



DBLN BUSN 3372 International Marketing

CAPA DUBLIN PROGRAM

Course Description

This International Marketing course will help you develop an understanding of the scope and challenges of marketing in the international context. The course examines how the global dimensions technology, research, capital investment and production impact marketing, distribution, and communication networks. The breadth of this course will provide insights into the increasingly interdependent global economic and physical environment and its impact on international marketing. Globalization has led to increasing interdependence. Connecting the dots has thus become essential to the survival and success of businesses, even those not operating in the international arena. By examining these linkages, the students will gain an understanding of how companies develop strategic plans that are competitive to survive and succeed in these global markets. The unique localized content provided by the CAPA centers will present further regional insights into the key issues surrounding marketing from an international perspective.

Localized Context

With its global presence, CAPA offers students the opportunity to enrich their academic experience by exposing and exploring the localized context of the CAPA Dublin Centre.

Ireland is a small open economy, and its financial well-being depends largely on international trade and influenced by global markets. As one of the 27 member states of the European Union (EU), Ireland has a modern economy based on free trade and foreign direct investment (FDI) as the pathways to growth. Ireland's high competitiveness rankings is attributed to three key areas including access to talent, openness to foreign ideas and agility to respond to new challenges.

Dublin is an entrepreneurial city and home to many of the world's top players in technology, finance, professional services, and science & health. The vibrant culture, creative economy, and business friendly environment makes it the ideal location for students to immerse themselves while exploring a city that consistently ranks as a one the top European cities of culture and competitiveness.

Course Aims

The more general aims of this course are to:

- Provide an understanding of the scope and function of international marketing theory and practice.
- Increase knowledge and skills to help in developing international market entry strategies.
- Develop skills related to the analysis of international marketing data, in particular the use of secondary data in assessing the international marketing opportunities.

Students should emerge from this course as knowledgeable business managers, capable of formulating marketing objectives, collecting and analyzing data, and completing international marketing research projects. Hopefully, students will learn a great deal about international and global marketing and will be able to apply their knowledge in their personal, disciplinary, and professional endeavors. Ideally, they should gain valuable experience and knowledge and enjoy themselves in the process.

Requirements and Prerequisites

Students must have a business or marketing background and have taken a course in introductory marketing. The course emphasizes this academic area from a global perspective. Students with a high degree of motivation and desire to learn about the international and global aspects of business will benefit from this course.

Learning Outcomes

After taking this course, students should be able to:

- a. Understand the scope and challenges of international marketing, and the interplay between political globalization and development and operation of key political institutions at local, regional, national, and supranational scales.
- b. Recognize the cultural environment of global markets, business, and management approaches
- c. Develop an understanding of the political environment within which international marketing operates and appreciation of dimensions of diversity and of the interplay among them, including ethnicity, sexuality, and gender
- d. Gain perspectives to assess global market opportunities and threats
- e. Develop an analytical toolbox for international marketing analysis
- f. Gain an understanding of regional issues in global marketing - the Americas. Asia-Pacific & Europe. Africa & the Middle East
- g. Develop an understanding of global consumer and B2B marketing strategies

Class Methodology

This class will be participative and will require students to contribute individually and as part of a team. The course content and delivery will create a framework where students reflect critically on the weekly discussion topics. The students will be expected to devote an hour per day keeping up with the current global issues in international business, politics, and society. Expected reading sources should include Bloomberg Business, The Economist, Financial Times and The Irish Times. The teaching and learning methods will be a blend of the following:

- Lectures
- Reflections & observations
- Readings on current topics
- Class discussions and case studies
- Student presentations and two research papers

Field Components

Participation in field activities provided by CAPA, offers opportunities to learn about the city of Dublin through direct, guided experience. Furthermore, you will have the chance to collect useful information that will be an invaluable resource for the essays/papers/projects assigned in this course.

