



CENTRUM PUCP
BUSINESS SCHOOL

Regulatory guide

Academic and administrative rules

Executive education

EdEx Courses

CENTRUM PUCP
Business School

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Chapter I: General Aspects

1.1 General Framework

The purpose of this legislation is to provide guide students in different courses Executive Education - edex general information about academic and administrative regulations CENTRUM PUCP Business Center PUCP. The economic aspects are regulated by the "Regulations for Students Economic Aspects of CENTRUM PUCP".

This legislation involves regulations guide every process, from the condition of enrollment to obtain the corresponding transcripts. Therefore the student is required to follow strictly the provisions of these guidelines.

This standard is complementary to the regulations of the PUCP and may be modified as academic or administrative PUCP or CENTRUM PUCP requirements. Its intention is to facilitate the smooth running of the curriculum and related activities as well as promote student engagement with the goals and values of CENTRUM PUCP.

The courses offered at edex constitute a system of free training designed for professionals interested in developing their skills in specific areas of management and updated about the latest tools of corporate management. The courses are organized in areas and at different levels of expertise. The proposed courses edex is characterized by being completely flexible and participants can organize their training according to their convenience.

The edex courses offer a number of courses in five areas of management: a) Strategy, Leadership and Management; b) Marketing, Sales and Entrepreneurship; c) Finance, Accounting and Economics; d) operations, logistics, SCM and Technology; e) Axiología, RR.SS, health, government and law.

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CENTRUM PUCP makes every effort to provide its students with an excellent academic and humanistic education as an unavoidable principle and basis of their comprehensive training. It has to do with flat selected teachers and modern infrastructure. The campus is conveniently located and has the capabilities and facilities that students require. On the other hand participants should recognize that studies are done here require a personal, family and economic effort and an efficient time management in order to achieve the objectives.

1.2 CENTRUM PUCP and the Principles for Responsible Management Education (PRME)

CENTRUM PUCP has answered the call for business schools and academic associations overall to promote corporate social responsibility globally and is committed to adopt the Principles for Responsible Management Education (PRME), which were announced in the United Nations Global Compact Leaders Summit in July 2007.

Principles for Responsible Management Education academic institutions provide guidelines to promote corporate social responsibility and incorporate universal for their curricula and research values. The PRME were created to guide the efforts of academic institutions towards continuous improvement of curricula and research on issues of corporate citizenship and sustainability.

The initiative was developed by a group of sixty deans, university presidents and official representatives of leading business schools. The PRME were established by the United Nations Global Compact, the Association to Advance Collegiate Schools of Business (AACSB International), the European Foundation for Management Development (EFMD), the Aspen Institute's Business and Society Program, the European Academy for Business in

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Society (EABIS), the Globally Responsible Leadership Initiative (GRLI) and Net Impact.

Here are those principles.

1.2.1 Principles for Responsible Management Education.

As a teaching institution in higher education, involved in the training of current and future managers we are voluntarily committed to engaging in a continuous process of improvement of the following Principles and applications, reporting progress to our knit community and exchanging effective practices with other academic institutions:

Principle 1.

Purpose: To develop the capabilities of our students to become future generators of sustainable value for organizations and society at large and to work for a comprehensive and sustained global economy.

Beginning two.

Values: We will incorporate into our academic activities and curricula the values of global social responsibility as described in international initiatives such as the Global Compact of the United Nations.

Principle 3.

Method: We will create educational frameworks, materials, processes and environment that allow effective learning experiences for responsible leadership.

Principle 4.

Research: We will engage in conceptual and empirical research that increases our understanding about the role, dynamics, and impact of corporations in the creation of an economic, environmental value and social sustained.

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Principle 5.

Partnership: We will interact with managers of various corporations and organizations to expand our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to address these challenges.

Beginning 6.

Dialogue will facilitate and support dialog and debate among educators, organizations, governments, consumers, media, civil society organizations, other stakeholders and linked to important issues related to global social responsibility and sustainability community.

We understand that our own organizational practices should serve as an example to the values and attitudes we convey to our students.

1.3 Method of Teaching and Learning

Teacher and participant constitute a single methodological unity in the teaching and learning process. Activities are focused on the pupil; the teacher plays a facilitator role and must ensure achieve the expected goals of teaching and learning. A pragmatic approach is applied in a consistent environment with business experience. It is part of the methodology analyzing individual readings and research topics, discussion in public debate and resolution of cases in a group.

It is the responsibility of the teacher applying the following principles as an integral part of the methodology: (a) ethics to guide all acts, (b) scrupulous respect for morality and decency, (c) formation student as the center of teaching and learning, (d) stimulation and

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respect for the critical thinking participant, (e) enrichment learning through the experience of participants and (f) academic excellence as a priority.

With academic and pragmatic objectives set for education in CENTRUM PUCP guides, the system is sufficiently challenging to develop student talent and facilitate the successful evolution of his career.

1.4 Program of management

Executive Education, in its various forms such as edex normamos courses here are training and development within an organizational structure that provides for:

1. In the PUCP, executive education studies are conducted under the regulations of the Office of Executive Education. Directorate articulates the processes and quality indicators for all programs that form and develop the skills that our environment needs and are not leading to an academic degree.
2. CENTRUM PUCP in Executive Education Directorate is responsible for all executive education programs and is responsible for the academic characteristics to the Academic Board of CENTRUM PUCP. To achieve its objectives is supported by all other areas of the organization such as the Administrative Office, the Admissions Office, the Office of Registration and Academic Support, the Support area on Computer and Docis (Center for Information and Documentation).

1.5 aspects and General Facilities

CENTRUM PUCP is a graduate training center, training and academic research and, as such, requires a permanent attitude of responsibility and cooperation from students in the development of all scheduled activities. The curriculum includes the dictation of all courses,

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workshops, seminars and keynote speeches. It is the duty of the student to attend the activities of its curriculum.

Each student will receive an e-mail. All communications between CENTRUM PUCP and the student will be made through this mail is the student's responsibility to verify such communications.

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Chapter II: Academic Aspects

2.1 General Academic Issues

Courses given under edex embodiment consist of 24 hours actually divided into 16 sessions of one hour and a half. The sessions may be issued at the rate of two per day or intensive schedule of four per day. The methodology of the courses required and forces the student is prepared for class, study previously assigned reading material for each session and you are able to develop the reading controls that arise.

One of the most important aspects of the academic process is group work. In this regard, the following points about the presentation of these works are needed:

1. On the first page of the work, the names of the students who prepared is indicated. the name of a group member shall be placed if not involved in preparing the work. Members whose names appear at work, take responsibility for it.
2. Each of the students has developed a particular job is responsible for all the work.
3. If there was plagiarism in some of the work, according to the rules on plagiarism established by CENTRUM PUCP, all members of the group are responsible for this plagiarism and not only the student part attributed where he committed plagiarism . Ethical behavior of students who are training is a fundamental value in CENTRUM PUCP. Drastically penalizes the lack of ethics and plagiarism, so behavior contrary be clearly punished strictly in accordance with the rules of our institution.

Classes are taught according to the schedule that is delivered at the beginning of each academic year. For purely academic reasons, classes can be scheduled at other times, after notifying students. CENTRUM PUCP reserves in case of force majeure, the right to change schedules and / or teachers assigned to the dictation of a subject, both before the start of the cycle or program, such as during them. The appointment of the teacher is faculty of the

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Department. For reasons of force majeure, an alternate teacher can take dictation of classes. CENTRUM PUCP reserves the right to make changes in the mesh, or sequence of courses, according to its policy of continuous improvement.

At the end of each course, students assess in survey type format, the teacher of the course and the course developed. Timely, real, individually and as objective as possible assessment of our teachers and courses contributes to continuous improvement of processes and quality of programs. Therefore, those surveys will be automatically discarded visibly manipulated and leave a negative image of the evaluators. In this regard, the survey of teachers in courses is compulsory and indispensability. Therefore not absolve within the respective period immediately imply the impossibility that the student ignores access course materials as respondent fails to comply with responding to the survey.

Executive Education classrooms may be composed of up to 60 students. For reasons of program administration, the number of sections and students assigned to each section may be modified as necessary.

Executive Education Directorate is responsible for tutoring students during their studies. For any questions about the development of a particular course is the first contact the professor. Additionally, for consultations on any particular academic subject, students can also use the heads of academic areas who may derive consultation with a specialist teacher. For more generic or related to program development consultations students may use the Program Coordinator and eventually Director of Executive Education.

2.2 Evaluation Factors

The academic program is subject to particular regulations CENTRUM PUCP, as well as from partner schools for programs simultaneous double academic recognition. With regard to the evaluation criteria, qualification, approval, retention and graduation in the program, governing regulations of each institution.

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2.2.1 Evaluation.

The evaluation is an integral process by which both the level of learning achieved by students as their behavior in activities involving the implementation of the curriculum is appreciated. The evaluation includes verification of attendance, punctuality and active student participation during the development of classes. The evaluation and control activities are developed permanently and integral, depending on the image, objectives and professional profile searches graduates. The student assessment aims to establish the degree of learning achieved by each student in each course, workshop, seminar, visits during program development, which determine the potential or professional capacity developed.

2.2.2 Qualification.

In the syllabus of each course or workshop, the method and criteria for evaluation and approval is required. No student may request to be assessed following any different from that established criteria. The achievement of students in each course or workshop will be graded by the teacher in charge, taking into account some or all of the following sources rating: partial and final exams, controls learning, class participation, group work or individual and other specific controls. The rating will vigesimal base hundredths.

They are strictly prohibited substitute examinations, work or additional controls to lift the note, removing the lowest note on multiple evaluations as well as any other similar concession to students.

When the student considers that the qualification obtained in any evaluation should be reviewed, you can make a claim directed to the appropriate teacher in the existing format for this purpose, which will be applied to the Program Coordination staff or the Office of Academic Support. those requests to review notes that have been made by students directly to teachers without considering the established procedure and format will not be accepted.

