



SECTION I: Course Overview

Cross-Cultural Management

UNH Course Code: BUS330BCN

Subject Areas: Business, Management, Cultural Studies

Level: 300

Prerequisites: None, but studies in basic management, organizational behavior or psychology are advised.

Language of Instruction: English

Contact Hours: 45

Recommended Credits: 3

COURSE DESCRIPTION

Among today's greatest impediments to the effective management of human resources in both the world of business and in governmental and non-government circles alike, is the complex set of culturally based assumptions and prejudices about human behavior that we unknowingly bring with us into the workplace. The management skills, motivational techniques, personal behavioral patterns and methods of communication that are valued as effective leadership characteristics in one cultural or national setting are very likely to be perceived quite differently, even negatively, in another. For all of us, an important learning process is recognizing that people's responses to, and effectiveness in, work environments are determined by cultural and historical forces.

Based upon these emerging realities, this course examines and analyzes what constitutes both real leadership and effective managerial technique in today's cross-cultural environment of global business. How should business be conducted or developmental programs be carried out in other lands? How can and should people be managed and organized in cultures very different from one's own? To what extent are various cultural practices from one country transferable to another? How, in short, do we factor the major determinant of effective cross-cultural management practice into our global business plans, human resource managerial strategies, and social business gatherings? Getting the answers right to these hard questions will determine who succeeds in solving tomorrow's global problems – problems that are ipso facto cross-cultural ones.

To begin answering these questions, you will therefore study, analyze and debate a considerable number of subjects relevant to cross-cultural management: language and communication, cross-cultural conflict resolution and negotiation, culturally-biased managerial assumptions, national management cultures, intercultural sensitivity and competency, cross-cultural organizational behavior, global human resource management, training of international managers, the challenges of living and working within cultural diversity, the impact of culture on organization and leadership theory, multi-cultural team-working, cross-cultural, and the ethical dilemmas of cultural interaction and conflict.

The purpose of this course is to impress upon you the critical role culture plays in devising effective international management strategies and techniques. It aims to highlight those areas of cultural divergence, which always challenge communication, understanding, and meaningful teamwork between people of very different cultural backgrounds. It strives to instruct us to identify our own cultural assumptions, conditioning and practices impeding our ability to positively interact with those quite different from us. And it seeks to provide you with practical, down-to-earth knowledge and a mix of basic technical skills on how both to avoid the managerial pitfalls of cultural innocence and how to employ your cultural awareness and sensitivity for effective management and action in cross-cultural settings.

LEARNING OBJECTIVES

Cognitive / Knowledge skills

- Describe and evaluate the role culture plays in human communication and organizational relationships
- Identify and analyze cultural impediments to effective decision-making and management
- Define and prioritize the set of skills critical to effective management in different cross-cultural settings

Analytical / Critical Thinking Skills (Oral & Written)

- Evaluate the strengths and weaknesses of varying points of view regarding management decisions in different cultural settings
- Use and apply cross-cultural knowledge as a tool in critically evaluating diverse management strategies
- Develop strategies for seeking and synthesizing information to support an argument, make a decision, or resolve a cross-cultural problem in the work environment

Affective & Behavioral / Attitudinal Skills

- Reveal and demonstrate an increased awareness of your own cultural assumptions and conditioning
- Identify and express the intercultural strategies you use for cultural understanding
- Engage with the host population on the subject of cross-cultural management

SECTION II: Instructor & Course Details

INSTRUCTOR DETAILS

NAME:

CONTACT INFORMATION:

INSTRUCTIONAL FORMAT

Class will meet twice a week for 90 minutes. This course is student-centered and designed to engage students in learning about and developing competences as cross-cultural managers. As much learning comes through experience and reflection, interactive methods will be used to facilitate learning. A variety of methods will be employed: lectures, class discussions, case studies, assessment instruments, simulations, communication exercises, team-building and conflict resolution activities, multi-media resources, readings, written analysis, group project presentations, guest speakers.

SPECIAL ACCOMMODATIONS

If you require any special accommodations or have any special learning needs, please inform the instructor and submit a request using CEA's **Special Accommodations Form** to the onsite CEA academic staff by the end of the first week of classes for full consideration. See Section III.B.CEA Policies below for additional details.

