

# Course Syllabus

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## IOGP/POLS 5950 Global Internship

### Course Instructor

Dr. Shannon Peterson

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Congratulations on your global internship! The goal of this online course is to help you get the most out of your internship experience. Participation in an international internship will allow you to combine on-the-job career learning with related academic course work. The course will help you document your experience and process your learning in a way that will better prepare you for future academic and career opportunities.

This is a variable credit course and the assignments required will depend upon the number of credits you are registered for. The amount of academic credit you will receive is largely dependent on the hours worked at your internship. The general credit-to-hours rule is 1 academic course credit = 45 total work hours. Therefore, to receive **3 academic credits you must work a minimum of 17 hours per week or 135 hours over an eight-week period** (which is the standard minimum length of time for most international internships). **This online course is designed as a 3-credit course.** Taking this course for less than 3 credits is possible but must be approved by the course instructor. Assignments will be adjusted accordingly. Students wishing to take the course for 6 or more credits must receive prior approval from both the instructor and their respective department and complete all of the required course assignments in addition to a research paper (details on canvas).

## Course Objectives

In this course students will be prepared to:

- Integrate academic theory with practice
- Demonstrate professional development
- Synthesize and reflect on the internship experience
- Improve writing and communication skills
- Demonstrate increased global and intercultural competency

# Course Resources and Learning Methods

This is an online course that aims to complement the on the ground applied learning that is taking place in country. All course resources will be available on canvas. Students are required to meet with the instructor in person before and after their internship and are strongly encouraged to reach out to the instructor online or by phone if they have issues or problems.

## Course Requirements

Each student will be required to complete the following:

- Pre and Post Internship Advising Sessions (10% of total)
  - Weekly Reflections (20% of total)
  - Writing Assignments (40% of total)
    - Assignment #1: Internship Description and Goals
    - Assignment #2: The Internship and its Context
    - Assignment #3: Learning Statements
    - Assignment #4: Professional Development
  - Supervisor and Student Evaluations (30% of total)
- 100% TOTAL GRADE

## Grade Scheme

The following grading standards will be used in this class:

<b>Grade</b>	<b>Range</b>
A	100 % to 93.0%
A-	< 93.0 % to 90.0%
B+	< 90.0 % to 87.0%
B	< 87.0 % to 83.0%
B-	< 83.0 % to 80.0%
C+	< 80.0 % to 77.0%

C < 77.0 % to 73.0%

C- < 73.0 % to 70.0%

D+ < 70.0 % to 67.0%

D < 67.0 % to 60.0%

F < 59.0 % to 0.0%

## Course Schedule/Outline

### Pre and Post Internship Advising Sessions (10%)

1. **Pre-departure Orientation (Global Engagement Office).** Everyone participating in an international internship for academic credit is required to attend the Study Abroad Pre-Departure orientation either online or in person by USU's Office of Global Engagement.
2. **Pre-Departure Advisory Meeting (IOGP).** Before you leave on your internship, you are required to meet with Director Peterson to go over the on-line course and review internship expectations and processes. In preparation for this meeting, please complete the following assignment: Workplace Culture: Just like people, every organizational and national culture is unique, which makes broad generalizations often difficult. Still understanding that some cultural differences and misunderstandings are bound to come up during your stay in country will help you be better prepared when cultural differences do arise. To help prepare you for such differences in behaviors and expectations, refer to the following culture guide <http://guide.culturecrossing.net/index.php> (Links to an external site.) to explore the cultural of the country in which you will be working. In a brief paragraph, describe what cultural information you feel might be most useful for you to remember in your workplace. Submit the paragraph on canvas prior to your arranged meeting.
3. **Post-Internship Advisory Debrief (IOGP).** Upon return from your internship and before receiving your final grade for the course, you will be required to meet with Dr. Peterson to briefly debrief your internship experience. It will be up to you to contact Dr. Peterson to arrange an appropriate day and time for such meeting.

## Weekly Reflections (20%)

To help you process what you are learning on your internship, it is strongly encouraged that you document and reflect upon your daily experiences. You should plan on setting aside 20 minutes, preferably the same time each day, to write. Make writing in the journal a "habit" or the weeks will fly by and you will have little record of your experience for future reflection. Consider addressing the following questions on a daily basis:

- what did I learn today?
- did anything happen today that surprised me? Why was it surprising?
- what challenges or frustration did I encounter today?
- how did I respond (emotionally and behaviorally) to these challenges or frustrations?
- Was my response productive or could I have handled things differently? Did I apply my academic knowledge and or problem-solving skills to effectively to address this issue?