In the case of the tests, the maximum time that students have to present reviewing notes is three working days from the date of communication Academic Support via email

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stating that exams are available or have received notes by the teacher. For programs outside of Lima, the deadline for reviewing notes start from the date of receipt of the qualified exam. Revisions notes will be sent by staff of the Office of Academic Support by email at PUCP student's account. After that period, the notes may not be revised or modified. requests for revision of the procedure or evaluation criteria the teacher will not be accepted. The teacher will have two business days to acquit requests for review of notes.

2.2.3 approval.

The minimum passing grade to successfully complete each of the different courses is 10.50. The same minimum score approbatory applies different sources of rating. There are no exams postponed or substitutional. Late delivery of work, with the permission of the teacher of the course, implies demerit score to be established by the teacher. Failure to deliver some work, the corresponding note will be zero.

If a student can not perform one of the evaluations described above as scheduled, for reasons of: (a) health (filing of medical justification), (b) work trip (documented justification of the company), (c) force majeure (duly supported), will present the justification, in the format indicated "format Justification of Absences" (Appendix a), attaching the support documents within a period no longer than 3 (three) days from the date of loss assessment, the Program Coordination only via email. Prof. contact the student the date and time that the new test will be taken.

To pass a course, students must have attended at least 75% of the scheduled sessions, equivalent to 12 percent of the 16 scheduled sessions. Each class date corresponds to two sessions.

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You can not pass a course that has been missed, for whatever reason, more than 25% (more than 4 sessions) of the 16 scheduled sessions. The failing grade in cases of exceeding the limit of fouls will be 5 (five). If the student does not attend any session of the course you will receive a grade of 0 (zero).

2.2.4 Certification

CENTRUM PUCP grants the following certificates to students who have successfully passed the academic and administrative requirements as follows.

a) Certificate of Participation and Constancia Notes: All students who have successfully passed the respective course and have met the administrative requirements obtain the Certificate of Participation, as well as the Certificate of Notes. If the student has disproved the subject, both as non-attendance notes, only you receive the certificate of participation.

From the 2015 edition edex - I students can access the digital certificate after completing academic and administrative requirements described in the previous paragraph. It should be noted that there is a maximum of three (3) calendar days from the last day of school for the teacher of the course record the note on the virtual campus. Appendix B shows the tutorial to download the certificates in PDF format.

b) Executive Certificate of Studies (CEE): To obtain the certificate required Executives Studies edex pass four courses: A compulsory course plus three free courses in the same area in a calendar year.

c) Study Diploma (DE): For the Study Diploma (DE) require students pass edex 8 courses, of which three are core courses and five are free from the same area courses. In addition to this, they are asked to carry out an inclusive work in a period of two calendar years.

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2.2.5 the order of merit and honor awards.

CENTRUM PUCP promotes academic competition among students under the principles of equal and justice. The order of merit in the course is the result of effort and academic achievement of each student. In this context, the concept of promotion is a means to create equal conditions and homogeneity options in academic instruments.

First in course

CENTRUM PUCP distinguish those participants who have reached the top of each EDEX course, giving them a 15% discount on the value of the course chosen by the participant, valid only in the next or subsequent editing program.

Second place in the course

CENTRUM PUCP distinguished participants who have reached the Second EDEX of each course, giving them a 10% discount on the value of the course chosen by the participant, valid only in the next or subsequent editing program.

In each course, they could be given awards honor. The criteria for determining the number of students receiving awards take the number of students who completed the course together (promotion) and the final score into account. Company CENTRUM Directorate Academic Board proposes to the number of students in each promotion they will be awarded for high academic achievement. A student will not have option to award academic performance in the following cases: (a) not complete the course with their promotion, (b) any wrongdoing sanctioned by the Academic Council, (c) has not fulfilled all its administrative obligations and economic, and (d) not having the favorable opinion of the Academic Council.

2.3 Copy and Plagiarism

According to the document "Why and How We Fight Plagiarism" (Rubio, 2005), "everyone should avoid and fight plagiarism because it is tantamount to refusing to think for

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ourselves; because that is an attitude that slows the progress of knowledge of mankind; because thus the essence of academic work refuses; and, because it is profoundly wrong "(p. 1).

2.3.1 What is plagiarism?

Plagiarism is passing, as our ideas or texts other and thought we were passed by them, either in writing, orally or in any other communication mechanism. Plagiarism is linked more strongly to the moral, because taking others' ideas and put them as your own is not only misleading, but it contravenes the ethical, because the take over something that does not belong to us and pretend it is ours, is deceiving.

Plagiarism can occur in two explicit ways: when a paper is not mentioned or not properly referred to the author of the idea or text that is being mentioned manner; and when orally, the ideas of others are used and not the author, book, document or fact which was taken the idea indicated. Therefore, plagiarism does not depend on the intentions of the person taking someone else's ideas, but the fact of not refer to the authorship of the idea. That is, you can plagiarize by only having little attention or care little (Rubio, 2005).

2.3.2 What is copy?

Copying is the reproduction of a text, or other information, made in the classroom, laboratory or similar environment for a student or a student under review, control or any other type of evaluation. The copy is linked to the imitation of an idea, a speech or deed. Its main feature is not to be literal, since the person who uses the copy will be, above all, imitating the nature of a speech, thus, make a personal profit.

The copy may have a different style of writing and writing; However, as plagiarism is immoral, because it promotes the easy to create or make an idea or work through duplication.

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2.3.3 Why avoid plagiarism?

We must avoid plagiarism because, in presenting a work containing such ideas or literal paragraphs that do not belong to us, we harm not only the authors of them, but also those who present them as their own when exposed to being criticized for such unethical act .

For these reasons, it is important for students to distinguish what ideas belong to them and which are not, because often the possibility that, due to carelessness, this type of action is committed given. Therefore, proper use of research and a proper appointment of the materials do not show elements of plagiarism.

It is important that the nature and authorship of the text included, ie properly indicated, must clearly record if it is, for example, a verbatim transcript or a summary of a graph or table taken from another source a graphic prepared from information from other authors, etc. Similarly, it is necessary to use quotation marks to refer to the textual ideas from other authors and indicate, likewise, the original source of the idea was taken. Otherwise, it would be attacking copyright.

Whenever you prepare and perform a specific oral or written presentation or allude to concepts, principles, theories or general information corresponding to other authors, it must be generated from own intellectual production of the author who performs it. The omission of the provision of references raises plagiarism and constitutes a failure.

According to Rubio (2005), among the reasons why plagiarism is condemned and punished are four:

1. "Plagiarism is equivalent to not think" (p.2). By mentioning the ideas of others as their own it is as if used other people to not have to think and evade the primary purpose of academic institutions, which is to think.
2. "... if life gave us the opportunity to university, then we have a corresponding duty to do our best to think about the benefit of mankind, we achieve results or not. It is a duty and we must demand it "(p.2).

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3. "... the very raison d'être of the University, is thought to advance knowledge ... if plagiarize not make the effort to think, are refusing to do their own work at the University ..." (p.2).
4. "Plagiarism is a form of theft. It implies intent to lie, to hide, to pretend. No Plagiarism is excusable, permitted or tolerable. While ethics is to fulfill our duties and recognize each what is theirs, especially if it is your creation "(p.2).

2.3.4 Recommendations to avoid plagiarism.

1. When a text is drafted, should be cited sources from which the information was obtained, mentioning the author's name and year of publication, immediately after the information presented. It is necessary to use quotation marks to refer to the textual ideas from other authors and indicate, likewise, the original source of the idea was taken. Otherwise, it would be attacking copyright.
2. Whenever you prepare and perform a specific oral or written presentation or allude to concepts, principles, theories or general information corresponding to other authors, it must be generated from own intellectual production of the author who performs it. The omission of the provision of references raises plagiarism and constitutes a failure.
3. When a person places his name in an article, summary, essay or document, explicitly or implicitly, it is assuming responsibility for the originality of its contents. Plagiarism also involves copying the organization of the information or the form and substance to be expressed. It also constitutes a copy and forgery of a particular material.
4. It should be mentioned any information downloaded from the Internet. To learn how to properly cite different types of sources or references, students can refer to the Style Manual of the American Psychological Association in force.

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5. In a specific academic assessment, summary, essay, article, thesis or any other intellectual production, for example, commits plagiarism copy both the person as one that lets the other person copy. In addition, both the person commits plagiarism to copy a short paragraph as one that copies the entire book printed, print magazine article, review or other document (photography, video, Internet information, etc.) and considers it if their production. These samples constitute dishonest and unethical acts.
6. It is also considered as plagiarism, transmission part of a book, article or other origin, expressed with the use of different words. Whenever a certain information referred to in literature sources, hemerográficas, virtual, etc. rephrase It should mention the reference to which has been employed; if this is not given, it would be committing plagiarism. Ask for help if you have not clear how cite or group information for further analysis. Give complete and thorough reference of all material used for the work.
7. Quote correctly and detailed all references used in this way to guide the reader to the original source; This will allow judging if said material has been reproduced and interpreted correctly.
8. Cite this material not complete references, as this would imply that it is classified as a liar statement and, therefore, the student affected their academic integrity.
9. Present at the end of the work relationship references used, since the non-inclusion will mean that the teacher in charge assume that the student is the intellectual owner of all submitted or you are using dubious references, which threatens its integrity academic if the case was proven as copying or plagiarism.

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10. Make use of quotation marks when making a direct quote; if the student write an idea or expression, this should use their own words. Any phrase, expression or word that is not itself and is not mentioned is enough to be accused of plagiarism.
11. Mentioning the text or force employed, but this comes from a source or reference lacking author.
12. Give mention the author of the text or reference in case you want to summarize what has been said by an author, placing references the work so that the reader can check if the summary is accurate, since it may be making a paraphrasing of the work and, therefore, it would be making a copy. To this point, you need to use phrases like "according to Eielson ..."; "According to Eielson ..."; "Eielson estimated ..."; "In short, the theory refers Eielson ..."; for, thus initiating the argument or placing short phrases like "one can conclude that ..." you can synthesize it ... "among others.