Dublin is consistently ranked as one of the best cities in the world to do business. The lifestyle and opportunities Dublin provides, attracts both homegrown and international talent to this diverse and energetic city. Dublin's well-educated, English-speaking workforce and strong ties to the EU and US make this city the ideal place for

students to immerse themselves in a rich contextual environment to apply the learning outcomes from this course in their workplace. Clusters of both Irish and international players across a range of industries including technology, financial services, professional services, life sciences, logistics and storage, arts, and recreation, provide an ideal learning environment for scholars of international business. Findings and observations from these experiences can be used to enrich the content of your project and research papers.

Mid-Term & Final Assessment

3

Midterm research paper: **35%**

Final Project and Presentation **30%**

Class participation & case study analytical comments:**35%**

(Including two presentations in weeks 4 and 9, each presentation 5% and 25% for class participation and case study analytical comments)

Students must complete all required components for this course by the established deadlines. Failure to do so will result in a reduction of the course grade and may result in a grade of F for the course in question.

Mid-term Research Paper: 35% weight

Mid-term research paper submission deadline: **Week 6**

This will be an individual assignment to be submitted prior to the mid-term break and will cover the week 1-6 class topics. The mid-term research paper questions will be assigned in Week 1, giving you one month for preparation. You are required to present an analytical commentary by applying the various readings for the course. The assessment of your mid-term paper will be based on your application of the theories, examples and content of the weekly seminars and class discussions as well as the course reading material.

Class participation & Case Study Analytical Comments: 35% weight

The class participation assessment component includes preparation for the weekly classes and the quality (rather than quantity) of your participation. There will be case studies assigned for class discussion each week. You are required to work closely with your final research project partners in preparing for these class discussions. It is important to cover the reading assignments in advance of the weekly class. This will allow us to focus selectively on the key material and raise the level of class discussion. You will be graded for this assessment component based on your level of preparedness and quality of class interventions.

Localized Context: The students are required to identify relevant research paper topics within the localized context of Ireland and Europe to benefit from their presence in Dublin and Europe. These research paper topics should be discussed with the lecturer in advance. Preparatory work would include developing good reading sources such as the Irish Times, Enterprise Ireland Reports and Publications, *Financial Times*, the *Economist*, to gain a better understanding of the localized context.

Assessment/Grading Policy

Descriptor	Alpha	UK	US	GPA
Excellent	A	75+	93+	4.0
	A-	70-74	90-92	3.7
Good	B+	66-69	87-89	3.3
	B	63-65	83-86	3.0
	B-	60-62	80-82	2.7
Average	C+	56-59	77-79	2.3
	C	53-55	73-76	2.0

Below Average / Poor	C-	50-52	70-72	1.7
	D+	46-49	67-69	1.3
	D	40-45	60-66	0.7
				1.0
Fail	F	<40	<60	0

Grade Breakdown and Assessment of Learning Outcomes

Assessment Task	Grade %	Learning Outcomes	Due Date
Class participation/Small group discussions (Including two presentations in weeks 4 and 9)	35%	a,b,c,d	Weekly
Mid-term research paper	35%	a,b,c,d,e	Week 6
Final Project and oral presentation (Written work 20% + oral presentation 10%) 1 x 20-25 min. group presentation	30%	all	Week 13 (presentation) Week 14 (Group Report)

Assignments

(Midterm research paper - **Due In week 6 (5pm)**)

- A) Visit the home pages of one or more multinational firms you are interested in. Follow the links J- to find out about the company's products, pricing, distribution, and marketing communications strategies. Do a search of the web for other information about the companies. Your report should focus on any country of your choice, except US.

Based on your findings, answer the following questions:

1. What is the organization's business? What is the overall purpose of the organization? What does the organization hope to achieve?
2. What customer does the business want to serve?
3. What elements of the web page specifically reflect the business of the organization? How is the web page designed to attract the organization's customers?
4. Do you think the marketing strategies and other activities of the firm are consistent with its mission? Why do you think feel this way?
5. Develop a report based on your findings and conclusions about the firm (**3000 words, therefore +/- 10% tolerance level**)

You are required to use sound and relevant international marketing theories to underpin your work.

