



**SDNY HSCI 3122**  
**Global Health in a Post COVID-19 New World**  
**CAPA SYDNEY PROGRAM**

**Course Description**

COVID-19 has been described as a 'once-in-a-generation' global emergency that has reverberated all aspects of global health practice. This course is designed to increase your awareness and appreciation for the deep and emerging ways in which individual countries and the global community has responded. We will examine the impact of the virus and its management on communications, communities, and health and development systems. Comparisons between the US, Australia, Italy and China will be made to directly relate learning to your local setting as well as contrasting responses internationally. This will be a Globally Networked Learning experience with experts drawn from Australia, Italy and China.

**Course Aims**

The aims of this course are:

- To provide students with an overview of different country responses to the pandemic and their effectiveness.
- To outline the complex interrelationship of individual, community, national and international efforts to curb the pandemic.
- To enable students to understand the permanent changes to global health systems and structures that may emerge as a result of the pandemic.

**Requirements and Prerequisites**

There are no prerequisites for this course.

**Learning Outcomes**

On successful completion of this course, students will be able to:

- a. Understand and describe the COVID-19 pandemic and its response in key countries and relate this back to the US experience.

- b. Recognise, describe and debate the impact of COVID-19 pandemic on cross cutting issues such as gender equality and human rights.
- c. Explore and make new meanings of the community and institutional communications during health crises, and their implications for future infectious diseases.
- d. Understand and debate the impact of COVID-19 on other health issues and international development agencies, and its impact on the Sustainable Development Goals.
- e. Demonstrate an ability to advocate on policy issues of international importance to a local audience.

### **Class methodology**

This unit will use a combination of lectures, seminars, presentations and student discussion.

### **Assessment & Grading**

<b>Task</b>	<b>Weighting</b>	<b>SLO</b>
1. Individual Research paper: COVID-19 in a low to middle income country	20%	a, b, d
2. Paired oral case study presentations	30%	a, d
3. Individual Blog and Elevator Pitch	30%	b, c, e
4. In-class participation	20%	a, b, c, d

<b>DESCRIPTOR</b>	<b>ALPHA</b>	<b>NUMERIC</b>	<b>GPA</b>	<b>REQUIREMENT/EXPECTATION</b>
Outstanding (High Distinction)	A	93+	4.0	Maximum grade: In addition to description for grade "A-", the student shows detailed understanding of materials about which he or she can show independent analytical ability. This means the ability to question an issue from different perspectives and evaluate responses in an objective manner.
Excellent (Distinction)	A-	90 - 92	3.7	Student shows understanding of literature beyond the textbook/class hand-outs/class notes, and the work shows a high level of independent thought, presents informed and insightful discussion and demonstrates a well-developed capacity for evaluation.

Very good (High Credit)	B+	87 – 89	3.3	Shows evidence of a capacity to generalise from the taught content, or the material in literature, or from class lectures in an informed manner. Also, the work demonstrates a capacity to integrate personal reflection into the discussion and an appreciation of a range of different perspectives.
Good (Credit)	B	83 – 86	3.0	The work is well organised and contains coherent or logical argumentation and presentation.
Good (Credit)	B-	80 – 82	2.7	Student shows understanding of literature beyond the textbook and/or notes, and, there is evidence of additional reading.
Average (Good Pass)	C+	77-79	2.3	The work demonstrates a capacity to integrate research into the discussion and a critical appreciation of a range of theoretical perspectives. Also, the work demonstrates a clear understanding of the question and its theoretical implications and demonstrates evidence of additional reading.
Adequate (Pass)	C	73 – 76	2.0	Shows clear understanding and some insight into the material in the textbook and notes, but not beyond. A deficiency in understanding the material may be compensated by evidence of independent thought and effort related to the subject matter.
Below Average (Borderline Pass)	C-	70-72	1.7	Shows some understanding of the material in the textbook and notes. A deficiency in any of the above may be compensated by evidence of independent thought related to the subject matter.
Inadequate (Borderline Fail)	D+	67 – 69	1.3	Fails to show a clear understanding or much insight into the material in the textbook and notes
Poor (Fail)	D	60 – 66	0.7 – 1.0	Besides the above for D+, student has not shown interest or engagement in the class work or study.

Poor (Fail)	F	<60	0	Shows little or no understanding of any of the material
Incomplete	I			Please see CAPA policy in the Academic Handbook.