FORMS OF ASSESSMENT

The instructor will use numerous and differentiated forms of assessment to calculate the final grade you receive for this course. For the record, these are listed and weighted below. The content, criteria and specific requirements for each assessment category will be explained in greater detail in class. Any questions about the requirements should be discussed directly with your faculty well in advance of the due date for each assignment.

Homework exercises	10%
AICAP activity reflection	5%
Group Project	20%
Midterm exam	20%
Case Study Assignment	15%
Final Exam	20%
Class Participation	10%

ASSESSMENT OVERVIEW:

Homework (10%): Students will be required to produce small exercises prior to the class or during the class period, which will be assessed continually by the instructor on the basis of your ability to apply the theoretical material to your specific experience and knowledge. Included in these exercises may be writing exercises and group activities, that will be explained in more detail in class and through Moodle.

AICAP activity assignment (5%): Students will be required to write a reflection assignment based on their participation on one AICAP activity. Students will be given an alternative assignment which will be presented in greater detail in class.

Group Project (20%): In teams, students will plan and present a project to the class on a topic related to managing in cross-cultural settings. The objective is to share with classmates an idea, analysis, strategy, or information that could be useful in managing across cultures. The project will include both a presentation and a short group paper in which students will analyze the process of team working. The content, criteria and specific requirements for the group project will be explained in greater detail in class.

Case Study Assignment (15%): Drawing upon the frameworks and content discussed in class, you will analyze a case study. The analysis will be evaluated based upon the insights you bring, including the concepts and models explored in this course. The essay is expected to be group authored.

Midterm (20%) & Final Examination (20%): The midterm and final exams are designed to establish and communicate to you the progress you are making towards meeting the course learning objectives listed above. They are comprised of questions and exercises that test your abilities in three important areas of competency: the amount of information you master; the accuracy of the information you present; and the significance you ascribe to the facts and ideas you have integrated across your study in this course.

Class Participation (10%): This grade will be calculated to reflect your participation in class discussions, your capacity to introduce ideas and thoughts dealing with the texts, your ability use language effectively, and to present your analysis in intellectual, constructive argumentation.

When determining your class participation grade, traditional criteria such as material preparation, completed reading before class, and collaborative group work are all evaluated. But it is the active, meaningful and informed verbal and written contribution that you make that is most important to your overall participation grade. Indeed, willingness to share views in classroom discussions and the

insightfulness of your comments and questions about assigned readings will all be taken into account when evaluating your participation.

The instructor will use the following specific criteria when calculating your class participation grade:

Criteria for Assessing Class Participation	Grade
You make major and original contributions that spark discussion, offering both critical and analytical comments clearly based on readings and research and displaying a working knowledge of theoretical issues.	A+ (9.70–10.00)
You make significant contributions that demonstrate insight as well as knowledge of required readings and independent research.	A-/A (9.00–9.69)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	B/B+ (8.40–8.99)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	C+/B- (7.70–8.39)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	C (7.00–7.69)
You very rarely make comments and resist engagement with the subject, attending class having manifestly done little if any preparation.	D (6.00–6.99)
You make irrelevant and tangential comments disruptive to class discussion, a result of frequent absence and complete un-preparedness.	F (0–5.99)

Classroom Behavior: All students must have a respectful attitude towards the professor as well as your classmates, and give full attention to class activities (i.e., cell-phones off, laptop for notes only, not sleeping or distracted, etc.). In order to ensure a successful learning process, you are required to behave appropriately during any academic related activity. Failing to respect these rules may result in a written warning and your home university may be informed.

CEA Grading Scale: Your grades will be calculated according to CEA’s standard grading scale, which is as follows:

CEA Grading Scale				
Letter Grade	Numerical Grade Low Range (0 – 10)	Numerical Grade High Range (0-10)	Percentage Range	Quality GPA Points
A+	9.70	10.00	97.0 - 100%	4.00
A	9.40	9.69	94.0 - 96.9%	4.00
A-	9.00	9.39	90.0 – 93.9%	3.70
B+	8.70	8.99	87.0 – 89.9%	3.30
B	8.40	8.69	84.0 – 86.9%	3.00
B-	8.00	8.39	80.0 – 83.9%	2.70
C+	7.70	7.99	77.0 – 79.9%	2.30
C	7.00	7.69	70.0 – 76.9%	2.00
D	6.00	6.99	60.0 – 69.9%	1.00
F	0.00	5.99	0 - 59.9%	0.00
W	Withdrawal			0.00

INC	Incomplete	0.00
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CEA ATTENDANCE POLICY

Every student is expected to attend all scheduled class sessions on time and be thoroughly prepared for the day's class activities. In compliance with NEASC and UNH accreditation requirements, CEA instructors compile regular attendance records for every course and take these records into account when evaluating student participation and overall course performance. CEA tolerates reasonable, but limited absences not to exceed more than five contact hours of accumulated absences in any given course due to sickness, personal emergency, inevitable transport delay and other related impediments. No documentation is required for such absences, as CEA does not distinguish between excused or unexcused absences.

