



FLOR BUSN 3378
Global Workforce Management
CAPA FLORENCE PROGRAM

Course Description

This course provides an integrative framework for understanding the business challenges that are associated with effective workforce management around the world. As more and more companies try to leverage the benefits of a global labor market, it is critical to understand the challenges that managers must deal with as they try to coordinate work practices across country settings and prepare individuals for global assignments. Toward that end, we will examine how international labor markets compare in terms of labor costs, labor supply, workplace culture. Cases from developed and emerging economies will be used to illustrate the complex cultural and regulatory environment that multinational firms face in such areas as talent management, performance management, offshore outsourcing, downsizing and industrial relations. The last segment will focus on the individual and organizational factors that promote successful global assignments.

Localized Context: With its global presence, CAPA offers students the opportunity to enrich their academic experience by exploring the localized context in Florence, a premier educational center in Europe. Italy and continental Europe offer an interesting venue to understand and appreciate human resource practices from a European perspective. The various countries in Europe have developed unique approaches to workforce management. This course will inform the students on the subtle differences in workforce management practices in the European Union. With the growing integration of the European Union and the push towards globalization, managing human resources within a global environment has become increasingly challenging. The presence of Italian, other European, American and Asian global corporations will present rich perspectives in understanding the subject matter of the course from the Florence location. As outsourcing and offshoring expands into various professions, the emerging role of large populations of highly skilled staff in developing countries is changing the face of employment opportunities in Europe. Further, the economic constraints imposed by the global economic crises have forced the corporate world and governments to take a harder look at their employer-employee relationships. Florence, with its multicultural environment and diverse population, is an ideal venue to present Workforce Management in a truly European context.

The students will be expected to develop and expand their understanding of this local context in the global and European marketplace. The research paper project provides the students an opportunity to explore this localized context and to demonstrate their learning outcomes from this unique opportunity provided studying Global Workforce Management at the CAPA Florence Centre.

Course Aims

The course aims to equip students with the ability to recognize the diversity in the global workforce that global firms face in today's increasingly complex and unstable world. It provides a comprehensive understanding of the ways multinational corporations can successfully integrate and draw on the talent available across the globe.

Requirements and Prerequisites

There are no prerequisites. Students from a variety of backgrounds and interests are encouraged to take this class.

Learning Outcomes

Following completion of these course students should be able to:

- a. Have an appreciation of the major (external and internal) forces that may influence global human resource management (HRM) operations as well as major challenges in the global labor market;
- b. Recognize the differences between host and foreign nationals and other culture perspectives in managing an international workforce;

- c. Outline the link between human resource strategy, organizational structure and competitive strategy;
- d. Demonstrate an understanding of the key strategic issues arising from globalization of the workforce and define the key terms in global HRM;
- e. Understand and apply the requirements for global staffing;
- f. Identify the specific issues related to workforce development in the Global Marketplace;
- g. Recognize the relevant issues in managing international assignments;
- h. Analyze the issues surrounding global performance and compensation management.

Class methodology

This class will be participative and will require students to contribute individually and as part of a team. The course content and delivery will create a framework where students reflect critically on the weekly discussion topics. The students are required also to identify key aspects within the localized context of Europe to benefit from their presence in Florence. Examining the topics also from a European perspective will be essential. To do so students will be expected to keep up with the current issues in local and international Media. Reading sources should include The Economist, The Financial Times, The New York Times, and local and regional business periodicals. The teaching and learning methods will be a blend of the following:

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

Grade Breakdown and Assessment of Learning Outcomes

Assessment Task	Grade %	Learning Outcomes	Due Date
Individual class participation • General class participation	5%	a, b, c, d e, f, g, h	Weekly
Mid-term exam • Short essay questions and closed-ended question format	25%	a, b, c, d	Week 6
GNL group exercises • Four assessed exercises	20%	a, b, c, d e, f, g, h	Various
Final exam • Short essay questions and closed-ended question format	25%	e, f, g, h	Week 13
Individual research paper (2,500 words) on a topic linked to the GNL theme • Research paper topic and plan of work • Research brief for a case study and/or data • Presentation of research paper outline in class • Research paper	25%		Various
Overall grade	100%		

Name	Range	
A	100	to 93%
A-	<93%	to 90%
B+	<90%	to 87%
B	<87%	to 83%
B-	<83%	to 80%
C+	<80%	to 77%
C	<77%	to 73%
C-	<73%	to 70%

D+	<70%	to 67%
D	<67%	to 60%
F	<60%	0

Globally Networked Learning (GNL)

This is course is CAPA GNL course, providing the unique opportunity to learn about working not only in Florence but also in London.