2.3.5 Sanctions.

All documents developed courses, especially the final papers will be reviewed to determine improper citation or potential plagiarism.

In the case where a teacher detect plagiarism partial or total work, communicate the case to the Disciplinary Committee, to define the status of student or group of students involved. Ignorance of this rule is no argument to justify an act of plagiarism.

Students who copy or attempt to, in some examination, application control reading or work; plagiarize or authors by not indicate the source and / or bibliographic reference in the development of work; shall be punished with the cancellation of the event or the respective work and Disciplinary Committee will evaluate their permanence in the course

Cases of copying and plagiarism are sanctioned with the expulsion of the student of the course, without obtaining the certificate.

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He photocopied study materials received by CENTRUM PUCP. Violators will be penalized students with the final withdrawal of the program.

2.4 Academic Council

It is faculty Academic Council assess and decide on special cases such as: (a) low academic performance of a student and (b) disciplinary offenses. If the Academic Council deems it appropriate, you may quote one or more students and request a written or verbal report.

Chapter III: Standards of Behavior

3.1 Conduct and Presentation

At all times:

1. Students are expected to act professionally within and outside the training center, show respect for order, morality, personal honor, property and rights of others. Student behavior must be polite to everyone with whom we have contact on campus or in rooms where program activities are developed. aggressive, caustic, sarcastic, indolent or disruptive behavior is not allowed, especially those that subvert the order and decency. The following are symptoms of unprofessional behavior: tardiness, absenteeism unauthorized, antisocial behavior, cheating on a test or work outside of class, academic fraud, theft or intentional property of others hurt, propalar false information about the institution,
2. It is not allowed to request cancellation of academic controls and tests.
3. In extension to earlier standards, and professional students the highest level being in their respective specialty, it is required to their teachers, addressing them in terms of "You" and "Professor" in academic and official activities.
4. It is prohibited audiotape and / or video classes.

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5. It is absolutely prohibited from using cell phones during classes. Other mobile devices such as laptops or tablets, can only be used in classes exclusively for academic purposes.
6. They avoid annoying noises during the development of academic activities in the classroom.
7. Internet use on campus or in places where the program is exclusively for academic purposes develops. Use of the Internet, Virtual Campus and email for non-academic purposes is not allowed. CENTRUM PUCP reserves the right to restrict or suppress computer services that are contrary to the provisions of the Regulations Guide and the rules of use of computing resources governing the PUCP. States that, before any gaps in the provisions prevailing ethical and academic purpose.
8. It is not allowed to consume food, drink or chewing gum during the development of a class, exhibition or conference.
9. As established by Law No. 28705, is no smoking in any facility on our campus, including courtyards, gardens and any open within the same area.
10. Students will attend all classes with appropriate Smart Casual style formal dress. Attendance at study areas may be without a jacket and tie but never accepted to enter the campus in sportswear, polo shirts, jeans (denim jeans), shorts or sandals. It is also not allowed to enter the campus with little modest apparel, in accordance with the provisions of Appendix C of this Guide. Sports activities are provided only in the sports area.
11. Each student will manage personally to the Office of Executive Education had any request regarding their participation in Executive Education programs edex.

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12. In all written submission that the student directs administrators, teachers or administrative staff, shall, in addition to its name, enter the code of student curriculum to which it belongs, as well as email and telephone contact. CENTRUM PUCP reserves the right not to answer communications that do not include this information.
13. Claims will be presented in an objective manner, showing respect for people, the institution and conduct to rise to the occasion.
14. orders are not permitted group character. The participation of each student in the program is individual character in academics and administration.
15. CENTRUM PUCP does not promote or endorse particular personalized advice on matters related to the courses offered. In response, some measures to be taken in case of receiving emails offering such services could include: (a) block future access to the sender of the mail sent, (b) does not respond to the person / institution offering such services and (c) avoid circular mail received, and in particular not to do so from the Virtual Campus, as unwillingly are also sending personal mail message to his teammates.

3.2 Punctuality

Respect for schedules and time commitments is a basic requirement courses. Student punctuality is a paramount value, contributing to excellence in the quality of learning, and failure is both a degenerative factor of the institutional image.

It is not allowed to enter the classroom when you have started a class, exhibition or conference. Attendance is controlled by the teacher. Tardies are considered unprofessional and inconsiderate behavior toward the teacher, classmates and the academic institution. In this case it is considered as failure to attend the session.

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The student must not leave the classroom during class development, exhibition or conference, except in cases of force majeure. This disturbs the development of the class and distracts other students. In case of withdrawal, he may not return to class until the end of the session.

Failure to meet any of the standards listed behavior involve the convening of the Academic Council. Violation of the rules of behavior can be sanctioned with written and even warnings may be sufficient for the definitive separation of the course the student cause.

Chapter IV: Support Services

Support services that are available to students in our local are:

4.1 Environments Study at our main campus

Students have reading rooms, equipped with cubicles for personal study; rooms for conducting group work, which have Internet facilities; PCs connected to the Internet to query database applications library and performing work, the same that are located in Docis.

4.2 PUCP Virtual Campus

All academic activities will be supported by PUCP Virtual Campus platform.

1. Email PUCP: primary means of communication and interaction between students, teachers and program coordinators.
2. Forums: constitute a privileged space for reflection asynchronously on the various topics covered and exchange of opinions quickly and easily between participants and teachers.
3. Chat: it is a tool that facilitates synchronous interaction among participants and teachers; It allows greater interactivity and allows solving doubts or difficulties immediately. If you have scheduled chat sessions with tutors teachers, the schedule will be duly communicated them to students via e-mail.

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4. Documents: course materials, students and teachers. Students are advised to keep copies of the course material recorded in the virtual campus, because access to such information is closed once the course is completed.
5. Online assessments: the participant to accede to verify their learning regarding labor and readings made content. Online Assessments will be posted on the Virtual PUCP Campus.
6. Agenda: for the participant to keep a detailed log of activities to do.
7. Tasks: mandatory and for configuring service resources available to students.
8. Notes: report partial and final grades.
9. PUCP information: concerning the institutional activities and the university in general.

4.3 Documentation Center

The student will have access to the Center for Information and Documentation [Docis], the same one that has different bibliographic documentation, audiovisual, Web service, digital information and related techniques.

1. Docis online catalog: books, papers, theses, audiovisual material, catalog magazines, new acquisitions, thematic links and online bookstore.
2. Full text documents on the Virtual PUCP Campus: book summaries, economic data banks, full-text articles, thesis guide.
3. virtual library of journal articles in full text: EbscoHost, Proquest, JSTOR, e-book / ebrary, Hinari and other databases.
4. Online information services: bibliography issues, support in finding information.
5. Access to online information offered by the Pontificia Universidad Catolica del Peru through the PUCP Virtual Campus: online catalog, databases and electronic journals.

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4.4 Auxiliary Services at our main campus

1. Reproduction Center: students have access to photocopying and printing documents.
Payment for photocopying and printing is made directly to the company providing the service. Office hours are Monday through Friday, from 8:30 am to 10:00 pm; and Saturdays, from 8:30 am to 5:00 pm On Sundays you have scheduled classes, the hours are from 9:00 am to 6:00 pm
2. Programming screens classrooms: the campus has two televisions for viewing real-time scheduling the school day and classrooms in which they are scheduled.
3. Cafeteria: Students are offered three services cafeteria by three dealerships. It is strictly prohibited consumption of food and beverages in classrooms and study environments and smoking indoors.
 - a. Cafeteria space located on the first floor, between 12:30 and 14:30, is limited for the exclusive use of people who buy their lunch or snack there.
 - b. For those students who bring their lunch box, they must use the dining room located in the gardens on the first floor (the side of the road), which is suitably conditioned with an area covered by an awning, furniture and equipment needed at their disposal area (tables chairs and microwave ovens). lunchboxes consumption in the cafeteria on the first floor is strictly prohibited.
 - c. Students who bring their lunch box and use the dining room located in the gardens on the first floor (the side of the road), are responsible for leaving the space clean and without waste after use.
 - d. When lunch is acquired in the cafeteria on the first floor, was not able to take trays, dishes and utensils outside the local cafeteria.

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- e. Lunch service will be offered exclusively between 12:30 and 14:30. Outside these hours may be used sandwiches and additional services, but lunch will be served.
4. Losa sports: students have a slab multi-purpose sports (volleyball, basketball, football) and the corresponding sports equipment. The sports area will be used in accordance with its regulations.
 5. Events: Students have access to participate in the cultural events that take place regularly in the auditorium of CENTRUM PUCP.
 6. Store CENTRUM: in the reception area, the exhibition of products of our shop is. To purchase the various products, they should apply at the box section (located in front of the telephone exchange).
 7. Ambulance service (protected area): The ambulance service includes assistance for medical emergencies and accidents that students, staff, faculty and visitors may require during their stay within the premises of CENTRUM PUCP. To request the service, they should call the following telephone numbers: 6267100 telephone exchange, Annex 7200, Reception, Annex 7183, Safety and Security Annex 7069.
 8. Car wash: on campus, there is a car wash service by two people working independently of CENTRUM PUCP. The cost is borne directly by the user. The school is not responsible for damage, loss or damage during the execution of the service vehicles of students.
 9. Rental lockers: students will have lockers for personal use a semi-annual cost. Registrations should be made at reception (Annex 7183).
 10. Public telephones: are available in different areas of the campus.

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11. Security and emergency phone calls: the campus has permanent internal monitoring.

To report any incident call telephone 626-7100 (Switchboard) or Annex 7069 (Safety and Security).