At the end of the week, I would like you reflect upon your daily experiences and submit a weekly reflection piece, summarizing your key cultural, professional, and personal insights. This reflection should be concise, clear and, at a minimum, 250 words in length (upload on canvas).

## Assignments (40%)

### Assignment #1: Internship Description and Goals (due end of week one)

Write a 1-2 page description of your internship that will serve as a plan of work you have agreed to perform with your internship office/organization. You should develop this plan in consultation with your supervisor at your internship site.

Please Include:

1. **Title:** Title of Internship, Location of internship, your name and semester.
2. **Supervisor:** The name, email and phone number (if available) of the supervisor who you will be reporting to and will be evaluating your work.
3. **Position Description and Goals:** provide a detailed description of your internship, including:
  - **Your Learning Goals/Objectives:** Developing internship learning goals should be a collaborative process resulting in outcomes that meet your needs, those of your on-site supervisor, and the sponsoring organization. Your internship goals can be viewed as falling within the following categories.
  - **Skill goals:** these are goals that develop your skills to be utilized during your internship and transfer to future work settings. Some examples include things such as critical thinking, interpersonal communication, leadership to specific work-place skills such as database management, social media/marketing, data analysis etc.

- **Knowledge goals:** if you intend to gain knowledge that you can apply to your future academic coursework or independent research.
- **Values goals:** think about the official mission or philosophy that guides the organization for which you will intern. Explain how you might use your internship to develop/or deepen your sense of vocation, understanding of other cultures and your engagement as a global citizen.
- **Career/personal development goals:** How could your internship impact your short-term and long-term career plans? Think about your internship in relation to the education and professional development required for a career in this (or another) field.

Come up with at least two goals in each area and a learning strategy that you plan to use to reach the goal. In addition, note that your goals should be SMART -

- **Specific** - for example, while you may want to "make the world a better place," and that is admirable, you need to explain in detail how you can work towards this broader goal in your internship.
- **Measurable** - consider how you will measure and track your progress.
- **Achievable** - you and the other parties in this internship (i.e., internship instructor and on-site supervisor) must agree that you have set goals you can reasonably achieve.
- **Relevant** - ideally, your learning goals should be integrated with your academic experiences thus far as well as your future academic and career goals.
- **Time-based** - make sure your goals are achievable during the time-frame of your internship.

## **Assignment #2: The Internship and its Context (due end of week four)**

To better understand the country and your current work environment, research and answer the following questions:

- What is the macro-economic context of your country? (e.g., current or most recent GDP (measure of economic growth), GINI index (measures the level of inequality), current unemployment rates, major exports/imports and trading partners?)
- What is the importance of the city in which you are working to the overall economic growth of the country? For example, what percentage of the population works/lives in the city? What industries are there and how important are they to the overall economy?
- What major social, cultural, economic, and or political issues is the country currently facing? What impact, if any, do they have on your work sector and or organization, specifically?

Be sure to back up your responses with evidence and examples (properly cited). Paper should be approximately three pages in length, double-spaced. Chicago citation style preferred but not required. May use any other recognized citation method but will be judged on its correct use and consistency.

### **Assignment #3: Learning Statements**

Address clearly and concisely the following topics relating to your internship experience. Each answer should be approximately 250 words (1 page), double-spaced, with a 12 point font. Use citations when necessary.

- **Social and emotional growth and the benefits of living, studying, and working abroad.**

To a large extent a university education is about cultivation of the intellect. Two complementary learning strategies can be discerned: one is to provide nurturing structures at university for this intellectual growth to happen, the other is for these nurturing supports to be discretely withdrawn as increasing intellectual independence is attained. An academic internship is an example of the late stages of this latter process. You are probably more on your own in this experiential learning space than ever before. Use this header to discuss the ways in which you have grown during your internship program, specifically in terms of confidence, resiliency, adaptability, empathy and the like. Citations are not required for this header. You will be graded on how effectively you back up your assertions with evidence and examples.