Students in the CAPA centres in Italy and the UK will work individually and in groups, and will collaborate both locally and globally, with a number of classes throughout the course will be run jointly with those at the CAPA center in London. Out-of-class activities may involve just working in their country group (asynchronous) or individually and with their assigned groups from the other centre (synchronous).

All GNL activities, both group and individual, are aligned to the international human resources management theme of performance management. Human talent is critical to the success of all organizations to plan for, attract, develop and retain capable and committed employees, at home and abroad. Research has shown that companies who invest in talent management practices consistently outperform their peers. The challenge of managing human resources effectively to achieve organizational strategic objectives only increases in scope and complexity with the introduction of multiple cultures, differing national practices and regulations. Key to this is performance management: to support the retention and engagement of talented and skilled employees; maintain and develop corporate culture; build a global leadership pipeline; and improve employee learning.

Mid-Term & Final Exams

Exams are held on weeks 6 and 13 of the course. Each of the exam will cover half of the course content covering lessons in weeks 1-5 in the Mid-term and lessons in weeks 6-11 in the Final exam. The mid-term and final exams will include a combination of short essay questions and closed-ended question. Each exam will cover approximately half of the course content.

Class Participation and Assignments

Each week, your Lecturer will look for lively discussion and debate in class. You are expected to read the appropriate material listed in the class schedule before each class. This is a mark for participation, NOT attendance (which is compulsory). The preparation and critical discussion of the homework assignments will count as class participation.

The assigned readings and case studies involve some preparation. You are expected to provide an oral or written critical commentary on academic readings and cases assigned in class, applying the learning points from the weekly content into the issues raised in the various readings and cases. For the academic journal readings you may be asked by the instructor to prepare a short written report (literature critique) in order to develop and assess your ability to identify and evaluate the contribution of academic research to the IHRM practice.

For some of the case studies you will be asked to work in group. In those cases discuss and prepare the case with your respective partners prior to the weekly class. You are expected to work closely with your partners in a collaborative manner. GNL presentation sessions and work in group for completion of GNL assignment will be considered as a relevant part of class participation and assessment of each student.

The following table is a guide to grading for participation.

Grade	Discussion	Reading
A range	Excellent: 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+	Very Good: 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-	Satisfactory: 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 analyze them.
C range	Poor: 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.
D / F	Very Poor: 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.

Individual Research Paper (2,500 words, +/- 10%)

Student's individual work will focus on the development and delivery of a research paper of up to 2,500 words. The subject will be chosen by the individual student and agreed with the local faculty member. The topic of the individual research paper will be aligned with the GNL project theme of performance management, approached from the localized perspective of the European region.

As performance management is a central theme in the course and touches on most aspects of international human resources management, there will be a wide choice available. However, students will need to narrow down their research topic significantly to avoid presenting a high level overview attracting only low marks. Students should identify a small aspect of the theoretical discussion that interests them and focus sharply on it. A research paper that merely presents a general overview of the relevant chapter(s) will only receive an average grade at best.

- In week 6 students will have to post on CANVAS their research topic and a work plan. Students are required to identify a case study or sufficient secondary data that empirically fit the selected topic. Students may choose current or recent global HRM events or alternatively examine an event/s from a historical perspective.
- In week 9 students will give a short presentation in class of the outline of their research paper, including how they are progressing with the analysis, how the case study or evidence fits into the theoretical discussion, and if the facts consistent with the theory.

PLEASE NOTE: It is important that students are well prepared for these status updates. The updates at weeks 6 and 8 do carry a small percentage of the marks, but more importantly, these points will enable the lecturer to provide you with the necessary guidance and feedback.

The research paper has to be submitted by Friday 7 April - 8PM (week 12) via CANVAS and via email (daria.sarti@unifi.it) to the instructor.

In the lesson in week 14 findings will be presented in class . Each student will provide an outline of their essay, the theoretical background, data and findings of the case study and conclusions. Please note that this presentation should be limited to 10-15 slides and 20 minutes. There will be a short Q&A session following the presentation.

