18). "The 8 Types of Company Culture" [Video] <https://hbr.org/video/5686668254001/the-8-types-of-company-culture>
- Harvard Business Review (2016, December 5). "What Makes a Leader?" [Video] <https://hbr.org/video/5236216251001/what-makes-a-leader>
- HBR IdeaCast, Episode 498 (2015). "4 Types of Conflict and How to Manage Them" [Podcast] <https://hbr.org/podcast/2015/11/4-types-of-conflict-and-how-to-manage-them>
- Indeed Career Tips (2021, January). "How to Write a Resume Summary – Plus 5 Strong Examples" [Video] <https://youtu.be/HjNk6MVpWsM>
- Meltwater (2023) "Ways To Perform Social Media Analysis: SWOT Analysis & Social Media Audit" [Video] <https://youtu.be/MZtiCbQgHTc>
- Work Appropriate, Episode 26 (2023, May). "Managing Up with Alaina Fuld." [Podcast] <https://crooked.com/podcast/managing-up-with-alaina-fuld/>
- Wrike (2021, April 23). "The Life Cycle of Project Management." [Video] [https://youtu.be/TvmW\\_WBWGaw](https://youtu.be/TvmW_WBWGaw)