



## **SECTION I: Course Overview**

### ***Family Business and Entrepreneurship***

**UNH Course Code:** BUS337

**Subject Areas:** Business

**Prerequisites:** Two one-hundred or one two-hundred level course(s) in the subject area(s) of instruction.

**Language of Instruction:** English

**Contact Hours:** 45

**Recommended Credits:** 3

#### **COURSE DESCRIPTION**

The course will begin by defining what is meant by Family Business and its importance to all economies, both developed and developing. Students will firstly become familiar with the entrepreneurship process through which a small business is created. This occurs when individuals identify opportunities, evaluate whether they are viable, and then assemble the resources needed to build a new venture. In the course, some of the unique issues faced by entrepreneurial firms and family businesses will also be presented.

Students will be guided through an examination of the challenges of managing small firms and an exploration of the realities of achieving growth. For instance, the following topics will be covered: family ownership (FIAT), family involvement in management (Ferrero) and the influence of a family over a business (including the legacy of a Family Business)(Gucci). Family Businesses have a significant part to play in economies; in Europe 67% of employees are employed in Family Businesses (Pozza, 2009). Performance, Ethics, Innovation and Quality will be proposed and critically evaluated as advantages of family controlled businesses. The course will also address the anatomy of Family Businesses looking at Management Structure, Control Mechanisms, Strategy Formation, Growth Strategy, Supply Chain Relationships, Financial Structure and Culture of Family Business.

The course will look at the specific issues surrounding a Family Business from birth and entrepreneurship, through growth stages (including red flags), into continuation to next generation ownership, partial ownership, corporate governance in Family Businesses, into devolvement of control of the business, including the termination strategies for a Family Business.

The course will be reinforced with case studies and visits to Family Businesses located in the Florence surroundings. Students will be encouraged to explore and embed themselves into the local Family Business tradition by means of site visits and meetings with representatives from such businesses.

#### **LEARNING OBJECTIVES**

##### Cognitive / Knowledge skills

- Describe the business model of Family Businesses, including the types and classifications.
- Identify and relate how Family Businesses create and grow competitive advantage.
- Enumerate the value of Family Business to local, national and international economies.
- Explain how globalized businesses threaten the existence of Family Businesses.
- Elucidate how Family Businesses can protect and grow their business.

##### Analytical / Critical Thinking Skills

- Articulate arguments for Family Businesses being more ethical than externally financed businesses.
- Evaluate the role that culture and tradition play in the repudiation or acceptance by European and U.S. economies of Family Business.

- Demonstrate how innovation and quality within family controlled businesses differ from the types of innovation and quality offered by externally financed businesses.
- Marshal pertinent facts and figures demonstrating that the method of financing is largely responsible for the growth of short termism in global business.
- Enumerate the political criteria on which Family Business is/is not successful in a given economy.
- Complete researches into why Family Business may be different in the location of study compared to the domestic context of the student.

#### Affective & Behavioral / Attitudinal Skills

- Learn to recognize and appreciate non-American attitudes and values regarding quality and product differentiation.
- Appreciate distinct national attitudes to the nature of business; capital gearing, the need for growth and the purpose of business.
- Critically evaluate the student's own relationship to products, identifying what attracts them, what does not, and what cultural forces might account for such reactions.
- Examine and assess the purchasing habits the student brought to this course and any changes that have resulted from their experience of shopping in a different culture.
- Maintain a personal journal where the student records new encounters and the ethical issues these raise regarding the selecting, buying, and consuming of products.