### 1. Individual Research paper: COVID-19 in a low to middle income country

Students will submit one 1500-word assignment (excluding references) that will explore the trajectory, management and future recommendations for the COVID-19 pandemic in a low to middle income country.

Students must demonstrate their ability to search the literature and broader resources to produce a critical and balanced argument drawing on this research and relevant concepts in the field of global health.

Relevant resources will be found through students' institutional online access to scholarly journals.

A minimum of FIVE academic journal references is expected in this report. The report will be submitted online in Turnitin.

*Due: Sunday of Week 5*

*Length: 1500 words*

#### Instructions for submitting written work

- Submit work online only.
- Leave a space and a half between lines.
- Number all pages and ensure your name is clearly written on each essay page.
- Use the referencing system as set out in the Student Academic Handbook.
- Make sure you retain a copy of your work at all times in case of lost or misplaced essays.

### 2. Paired oral case study presentations

For this assessment, students will work in pairs to analyse the global health dimensions of a COVID-19 issue or problem related to cross-cutting issues covered in weeks 5-7 of the course. Presentations should be of a 30-minute duration (20 minutes presentation plus 10 minutes Q&A).

Students will work together with their group member to locate, explain and analyse an appropriate case that relates to the topic of the week in which they are presenting. The case may relate to any type of organisation (corporate, governmental, not for profit, etc) according to the interests of the group members.

The problem referred to may occur in any country (or across several countries). Students are expected to succinctly explain the geographic, cultural, political, social and economic background to the context of the problem early on in their presentation particularly for people who may not be familiar with the cultural context.

Students will be required to work together to:

- Research the organisation (provide background information on the organisation, where it is located, who runs it, its stakeholders) and the country context (the level and nature of the pandemic, its impact and management).
- Research the nature of the intervention (explain what happened, what worked and what did not work, find and analyse clips from the news, other academic articles written on this case to help you understand what happened).
- Relate this problem to ideas, theories and concepts from the designated readings and other readings you find on your own.
- Suggest recommendations (what could be done to improve the situation or what could have been done to avoid the situation). The recommendations should be tightly aligned to the week's theme

*Due: weeks 5-7*

*Length: 30 minutes (20-minute presentation + 10 minutes Q&A)*

### 3. Individual Blog and Elevator Pitch

**A 500-word blog:** Students are required to write a 500-word blog to communicate with local policymakers to advocate for policy changes on one theme from weeks 8 – 11 (gender, human rights, other health issues, international agencies).

Students will need to utilise published peer-reviewed journal articles as key evidence for writing the blog, however this blog should be in a conversational not scientific tone. They can also search for more relevant evidence to support their writing in order to achieve effective communication.

**A 3-minute elevator pitch:** Based on their written blog, students will prepare a 3-minute elevator pitch to local political or community leaders to engage and mobilise more local actions.

*Due: week 12*

### 4. In-class and online participation

Please review the following table as a guide:

Grade	Discussion	Reading
<b>A range</b>	<b>Excellent:</b> consistent contributor; offers original analysis and comments; always has ideas on topics of the readings; takes care not to dominate discussion.	Obviously has completed all readings; intelligently uses resultant understanding to formulate comments and questions for the discussion.
<b>B+</b>	<b>Very Good:</b> frequent, willing, and able contributor; generally offers thoughtful comments based on the readings.	Has done most of the readings; provides competent analysis of the readings and applies insights from class appropriately.

<b>B / B-</b>	<b>Satisfactory:</b> frequent contributor; basic grasp of key concepts but little original insight; comments/questions are of a general nature.	Displays familiarity with some readings and related concepts but tends not to analyse them.
<b>C range</b>	<b>Poor:</b> sporadic contributor; comments/questions betray lack of understanding of key concepts; often digresses in unhelpful ways.	Displays familiarity with few readings; rarely demonstrates analytical thought.
<b>D / F</b>	<b>Very Poor:</b> rarely speaks; merely quotes text or repeats own comments or those of others.	Little to no apparent familiarity with assigned material or application to relevant discussion.

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

### Course Materials

There are no prescribed textbooks for this unit. Students are expected to complete the weekly designated readings and utilise the following recommended journals and websites for completing assessments.