- In this course, the following attendance policy applies:
 - A maximum of **three** days of accumulated absences due to sickness, personal emergency, inevitable transport delay and other related impediments will be tolerated.
 - Your final course grade will drop one full letter grade (e.g. A+ to B+) for missing four days of class, regardless of the reason for the absence.
 - If your absences exceed five days of class, you will automatically fail this course.

Late arrivals or early departures from class, sleeping or causing disruptions in class or during class activities can result in being marked absent from class. Furthermore, to comply with immigration and financial regulations, you must maintain full-time student status and attend at least 12 hours of class every week for the duration of the semester. Consequently, CEA will dismiss from all CEA courses, programs, activities and housing any student who fails to maintain satisfactory academic progress or full-time student status.

WORKLOAD EXPECTATIONS

In conformity with CEA policy, all students are expected to spend at least two hours of time on academic studies outside of, and in addition to, each hour of class time.

REQUIRED READINGS

Listed below are the required course textbooks and additional readings. These are required materials for the course and you are expected to complete readings as assigned each class period. You must have constant access to these resources for reading, highlighting and note-taking. It is required that you have unrestricted access to each. Access to additional sources required for certain class sessions may be provided in paper or electronic format consistent with applicable copyright legislation. In addition, the academic office compiles a bank of detailed information about the many libraries, documentation centers, research institutes and archival materials located in the host city and accessible to CEA students. You will be required to use these resources throughout your studies.

Required texts:

Comfort, J. & Franklin, P. (2008). *The Mindful International Manager*, York Associates. Chapter 9.

DiStefano, J.J. & M.L. Maznevski (2000), "Creating Value with Diverse Teams in Global Management", *Organizational Dynamics*, Vol. 29, Issue 1, p. 45-63.

Dumetz, Jerome (Ed) (2012). *Cross-Cultural Management Textbook*, CreateSpace Independent Publishing Platform. Chapters 3, 4, 10 & 12

Hoppe, Michael H. (2007). "Culture and leader effectiveness: the GLOBE Study".

Philip R. Harris, R.T. Moran, S.V Moran, *Managing Cultural Differences, Global Leadership Strategies for the 21st Century*, Butterworth-Heinemann, 7th ed. (2007). Chapters 5, 6, 13 & 15

Sanchez-Runde, C., Nardon, L. & Steers, R.M. (2013). "Cultural roots of ethical conflicts in global business", *Journal of Business Ethics*, n.116, pp.689-701

Steers, Richard M., Sánchez-Runde, C.J., and Nardon, L. (2010) *Management Across Cultures*. New York: University Press. Chapters 2, 3 & 10

Trompenaars, Fons. (2012) *Riding the waves of culture: Understanding Diversity in Global Business*, New York: Irwin. 3rd Edition. Chapter 11

Recommended readings:

Cultural Orientations

Bennett, M. J. & Stewart, E. C. (1991). *American Cultural Patterns*, Yarmouth: Intercultural Press.

Hall, E. T. (1997). *Beyond Culture*, New York: Anchor Books.

Hall, E. T. (1981). *The Silent Language*, New York: Doubleday.

Hofstede, G., Hofstede, G & Minkov, M. (2010) *Cultures and Organizations: Software of the Mind*, McGraw-Hill.

Hofstede, G. (2001). *Cultures Consequences: International Differences in Work Related Values*, Sage.

Regional Illustrations

Lewis, R. (2007) *The Cultural Imperative: Global Trends in the 21st Century*, 2nd ed. Boston: Intercultural Press.

Lewis, R. (2010) *When Cultures Collide: Leading Across Cultures*, 3rd ed. Nicholas Brealey Publishing.

Gesteland , R., (2005) *Cross-Cultural Business Behavior: Negotiating, Selling, Sourcing and Managing Across Cultures*, Copenhagen Business School Press, 4th.ed.