## **SECTION II: Instructor & Course Details**

### **INSTRUCTOR DETAILS**

**NAME:**

**CONTACT INFORMATION:**

### **INSTRUCTIONAL FORMAT**

This course will meet twice per week for 1 hour 20 minutes, for a total of 30 class sessions

### **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.

<b>FORM OF ASSESSMENT</b>	<b>VALUE</b>
REFLECTION JOURNAL	15%
RESEARCH PROJECT	20%
BLOG ABOUT FAMILY BUSINESS	10%
MID TERM EXAM	20%
FINAL EXAM	25%
CLASS PARTICIPATION	10%

### **ASSESSMENT OVERVIEW:**

#### **Reflection Journal**

This ongoing assignment in personal reflection consists of recording your experiential learning, your reactions and responses to your new business environment, and the personal thoughts, fears, ideas

and challenges you encounter throughout this course. You will reflect upon the knowledge you acquire through theoretical readings and class discussions or upon how such theory is personally experienced by you. Your goal in this journal is to draw from your first-hand experience and overall cultural awareness and reflect upon your own value system and cultural attitudes in a structured manner within the context of living and being involved in business in a different culture. These reflective exercises should contribute to your appreciation and respect for people with differing cultural values and add to your general adaptive skills necessary for living in a cultural milieu different from your own.

The Reflection Journal is an individual project that you should complete during your course period. In the report you will consider the theory studied and its application into practice in the environment of your studies. It is advised that you write a draft of the experience report weekly or biweekly. At the end of the course period you will only have to organize and review the whole work.

### **Field Research Project**

The instructor will explain in detail the specific approach and will suggest content to be integrated into your research. The instructor will also provide suggestions on the methodology to be employed and on a specific angle for the student's work. In this exercise, your work will be evaluated according to the tenets and principles of scholarly academic research and Standard English usage and expository writing. Therefore, ensure that you are using a recognized handbook of style, a good dictionary, and that you are guided by the highest principles of academic integrity. The instructor will supply you with additional guidelines and advice on research topics, methods and resources for successfully completing your paper here in a "foreign" country. As a quick checklist of things to begin thinking about, the following guidelines will help you in deciding on a research topic and in planning its execution.

1. Choose an aspect of Family Business which interests you (e.g. The Finance of Family Business, The Structure of Family Business, Control Mechanisms, Strategy Formation, Supply Chain Relationships or Growth Strategy)
2. Decide which people you should meet/interview and what information to include in this report.
3. Search out a wide variety of both bibliographical and onsite resources.
4. Show personal involvement in the subject in a demonstrable way by visiting trade professionals.
5. Use local resources and make your finished project one that couldn't be done in the US.

### **Family Business Blog**

Beginning in the second week of our meetings, each of you will begin writing and updating online weblog entries related to a point of special interest to you on the subject of Family Businesses. You will regularly publish on our course blog the material you gather. Everyone must identify and select a different business sector, so choose and submit to the instructor as soon as possible the sector you want to "follow" for the next 10 weeks. In the run-up to your many editorial "deadlines", you will want to survey the international press, collect pertinent information (taking care to cite and evaluate all sources you use) and then craft a brief article or posting that highlights the pressing issues, problems, decisions or actions related to the relevant business sector. Where possible, make direct email contact with the people or organizations you are researching. They might be able to help with your project, both in terms of gathering first-hand "primary" information on the business and in getting directions on where you should be looking for additional information and insight. They may have a blog and other e-forums for discussion and updates. You may use whatever *supporting* documentation you deem appropriate for your postings (images, videos, short documents, links, etc.) but the *text of your submissions must be in your own words*. Do not copy online text into your work. And of course everyone is required to comment on the postings of their classmates. You will post your entries on the Moodle blog associated with the course.

#### **Blog Guidelines:**

- Choose an issue that is currently prominent and which has been in the news.
- Select an issue that is sufficiently important to be regularly newsworthy.
- Be sensitive to the ethics and possible consequences of this assignment.
- Organize your work around course-related themes.
- Draw you materials from news sources no older than 10 years.
- Cite both the author and the publication in all sources, using specific referencing style.
- Cover a wide range of publications (number, national origin, political color).

- Don't just list the attributes of a business or a topic, but critically analyze and evaluate.

**Mid-Term Examinations:** It is designed to establish and communicate to you the progress you have made towards meeting the course learning objectives listed above. It is comprised of multiple choice and essay questions testing 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. In the Essay Questions particular emphasis will be placed on applying what we have learnt on visits to Family Businesses. You may also be asked to submit a presentation as part of the mid-term submission.