Therefore, it is imperative that you demonstrate thorough knowledge and understanding of international marketing concepts and theories within the context (**Submission must be hard copy due Week 6**) Use referencing sources - use 4-5 relevant articles (web sites are not included on the list)

This assessment designed to test students:

- Ability to demonstrate a clear understanding of international marketing principles.
- Ability to apply theory to practical examples and situations
- Ability to include a degree of originality in the **answer**
- Basic research and information retrieval techniques
- Ability to produce a comprehensive synthesis of the argument within the given space limitations
- Reference skills (see APA referencing style)
- Ability to produce and present work of a high academic standard

Group Presentation- Week 4 (5%)

The purpose of this presentation is to begin to develop an understanding of a culture other than your own and how customer differences lead to changes in the ways international marketing strategies and socially responsible decision marketing can be implemented in that culture. Culture is inextricably linked to market segmentation and positioning strategies in a given marketing context. To this effect, you are required to critically undertake the following tasks.

1. As part of a small group, select a country you would like to know more about and a product you think could be successful in that market. As a first step, gather information about the country. You will probably need to investigate other sources of information, such as books and magazines found in your library, or access information from the web (country and product information).
2. Prepare a summary of your findings that includes the following:
 - a. An overall description of the country, including such factors as its history, economy, religions and so on, that might affect marketing of the product you have selected
 - b. A description of the cultural values and business ethics dominant in the country.
 - c. The current status of this product in the country.
 - d. Your recommendations for a product strategy (product design, package, brand name, price and so on)
 - e. Your recommendations for promotional strategies.

Develop a class presentation (20 - 25 minutes) that includes four major parts:

- a. Introduction - a brief overview of the country, product and problem studied.
- b. Business ethics, cultural values, religions, economy etc.
- c. Methodology: the type of research used, the techniques used to gather the data (and why they were chosen - primary and secondary approaches)
- d. Results - a compilation of the findings, including cultural values, business ethics, product differences etc.
- e. Recommendations: a list of recommendations for actions management that might be based on the conclusions drawn from the study.
- f. References - lists of journal papers, textbooks etc.

You are required to hand in hard copy of your presentation slides to me before your presentation

Group Presentation (2) - week 9 (5%)

You are required to choose two or three international brands from the following sectors: fast food, fashion, airlines, grocery, beverages, entertainment, automobile. Therefore, your presentation should focus on two or three brands only (2 or 3 brands collectively). Go to their websites and click through to a selection of their national sites in countries with a different socio-economic profile to your own. Critically analyze what is common between the product lines and the promotional messages between the different countries in which the company operates. Then try and identify ways in which the product offerings have been adapted to meet local conditions. Your report should be supported with relevant international marketing theories.

You are required to prepare 20 -25 minutes power point presentation on your findings. You may consider the following points:

1. Focus/Background of organizations/brands
2. Marketing research overview
3. Major findings
4. Conclusion
5. References

Final Project Assessment and Grading (20% on the written Report, 10% on the Presentation. Total of 30%)

Students after submitting their written Reports could submit a Report Presentation (digital recording) summarizing their findings, including whether they found real opportunities in the foreign market for their chosen good or service, and flagging possible difficulties in entering the market and launching their chosen product. The presentation would be uploaded to Canvas or YouTube with the access details provided to their matched student groups at the other CAPA campuses. Lecturers then would mark the students work and provide critical feedback **(20% on the written Report, 10% on the Presentation. Total of 30%)**

Top tips for the course

On the assessment in general:

- Ensure you have read the assessment instructions carefully and that you have answered all the questions/points as required.

On the Research Paper

- Use referencing sources - **use 4-5 articles** (web sites are not included on the list)
- Adopt a standard referencing system (APA referencing style is recommended)
- Have an introduction and a conclusion paragraph at the beginning and the end respectively. Be careful with your writing style, avoid being too colloquial
- Do not write in first person (e.g. I am) develop your own 'bank' of useful sentence links (following on from...; it could be suggested/said/argued...;etc.)
- Ensure the links between theory and the examples are established clearly
- Use short examples, whenever possible, to illustrate your points

Course Materials and Required Readings :

Cateora. P. Gilly, M and Graham. J (2013) *International Marketing*. 16 Edition, New York: McGraw-Hill ISBN: 007715956X