Nydell, M. K. (2006) *Understanding Arabs*. Boston: Intercultural Press.

Storti, C. (2007) *Speaking of India*. Boston: Intercultural Press.

Nisbett, R. E. (2003) *The Geography of Thought*. New York: Free Press.

Conflict & Negotiation

Augsburger, D. W. (1992) *Conflict Mediation Across Cultures*. London: Westminster John Knox Press.

Gesteland , R., (2005) *Cross-Cultural Business Behavior: Negotiating, Selling, Sourcing and Managing Across Cultures*, (4th.ed) Copenhagen: Copenhagen Business School Press.

Management & Human Resources

Adler, N. (2008). *International Dimensions of Organizational Behavior*, (5th ed.) Prentice Hall.

Carr-Ruffino, N. (2009) *Managing Diversity: People Skills for a Multicultural Workplace*, (8th ed.) Pearson Custom.

Dalton, M. (2009) *Success for the New Global Manager: How to Work Across Distances, Countries, and Cultures*, Jossey-Bass.

Dowling, P., Welch, D. and Schuler, R., (2007) *International HRM: Managing People in a Multinational Context* (5th ed) South Western College Publishing.

Guirdham, M, (2005) *Communicating Across Cultures at Work* (2nd ed) Palgrave Macmillan.

Marx, E. (2001). *Breaking Through Culture Shock*. Yarmouth: Intercultural Press.

Trompenaars, F. & Hampden-Turner, C. (2000). *Building Cross-Cultural Competence*, New Haven: YUP.

Leadership

Brown, J. F. (2007). *The Global Business Leader*. New York: Palgrave MacMillan.

Trompenaars, F. & Voerman, E. (2009) *Servant-Leadership Across Cultures*. London: Infinite Ideas Press.

Zweifel, Thomas D. (2003). *Culture Clash: Managing the Global High-Performance Team*. New York: Select Books.

Academic Journals:

International Journal of Human Resource Management

International Journal of Cross-cultural Management

Harvard Business Review

ADDITIONAL RESOURCES

Web resource for international business etiquette:

<http://www.executiveplanet.com/>

<http://www.kwintessential.co.uk>

<http://www.communicaid.com>

UNH ONLINE LIBRARY

As part of this program, you are provided with direct access to additional resources and databases available through the online library of the University of New Haven. To access the online UNH library, go to <http://www.newhaven.edu/library/Services/CEA/> .

Students at CEA Study Abroad Centers have access to the several online research databases through the University of New Haven Library for the purposes of research. Access to these online databases is granted only during the time of enrollment, requires the use of a UNH ID number, which is issued individually to all Study Abroad Center students at the start of the semester. Access to the UNH Library is available through the *MyCEA Account*.

You must comply with UNH policies with regard to library usage. Policies can be found at:

<http://www.newhaven.edu/library/general/Policies/>

CEACLASSROOM: CEA'S MOODLE CMS

CEA instructors use the open source course management system (CMS) called Moodle that creates an interactive virtual learning environment for students and educators alike. This web-based platform provides you with 24/7 access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources directly related to your studies. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the many course learning objectives. The ceaClassroom website is located here: <https://www.ceaClassroom.com/>

During the first week of class, the CEA academic staff and instructors will provide you with log-in information and corresponding passwords to access this site. They will also help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus that is projected on the first day of class, it is the class schedule on Moodle that is the definitive and official one, given that the instructor will be announcing updates and additions there and nowhere else. It is your responsibility to ensure that you have access to all Moodle materials related to your course and that you monitor Moodle on a daily basis so as to be fully informed of required course assignments and any scheduling changes that might occur.