12. Beach Parking: CENTRUM PUCP campus has two parking lots, with approximate combined capacity of 400 vehicles. Management of parking lots is in charge of the security service hired by CENTRUM PUCP; Therefore, the directions of the security officers in charge must be accepted. The maximum speed allowed in the parking lots is 20 km / h in the surrounding streets (Alomía Daniel Robles Jr.) is 30 km / h. Within the respective beaches, it is recommended to turn on the parking lights both when entering and leaving thereof; It is also recommended extreme caution when driving on domestic routes, with special emphasis on rush hours (entry and exit of classes). Any car accident, outside or inside parking lots, it is considered responsibility of drivers. For this fact occurred within the premises of CENTRUM PUCP, security officers are instructed not to intervene and report it to the police station to act accordingly. Therefore, drivers are recommended to consider the provisions limiting the speed and keeping your documents in order (driver's license, property card, technical review and SOAT) being recommended to have an additional private insurance to SOAT. security officers are instructed not to intervene and report it to the police station to act accordingly. Therefore, drivers are recommended to consider the provisions limiting the speed and keeping your documents in order (driver's license, property card, technical review and SOAT) being recommended to have an additional private insurance to SOAT. security officers are instructed not to intervene and report it to the police station to act accordingly. Therefore, drivers are recommended to consider the provisions limiting the speed and keeping your documents in order (driver's license,

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property card, technical review and SOAT) being recommended to have an additional private insurance to SOAT.

13. CENTRUM PUCP reserves the right to conduct censuses vehicle at intervals to be determined, in order to identify vehicle owners users of parking lots, for which it will require the cooperation and willingness of users.

14. Taxis entering the parking is prohibited.

References

Rubio, M. (2005). Why and how should we fight plagiarism? Lima Peru. Pontifical Catholic University of Peru.

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Appendix A: Format Justification of Absences

Date: ___/___/___

Program: _____ Section: _____

Student name: _____

Student Code: _____ Phone: _____

PUCP mail: _____

Reason:

Work trip ()

Overwhelming force ()

Health ()

Fecha de inasistencia	Curso	Profesor

Student's signature

Attachments:

Charter Company ()

Medical certificate ()

Others ()

Proceeds	<input type="checkbox"/>	_____ Name and signature of the Director of the Program
not applicable	<input type="checkbox"/>	

(This document must be signed and sent by email only program coordination support attaching documents as applicable)

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Appendix B: Tutorial for Download Certificates

You can download the digital certification once you have finished your course or academic training activity in your unit. Significantly, which must meet the requirements of your unit to download the appropriate certification. To download the certification activity must access through the Virtual Campus.

In the panel of courses and activities, you must click on the course.



The screenshot shows the 'CAMPUS VIRTUAL' interface. Under the heading 'Cursos y actividades académicas', there are two tabs: 'Matriculado' and 'Participando'. Below the tabs, a table lists courses. A yellow callout box with the text 'Haga clic en el curso.' points to the first row of the table.

Nombre de la actividad	Unidad	Horario	Docente	e-mail
Curso de Capacitación EdEx en Indicadores de Gestión de Recursos Humanos	CENTRUM CATÓLICA		VILLAGRA VILLANUEVA, JOSE ANTONIO	
Curso de Capacitación EdEx en Finanzas para No Especialistas 2016-01	CENTRUM CATÓLICA		VILA SKRZYPEK, RENATO EMILIO	

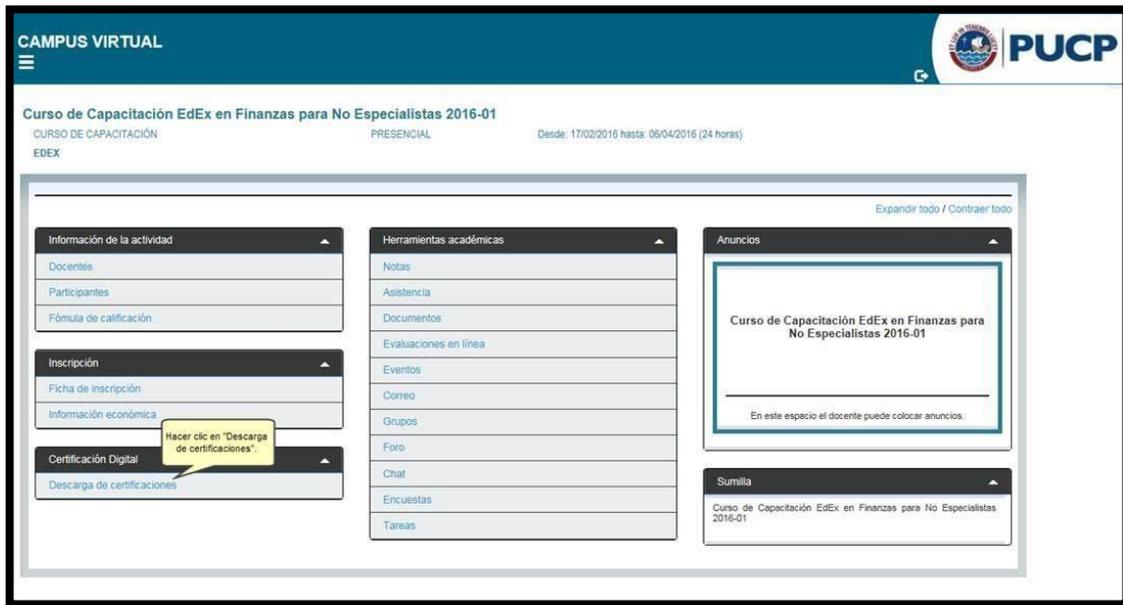
© Pontificia Universidad Católica del Perú
Av. Universitaria 1801, San Miguel
Lima-32 PERU Telf. (511) 6262000

Hora PUCP

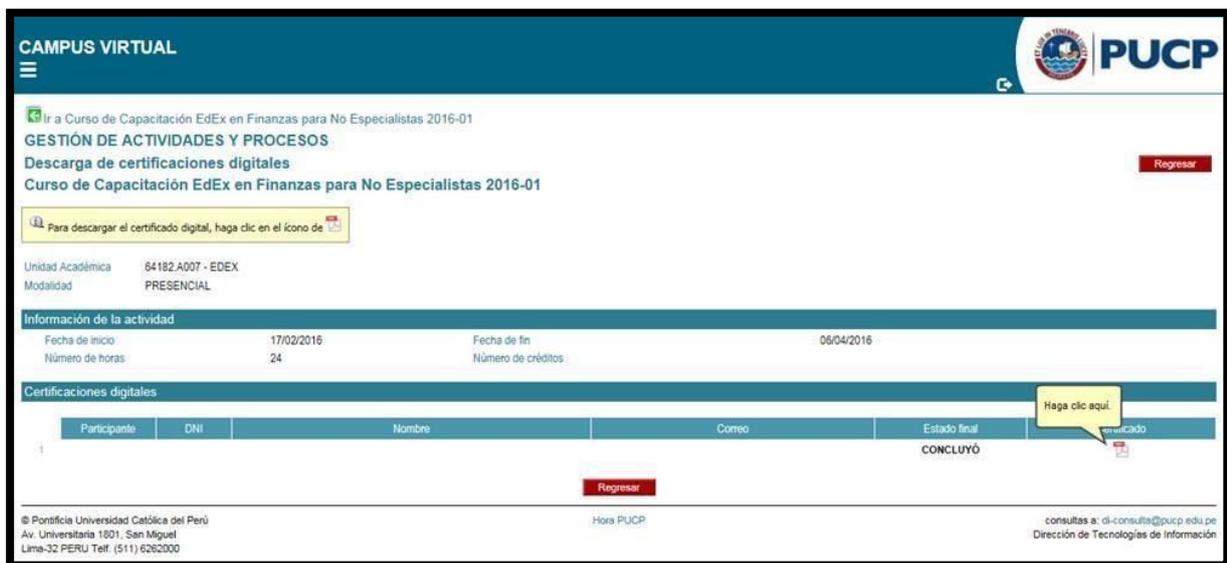
consultas a: di-consulta@pucp.edu.pe
Dirección de Tecnologías de Información

In the panel of course, you must be in the "Digital Certificate" panel, and then click "Download certifications".

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Then you will find the document in PDF format, to download it click on the program icon.



Appendix C: Policy Clothing

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CONSIDERING THAT:

- CENTRUM PUCP is a business school which contributes decisively to the development of enterprises, institutions and organizations from the public and private sector, promoting spaces where the fusion occurs between academic skills and business management.
- CENTRUM PUCP is to contribute to sustainable development of organizations through leadership training with social responsibility, inspired by ethical principles, Christian values and knowledge creation for the benefit of our knit community. Develop a strategic, global and holistic view of business in our graduate students through an effective learning experience. This process will facilitate the acquisition of knowledge, management skills, entrepreneurship, and best management practices that will enable our graduates to lead their organizations towards global competitiveness. In this way we are an important agent of change in society.
- The principles and values CENTRUM PUCP determine our absolute respect for the rights of the individual as well as the most unselfish compliance with the legal system.
- CENTRUM PUCP rejects and condemns all forms of discriminatory practices by natural or legal persons, in all its forms and modalities, defined as (among others): any act or omission -by any natural person or juridical exclude, treated as less than a person or group of persons based on their origin, race, sex, sexual orientation, age, language, religion, opinion, clothing, residence, economic status, membership of a particular social group, political position, activity, health status, disability, or any other that is in their nature; which has the purpose or effect of diminishing their opportunities and options unjustified differential treatment or nullifying or impairing the recognition, exercise and / or enjoyment of their rights.
- Notwithstanding any of the above, and according to their nature, values, mission and vision, CENTRUM PUCP constitutes a single space that gathers and hosts alike:
 - Its management, faculty and staff.