To obtain an 'A' grade, the submission will have to meet three requirements: (1) clear theoretical discussion; (2) good presentation of case study; and (3) thorough analysis. Any submissions that do not meet all the criteria will be downgraded. A thorough analysis will examine and explain a number of key elements. How does the case study or evidence fit into the theoretical discussion? Are the facts consistent with the theory? What lessons were learnt from this project? This analysis will carry the highest weight for this assignment.

A prior short version of the final submission has to be presented in week 12. During this in-class review students will be given a feedback on their presentations and will be expected to incorporate this feedback into their final research paper submission.

Guidance on all areas of assessment will be provided throughout the term. You are encouraged to discuss the direction and content of your projects with the lecturer during her office hours.

Course Materials

The following text is required for the course: **Vance, C. M., & Paik, Y. (2015). *Managing a Global Workforce: Challenges and Opportunities in International Human Resource Management* (3rd ed.). NY: Routledge.**

It is essential that all students have access to the above textbook.

Additional Reading(s)

The following articles should be read in conjunction with the required course text:

<i>Lesson due</i>	<i>Reading no./Reference/Material</i>
#2	2-1. Thite, M., Wilkinson, A., & Shah, D. (2012). Internationalization and HRM strategies across subsidiaries in multinational corporations from emerging economies – A conceptual framework. <i>Journal of World Business</i> , 47(2), 251-258. 2-2. Aguilera, R. V., & Dencker, J. C. (2004). The role of human resource management in cross-border mergers and acquisitions. <i>The International Journal of Human Resource Management</i> , 15(8), 1355-1370.

#3	<p>3-1. Hofstede, G. (1980). Motivation, leadership, and organization: do American theories apply abroad?. <i>Organizational dynamics</i>, 9(1), 42-63.</p> <p>3-2. Hofstede, G. (1993). Cultural constraints in management theories. <i>The Academy of Management Executive</i>, 7(1), 81-94.</p> <p>3-3. Pudelko, M. (2006). A comparison of HRM systems in the USA, Japan and Germany in their socio-economic context. <i>Human Resource Management Journal</i>, 16(2), 123-153.</p>
#5	<p>5-1. Story, J. S., Barbuto, J. E., Luthans, F., & Bovaird, J. A. (2014). Meeting the Challenges of Effective International HRM: Analysis of the Antecedents of Global Mindset. <i>Human Resource Management</i>, 53(1), 131-155.</p>
#7	<p>7-1. Burba, F. J., Petrosko, J. M., & Boyle, M. A. (2001). Appropriate and inappropriate instructional behaviors for international training. <i>Human Resource Development Quarterly</i>, 12(3), 267-283.</p>
#8	<p>8-1. Harvey, M., Novicevic, M. M., Buckley, M. R., & Fung, H. (2005). Reducing in-patriate managers' 'liability of foreignness' by addressing stigmatization and stereotype threats. <i>Journal of World Business</i>, 40(3), 267-280.</p> <p>8-2. Minbaeva, D. B., & Michailova, S. (2004). Knowledge transfer and expatriation in multinational corporations: the role of disseminative capacity. <i>Employee relations</i>, 26(6), 663-679.</p> <p>8-3. Moeller, M., & Harvey, M. (2011). In-patriate marketing managers: issues associated with staffing global marketing positions. <i>Journal of International Marketing</i>, 19(4), 1-16.</p>
#10	<p>10-1. Woodford, K., & Maes, J. D. (2002). Employee performance evaluations: administering and writing them correctly in the multi-national setting. <i>Equal opportunities international</i>, 21(7), 1-8.</p> <p>10-2. Schuler, R. S., Fulkerson, J. R., & Dowling, P. J. (1991). Strategic performance measurement and management in multinational corporations. <i>Human Resource Management</i>, 30(3), 365-392.</p> <p>10-3. Maley, J., & Kramar, R. (2014). The influence of global uncertainty on the cross-border performance appraisal: A real options approach. <i>Personnel Review</i>, 43(1), 2-21.</p>
#11	<p>11-1. Sims, R. H. & Schraeder, M. (2005). Expatriate compensation: An exploratory review of salient contextual factors and common practices. <i>Career Development International</i>, 10(2), 98-108.</p>

The above readings will be available on class material in CANVAS. Students are expected to make an oral or written literature critique (instruction will be provided by the course leader weekly and updated on CANVAS) on the academic journal articles listed above among the additional readings. Further recommended readings or case studies to be presented and discussed in class might be given weekly by the Instructor.