**Final Examinations:** The final exam is designed to establish and communicate to you the progress you made towards meeting the course learning objectives listed above. It is comprised of ID, multiple choice and essay questions which 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:** 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 to 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.

Additionally, it is important to demonstrate a positive and supportive attitude to the instructor and your classmates, and give full attention to class activities (i.e., cell-phones off, laptop for notes only, not sleeping or distracted, etc.). Whereas attendance and punctuality are expected and will not count positively towards the grade, laxity in these areas will have a negative effect. 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)

**CEA Grading Scale:** Your grades will be calculated according to CEA's standard grading scale, 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

### **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 XX 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 XX days of class, regardless of the reason for the absence.
  - If your absences exceed XX 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.

A course reader will be made available to students via Moodle and will also be available in print in the resource center at the CEA Study Center.

### **Recommended readings:**

#### **Books**

- Poza Ernesto, (2013). Family Business: A Guide for Managers, Practitioners & Educators. 480 pages.
- Aronoff C.E., McClure S.L., Ward J.L., (2011) Family Business Succession: The Final Test of Greatness. 112 pages.
- Scmieder, J., (2014) Innovation in the Family Business: Succeeding Through Generations. 144 pages.

- Pearson, A. W., Holt, D. T., & Carr, J. C. (2013). Scales in Family Business studies.
- Daft R., Murphy J., Willmott H. (2010) Organization Theory and Design 23 Pages
- DeWit R. (2014) Strategy Synthesis, Cengage Chapter 7 25 Pages
- Cameron, Quinn. (2011) Diagnosing and Changing Organizational Culture: Based on the Competing Values Framework, 221 pp.
- Morgan, H. L., A. Kallianpur, and L. M. Lodish, *Entrepreneurial Marketing: Lessons from Wharton's Pioneering MBA Course*, John Wiley & Sons, 2001, 272 pp.
- Hoy, Frank, and Pramodita Sharma. *Entrepreneurial Family Firms*. Upper Saddle River, N.J: Prentice Hall, 2010. Print. 267 pp.

### **Academic Articles**

- Kleiman R., Peacock E, (1996) Family Businesses as an Economic Phenomenon. 5 pages
- Brigham H., Lumpkin T., Tyge Payne G., and Zachary M. (2014) Researching Long-Term Orientation: A Validation Study and Recommendations for Future Research. 30 Pages
- Developing Positivity in Family Business Leaders, Family Business Review March 2015 28: 60-75, first published on October 1, 2013
- Chrisman, J. J., & Patel, P. C. (2012). Variations in R&D investments of family and non-family firms: Behavioral agency and myopic loss aversion perspectives. *Academy of Management Journal*, 55, 976-997.

### **Journals and Literature Sources**

- Family Business Review, SAGE Journals <http://fbr.sagepub.com>
- Journal of Family Business Strategy, Elsevier <http://www.sciencedirect.com/science/journal/18778585>
- Journal of Family Business Management, Emerald <http://www.emeraldgroupublishing.com/products/journals/journals.htm?id=jfbm>

### **ADDITIONAL RESOURCES**

#### **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/>

#### **CEA CLASSROOM: 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 CEA Classroom 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: Family Business and Entrepreneurship**