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- A (national and foreign) students in its various programs, which will impart their education, who come from diverse areas of the public and private sectors.
 - Visitors (domestic and foreign) of the academic and business world.
 - Authorities (national and foreign) attending academic events, business, cultural, or any other meetings.
 - Suppliers.
 - General public.
- According to their nature, values, mission and vision, CENTRUM PUCP activities are confined in applications, codes, requirements and expectations governing, in general, the cultural environment of the corporate world, both domestic and foreign.
 - Among them, CENTRUM PUCP must demonstrate an impeccable corporate image (image when appropriate, speaks for the high quality and prestige of our institution, and when it is inadequate, constitutes a significant effect on the assessment that our community linked defers us). So:
 - Demonstrate an institutional image that identifies us (and distinguished), and go in line with our institutional achievements, which are summarized in being recognized as the leading business school in Peru.
 - This translates, at the individual level, good personal image of each of the members of our institution:
 - Because in its work we represent and communicate our corporate identity.
 - Out of consideration for other individuals linked to our community, which are conducted with absolute care of proper personal image, not only self-esteem but also as a sign of respect, the same who consider them to be reciprocated.
 - On a more intimate level, self esteem personal image they project, and evaluation of empowerment that adequate personal image repays them when it established its "letter" which at all times should highlight, rather than obscure, Your presence.
 - Respect to our students, business training includes not only academic knowledge, but also provide comprehensive training in applications that are significantly

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valued in the corporate world, and in many cases will play a decisive role, as an appropriate image staff is interpreted as a sign of professionalism, leadership, authority and reliability; In short, as evidence of personal power. In this sense, what it is equally applicable to them what was said in the previous paragraph, is added which they represent the professional way our institution.

- Regarding our visitors and the general public, at (CENTRUM PUCP) welcome them equally and indistinctly, also lies with them the care of the personal image we seek to impart, not only for its indistinction regarding other members of CENTRUM PUCP but because of the respect that should proffer the system that governs the space that we promote.
- In this regard, we call upon contemplation of the following guiding criteria in dress: sobriety, discretion, neatness, order and hygiene (which are those that those uses, codes, demands and expectations promote generally and are widely considered and accepted in the corporate world).
- What is more, and more generally, it is important to consider that the uses, codes, requirements and expectations that govern the corporate world, the characteristics inherent to human behavior are added, the same as in their interaction processes, and to a even unconscious level, assigns high levels of attention to non-verbal communication, including, among others, personal image projected. Consequently, not only the corporate world understands (par excellence and intensively) interaction scenarios at all levels, so does every aspect of our life in society, being that from our educational work, we provide the opportunity to strengthen care personal image, which necessarily play a role in present and everyday human activities at all levels.
- These considerations are supporting the following dress policy in force at CENTRUM PUCP, it is understood referring to the linked CENTRUM PUCP in any facility where CENTRUM PUCP develop their activities, community can these correspond facilities or not , the CENTRUM PUCP campus located in Jiron Daniel Robles Alomía No. 125-129, urbanization Los Alamos de Monterrico, Santiago de Surco, province and department of Lima, Peru.

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DRESS POLICY:

Everyone (directors, teachers, administrative staff CENTRUM PUCP, students, visitors, authorities, suppliers, general public) to enter CENTRUM PUCP must attend dress style Smart Casual, to save accordance with the following guiding criteria in dress : sobriety, discretion, cleanliness, order and hygiene.

A referential mode of dress which is considered to meet the above criteria, we have:

- Ladies
 - Shirts or blouses discrete transparencies and / or neckline.
 - Blouse short sleeve or sleeve zero.
 - Dresses, suits, skirts and integral.
 - No shorts, no jeans.
 - No shoes, no sports shoes.
 - Nonurban sandals or beach.
 - If shoes, platforms, ballerinas, tacos and boots.
 - No bividi.

- Males
 - Formal buttoned shirt, long sleeve preferably regardless of the city and the weather.
 - No shirt suit without a tie.
 - Jacket and tie optional.
 - No shirts.
 - Preferably avoid pique polos.
 - Corduroy pants drill or any other material other than jeans.
 - Always strap.
 - No slippers shoes or athletic shoes.

- General
 - No sports attire (this will only be permitted in sports areas).

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- No poles, jeans (denim jeans), shorts, sandals or similar.
 - No Attire undignified.
 - Business casual attire type (which in any case must be understood as type sport clothing) can be used in the study rooms, library, cafes. Not for classrooms or events in the auditorium.
- Personal and / or suppliers with specific jobs
 - Uniform assigned for their work.

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Appendix D: General Observations for Writing Academic Papers

(Release 7)

Fernando A. D'Alessio

This document is the seventh version (May 2016) for CENTRUM PUCP official Graduate Business School prepared based on the sixth edition of the Publication Manual of the American Psychological Association, 2010, Washington, DC: Author. The first version was developed in 2009 based on the Publication Manual of the American Psychological Association (5th ed.). The second was a conversion of the first to upgrade to the new, at that time, APA sixth edition of the manual. The third was exclusively tied to the 2010 manual and designed with more examples and further specification requirements applied to students CENTRUM PUCP. The same has happened with successive versions, in order to obtain useful for those using the APA format (the previous version, the sixth, was published in March 2012) document.

The following general aspects should be considered for submission of written papers, from essays to thesis. some mistakes that are usually incurred in drafting work are indicated.

General format

1. The top, bottom, right, and left margins should be an extension of 1 "or 2.54 cm.
2. Working from the start watching a document structure and numbering form pages.

The pages are numbered in the upper right, except in the case of tests where the first sheet is not numbered. They must have a cover page from the beginning when indicated, except trials.

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3. should not generate unnecessary "parrafitos". A paragraph should have at least three points in a row and always the first line should begin indented (recommended by your word processor). Is more elegant writing fluently and no type "telegram". Justify the text only on the left, contemplating exceptions in the case of headings.
4. Do not use slang, slang, euphemisms, slogans, or other, which is little academic. Avoid wordiness. Not a good practice excessive use of rhetorical expressions.
5. Using a word processor it is recommended. In the text, font and font size should be uniform throughout the document Times New Roman 12, except for the contents of tables where you can use a no smaller than 9 long as it is legible and improve the format integral. In tables, the title will be presented in size 12 double-spaced; his legend, single-spaced nine. In figures, the title and legends 12 must be sized single space.
6. Use spacing properly. The entire document should be double-spaced to improve reading and the possibilities of review. For no reason should be more spaces. Exceptions to use single spacing, or spacing, in the content of tables and figures (see Appendix C).
7. The methodology and framework, when required, should be consistent and go according to document development.
8. Chapters must be at least four pages. It should avoid creating "subtitulitos". A paragraph should be consistent and not less than four lines.
9. Each chapter should have conclusions, that is, a summary of what developed in it. These should focus on the issue under analysis in that chapter.

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10. Many jobs, such as testing, have "Introduction". Nor they have "Executive Summary," which itself has a thesis or a publishable article.
11. Revise the wording, grammatical structure of sentences, the correct use of accent marks, commas, in general spelling. Writing and grammar are fundamental aspects of the quality of work and it is important to review them using the tools provided in word processors, if an inside job.
12. Constants misspellings show that they have not read the documents before submitting them. In the case of a thesis, dissertation, article, case study, or other publishable documents, you must use the services of a professional proofreader and grammar. concise, focused, well-structured and methodologically consistent quality documents demonstrate good academic production.
13. As for the grammatical structure of the text, when referring to what was said by an author cited in the past it is done. For example, Porter (1980) indicated ... Never place Porter (1980) indicates. It's like writing in 1980 Porter said. Also, between the subject and the verb should be no comma. Accordingly, it is incorrect to place Porter (1980), he said. Do not use comma between subject and verb.
14. Do not write in first person, or singular, not plural. Avoid using boldface, except headings and subheadings (heading levels 1 through 4). No excessive use of colons, commas, and semicolons. Never underline.
15. On the use of numbers in the document, generally lower numbers 10 are expressed in letters, while the higher figures 10 and 10 are placed in numbers.
16. The point is used for decimal and comma for thousands. For millions used (').

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17. Serialization helps the reader understand the organization of the key points of the sections, paragraphs and sentences. Separated in series sections they are identified by Arabic numerals followed by a period, but not locked or followed in parentheses. The first letter is capitalized and prayer ends with a point. If you want to not give a connotation of chronological order or importance, they can be used bullets.
18. Within a paragraph or sentence, the series elements are identified by lowercase letters enclosed in parentheses. In this case commas are used to separate the elements, and the semicolons if the elements are separated by internal commas.
19. Number all pages except the first sheet in the case of trials and the first sheet dissertation chapters. The introductory pages numbered with Roman numerals in lowercase (where applicable). "Table of Contents" with page numbering should be indicated from the start of work (where appropriate). The "Tables lists" and "List of Figures" must be placed after the "Table of Contents" (where relevant). correctly numbered paragraphs and subparagraphs (where relevant).
20. Section called "Appendices" no Annexes. If the document only has one, it will be called simply "Appendix". If you have more than one, the appendices "Appendix A", "Appendix B", "Appendix C", etc. will be referred Appendices should be established when necessary to supplement indicated in the text and placed in the order they are mentioned in it.
21. Each appendix begins on a new sheet; They should not be very large, usually one or two pages; They should be cited within the text to route the reader; and they must be developed properly. Each appendix also must have a title. The word "Appendix"

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and its title should be centered at the top of the page, using uppercase and lowercase letters and boldface.