COURSE CALENDAR
Course Title: Cross-Cultural Management

Session	Topic	Activity	Student Assignments
1	Course Introduction, Syllabus & Requirements	Lecture and group exercise	Overview of syllabus, course material, and course assignments
2	Introduction to Cross-Cultural Management: living and working across cultures	Simulation	Reading: Steers et al. Chapter 2 pp.30-57
3	What is culture? Diversity around the world	Lecture, discussion, and video	Reading: Dumetz Chapter 1 pp.19-38
4	Describing cultural differences	Lecture, discussion, and group dynamic	Reading: Review Dumetz Chapter 1 pp.19-38
5	Cultural Dimensions relating to people	Lecture and analysis of a critical incidents	Reading: Dumetz Chapter 4 pp.117-141
6	Cultural dimensions relating to time	Lecture and analysis of cross-cultural dialogues	Reading: Dumetz Chapter 5 pp.147-162
7	Cultural dimensions relating to the world	Lecture and group analysis of case study	Reading: Dumetz Chapter 6 pp.169-193
8	Intercultural Communication: verbal communication	Lecture and practical exercises	Reading: Dumetz et al. Chapter 3 pp. 81-107 Assignment: "Analysis of Critical Incidents"
9	Intercultural Communication: non-verbal issues	Lecture and role play activity	Reading: Harris & Moran Chapter 2 pp.42-64
10	Country specific values and Business culture 1	Guest speaker	Reading: Harris & Moran Chapter 15 pp. 520-544

Note: The instructor reserves the right to make changes or modification to this syllabus as needed

COURSE CALENDAR
Course Title: Cross-Cultural Management

11	Country specific values and Business culture 2	Lecture and group activity	Reading: <ul style="list-style-type: none"> • WorldBusinessCulture.com, Kwintessential.co.uk Assignment: “Reflection on guest speaker presentation”
12	Intercultural Communication Competence Giving Feedback across cultures	Lecture and practical exercises	Reading: Comfort & Franklin Chapter 9 pp.124-133
13	Intercultural Conflict and Negotiation	Lecture and analysis of video Self-assessment and group work	Reading: Steers et al. Chapter 7 pp. 223-252
14	Midterm exam review	Course content review Analysis of critical incidents	Assignment: “Reflection on conflict resolution style self-assessment”
15	MIDTERM EXAM	MIDTERM EXAM	MIDTERM EXAM
16	Multicultural Teams 1 Improving communication in teamwork	“Diversity Icebreaker” workshop	Group project presentations assigned
17	Multicultural Teams 2 Disteffano’s MBI Model	Lecture, self-assessment and group work	Reading: DiSteffano’s article “Creating value with diverse teams in global management” Assignment: “Questions on DiSteffano’s MBI model”

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COURSE CALENDAR
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18	Managing diversity & inclusion in organizations 1	Lecture and group work	<p>Readings:</p> <ul style="list-style-type: none"> • Moran & Harris Chapter 6 pp.156-176 • HBR Article: “Does race or gender matter more to your paycheck?”
19	Diversity management in organizations: good practices	Guest speaker	<p>Readings:</p> <ul style="list-style-type: none"> • Article “When selection ends and discrimination begins” • Article: “Why I hired an executive with a mental illness” <p>Group case analysis assigned</p>
20	GROUP PROJECT PRESENTATIONS	GROUP PROJECT PRESENTATIONS	
21	GROUP PROJECT PRESENTATIONS	GROUP PROJECT PRESENTATIONS	
22	Global Leadership	Lecture and group exercise	<p>Reading: Comfort & Franklin Chapter 13 pp.179-191 & Hoppe, Michael H. (2007). “Culture and leader effectiveness: the GLOBE Study”.</p> <p>Assignment: “Description of an admired global leader”</p>

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Course Title: Cross-Cultural Management

23	National cultures & corporate cultures	Lecture and case analysis	Reading: Trompenaars Chapter 11 pp.193-221
24	Business ethics in international work 1	Lecture and group exercise	Reading: Sanchez-Runde et al. article “Cultural roots of ethical conflicts in global business”
25	Business ethics in international work 2	Group exercise and discussion on ethical conflict cases	Reading: review Sanchez-Runde et al. article “Cultural roots of ethical conflicts in global business” Assignment: “Analysis of an ethical dilemma”
26	Overcoming cultural biases	Video and group discussion Exercise: Project Implicit (Harvard)	Reading: “Ten simple steps to destruct bias”
27	Expatriation and relocations 1	Guest speaker	Reading: Harris & Moran Chapter 8 pp.205-228
28	Expatriation and relocations 2	Group presentations on case study	Case study assignment due
29	Living and working globally: Intercultural Competence	Self-assessment and reflection. Group discussion Closing exercise	Reading: Comfort & Franklin Chapter 3 pp.46-60
30	FINAL EXAM	FINAL EXAM	FINAL EXAMS

Note: The instructor reserves the right to make changes or modification to this syllabus as needed

SECTION III: CEA ACADEMIC POLICIES

CEA is committed to providing excellent educational opportunities to all students. The policies outlined in this section outline general expectations for CEA students. Please carefully review the relevant course policies outlined below to ensure your success in this course and during your time abroad.