<b>Session</b>	<b>Topic</b>	<b>Activity</b>	<b>Student Assignments</b>
1	<b>Introduction to course Review of syllabus Classroom Policies</b>	<i>Review of Assignments, Deadlines and class participation. General Discussion on Family Business</i>	<b>Reading:</b> <i>Poza, 2013 Chapter 1</i>
2	<b>What is Family Business?</b>	Review of Definitions Active Discussions on the Meaning of Family Business	
3	<b>How important is Family Business?</b>	<b>Discussion on the economic importance of Family Business and implications on Quality, Entrepreneurship and Innovation</b>	Kleiman R., Peacock E, (1996) Family Businesses as an Economic Phenomenon. 5 pages
4	<b>Types of Family Business (Systems Theory Model)</b>	<b>Analyze researched companies in terms of classification</b>	<b>Systems Theory Model Poza Chapter 2</b>
5	<b>The Finance of Family Business</b>	<b>What are the major differences in financing a business from a family compared to outside sources of finance?</b>	Brigham H., Lumpkin T., Tyge Payne G., and Zachary M. (2014) Researching Long-Term Orientation: A Validation Study and Recommendations for Future Research. 30 Pages
6	<b>The Structure of Family Business</b>	Looking at Business Structures as they effect Family Business	<i>Mintzberg Business Structures 5 Types of Organisational Structure</i> Daft R., Murphy J., Willmott H. (2010) Organization Theory and Design
7	<b>Strategy Formation</b>	How do Family Businesses formulate Strategy?	DeWit R. (2014) Strategy Synthesis, Cengage Chapter 7 25 Pages

**COURSE CALENDAR**  
**Course Title: Family Business and Entrepreneurship**

8	<b>Supply Chain Relationships</b>	<b>Is there a difference between the ways Family Businesses deal with the supply chain to the way externally financed businesses do?</b>	DeWit R. (2014) Strategy Synthesis, Cengage Chapter 6 24 Pages
9	<b>Site visit to local Family Business #1</b>	Field experience of a Family Business	<b>Students should research the Acquisition of Nestle Confectionary Businesses, Mars, Kraft and Ferrero.</b>
10	<b>Growth Strategy</b>	<b>Is there a difference between the growth Strategy of a Family Business and the growth strategy of an externally financed business?</b>	DeWit R. (2014) Strategy Synthesis, Cengage Chapter 5 21 Pages
11	<b>The Values and Culture of Family Business</b>	What types of Cultures are most appropriate to a Family Business?	Cameron, Quinn. (2011) Diagnosing and Changing Organizational Culture: Based on the Competing Values Framework.
12	<b>The Ethics of a Family Business</b>	Are ethics different in a Family Business?	DeWit R. (2014) Strategy Synthesis, Cengage Chapter 3 Pages 71-73
13	<b>Innovation and Family Business</b>	Why are Family Businesses more Innovative?	Alessi Case Study
14	<b>Quality in a Family Business</b>	Definitions of quality. Why do Family Businesses exhibit greater quality?	La Tosteria Case Study
15	<b>Review Session</b>		
16	<b>Mid Term Exam</b>		
17	<b>Entrepreneurship: the start of Family Business 1</b>	The Basic Models of Entrepreneurship	



**COURSE CALENDAR**  
**Course Title: Family Business and Entrepreneurship**

18	<b>Entrepreneurship: the start of Family Business 2</b>	The move from Entrepreneurship to a Family Business.	Ferrari Case Study
19	<b>The growth and red flags in a Family Business</b>	What are the specific challenges within the growth of a business	Division of labour theory
20	<b>Succession Strategy Continuation</b>	What problems may a company face when choosing a successor?	FIAT Case Study
21	<b>Training the Successor</b>	The right experience for a successor	Models of Succession
22	<b>Partial Ownership</b>	How can families let go gracefully?	Luxottica and Ferrgamo
23	<b>Corporate Governance and Family Businesses 1</b>	Is Governance required in 100% family owned business	Governance Structures
24	<b>Corporate Governance and Family Businesses 2</b>	Family Business and Governance	Parmalat Case
25	<b>When Family Business Goes Wrong</b>	Parmalat	Resolve issues at Parmalat
26	<b>Devolvement of Control by a Family Business</b>	Outside Managers	FIAT, Luxottica
27	<b>Termination Strategies for a Family Business</b>	How do Family Businesses end? Getting out. Getting the right deal.	
28	<b>Site visit to local Family Business #2</b>		
29	<b>Review Session</b>		
30	<b>Final Exam</b>		

## 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.

**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.

**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 TRIPS, 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 [www.ceastudyabroad.com/docs/CEA\\_Policies.pdf](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](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](mailto: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](mailto: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)