### Journals

- American Journal of Public Health
- Annual Review of Public Health
- BMC Public Health
- Bulletin of the World Health Organisation
- European Journal of Public Health
- Global Health Action
- International Journal of Public Health
- The Lancet

### Websites

- Cochrane Library – Coronavirus (COVID-19):  
<https://www.cochranelibrary.com/covid-19>
- Stephen B.Thacker CDC Library – COVID-19 Databases and Journals:  
<https://www.cdc.gov/library/researchguides/2019novelcoronavirus/databasesjournals.html>
- WHO Global research on coronavirus disease (COVID-19):  
<https://www.who.int/emergencies/diseases/novel-coronavirus-2019/global-research-on-novel-coronavirus-2019-ncov/>

**Weekly Schedule**

Date	Seminar topics	Class activities
Week 1	<p><b>Seminar 1 – An introduction to Global Health and COVID-19</b></p> <p>This seminar will encompass an introduction to the course and review of assessment tasks. The class will explore what is meant by Global Health and investigate the scale and impact of COVID-19 on international health and development measures.</p> <p><b>Required Readings:</b></p> <p>Khorrman-Manesh, A, Carlstrom, E, Hertelendy AJ, Goniewicz, K 2020, 'Does the prosperity of a country play a role in COVID-19 outcomes?', <i>Disaster medicine and public health preparedness</i>, August, pp. 1-20.</p> <p>World Health Organisation 2020, <i>Timeline: WHO's COVID-19 response</i>, The United Nations, accessed 17 August 2020, &lt;<a href="https://www.who.int/emergencies/diseases/novel-coronavirus-2019/interactive-timeline">https://www.who.int/emergencies/diseases/novel-coronavirus-2019/interactive-timeline</a>&gt;</p>	<p>Introductions</p> <p>Overview of syllabus</p> <p>Lecture</p> <p>Screening of COVID-19 video</p> <p>Group Discussion</p>
Week 2	<p><b>Seminar 2 – Starting at the beginning – China</b></p> <p>The first case of COVID-19 occurred in Wuhan Province, China. In this seminar we will hear from a Guest Lecturer on the trajectory of the virus in China and its management.</p> <p><b>Required Readings:</b></p> <p>Kupferschmidt, K &amp; Cohen, J 2020, 'Can China's COVID-19 strategy work elsewhere?', <i>Science</i>, vol 367, Issue 6482, pp. 1061-1062.</p> <p>Zhang, X &amp; Wang, Y 2020, 'Prevention and control mechanism for coronavirus disease 2019 epidemic at the</p>	<p>Guest Lecturer: Professor Dahai ZHAO, School of International and Public Affairs, Shanghai Jiao Tong University (SJTU)</p> <p>Group Discussion</p> <p>Allocation of paired oral presentation groups</p>

	primary level: perspective from China', <i>Epidemiology and Infection</i> , vol 148, e161, pp 1–4.	
<b>Week 3</b>	<p><b>Seminar 3 – COVID- 19 goes global – Italy</b></p> <p>Italy was one of the first countries outside of China to experience a large-scale impact of COVID-19 with little time to upscale health systems. In this seminar we will listen to a Guest Lecturer discuss the Italian context and its implications.</p> <p><b>Required Readings:</b></p> <p>De Sio, S, Buomprisco, G, La Torre, G, Lapteva, E, Perri, R, Greco, E, Mucci, N, Cedrone, F 2020, 'The impact of COVID-19 on doctors' well-being: results of a web survey during the lockdown in Italy', <i>European Review for Medical Pharmacological Sciences</i>, vol. 24, no. 14, pp. 7869-7879.</p> <p>Palladino, R, Bollon, J, Ragazzoni, L, Barone-Adesi, F 2020, 'Excess Deaths and Hospital Admissions for COVID-19 Due to a Late Implementation of the Lockdown in Italy', <i>International Journal of Environmental Research and Public Health</i>, vol. 17, no. 16.</p>	<p>Guest Lecturer to be confirmed</p> <p>Group Discussion</p> <p>Discussion of research paper requirements</p>
<b>Week 4</b>	<p><b>Seminar 4 – The Australian and New Zealand response</b></p> <p>Australia and New Zealand have been lauded as success stories in their initial COVID-19 response. This seminar will examine the measures that were taken in these two country contexts. A specific focus on 'second waves' of the pandemic will be examined.</p> <p><b>Required Readings:</b></p> <p>Mazey, S, Richardson, J 2020, 'Lesson- Drawing from New Zealand and Covid-19: The Need for Anticipatory Policy Making', <i>The Political Quarterly</i>, n/a (n/a).</p> <p>Seale, H, Heywood AE, Leask, J, Sheel M, Thomas, S, Durrheim DN, Bolsewicz, K, Kaur, R 2020, 'COVID-19 is</p>	<p>Lecture</p> <p>Media Analysis activity</p> <p>Group Discussion</p>