The book is available from McGraw-Hill for electronic download at a 20% student discount by using the link below:

http://www.coursesmart.co.uk/IR/4905885/007715956x?_hdv=6.8

Supplementary Readings

Keegan, W and Green, M (2015) *Global Marketing*. 8ⁿ Edition. London: Pearson

Hollensen, S (2010) *Global Marketing*, London: Pearson Hall

McDonald. M, Frow, P and Payne, A (2011) *Marketing Plans for Services*. Chichester: Wiley

Mandatory reading journal papers

The following selected papers should be read and incorporated into your research papers and presentations:

Backhaus. K. Muhlfeld. K and Van Doom, J (2001) Consumer perspectives on standardization in International Advertising: A student sample. *Journal of Advertising Research*, pp. 53 - 61

Cayla, J and Arnould, E (2008) A Cultural Approach to Branding in the Global Marketplace, *Journal of International Marketing*, Vol. 16. No. 4

Kumar. V (2014) Understanding cultural differences in innovation: a conceptual framework and future research directions. *Journal of International Marketing*, Vol. 22. No. 3 pp. 1- 29

Matusitz, J (2010) Disneyland Paris: a case analysis demonstrating how glocalization works. *Journal of Strategic Marketing*, Vol. 18, No.3 pp 223 -237

Ozuem. W. O'Keeffe. A. and Lancaster. G (2015) Leadership Marketing: an exploratory study. *Journal of Strategic Marketing*, Vol 23

Ozuem. W. Thomas. T and Lancaster. G (2015) The Influence of customer loyalty on small island economies : an empirical and exploratory study. *Journal of Strategic Marketing*, Vol 23

Singh. J.. Scriven. J.. Clemente. M.. Lomax, W and Wright, M (2012) New Brand Extensions: Patterns of Success and Failure, *Journal of Advertising Research*, pp. 234 - 242

Srnka. K (2004) Culture's Role in Marketers' Ethical Decision Making: an integrated theoretical framework, *Academy of Marketing Science Review*. Vo. 21. No.1

Useful discipline specific academic journals include (all available online via library):

- European Journal of Marketing
- International Business Review
- International Journal of Research in Marketing
- International Marketing Review
- Journal of Global Marketing
- Journal of International Business Studies

- Journal of International Management
- Journal of International Marketing
- Journal of Marketing
- Journal of Marketing Management
- Journal of Strategic Marketing
- Journal of the Academy of Marketing Science
- Management International Review
- Marketing Theory

Other resources that students should consult to aid the learning process include:

American Marketing Association: <http://www.marketingpower.com/>

Marketing Magazine <http://www.marketingmagazine.co.uk>

Marketing Science Institute: <http://www.msi.org>

Marketing Today: <http://www.marketingtoday.co>

Marketing Week: <http://www.marketingweek.co.uk/>

World Advertising Research Centre: <http://www.warc.com/>

Chartered Institute of Marketing: <http://www.cim.co.uk>

Weekly Course Schedule

Week	Topic
Week 1	In-class activity <ul style="list-style-type: none"> · Course overview & review of assessment guidelines · Research project requirements - localized context · Scope & Challenge of International Marketing · Dynamic Environment of International Trade · Readings: CGG 1 & 2 · <i>In-class activity- Apple versus Samsung: The Battle for Smartphone Supremacy Heats up</i> · <i>Out-of-class activity</i> <ul style="list-style-type: none"> • Sheth, Jagdish N. <i>Borderless Media: Rethinking International Marketing</i>. Journal of International Marketing. Mar2020, Vol. 28 Issue 1, p3-12
Week 2	How Cultural Differences affect Organizations <ul style="list-style-type: none"> · Readings: CGG 3, 4 & 5 · Cultural Environment of Global Markets · History & Geography: The Foundations of Culture · Cultural Dynamics in Assessing Global Markets · Dynamics of Global Population Trends · Culture, Management Style & Business Systems · In-class activity: Hofstede's cultural dimensions · Out-of-class activity <ul style="list-style-type: none"> • van Heerden, C.H.; Barter, C. <i>The role of culture in the determination of a standardized or localized marketing strategy</i>. South African Journal of Business Management. Jun2008, Vol. 39 Issue 2, p37-44.
Week 3	How Cultural Differences affect Organizations <ul style="list-style-type: none"> • Readings: CGG 3, 4 & 5 • Cultural Environment of Global Markets • History & Geography: The Foundations of Culture • Cultural Dynamics in Assessing Global Markets • Dynamics of Global Population Trends • Culture, Management Style & Business Systems • In-class activity: The Java Lounge • Out-of-class activity • Song, Reo; Moon, Sangkil; Chen, Haipeng (Allan); Houston, Mark B. <i>When marketing strategy meets culture: the role of culture in product evaluations</i>. Journal of the Academy of Marketing Science. May2018, Vol. 46 Issue 3, p384-402
Week 4	Assessing Global Market Opportunities is. > Readings: CGG 4 ^ > Developing a Global Vision through Marketing Research <ul style="list-style-type: none"> • Defining the Problem & Establishing Research Objectives • Issues with Primary & Secondary Data • Problems with Data Analysis & Interpretation • In-class activity

	<p><i>o Research Helps Whirlpool Keep Its Cool at Home, Act Local in Emerging Markets</i></p> <p><i>o Group Presentation (1)</i></p> <ul style="list-style-type: none"> • <i>Out of class activity:</i> <ul style="list-style-type: none"> <i>o Kumar, V (2014) Understanding cultural differences in innovation: a conceptual framework and future research directions. Journal of International Marketing, Vol. 22. No. 3 pp. 1- 29</i>
Week 5	<p>The Political & International Legal Environment The Economic, Political & International Legal Environment</p> <ul style="list-style-type: none"> • Readings: CGG 6 & 7 • The Political Environment: A Critical Concern • Political Risks of Global Business • The International Legal Environment: Playing by the Rules • Bases for Legal Systems & International Dispute Resolution • Protection of Intellectual Property Rights • In class activity: World Trade Goes Bananas • Out-of-class activity <ul style="list-style-type: none"> <i>o Ozuem. W. O’Keeffe. A. and Lancaster. G (2015) Leadership Marketing: an exploratory study, Journal of Strategic Marketing, Vol 23</i>
Week 6	<p>The Political & International Legal Environment The Economic, Political & International Legal Environment</p> <ul style="list-style-type: none"> • Readings: CGG 6 & 7 • The Political Environment: A Critical Concern • Political Risks of Global Business • The International Legal Environment: Playing by the Rules • Bases for Legal Systems & International Dispute Resolution • Protection of Intellectual Property Rights • In class activity: World Trade Goes Bananas • Out-of-class activity <ul style="list-style-type: none"> <i>o Ozuem. W. O’Keeffe. A. and Lancaster. G (2015) Leadership Marketing: an exploratory study, Journal of Strategic Marketing, Vol 23</i> <p>1) Field Study 2) Mid term paper submission due</p>
Week 7	Mid-Term
Week 8	<p>Regional Focus: Part 2 - Europe, Africa & the Middle East (EAME)</p> <ul style="list-style-type: none"> • Readings: CGG 10 • Economic, Political, Geographie & Cultural Factors • Patterns for Multinational Cooperation • Europe: European Integration, European Union, Eastern Europe & Baltic States, The Commonwealth of Independent States • Africa: Middle East & North Africa • Implications of Market Integration • In-class activity: Might Free Trade Bring Peace to the Middle East • Out-of class activity <ul style="list-style-type: none"> <i>Czinkota, M R (1995). “The World Trade Organization - Perspectives and Prospects,” Journal of International Marketing 3, no. 1, pp. 85-92</i>