Furthermore, as a participant in the CEA program, you are expected to review and understand all [CEA Student Policies](#), including the academic policies outlined on pages 19-23 of this document. CEA reserves the right to change, update, revise or amend existing policies and/or procedures at any time.

A. CLASS/INSTRUCTOR POLICIES

PROFESSIONALISM AND COMMUNICATIONS: As a student, you are expected to maintain a professional, respectful and conscientious manner in the classroom with your instructors and fellow peers. Following class policies as outlined in the sections below set the general expectations for your behavior and performance in CEA classes.

You are expected to take your academic work seriously and engage actively in your classes while abroad. Advance preparation, completing your assignments, showing a focused and respectful attitude are expected of all CEA students. In addition, expressing effective interpersonal and cross-cultural communication is critical to your success. Demonstrating your effort to do the best work possible will be recognized, whereas unconstructive arguments about grades, policies, procedures, and/or trying to get out of doing required work will not be tolerated. Simply showing up for class or meeting minimum outlined criteria will not earn you an A in this class. Utilizing formal communications, properly addressing your faculty and staff, asking questions and expressing your views respectfully demonstrate your professionalism and cultural sensitivity.

CLASSROOM BEHAVIOR: All students must have a respectful attitude towards the professor as well as the classmates. In order to ensure a successful learning process, students are required to show an appropriate behavior during any academic related activity. Failing to respect these rules may result in a written warning and the home universities will be informed.

ARRIVING LATE / DEPARTING EARLY FROM CLASS: Consistently arriving late or leaving class early is disruptive and shows a lack of respect for instructor and fellow students. For persistently missing class time, the instructor deducts percentage points from the overall participation grade as indicated earlier in the syllabus. Missing a significant portion of one of your classes may constitute a full day's absence. If you arrive late due to serious and unforeseen circumstances, or if you must leave class early due to illness or emergency, you must inform the instructor immediately. The instructor will determine if the amount of class time missed constitutes an absence.

APPEALING AN ABSENCE: All students receive an automatic notification of each absence as soon as attendance records are entered in the system. Therefore, any disagreement with your attendance records must be addressed with the Academic department within a period of 10 days after the notification.

SUBMITTING WORK: All formal written work you carry out in this course (research papers, projects, studies, etc.) must be submitted in electronic format. Your instructor may also require that you hand in a hard copy of your work in class. You should keep copies of your work until your academic records have been recorded at your home institution, which may take 3 – 12 months after the completion of your program. As a student, you are responsible for providing copies of your work in the event of grade appeals, credit transfer requirements, faculty requests, etc.

LATE HOMEWORK: Homework is due at the specified date and time stated by your instructor. Late homework may not be accepted and/or points may be deducted as a result. Typically, homework submitted several days after the deadline, with no previous discuss with your instructor will not be accepted. It is up to your instructor's discretion to determine penalties for homework submitted after the deadline.

EXTRA CREDIT: Individual student requests for extra credit are not permitted. Extra credit for students' who miss classes, quizzes, exams is not available in any circumstance. Typically, extra credit will not be awarded, however, in the special event your instructor determines extra credit is available for the class, it is up to his/her discretion on how and when to award opportunities for credit. Under no circumstance will extra credit exceed more than 5% of your overall course assessment.

SECTIONS: Students must attend the class section they are registered in and may not switch sections for any reason. Students who turn up in a section of a class they are not registered in will not be able to stay for the lesson and will not be considered present unless they attend their assigned section that week.

MAKE-UP CLASSES: CEA reserves the right to schedule make-up classes in the event of an unforeseen or unavoidable schedule change. All students are expected to attend any make-up classes and the standard attendance policy will apply. Make-up classes may be scheduled outside of typical class hours, as necessary.

MISSING EXAMINATIONS: Examinations will not be rescheduled. Pre-arranged travel or anticipated absence does not constitute an emergency and requests for missing or rescheduling exams will not be granted.

USE OF CELL PHONES, LAPTOPS AND OTHER ELECTRONIC DEVICES: Always check with your faculty about acceptable usage of electronic devices in class. Devices may be used during class breaks and before/after official class times only. Students who create a disturbance or fail to pay attention in class due to electronic devices, will receive a warning and must immediately put devices away unless otherwise instructed by your professor. Inappropriate usage of your electronic devices or repeat warnings will result in a warning and may lead to a deduction in participation grades and/or class dismissal. Any students asked to leave class will be counted absent for the day.