22. The text of the appendix starts left justified, followed by indented paragraphs on the first line. If they have tables or figures should precede the table number with the letter or figure Appendix correlatively to which it belongs (start by Table A1, Figure A1).
23. Inconsequential listings and descriptions should be part of an appendix and not in the document text. Must be descriptive only of significance in the main body, otherwise, it goes to an appendix.
24. The titles of the chapters, the "Table of Contents", the "List of Tables", the "List of Figures", the "Appendix" and "References" are written in upper and lower case and bolded (level 1). The titles of the paragraphs will be written according to the format specifications set out in the structure of headings.
25. The use of headings is important without abusing them and only when required. The headings help give structure to the document. The manual of the American Psychological Association (APA) helps to decide on how many levels of headings used depending on the type of document. Recommended by APA style consists of five levels of headings:

level	Format
one	Centered, Bold, Case Sensitive
2	Left Justified, Bold, Case Sensitive
3	Indent, boldface, the first letter of the first word capitalized and the

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rest lowercase

- 4 *Indent, bold, italic, lowercase period followed.*
5 *Indent, italics lowercase period followed.*

26. Regardless of the number of levels of subtitles within a section, the structure is the same downward progression. Each section begins with the highest level heading, even if a section has fewer levels subtitle another.

27. You must use capital letters in the relevant words in headings and sub-headings. From level 3, 4, 5 must be placed Capitalize only the first word of the sub-header and proper names.

28. According to this adaptation of the APA format for theses, Level 3 will dotless header followed and the following text will go to the next line. The first three levels are numbered and listed in "Table of Contents". Level 4, and optionally 5, maintain the point with text followed. These levels do not appear in the "Table of Contents". Only the Level 1 titles are presented in "Table of Contents" will be displayed in bold, levels 2 and 3 are shown tabulated without boldface. The content of the "List of Tables" and List of Figures "will be presented without boldface.

This exception only applies for thesis papers and final applicative work for any reason applies to documents publishable research.

29. Quotation marks are used when introduced terms into consideration ironic comments, expressions invented or coined phrases; Also when the title of an article or chapter of a publication that has been mentioned in the text is placed. Rather, emphasis will be used when the term is considered a letter, word, or phrase cited as a linguistic or metalinguistical example; to highlight terms that may be misleading;

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to set new technical terms or keywords. Italics are also used to introduce titles of books, periodicals, names of movies and TV shows names. The romanismos as et al., A posteriori, vis-a-vis, etc., are not italicized.

30. Direct quotations are of two types: text and block. In both cases, the author, year and page where the quotation was taken, or the paragraph number should be virtual sources will be provided. Citation styles are presented in Appendix A. In addition, must match in the section "References", the source from which the quote was extracted (see Appendix B).

31. Quotations are used when less than 40 words that are to be placed in quotation marks. source is entered in parentheses after the closing quotation marks. For example:

However, "it requires transformational leadership to achieve this desired competitiveness in enterprises, in organizations throughout the country ..." (D'Alessio, 2011, p. 9).

32. Citations block, meanwhile, should as far as possible avoid using paraphrases of ideas. Dating older comprise 40 words; They do not go in quotes, but inserted at the height of an indentation from the left margin. As if a new but at the level of a new indent paragraph. At the end of the block quotation the same information is placed in the quotations. Example:

Indeed, a proper definition for application in Peru of competitiveness is as follows:

Competitiveness is required to productivity, ie, this is a means to get it. Countries have comparative advantages and organizations, distinctive

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competencies. Both must become competitive to produce goods and services benefits, which are finally competitive. It is a skill that is acquired through productivity to compete with other organizations. (D'Alessio, 2011, p. 9)

Sources and References

33. The final part of all work, prior to the appendices (if any), is "References". It is fully cite all sources used in the development work. In the "References" should indicate only those that have been mentioned in the document. You should never miss this section. All sources cited in the document text should appear full in the "References". should not present never cited references should appear only those cited in the text.

34. All the "References" section should be double spaced.

35. Called "References" and no bibliography, nor References.

The "References" should begin to be developed with all citations and sources that are being presented in the document (see Manual APA).

36. Sources should be cited in full. A reference helps the reader quickly identify the source and look for if you are interested in learning more about that information. The sources can be taken from books, magazines, yearbooks, reports, web pages, etc. They can be quotations or paraphrased, but always giving credit to the author.

37. Page "References" should be developed correctly quoting the same, using a hanging indent, but distinguishing whether a book, an article, a magazine, a website, a phone conversation, etc., which is cited to be followed the APA manual procedure (see Appendix B).

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38. Cite sources when full textual citations are taken and / or paraphrased is called plagiarism and academic is the worst crime that exists. Even when citations from electronic sources, lecture notes, conversations and others are taken, sources should be cited correctly.
39. The use of non-academic sources is not a good practice, including web pages open. It is better to search for information on academic databases such as EBSCO, ProQuest, JSTOR, etc. correctly spell the names of the authors cited.
40. Can be taken textual citations from other nonacademic sources, however, in such cases should be mentioned correctly following formats presented at the APA Manual 6th edition as summarized in Appendix B.
41. Correctly use footers, where they exist. APA distinguishes footers content and permission of copyright. The content footers are used to supplement or expand the text information as an exceptional case to include relevant information that can not be presented otherwise. Footers used to indicate the copyright license used to make mention of the source of extensive citations; of items and scales of evidence; and figures and tables that have been reprinted or adapted. In this regard, for tables, the source is recorded in a note table and for the case of figures is entered at the end of the legend below the figure title.
42. Refer to the number of page as in references or citations source used p. if a leaf specific. pp used. if it refers to a range of pages in said source. For example: p. 60, while pp. 68-90.

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43. The sources are important to attest that the information submitted is true and worthy of being used; It not is committing plagiarism; and also to provide the reader a chance to find more details regarding such information.

44. It is not used Source: Prepared or similar. Prepared no sense, since it is assumed that the author (s) (s) has (n) developed. Not because a figure was drawn, or made a table means authors. Prepared could only be used when something new proposed as authorship in which case no source is placed in any press table or figure legend. For example, a model developed by the author does not lead source, ergo, no note. If the author has made a subtle modification to a model, a note is placed with Adapted from the source followed both in tables and figures legends. If a model has been copied is placed Taken followed by the source both in tables and in figure legends.

45. For a complete book references the following general format according to the information that may indicate easily to direct the reader to the source of information is followed.

Author, AA (1967). Document title. Location: Editorial.

Author, AA (1967). Document title. Recovered from <http://www.xxxxx>

Author, AA (1967). Document title. doi: xxxxxx

Editor, AA (Ed.). (1967). Document title. Location: Editorial.

46. To place in "References" a chapter book or some related to a book entry format that suits then follows:

Author, AA, & Author, BB (1995). Chapter title or entry. In A. Editor, B.

Editor, & C. Editor (Eds.), Title of book (pp. Xxx-xxx). Location:

Editorial.

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Author, AA, & Author, BB (1995). Chapter title or entry. In A. Editor, B. Editor, & C. Editor (Eds.), Title of book (pp. Xxx-xxx). Recovered from <http://www.xxxxx>

Author, AA, & Author, BB (1995). Chapter title or entry. In A. Editor, B. Editor, & C. Editor (Eds.), Title of book (pp. Xxx-xxx). Location: Editorial. doi: xxxxxx

47. In the case of information collected electronically, the DOI include the code that is unique alphanumeric string assigned by publishing a document in electronic format. If the DOI code has been assigned to the document, no additional information to identify or locate the content is needed, therefore, is placed unrecovered. If the document did not count with DOI, the address of the website where the document will be included recovered. It is not necessary to include the date of recovery of the document, unless it is considered that the source of the information will vary over time.

48. When books are cited must indicate the city, the country and publisher. Specifically, when the United States cited the city, the official state abbreviation used by the United States Postal Service of America (US Postal Service) and publisher. If not quoted US city and country name. colon is used after location. Should the name of the publisher as short as possible. Write the name of foundations, corporations and university presses; However, terms should be omitted Publishing, Publishers, Publishing, Co., Inc., SA, SAC, etc., since it is not necessary to identify the editorial information. Should keep the words Books and / or Press, as appropriate, if any foreign publisher bears the name of these terms. Examples:

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New York, NY: McGraw-Hill.

Washington, DC: Author.

Newbury Park, CA: Sage.

Pretoria, South Africa: Unisa.

London, England: Taylor & Francis.

If the source indicated that the publication is printed in Naucalpan, it must be consigned to Mexico City as a place of publication, since the former is a district of the city. Example:

Mexico City, Mexico: Pearson Education.

49. When a work has two authors, both cited whenever reference is made to them in the text. If the work has three, four or five authors, all cited the first time they are mentioned in the text (see Appendix A). It is included only the first author in subsequent citations, followed by the expression *et al.*, which in Latin means and others (not going italicized and written with dot at the end) and year of publication.

Examples:

Kisangau, Lyaruu, Hosea and Joseph (2007) [first citation in the text]

Kisangau et al. (2007) [Subsequent citations in the text]

If the work has six or more authors, it cited only the first author followed by *et al.* and publication year, both for the first time they appear in the text for subsequent.

In the "References", however, the names of all authors are provided. There are exceptions and other considerations to be taken into account when citing references in the text. Therefore, consult Appendix A to the styles of citations is entered in Chapter Six APA manual.

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50. The first edition of a book indicated but not from the second edition (2nd ed., 3rd ed., Etc.). There is no point after the letter refers to the ordinal.

51. The only types of citations that do not follow the author-date system are the legal references, references to classics (eg the Bible) and personal communications.

52. The sources obtained from personal communication will not be placed in the references. That is the case of personal interviews because they are not recoverable information. But yes you can quote the interview within the text as personal communication. To sample the following examples:

XXXXXXXXXXXXXXXXX (J. Smith, personal communication, August 15, 2009).

J. Smith (personal communication, August 15, 2009) XXXXXXXXXXXXXXXX.

53. To cite an entire Web page (not a specific document page) is sufficient to quote the site address in the text. For example: Kidspsych is an excellent interactive website for children (<http://www.kidspych.org>). To cite content of a web page whose author is not on the portal (see Appendix B), cited in the source text. For example: ("New Child Vaccine," 2001).