Weekly Course Schedule

The course schedule below indicates class-based sessions at CAPA. The schedule may be revised as the term progresses to incorporate field trips or guest speakers.

WEEK 1.	
Lesson #: 1. Introduction to International HRM	
Meet /Venue:	
In-class activity:	<ul style="list-style-type: none"> • Introductions, student interests, prior knowledge and experience • Course format and delivery, required work and assessments (including research paper guidelines), • Introduction to GNL (Global Networked Learning) • Topic 1-1: Overview of International Human Resource Management (HRM) • Topic 1-2: Understand major external and internal forces influencing global workforce management (GWM) • Topic 1-3: Key perspectives and major trends in GWM

	<ul style="list-style-type: none"> Case Study: 1.2: MNC Collaboration in Social Responsibility
Required readings:	Chapter 1 of Vance & Paik
Assignments (for next lesson):	<ul style="list-style-type: none"> Required reading for lesson 2 Thite et al (2014). <i>Reading 2-1. (see session on Additional Readings)</i> Aguilera & Dencker (2004). <i>Reading 2-2. (see session on Additional Readings)</i>.

WEEK 2.	
Lesson #: 2. Cultural foundations of international HRM	
Meet /Venue:	
In-class activity:	<ul style="list-style-type: none"> Topic 2-1: Understanding the concept of Culture Topic 2-2: Major Models of National Culture (including Hofstede's cultural model) Topic 2-3: Plan for cultural changes in various business contexts such as international mergers and acquisition Case study: 2.1 Cross-Cultural Assessment over a Cup of Coffee
Required readings:	Chapter 2 of Vance & Paik Thite et al (2014). <i>Reading 2-1. (see session on Additional Readings)</i> . Aguilera & Dencker (2004). <i>Reading 2-2. (see session on Additional Readings)</i> .
Assignments (for next lesson):	<ul style="list-style-type: none"> Required reading for lesson 3 Hofstede (1980) & Hofstede, G. (1993). <i>Reading 3-1. & 3-2. (see session on Additional Readings)</i>. GNL exercise

WEEK 3.	
Lesson #: 3. Changes and challenges in the global labor market	
Meet /Venue:	
In-class activity:	Changes and challenges in the global labor market <ul style="list-style-type: none"> Topic 3-1: Globalization, technological advancements, changes in labor force demographics and cross-border migration Topic 3.2: Emergence and influence of the contingent workers as a significant component of the labor force Topic3.3: Offshore sourcing vs. on shoring Case Study: Case: 3.1. Chinese are Moving to Africa to Make Shoes Case Study: Case: 3.2. India is sending jobs abroad
GNL	GNL01: Cultural Differences
Required readings:	Chapter 3 of Vance & Paik Hofstede (1980); Hofstede, G. (1993); Pudelko (2006). <i>Reading 3-1. 3-2. 3-3. (see session on Additional Readings)</i> .
Assignments (for next lesson):	<ul style="list-style-type: none"> Required reading for lesson 4 GNL exercise

WEEK 4.	
Lesson #: 4. The key role of international HRM success in MNC strategy	
Meet /Venue:	
In-class activity:	<ul style="list-style-type: none"> Topic 4-1: Competing and performing in global market: firm-specific knowledge transfer, Global leadership talent development, Strategic Control Needs, Structuring for optimal global performance Topic 4-2: Linking HRM practices to competitive strategy and organizational structure Topic 4-3: Paradigm shift in International HRM Case: 4.2 Is Accenture's Global Face Really a Façade?
GNL	GNL02: The role of HRM in mergers and acquisitions
Required readings:	Chapter 4 of Vance & Paik
Assignments (for next lesson):	<ul style="list-style-type: none"> Required reading for lesson 5 GNL exercise Story et al (2014) - <i>Reading 5-1. (see session on Additional Readings)</i>.