Cell Phones: Use of a cell phone for phone calls, text messages, emails, or any other purposes during class is impolite, inappropriate and prohibited. Students are asked to show common courtesy to others in order to create a positive learning environment and eliminate distractions for everyone. Cell phones, tablets, watches and other electronic devices are to be turned off or silenced (do not set to vibrate) and placed in your purse, backpack, briefcase, etc. during class and any parts of the course including guest lectures, academic excursions, site visits and so on.

Laptops: Faculty determine whether laptops will be allowed in class. The use of a laptop may be limited to specific purposes including note taking, as allowed by special needs/academic accommodations, and/or at the discretion of the instructor. The use of a laptop is prohibited during all tests and quizzes, unless otherwise specified by your instructor. If you have any questions, check with your instructor.

ACTIVE LEARNING - ACADEMIC EXCURSIONS, FIELD STUDIES, SITE VISITS, GUEST LECTURES, ETC: Students will have the opportunity to participate in a variety of experiential learning activities throughout the course. These activities may take place during regular class hours, or they may be scheduled outside class hours on occasion. Students should be mindful to arrive well prepared and on time for these activities and be engaged and respectful as it is a privilege to be invited to these visits and meet with local experts. Disrespectful behavior will result in a warning and/or dismissal from the activity and may result in a grade deduction or absence for the class period.

GRADE DISPUTES: Any questions about grades or grade dispute you encounter in this course must immediately be discussed with the instructor and resolved onsite before the last week of class. Only end-of-term assignments graded after the end of your program are subject to CEA's formal grade appeal procedure. For more information, see *CEA Academic Policies* at http://www.ceastudyabroad.com/docs/CEA_Policies.pdf.

B. CEA GENERAL ACADEMIC POLICIES

COURSE REGISTRATION: It is your responsibility as a student to ensure that your course registration records are accurate for all enrolled courses throughout the semester. At the beginning of the semester and at the end of course registration, check your *MyCEA Account* to ensure you are properly enrolled in all of your desired courses. If a course is missing or an additional course is present, you must resolve with CEA academic staff immediately.

ADD/DROP POLICIES: Students may make changes to registration once onsite, as long as full-time student status is maintained (12 credit hours in the semester) and academic program requirements are maintained. All changes must be made at the start of each term during the designated Add/Drop Period, which concludes at the end of the first week of classes during a semester or on the second day of classes during summer programs. Some limitations may apply. You are responsible for notifying your home institution of any schedule changes.

COURSE WITHDRAWAL: Students wishing to withdraw from a course may do so until the Course Withdrawal Deadline, which is the end of the fourth week of classes in a semester or the end of the first week of classes in a summer program. Course withdrawal requests approved during this timeframe will appear as a “W” on the academic transcript. To request a withdrawal, you must complete the *Change of Course Petition Form* and submit to your local academic staff. You must also notify your instructor in writing of your intent to withdraw from the course. You must remain academically eligible as a full-time student. No tuition or course fee refunds will be granted for approved withdrawals.

MONITORING GRADES AND ATTENDANCE: You are responsible for monitoring your grades and attendance records throughout the course. Any questions or concerns should be discussed immediately with your instructor and/or local academic staff. Your grades and attendance records can be accessed via your *MyCEA Account* online at any time throughout the semester.

ACADEMIC INTEGRITY: CEA is an academic community based on the principles of honesty, trust, fairness, respect and responsibility. Academic integrity is a core value which ensures respect for the academic reputation of CEA, its students, faculty and staff. CEA expects that you will learn in an environment where you work independently in the pursuit of knowledge, conduct yourself in an honest and ethical manner and respect the intellectual work of your peers and faculty. Students, faculty and staff have a responsibility to be familiar with the definitions contained in, and adhere to, the CEA Academic Integrity Policy.

For the complete policies, please see the Academic Integrity Policy in its entirety by visiting http://www.ceastudyabroad.com/docs/GC_Academic_Integrity_Policy.pdf.

Violations of CEA’s Academic Integrity Policy may result in serious consequences, including program dismissal. CEA also reserves the right to share information of such violations with your home institution.