Tables and Figures

54. correctly numbered tables and figures. tables and figures are numbered sequentially Table 1, Table 2, Table 3, Table 4, etc. No. is never used. It is not correct Table 7 and Table No. 7. The tables are titled above and below the figures with their respective legend, if any. The source always cited under tables and figures and aligned on the left. See the particularities regarding the tables and figures presented

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in the appendices. In addition, all tables and figures are presented (including appendices) should be displayed in the "List of Tables" and "List of Figures".

55. It is correct to indicate, for example, see Table 8 or see Figure 9, but is incorrect indicate see Table 8 or see figure nine. Quote entire table and properly in the text. Title them correctly citing the complete source. Sources of tables and figures should also be included in the "References". Cited in the text tables and figures for reading routed to the reader to them. There are only tables and figures. There are no graphics, pictures, diagrams, etc.

56. Notes tables and content of the figures will be presented to the naked space. Avoid unnecessary spacing when tables or figures are inserted in the text. Tables should not be cut between two pages. Do not use individual components.

57. The tables will have the title immediately below the label named Table, which go with the serial number and emphasis added. The title will be case sensitive, and in italics. The notes appear below the table and the source is followed by Taken or Adapted from case sensitive, emphasis added.

58. In the case of figures, the font size is 12 and the font should be one that matches the rest of the text. Figures have three parts: (a) the foot, (b) and the legend (c) graph. The bottom of the figure is the title of the figure and immediately below the graph, under the label of Figure and the serial number in italics. It should be short but descriptive enough. It is placed in capitalizes the first letter of the first word and proper nouns.

59. Legend, meanwhile, is an integral part of the figure and explains the message and content of this, so you will have the same size and font than the rest of the figure.

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60. Do not leave titles "widowers", ie, headers are left at the end of the sheet while its textual content is placed on the next page. In such cases, the title pass to the next sheet to continue the text followed.

61. Tables should not be cut. Tables with extensive textual or numerical content will be placed on a new sheet. So never sectioning the pretext tables are followed to the text that precedes it. In these cases, handle the text so as to cover the space before placing the table on the following page.

62. In short, place uppercase and lowercase letters in the titles of the tables (in italics) and capitalized the first letter of the bottom of the figure. Both headers tables and figures the feet, place Capitalize the first letter also own names.

63. many tables and figures that have been "copied and pasted" from any source are presented. This is not a correct or polite practice. These tables and figures often can not be read, much less can be played. In some cases you would need to ask permission from the copyright (copyright). Failure to do so can lead to a legal problem.

64. A variegated variety of formats, sizes, structures; clearer, others blurred and illegible others are presented, which makes him lose quality document.

Unfortunately, if desired using a table and / or figure of a source to be reproduced properly uniformly with attribution.

65. Appendix C examples of tables and figures are presented.

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Author's note

Spaces, periods, commas, dashes, italics and others, all have a meaning and must be followed carefully. Carefully review the latest edition of the Publication Manual of the American Psychological Association, at its 6th ed., English. APA also blog. Those are what define any questions.

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Appendices

Appendix A: Basic Citation Styles

Table A1

Citation styles

Citation Type	First citation in the text ¹⁰	Next citation in the text	parenthetical format, first citation in the text	parenthetical format, following citations in the text
A document by author	Walker (2007)	Walker (2007)	(Walker, 2007)	(Walker, 2007)
A document by two authors	Walker and Allen (2004)	Walker and Allen (2004)	(Walker & Allen, 2004)	(Walker & Allen, 2004)
A paper by three authors	Bradley, Ramirez and Soo (1999)	Bradley et al. (1999)	(Bradley, Ramirez, & Soo, 1999)	(Bradley et al., 1999)
A paper by four authors	Bradley, Ramirez, Soo and Walsh (2006)	Bradley et al. (2006)	(Bradley, Ramirez, Soo, & Walsh, 2006)	(Bradley et al., 2006)
A document by five authors	Walker, Allen Bradley, Ramirez and Soo (2008)	Walker et al. (2008)	(Walker, Allen Bradley, Ramirez, & Soo, 2008)	(Walker et al., 2008)
A document by six authors	Wasserstein et al. (2005)	Wasserstein et al. (2005)	(Wasserstein et al., 2005)	(Wasserstein et al., 2005)
Groups (identified with the respective abbreviation) as authors	National Institute of Mental Health (NIMH, 2003)	NIMH (2003)	(National Institute of Mental Health [NIMH], 2003)	(NIMH, 2003)
Groups (no abbreviation) as authors	University of Pittsburgh (2005)	University of Pittsburgh (2005)	(University of Pittsburgh, 2005)	(University of Pittsburgh, 2005)

*Note.*¹⁰ In presenting a list of items or authors, in Spanish, the comma is not placed before "and"; It shall include only when the document is submitted in English, from the third element / author. Adapted from Publication Manual of the American Psychological Association (6th ed.), By the American Psychological Association (APA), 2010, Washington, DC: Author.

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Appendix B: Reference Examples

Examples of books

Boone, LE, & Kurtz, DL (1986). Contemporary marketing (5th ed.). New York, NY: The Dryden Press.

D'Alessio, F. (2011, February). Presentation. In Alarco G. (Ed.), Competitiveness and development (pp. 9-11). Lima, Peru: Planeta.

Nonaka, I., & Takeuchi, H. (1995). The Knowledge-Creating Company. How Japanese companies create the dynamics of innovation. New York, NY: Oxford University Press.

Shotton, MA (1989). Computer addiction? A study of computer dependency. London, England: Taylor & Francis.

Sample chapter in a book

Porter, ME, & Millar, VE (1999). How to gain competitive advantage through information. ME Porter (Ed.). *Be competitive: New contributions and conclusions* (Pp. 81-104). Bilbao, Spain: Deusto.

Examples of dictionaries or encyclopedias

Sadie, S. (Ed.). (1980). The new The New Grove Dictionary of Music and Musicians (6th ed.). Vols. 1-20. London, England: Macmillan.

Thompson, D. (Ed.). (1999). The Concise Oxford Dictionary of Current Inglés (9th ed.). London, England: Oxford University Press.

Example laws

In the case of regulations issued by the Executive (legislative decrees, legislative decrees, emergency decrees, supreme decrees, supreme resolutions, ministerial resolutions, bylaws) symbol No. is used. However, laws enacted by the legislature (Constitution, treaties, ordinary laws) do not carry this symbol. If the statute is cited within the text should be placed

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inside the parentheses the type of standard followed by their respective number and then the year of publication of the same.

2810. Recognition Act, preservation, promotion and dissemination of Aboriginal languages.

Congress of the Republic of Peru (2003).

Supreme Decree No. 001-2010-EM. Establish various measures related to the remuneration of power and energy. President of the Republic of Peru (2010).

Examples of master thesis or doctoral

Carlbon, P. (2000). Carbody and passengers in rail vehicle dynamics (doctoral thesis), Royal Institute of Technology, Stockholm, Sweden. Recovered from <http://urn.kb.se/resolve?urn=urn:nbn:se:diva-3029>

Example transcription recorded interview

Sparkman, CF (1973). An Oral History with Dr. Colley F. Sparkman / Interviewer: Orley B. Caudill. Mississippi Hiatory Program (Vol. 289), University of Southern Mississippi, Hattiesburg.

Examples of articles in journals

Agle, BR, Mitchell, RK, & Sonnenfeld, JA (1999). Who matters to CEOs? An investigation of stakeholder attributes and salience, corporate values, values and CEO. *Academy of Management Journal*, 42 (5), 507-525.

Bono, JE, & Judge, TA (2004). Personality and transformational and transactional leadership: A meta-analysis. *Journal of Applied Psychology*, 89 (5), 901-910.

Herbst-Damm, KL, & Kulik, JA (2005). Volunteer support, marital status, and the survival times of terminally ill patients. *Health Psychology*, 24 (2), 225-229. doi: 10.1037 / 0278-6133.24.2.225

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Nord, WR (1997). Reinventing the workplace: How can business and employees Both win. Academy of Management Review, 22 (1), 283-286.

Powell, WW (1987). Hybrid organizational arrangements. California Management Review, 30 (1), 67-87.

Sillick, TJ, & Schutte, NS (2006). Emotional intelligence and self-esteem Mediate Between perceived parental love and early adult happiness. E-Journal of Applied Psychology, 2 (2), 38-48. Recovered from <http://ojs.lib.swin.edu.au/index.php/ejap>

Watkin, C. (2000). Developing emotional intelligence. International Journal of Selection and Assessment, 8 (2), 89-92.

Examples of articles in magazines

Dates to be placed sources in English (Year, Month day), for example, (2011, May 28). In the case of Spanish dates will be placed (year, month, day) where [day month], or [month] section will lowercase, for example, (2011, May 28).

Chamberlin, J., Novotney, A., Packard, E., & Price, M. (2008, May). Enhancing worker well-being: Occupational health psychologists convene to share Their research on work, stress, and health. Monitor on Psychology, 39 (5): 26-29.

Clay, R. (2008, June). Science vs. Ideology: Psychologists fight back About the misuse of research. Monitor on Psychology, 39 (6). Recovered from <http://www.apa.org/monitor/>

Example newspaper articles (print)

Subirana, K. (2012, February 09). The alternative crop oil palm reaches 30,000 hectares. Trade, p. A13.

Example newspaper article (digital version)

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Cruz, D., & Castro, P. (2011, May 17). Lima will receive a thousand entrepreneurs in China-Latin America summit. Trade. Recovered from http://elcomercio.pe/economia/758811/noticia-lima-recibira-mil-empresarios-cumbre-china-america-latina_1

Example without appearing online newspaper article the author

Six sites meet for comprehensive anti-aging conference initiative. (2006, November / December). OJJDP News @ a Glance. Recovered from http://www.ncjrs.gov/html/ojjdp/news_at_glance/216684/topstory.html

Sample papers at the symposium, conferences and meetings

Muellbauer, J. (2007, September). Housing, credit, and consumer expenditure. SC Ludvingson (Chairman), Housing and consumer behavior. Symposium held at the Federal Reserve Bank of Kansas City, Jackson Hole, WY.