	<p>rapidly changing: Examining public perceptions and behaviors in response to this evolving pandemic', <i>PLoS One</i>, vol. 15, no. 6.</p>	
<p><b>Week 5</b></p>	<p><b>Seminar 5 – COVID-19 communications</b></p> <p>In this seminar we will examine the many perspectives of health and risk communications in a pandemic. Governmental crisis communications will be juxtaposed with digital and online user generated content.</p> <p><b>Required Readings:</b></p> <p>Basch, CH, Hillyer GC, Jaime, C 2020, 'COVID-19 on TikTok: harnessing an emerging social media platform to convey important public health messages', <i>International Journal of Adolescent Medicine and Health</i>, Aug 10.</p> <p>Ataguba, OA &amp; Ataguba, JE 2020, 'Social determinants of health: the role of effective communication in the COVID-19 pandemic in developing countries', <i>Global Health Action</i>, vol 13, iss. 1.</p>	<p>Lecture</p> <p>Media analysis activity</p> <p>Start of student paired oral presentations</p> <p>Group Discussion</p> <p>Individual research paper due on Sunday</p>
<p><b>Week 6</b></p>	<p><b>Seminar 6 – Community mobilisation and participation</b></p> <p>The mobilisation and participation of communities in the development of COVID-19 responses is essential to the sustainability of public health interventions. In this class we will examine the fundamentals of community participation, examples of best practice from within the COVID-19 response, and lessons learnt from other health issues.</p> <p><b>Required Readings:</b></p> <p>Johnson, O, Goronga T 2020, 'Why communities must be at the centre of the Coronavirus disease 2019 response: Lessons from Ebola and Human immunodeficiency virus in Africa', <i>African Journal of Primary Health Care &amp; Family Medicine</i>, vol. 12, no. 1.</p>	<p>Lecture</p> <p>Student paired oral presentations</p> <p>Group Discussion</p>

	<p>Marston, C, Renedo, A, Miles, S 2020, 'Community participation is crucial in a pandemic', <i>The Lancet</i>, vol. 395, iss. 10238, pp. 1676-1678.</p>	
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<b>MID-SEMESTER BREAK</b>		
<p><b>Week 7</b></p>	<p><b>Seminar 7 – Accelerating digital uptake</b></p> <p>In this seminar we will examine the significant technological health transformation that has occurred during the COVID-19 pandemic, and investigate the roles this will play in future health system delivery. A particular focus on the role of telehealth will be examined.</p> <p><b>Required readings:</b></p> <p>He, S, Ojo A, Beckman, AL, Gondi, S, Gondi, S, Betz, M, Faust, JS, Choo, E, Kass, D, Raja, AS 2020, 'The Story of #GetMePPE and GetUsPPE.org to Mobilize Health Care Response to COVID-19 : Rapidly Deploying Digital Tools for Better Health Care', <i>Journal of Medical Internet Research</i>, vol. 22, no 7.</p> <p>Sansom-Daly UM, Bradford N 2020, 'Grappling with the 'human' problem hiding behind the technology: Telehealth during and beyond COVID-19', <i>Psycho-oncology</i>, pp. 1-5.</p>	<p>Lecture</p> <p>Student paired oral presentations</p> <p>Group discussion</p>
<p><b>Week 8</b></p>	<p><b>Seminar 8 – Gender equality and COVID-19</b></p> <p>In this seminar we will explore the gender impacts of the pandemic, including the burden of disease and social/cultural implications, such as health care delivery, domestic violence and economic insecurity.</p> <p><b>Required readings:</b></p> <p>Al-Ali, N 2020, 'Covid-19 and feminism in the Global South: Challenges, initiatives and dilemmas', <i>European Journal of Women's Studies</i>.</p> <p>King, T, Hewitt, B, Crammond B, Sutherland, G, Maheen, H, Kavanagh, A 2020, 'Reordering gender systems: can</p>	<p>Lecture</p> <p>Group Discussion</p>