Week 9	<p>Regional Focus: Part 3 - Asia Pacific Region</p> <ul style="list-style-type: none"> • Readings: CGG 11 • Dynamic Growth in the Asia-Pacific Region: Greater China, India, Japan, the Four 'Asian Tigers,' South-East Asia • Bottom-of-the-Pyramid Markets • Asia-Pacific Trade Associations: ASEAN, APEC • Focus on Diversity within China • In-class activity: UAE'S Tourism and Conservation efforts • Out-of-class activity: <ul style="list-style-type: none"> o Backhaus. K. Muhlfeld. K and Van Doorn, J (2001) Consumer perspectives on standardization in International Advertising: A student sample. <i>Journal of Advertising Research</i>, pp. 53 – 61 o <i>Group Presentation (2)</i>
Week 10	<p>Competitive Forces</p> <ul style="list-style-type: none"> • Strategic elements of competitive forces • Industry analysis and the forces influencing the competitive environment • Competitive advantage & the Industrial Organizational (I\O) view • Out-of-class activity <ul style="list-style-type: none"> o Kogut, B. (1985) Designing Global Strategies: Profiting from Operational Flexibility. <i>Sloan Management Review</i> P27-38
Week 11	<p>Developing Global Marketing Strategies</p> <ul style="list-style-type: none"> • Readings: CGG 12,13 & 14 • Global Marketing Management • Planning for Global Markets • Alternative Market Entry Strategies • Products and Services for Global Customers • Products & Culture <hr/> <p>Products & Services for Business: the B2B Markets</p> <ul style="list-style-type: none"> • Pricing and International Negotiation • <i>In-class activity</i> <ul style="list-style-type: none"> o <i>Jaguar's Passage to India</i> o <i>Can Interbrew sell more beer to the heavy drinking Czechs?</i> • <i>Out-of-class activity</i> <ul style="list-style-type: none"> o Srnka. K (2004) Culture's Role in Marketers' Ethical Decision Making: an integrated theoretical framework. <i>Academy of Marketing Science Review</i>. Vo. 21. No.1
Week 12	<p>International Marketing Channels. Communications & Advertising</p> <ul style="list-style-type: none"> • Readings: CGG 15 & 16 • Channel-of-Distribution Structures • Alternative Middleman Choices • Cost Factors in Choice of Channels • Channel Management • The Internet as a Channel • Advertising Strategy & Goals • Media Planning & Message Management

	<ul style="list-style-type: none"> • <i>In class activity: Samsung: Launching People</i> • <i>Out-of-class activity:</i> <ul style="list-style-type: none"> o Ozuem, W, Howell, K and Lancaster, G (2008) <i>Communicating in the new interactive marketplace, European Journal of Marketing, 42: 9/10</i>
Week 13	Pricing for International Markets & International Negotiations <ul style="list-style-type: none"> • Readings: CGG 18 & 19 • Pricing Policy • Approaches to International Pricing • Leasing in International Markets • Foreign Commercial Payments • Dangers of Stereotypes • Pervasive Impact of culture in International Negotiations • Creative Solutions in International Negotiations • <i>In class activity: America's Cuban Conundrum; and Gambling Goes Global on the Internet</i> • <i>Out-of-class activity: Vogel, D (1992). "The Globalization of Business Ethics: Why America Remains Distinctive." California Management Review 35, no. 1, pp. 30-49</i>
Week 14	Revision and Final Group Report

Presentation Grading Criteria

Conceptual awareness (40%)	F	D	C/C+	B-/B	B+	A-	A
Applied concepts to their product or brand – conceptual understanding							
Undertaken application and some brief analysis of international issues							
Appropriate referencing (you are required to use APA)							
Creativity & appropriateness of campaign ideas							
Style/clarity of expression (20%)							
Clearly spoken							
Easy to follow							
Eye contact with audience							
Enthusiastic							
Use of visual aids (20%)							
Graphics featured key points and limited text							
Appropriate props introduced							
Explained purpose & helped illustrate point being made							
Ability to answer questions (20%)							
Confident/at ease							
Fielded questions honestly							
Group as a whole able to answer any questions/support each other appropriately							
Group as a whole able to ask appropriate questions							
Other Comments:							
Final Grade:							

Attendance, Participation & Student Responsibilities

Attendance: CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. The first time a student has an unexcused absence for a class, their grade will not be impacted. The second time a student has an unexcused absence in that class, it will result in a 3 percent reduction of the final grade (for example: an A- [92] will become a B+ [89]). The student will be placed on academic probation at this time. Three unexcused absences per class will result in failure of the course. A pattern of three absences in more than one course will result in dismissal from the program. If a student arrives late for a scheduled class, it is the student's responsibility to notify the instructor to ensure that they are added to the class register for the session.