- **Professional development and the internship experience.**

Some things are arguably much better learned in a hands-on setting. University assignments usually provide rubrics to help inform you of what is expected. Assignments usually have deadlines and penalties if such deadlines are missed. As the same time, course and program schedules will be constructed to make sure that deadlines don't stack up all at once. But, in the workplace, this is often not the case. Instructions on how to do things are often missing or vague. Juggling various commitments to meet numerous competing deadlines is likely to be the norm. You also may have to rely upon other people for answers or to complete projects as part of team. Use this header to explore how your internship helped develop professional competencies such as the ability to manage stress, translate ambiguous instructions into practicable outcomes, be part of a team, be a self-starter, how you learnt to communicate more effectively verbally and in writing etc. Again, don't just assert that you have any of these given competencies; rather, show how they evolved as a consequence of specific work place experiences. You will be again graded on this topic by how effectively you back up assertions with experiential evidence.

- **Global Perspectives: your view from the workplace, the classroom and as a citizen.**

Interning in a foreign city and being immersed in a foreign culture cannot help but be a huge learning experience. Use this header to explore the ways in which you have learnt about not only the benefits of globalization, but also the problems. What does it mean to be a global citizen? What does living and working abroad teach you about your own culture and about your host culture? You will be assessed by how effectively you link a general understanding of globalization (either from your previous studies or from your own research) with the practical consequences of it in the workplace. Citations required if you use or refer to external sources.

## Assignment #4: Professional Development

Submit a new resume that includes the internship and reflects the experiences and skills gained during this internship, showcasing your recent accomplishments to the fullest.

## Supervisor and Student Evaluations (30%)

At the end of your internship, your supervisor will be sent an online evaluation form for assessment purposes. Students will also have a chance to evaluate their internship experience and to assess their own performance.

## University Policies & Procedures

### Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. [Faculty Code Policy #403](#) (Links to an external site.) further defines academic freedom and professional responsibilities.

### Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

*"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."*

A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

## Academic Dishonesty

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined in the University's Student Code. Acts of academic dishonesty include but are not limited to:

- Cheating: using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
- Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually;"
- Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
- Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
- Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
- Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
- Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- Falsification: altering or fabricating any information or citation in an academic exercise or activity.
- Plagiarism: representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

For additional information go to: [ARTICLE VI. University Regulations Regarding Academic Integrity](#) (Links to an external site.)

## Sexual Harassment/Title IX

Utah State University is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination and to fostering respect and dignity for all members of

the USU community. Title IX and [USU Policy 339](#) (Links to an external site.) address sexual harassment in the workplace and academic setting.

The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU's [Affirmative Action/Equal Opportunity \(AA/EO\) Office](#) (Links to an external site.) for available options and resources or clarification. The university has established a complaint procedure to handle all types of discrimination complaints, including sexual harassment ([USU Policy 305](#) (Links to an external site.)), and has designated the AA/EO Director/Title IX Coordinator as the official responsible for receiving and investigating complaints of sexual harassment.

## Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

## Students with Disabilities

USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the [Disability Resource Center \(DRC\)](#) (Links to an external site.) as early in the semester as possible (University Inn # 101, (435) 797-2444, [drc@usu.edu](mailto:drc@usu.edu)). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

## Diversity Statement

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Division of Student Affairs: <https://studentaffairs.usu.edu> (Links to an external site.), (435) 797-1712, [studentservices@usu.edu](mailto:studentservices@usu.edu), TSC 220
- Student Legal Services: <https://ususa.usu.edu/student-association/student-advocacy/legal-services> (Links to an external site.), (435) 797-2912, TSC 326,
- Access and Diversity: <http://accesscenter.usu.edu> (Links to an external site.), (435) 797-1728, [access@usu.edu](mailto:access@usu.edu); TSC 315
- Multicultural Programs: <http://accesscenter.usu.edu/multiculture> (Links to an external site.), (435) 797-1728, TSC 315
- LGBTQA Programs: <http://accesscenter.usu.edu/lgbtqa> (Links to an external site.), (435) 797-1728, TSC 3145
- Provost's Office Diversity Resources: <https://www.usu.edu/provost/diversity> (Links to an external site.), (435) 797-8176

You can learn about your student rights by visiting:

The Code of Policies and Procedures for Students at Utah State

University: <https://studentconduct.usu.edu/studentcode> (Links to an external site.)

## Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: [Article VII](#) (Links to an external site.).

Full details for USU Academic Policies and Procedures can be found at:

- [Student Conduct](#) (Links to an external site.)
- [Student Code](#) (Links to an external site.)
- [Academic Integrity](#) (Links to an external site.)
- [USU Selected Academic Policies and Procedures](#) (Links to an external site.)
- [USU Academic Policies and Procedures](#) (Links to an external site.)
- [Academic Freedom and Professional Responsibility Policy](#) (Links to an external site.)