	COVID-19 lead to improved gender equality and health?', <i>Lancet</i> , vol. 296, no. 10244, pp. 80-81.	
<b>Week 9</b>	<p><b>Seminar 9 – Pressures and changing roles of health and development agencies</b></p> <p>In this seminar we will examine the role of the World Health Organisation and debates around its future role and funding. Alternate governance models will be discussed.</p> <p><b>Required readings:</b></p> <p>Durrheim, DN, Gostin, LO, Moodley, K 2020, 'When does a major outbreak become a Public Health Emergency of International Concern?', <i>Lancet Infectious Disease</i>, vol. 20, iss. 8, pp. 887-889.</p> <p>Kassam, N &amp; Negin, J. 2020, 'Episode 8: Covid-19 and the World Health Organisation', <i>COVIDcast</i>, audio podcast, The Lowy Institute, Sydney, 24 April, viewed 25 June 2020, <a href="https://www.lowyinstitute.org/the-interpreter/covidcast-episode-8-covid-19-and-world-health-organisation">https://www.lowyinstitute.org/the-interpreter/covidcast-episode-8-covid-19-and-world-health-organisation</a></p> <p>Kentikelenis, A, Gabor, D, Ortiz, I, Stubbs, T, McKee, M, Stuckler, D 2020, 'Softening the blow of the pandemic: will the International Monetary Fund and World Bank make things worse?', <i>The Lancet Global Health</i>, vol. 8, no. 6, e 758–e 759.</p>	Lecture Group Discussion
<b>Week 10</b>	<p><b>Seminar 10 - Human rights and COVID-19</b></p> <p>In this seminar we will investigate the significant human rights issues that have emerged in the COVID-19 pandemic from lockdowns and sovereign citizens, to end of life ethical decision making by clinicians.</p> <p><b>Required readings:</b></p> <p>Hostmaelingen, N &amp; Bentzen, HB 2020, 'How to operationalise human rights for COVID-19 measures', <i>BMJ Global Health</i>, vol. 5, no. 7.</p>	<b>Online debate and discussion</b>

	Nay, O 2020, 'Can a virus undermine human rights?' <i>The Lancet Public Health</i> , vol. 5, iss.5, pp. 238-239.	
<b>Week 11</b>	<p><b>Seminar 11 – Impact of COVID-19 on other health issues, such as HIV and Malaria</b></p> <p>In this seminar we will examine how COVID-19 has and will continue to impact the 'Big Three' diseases of Malaria, Tuberculosis and HIV and AIDS.</p> <p><b>Required readings</b></p> <p>Alene, KA, Wangdi, K, Clements, ACA 2020, 'Impact of the COVID-19 Pandemic on Tuberculosis Control: An Overview'. <i>Tropical Medicine and Infectious Disease</i>, vol. 5, no. 123.</p> <p>Anonymous 2020, 'How to stop COVID-19 fuelling a resurgence of AIDS, malaria and tuberculosis', <i>Nature</i>, vol. 584, no. 7820, pp.169.</p>	<p>Lecture</p> <p>Group Discussion</p>
<b>Week 12</b>	<p><b>Seminar 12 – Global Health 2021 and beyond</b></p> <p>In our final session, we will discuss the long term impact of COVID-19 on the international Sustainable Development Goals with a particular focus on poverty, and changing international power dynamics.</p> <p><b>Required readings:</b></p> <p>Naidoo, R &amp; Fisher, B 2020, 'Reset Sustainable Development Goals for a pandemic world', <i>Nature</i>, vol. 583, no. 7815, pp. 198-201.</p> <p>Patterson, A &amp; Clark MA 2020, 'COVID-19 and Power in Global Health', <i>International Journal of Health Policy and Management</i>, x (x). pp. 1-3.</p>	<p>Lecture</p> <p>Group Discussion</p> <p>Individual Blog and Elevator Pitch due this week</p>

## 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 contact [excused.absence@capa.org](mailto:excused.absence@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 [excused.absence@capa.org](mailto:excused.absence@capa.org), it is the responsibility of the student to contact their instructor and make up any missed assignments.

**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. Students 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 "0" (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 "0" (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.