Excused Absences: Absences are only excused for medical reasons, for a family emergency or for a religious holiday. To request an excused absence, students must email excusedabsencesdublin@capa.org ahead of time and provide evidence (e.g., a doctor's note) of the reason for their absence, otherwise the absence will not be excused. Even if the student knows the absence will not be excused, the student should still contact CAPA to inform CAPA they will not be in class. In addition to contacting excusedabsencesdublin@capa.org, it is the responsibility of the student to contact their instructor and make up any missed assignments. excusedabsencesdublin@capa.org

Class Participation: Students are expected to participate in all classes and to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assigned reading BEFORE the class and arrive at the session on time. Participation is a vital part of students' grade: students are expected to participate in class 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 will not be tolerated.

Academic Accommodations: Any student who feels they may need an accommodation based on the impact of a physical, psychological, medical, or learning disability should contact the instructor and/or the Director of Academic Affairs privately to discuss their specific needs. Students requesting accommodations must have their home institution's Disabilities Services or an appropriate licensed professional or healthcare provider submit official documentation directly to CAPA in a timely manner outlining their specific needs. If the documentation is submitted by a provider other than the home institution's Disabilities Services, it must be someone familiar with the history and functional limitations of the student's disability (not a relative or family member of the student). Any required accommodations will be approved by CAPA's Vice President for Academic Affairs, in consultation with relevant Academic Directors, before being relayed to faculty. Any student who requires an accommodation based on official documentation should also discuss their needs directly with their instructor.

Academic Integrity: A high level of responsibility and academic honesty is expected. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in their scholastic work and class behavior. Plagiarism, self-plagiarism and cheating can result in dismissal from the program. Self-plagiarism, copying an assignment entirely or partially to submit to a different class in an attempt to receive credit twice for one piece of work is unacceptable and considered cheating by duplication. Student's risk receiving a "0" for any assignments in which they have duplicated their own work. All substantial writing assignments will be run through the plagiarism checking software Turnitin when submitted via CANVAS. See CAPA's Academic Standards and Policies for more information and resources on plagiarism.

Sexual Misconduct, Required Reporting, and Title IX: CAPA: The Global Education Network is committed to encouraging a safe and healthy environment at our CAPA centers. This commitment includes the understanding of, and applicable adherence to, the guidelines outlined in Title IX of the Education Amendments of 1972. Title IX necessitates that US universities provide equity in all educational programs and activities without sex discrimination. CAPA understands the implications of Title IX compliance for our institutional partners and thus endeavors to support this compliance as a vital aspect of partnership. The safety and security of all students during a program is a matter of crucial importance to CAPA. To facilitate this, CAPA encourages students to openly disclose any and all information that is Title IX relevant so that CAPA staff can provide support and connect students with appropriate resources. Because students may not understand the implications of Title IX abroad,

CAPA will work to advise students about the resources available through Title IX and explain the importance of compliance in Title IX reporting. CAPA will work to build student confidence in CAPA's status as a mandated reporter by outlining the advantage of disclosure for the student, reassuring them that any information disclosed will not be used in an inappropriate manner, and stressing that individuals will only be informed on a need-to-know basis.

Use of Electronic Equipment in Class: All devices such as laptops, i-pods, i-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are NOT allowed unless students have express permission from the faculty, or they have been instructed to do so. If students require an accommodation to use any type of electronic equipment, they must inform the Director of Academic Affairs at the beginning of term.

Use of Electronic Translators: In language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a "O" (F) grade for the course.

Late Submission: Late submission of papers, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request for an extension 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 3 percent per day deduction of the final grade. 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 "O" (F) will be given for the assessment.

Behavior during Examinations: During examinations, students must do their own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, and students may not access online resources of any kind, 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.