WEEK 5. MAKE UP CLASS	
Lesson #: 5. Global HR planning	
Meet /Venue:	
In-class activity:	<ul style="list-style-type: none"> Topic 5-1: The role of HR planning in carrying out MNC strategy for the long and short term Topic 5-2: Environmental scanning and decisions about work demand and labor supply

	<ul style="list-style-type: none"> • Topic 5-3: The purpose of Job analysis and Job design for meeting global strategy work demand • Topic 5-4: International work arrangements, classes and forms of global workforce and sources of global labor supply • Case: 5.2 A Google Search - For Talent
GNL	GNL03: Job design and selection
Required readings:	<ul style="list-style-type: none"> • Chapter 5 of Vance & Paik • Story et al (2014) – <i>Reading 5-1. (see session on Additional Readings).</i>
Assignments (for next lesson):	<ul style="list-style-type: none"> • Required reading for lesson 6 • Midterm exam revision • Research paper outline – post on CANVAS research topic and a work plan

WEEK 5. MAKE UP CLASS:	
	NO CLASS

WEEK 6.	
Lesson #: 6. Global staffing	
Meet /Venue:	
In–class activity:	<ul style="list-style-type: none"> • Topic 6-1: Key factors affecting global staffing • Topic 6-2: Global recruitment of HR • Topic 6-3: Global Selection of HR • Case: 6.2 MNC Staffing Practices and Local Anti-Discrimination Laws
Assessment	Mid-term exam
Assessment	Research topic and a work plan
Required readings:	<ul style="list-style-type: none"> • Chapter 6 of Vance & Paik
Assignments (for next lesson):	<ul style="list-style-type: none"> • Required reading for lesson 7 • GNL exercise • Burba et al. (2001) – <i>Reading 7-1. (see session on Additional Readings).</i>

WEEK 7.	
In–class activity:	Semester Break

WEEK 8.	
Lesson #: 7. Global workforce training and development	
Meet /Venue:	
In–class activity:	<ul style="list-style-type: none"> • Topic 7-1: Strategic role of training and development in the global marketplace • Topic 7-2: Fundamental concepts and principles for guiding global training and Development • Topic 7-3: Training imperatives for the global workforce. • Case: 7.1 Safety training insights for women expats in India • Case study 7: Leading the way for a new culture at Chrysler
GNL	GNL04: Training, development and performance
Required readings:	<ul style="list-style-type: none"> • Chapter 7 of Vance & Paik • Burba et al. (2001) – <i>Reading 7-1. (see session on Additional Readings).</i>
Assignments (for next lesson):	<ul style="list-style-type: none"> • Required reading for lesson 8 • GNL exercise • Harvey et al. (2005); Minbaeva & Michailova (2004); Moeller & Harvey (2011). <i>Reading 8-1. – 8-2. – 8-3. (see session on Additional Readings).</i>

WEEK 9.	
Lesson #: 8. Managing international assignments	
Meet /Venue:	
In–class activity:	<ul style="list-style-type: none"> • Topic 8-1: Expatriate preparation, foreign assignment and repatriation • Topic 8-2: International assignments considerations for special expatriates • Topic 8-3: New and flexible International assignments • Case: 8.1 Working in a sheltered enclave in Shanghai, China • Case: 8.2 Re-Entry Shock: A Family Affair • Short presentation
Assessment	Research paper- short presentation in class
Required readings:	<ul style="list-style-type: none"> • Chapter 8 of Vance & Paik • Harvey et al. (2005). <i>Reading 8-1. (see session on Additional Readings).</i>

	<ul style="list-style-type: none"> • Minbaeva & Michailova (2004). <i>Reading 8-2. (see session on Additional Readings).</i> • Moeller & Harvey (2011). <i>Reading 8-3. (see session on Additional Readings).</i>
Assignments (for next lesson):	<ul style="list-style-type: none"> • Required reading for lesson 10 • Woodford & Maes (2002); Schuler et al. (1991); Maley & Kramar (2014) <i>Reading 10-1. 10-2. 10-3. (see session on Additional Readings).</i>

WEEK 10	
Lesson #: 9. Visit to Gucci Museum	
Meet /Venue: Out-class activity	
Activity:	Meet /Venue: Meet at Gucci Museum. The visit will be approx. 1 hour. Further details will be provided in class by the instructor by week 9.