SPECIAL ACCOMMODATIONS: CEA is supportive of students with the need for special accommodation(s) on its study abroad programs. In order to accommodate special requests, students must notify CEA in advance and provide documentation no later than one week from the start of classes. Students requesting special accommodation(s) must submit CEA’s Special Accommodation(s) Form. CEA will review requests to determine what accommodation(s) can be granted. The extent to which accommodations can be provided depends on the nature of the accommodation needed, the general situation in the host country regarding accessibility and available services and costs of services. Late requests are subject to review, and CEA may not be able to provide accommodations. Retroactive requests for accommodations will not be considered. Additional details can be found: <http://www.ceastudyabroad.com/docs/CEA-DisabilityPolicy.pdf>

RELIGIOUS HOLIDAYS: CEA is sensitive to, and supportive of, the fact that faculty, staff and students constitute a rich mixture of religious and ethnic groups. CEA recognizes that many religious holidays merit or require absence from class. To strike a reasonable balance between accommodating religious observance and meeting academic needs and standards, CEA instructors will make reasonable accommodation when a student must miss a class, exam or other academic exercise because of a required religious observance, when the instructor/Academic Office is informed of the specific instance in need of accommodation within the first two weeks of the semester course, or by the end of the second class meeting of summer or short session. Students must submit any missed work in advance of the holiday and will be required to make up missed class time through alternate assignments to receive full credit for time out of class. Students must submit a

written request for religious accommodations using **CEA's Religious Observance Request Form** in the timeline stated above for full consideration.

ACADEMIC ELIGIBILITY: You must remain academically eligible to participate in CEA classes. Factors determining eligibility are outlined in [CEA Student Policies](#), including: full-time status, satisfactory academic progress and complying with academic and attendance policies. Whether you plan to transfer letter grades back to your home institution or not, CEA expects that you will complete all graded assessment categories in each course in which you are enrolled. Failure to complete course requirements will result in grade penalties, and may lead to academic probation and/or program dismissal if you are unable to maintain satisfactory academic progress or full-time student status in your program.

EARLY PROGRAM DEPARTURE: CEA does not allow early program departures. Students departing the study abroad program prior to the end date remain subject to all course policies, including attendance. Assignments, presentations, examinations, or other work will not be rescheduled for voluntary early program departures. In the event of an emergency in which a student is unexpectedly unable to complete the program, students may submit a request for **Leave of Absence or Program Withdrawal** using the appropriate form for CEA review and approval. Contact CEA academic staff to request these forms.

COURSE AND INSTRUCTOR EVALUATIONS: Students will have the opportunity to evaluate both the class and the instructor at the conclusion of the course. Your constructive participation in the evaluation process is important and appreciated.

TRANSCRIPTS: CEA transcripts for this course will be available approximately 90 days from your program completion.

APPEALING A GRADE: Students who decide to appeal a course grade must do so within the **60-day period** following the end of your academic program (or, for academic year students, the end of the semester in which the course was taken). Upon receiving course grades through the *MyCEA Account*, you may initiate the appeal process by filling out and submitting to Academics@ceastudyabroad.com and your onsite academic staff the CEA **Grade Appeal Application Form**.

The grade appeal must concern an end-of-semester form of assessment calculated after the Program End date. It is your responsibility to address all interim grading issues directly with your instructor(s) while onsite. The appeal procedure and the grade re-evaluation it requires do not guarantee a change in grade and could result in an increase, no change, or decrease in the final grade. Any change is subject to a ruling by the course instructor, in consultation with the Academic Dean, and must be based on the academic evidence provided by you to support the appeal. Keep in mind that you may need to submit copies of your work, emails to/from faculty if you are disputing a grade. We recommend keeping records of your work and communications for 3 – 12 months after program completion, until your academic records have been recorded at your home institution.

Upon receiving the results of the review and the decision of the instructor, CEA staff will inform you of the outcome of the appeal. Students who decide to submit a secondary appeal must submit a *Grade Appeal Review Petition* to the Department of Academic Affairs at Academics@ceastudyabroad.com within 15 days of being informed of the initial appeal decision. Secondary appeals will be reviewed by CEA's Academic Review Board. All decisions from the Academic Review Board are final.

A FULL LIST OF CEA POLICIES IS AVAILABLE ONLINE:
[HTTP://WWW.CEASTUDYABROAD.COM/DOCS/CEA_POLICIES.PDF](http://www.ceastudyabroad.com/docs/CEA_POLICIES.PDF)