Sorensen, R. (2011, March 3). Blue Ribbon Committee on Accreditation Quality. D'Alessio, F. (Chairman), Best Practices in Leadership: A Global Perspective. CENTRUM PUCP international conference in Lima, Peru.

Example presentation working document or conversatorio

Morosini, P. (2011, March 4). The seven keys of the imagination. Presentation of book CENTRUM PUCP, Lima, Peru.

Executive summary example of a working document retrieved online conference

Liu, S. (2005, May). Defending against business crises with the help of intelligent agent based early warning solutions. Working paper presented at the Seventh International Conference on Corporate Information Systems, Miami, FL. Executive Summary recovered from http://www.iceis.org/iceis2005/asbtracts_2005.htm

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Example taped interview recorded in files and classes

Smith, MB (1989, August 12). Interview by CA Kiesler [Recording videocassette].

President's Oral History Project, American Psychological Association. APA Archives, Washington, DC.

Example academic journal article without DOI

Sillick, TJ, & Schutte, NS (2006). Emotional Intelligence and self-esteem Mediate Between perceived parental love and early adult happiness. *E-Journal of Applied Psychology*, 2 (2), 38-48. Recovered from <http://ojs.lib.swin.edu.au/index.php/ejap>

Example translated document

Guimard, P. & Forint, A. (2007). Les évaluations des Enseignants large section of maternelle sont-elles prédictive des difficultés de lecture au cours préparatoire? [Are teacher ratings in kindergarten predictive of reading Difficulties in first grade?]. *Approche Neuropsychologique chez l'Enfant des Apprentisages*, 19: 5-17.

Sample book published abroad title translated into English

Royal Spanish Academy (RAE). (2001). Dictionary of the Spanish language [Dictionary of the Spanish language] (22nd ed.). Madrid, Spain: Author.

Note. When the author and publisher are the same, use the word Author as the name of the publisher. .

Example publications organizations

US Department of Health and Human Services, National Institutes of Health, National Heart, Lung, and Blood Institute. (2003). Managing asthma: A guide for schools (NIH Publication No. 02-2650). Recovered from http://www.nhlbi.nih.gov/health/prof/lung/asthma/asth_sch.pdf

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Example video log

American Psychological Association (APA). (Producer). (2000, June). Responding to patient therapeutically expressions of sexual attractions [DVD]. Recovered from <http://www.apa.org/videos/>

Example database

Pew Hispanic Research. (2004). Changing channels and crisscrossing cultures: A Survey of Latinos on the media news [Archive data and code book]. Recovered from <http://pewhispanic.org./datasets/>

Example class sessions recorded on file

Beliner, A. (1959). Notes for a lecture on reminiscences of Wundt and Leipzig. Anna Berliner Memoirs (Box M50). Archives of the History of American Psychology, University of Akron, Akron, OH.

Example photographs

[Photographs of Robert M. Yerkes]. (Ca. 1917-1954). Robert Yerkes Papers (Box 137, Folder 2292), Manuscripts and Archives, Yale University Library, New Haven, CT.

Example publishing video blog

Norton, R. (2006, November 4). How to train a cat to operate a light switch [Video file]. Recovered from <http://www.youtube.com/watch?v=Vja83KLQXZs>

Example publishing blog

MiddleKid. (2007, January 22). Re: The Unfortunate Consequences of prerequisites and partitioning your mind [Web log messages]. Recovered from http://scienceblogs.com/pharyngula/2007/01/the_unfortunate_prerequisites.php

Examples of web pages

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Durkheim, E. (1893). Division of labor in society. Inglés translation by George Simpson,

1944. Recovered <http://www.mdx.ac.uk/www/study/xDur.htm>

Pressbox. (2004). BFO power up Wiley's Global Executive Leadership Inventory. Recovered

from <http://www.pressbox.co.uk/Detailed/23688.html>

US Census Bureau. (2005). IDB summary demographic data for Peru. Recovered

from <http://www.census.gov/ipc/www/idbsum.html>

Note. When you do not have the author of the text on the website is placed so,

New child gets funding boost vaccine. (2001). Recovered from

http://news.ninemsn.com.au/health/story_13178.asp

Appendix C: Examples of Tables and Figures

Table C1

Individual and family characteristics as a percentage of the sample (Census Data in Parentheses)

Characteristic	Mother (n = 750)		Parent (n = 466)		Son (n= 750)	
self-identification						
Mexican	77.2		71.0		41.0	
Mexican-American	22.8		29.0		59.0	
Nacionalidada						
Mexico	74.2	(38.2)	80.0	(44.2)	29.7	
U.S	25.8	(61.8)	20.0	(55.8)	70.3	
language preferidob						
English	30.2	(52.7)	23.2	(52.7)	82.5	(70.0)
Spanish	69.8	(48.3)	76.8	(48.3)	17.5	(30.0)
education culminadoa						
Second half or less	29.2	(30.7)	30.2	(33.4)		
Some high	19.5	(20.9)	22.4	(6.22)		
Fifth secondary	23.1	(22.5)	20.9	(20.7)		
Some higher education / vocational training	22.0	(19.2)	20.2	(17.1)		
Bachiller more	6.2	(6.8)	6.2	(6.2)		
laboralc situation						
Employee	63.6	(46.6)	96.6	(97.1)		
Unemployed	11.2	(3.5)	3.5	(2.9)		
Housewife	25.2					

Note. From "Sampling and Recruitment in Studies of Cultural Influences on Adjustment: A Case Study With Mexican Americans," by MW Roosa, FF Liu, M. Torres, NA Gonzales, GP and D. Knight Saenz, 2008, *Journal of Family Psychology*, 22, p. 300. Copyright 2008 by the American Psychological Association.

^{to} Census data include those of all men and women in the sample and is not limited to those who are parents or adults in our age group. ^b The most comparable to the case of parents census data found in the adult age group 18 years later and the children make up the group between 15 and 17 years. ^c Census data include all women, not just mothers, while for the male population data are limited to husbands.

Table C2

Summary of hierarchical regression analysis for variables predicting Belief adult daughters in Paternalism (N = 46)

Variable	<i>B</i>	<i>SE B</i>	<i>B</i>
Step 1			
Daughter Education	-5.89	1.93	-.41 *
Age of mother	0.67	0.31	.twenty-one*
Step 2			
Daughter Education	-3.19	1.81	-.22 *
Age of mother	0.31	0.28	.14 *
Attitude towards older	1.06	0.28	.54 *
affective feelings	1.53	0.60	.31 *
Dogmatism	-0.03	0.10	-.04 *

Note. $R^2 = 26$ for Step 1; $\Delta R^2 = 25$ for Step 2 ($p < .05$). From "Relationship of personal-social variables to Belief in paternalism in Parent Caregiving Situations," VG Cicirelli, 1990, *Psychology and Aging*, 5, p. 436. Copyright 1990 the American Psychological Association. * $P < 0.05$.

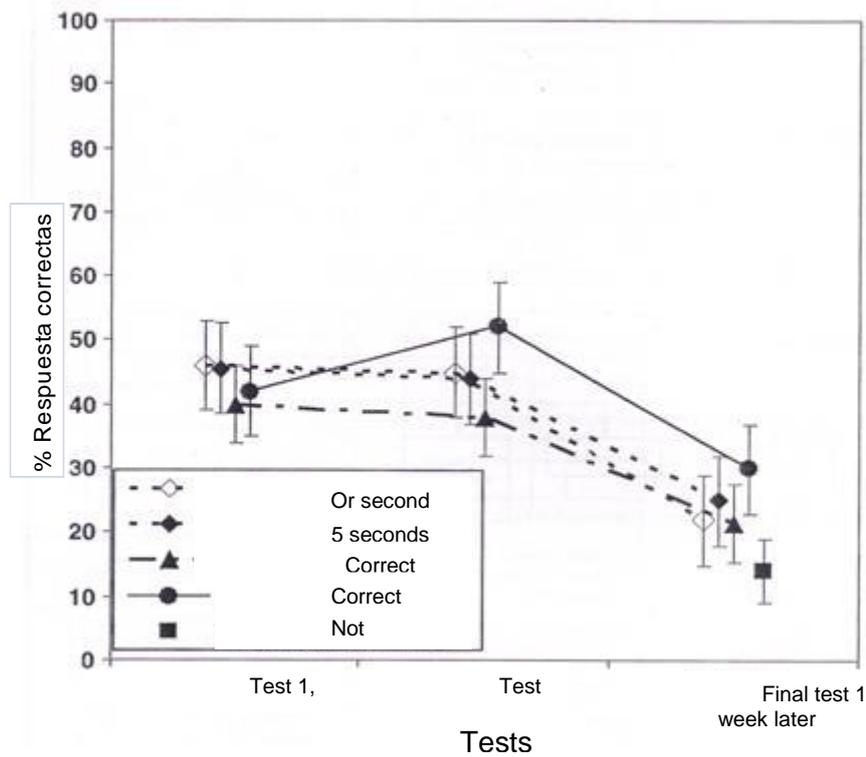


Figure C1. Accuracy in experiment 1 for each type of feedback and for each test. Error bars represent standard errors. The points are offset horizontally so that error bars are visible. Adapted from "When Does Learning Feedback Facilitate of Words ?," by H. Pashler, NJ Cepeda, JT Wixted and D. Rohner, 2005, Journal of Experimental Psychology: Learning, Memory, and Cognition, 31, p. 5. Copyright 2005 by the American Psychological Association.



Figure C2. Guide data. From "Data," by International Monetary Fund (IMF), 2016 (<http://www.imf.org/external/data.htm>).