WEEK 10.	
Lesson #: 10. Global Workforce Performance Management	
Meet /Venue:	
In-class activity:	<ul style="list-style-type: none"> • Topic 9-1: Performance Management Process • Topic 9-2: Important Considerations for Global Performance Management • Topic 9-3: Planning and Implementing Global Performance Appraisals • Case: 9.1 Overcoming gender stereotyping in performance management
GNL	GNL05: Performance appraisal
Required readings:	<ul style="list-style-type: none"> • Chapter 9 of Vance & Paik • Woodford & Maes (2002) <i>Reading 10-1. (see session on Additional Readings).</i> • Schuler et al. (1991) <i>Reading 10-2. (see session on Additional Readings).</i> • Maley & Kramar (2014) <i>Reading 10-3. (see session on Additional Readings).</i>
Assignments (for next lesson):	<ul style="list-style-type: none"> • Required reading for lesson 11 • Sims & Schraeder (2005). <i>11-1. (see session on Additional Readings).</i>

WEEK 11.	
Lesson #: 11. Compensation for a global workforce	
Meet /Venue:	
In-class activity:	<ul style="list-style-type: none"> • Topic 10-1: Managing compensation on a global scale: fundamental practices • Topic 10-2: Key compensation considerations for expatriates, HCNs and TCNs • Case: 10.1 What are the most rewarding countries for expatriates? • Case: 10.2 Regulating executive bonuses in the European Union
Required readings:	<ul style="list-style-type: none"> • Chapter 10 and Chapter 11 of Vance & Paik • Sims & Schraeder (2005). <i>11-1. (see session on Additional Readings).</i>
Assignments (for next lesson):	<ul style="list-style-type: none"> • Required reading for lesson 12

WEEK 12.	
Lesson #: 12. Global employee relations	
Meet /Venue:	
In-class activity:	<ul style="list-style-type: none"> • Topic 11-1: Current ER issues and the influence of MNCs and unions on global ER • Case: 11.2 Providing Expatriate EAP and other personal care services • Review of contents of the course and final exam revision
Assessment	Research paper submission – in class draft presentation
Assignments (for next lesson):	<ul style="list-style-type: none"> • Final exam revision • Research paper submission (deadline for submission: <u>7 April - 8 PM</u>)

WEEK 13.	
Lesson #: 13. Final Exam	
Meet /Venue:	
In-class activity:	<ul style="list-style-type: none"> • Research paper and group oral presentations in-class review
Assessment	Final exam
Assignments (for next lesson):	<ul style="list-style-type: none"> • Research paper – preparation for class presentation

WEEK 14.	
Lesson #: 14. Research paper presentation	
Meet /Venue:	

In-class activity:	<ul style="list-style-type: none"> • Course review – what have we learned? • Research paper presentations
Assessment	Research paper findings – class presentation

Student Responsibilities

Refer to the *Academic Handbook* for a complete outline of all academic policies. This page contains a summary only.

Attendance

CAPA has a mandatory attendance policy. Students are also expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time. Attendance is mandatory and is taken at the beginning of every class. Unauthorized absence from class will result in a reduction of the final grade and ultimately in a F for the course.

Unexcused absences

The instructor for the course may lower the student's participation grade based on the number of absences. For custom programs, some will follow our absence policy (like when CAPA sponsors visa) and some will not; see academic director for details.

Excused absences

Any student seeking to be excused from class on the ground of a verifiable illness (i.e. doctor's note) or a family emergency, must email the DAA (greverdito@capa.org) in advance of their class. The CAPA staff will then email the relevant Faculty member. Note that calling the CAPA Center (055-2466439) is acceptable only if you do not temporarily have access to the internet. An e-mail is still required as quickly as you can get access to the internet again. If a doctor's note is written to excuse a student from class, the student cannot use that time for personal travel. Please note: excused absences will NOT be granted to accommodate visiting friends or family. Students absent due to extenuating circumstances that have been approved by the Director of Academic Affairs in advance of the missed class, including family emergency or verifiable health-related incapacity, remain responsible for meeting all class requirements. Faculty shall offer such students reasonable assistance in making up missed work (e.g. share handouts).

Class Participation

Participation is a vital part of your grade: students are expected to participate orally in seminars 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 in the class will not be tolerated.

Academic Integrity

The faculty expects from you, the student, a high level of responsibility and academic honesty. 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 his or her scholastic work and class behavior. Plagiarism and cheating will result in dismissal from the program. See the Handbook of CAPA Academic Policies for more information and resources on plagiarism.

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 you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Director of Academic Affairs or the Resident Director at the beginning of Term.

Late Submission

Late submission of papers due, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request 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 full alpha grade penalty. 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 F will be given for the assessment.

Behavior during Examinations

During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you 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