



CONCORDIA UNIVERSITY CHICAGO
COLLEGE *of* BUSINESS

College of Business Faculty Guidebook 2017

Overview

The College of Business prides itself on delivering relevant, quality programs to our students and supporting its faculty and staff. This document provides expectations that the College of Business has of its Faculty (fulltime and part time), and useful information to assist them in serving our students. The information in this *Faculty Guidebook* is provided by the College of Business at Concordia University Chicago (CUC). It is intended as an additional resource to University-wide faculty handbooks. The *Guidebook* cannot and is not intended to address all circumstances related to a faculty member's role in the university, nor is the information contained in the *Guidebook* intended to constitute an express or implied contract of employment, a promise of employment for any specified time, or a guarantee of benefits or working conditions.

The specific policies, procedures, and other statements found here cover a variety of subjects. However, readers should be aware that there are other important policies and procedures specific to the university's colleges, schools, departments, and other academic units that may apply to a particular employment situation, but are not referenced in this *Guidebook*. Exclusion of a particular policy or procedure does not mean that it will not be enforced. It is the faculty member's responsibility to review university policies and procedures in detail and to request any clarification needed from his or her chair, program director, or relevant dean.

Policies and procedures at Concordia University Chicago are regularly under review and subject to revision. Thus, to keep this *Faculty Guidebook* as up-to-date as possible, the College of Business at CUC expressly reserves the right to amend, delete, suspend, or discontinue any part or parts of this *Guidebook*, at any time and without prior notice. Every attempt will be made to keep faculty members informed of any changes as they occur. Changes to the *Faculty Guidebook* will be sent to faculty as appropriate. It is the faculty member's responsibility to remain current on the university policies and procedures that may apply to his or her employment. If questions arise, your faculty chair is your best resource.

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The procedures, practices, and policies described here may be modified or discontinued from time to time. Every attempt will be made to inform you of any changes as they occur. However, it is your responsibility to keep current of all College of Business and Concordia University Chicago policies, practices, and procedures. It is your responsibility to review College policies and procedures in detail and to request any clarification needed from your chair or appropriate College representative.

Dear College of Business Faculty

As Dean of the College of Business at Concordia University Chicago, I have the opportunity to lead an emerging and dynamic organization offering campus based, online, and international academic degrees at the undergraduate and graduate levels.

Our program's greatest strength is its dedicated faculty who possess a balance of professional experience with academic credentials. We offer students a selection of undergraduate majors and MBA concentrations. Additionally, we reach students worldwide through online learning and international partnerships. We are continually exploring new opportunities to spread the mission of Concordia University Chicago.

The College of Business, established in 2007, continues to honor the tradition of CUC's 150-year history, while seeking innovative ways to serve business students and the global business community. Our focus on developing ethical leaders resonates with employers. Our faculty, full-time and part time serve as mentors and coaches to our students, and resources for our community. We believe our connection with our students is a lifetime one.

As College of Business faculty, we understand the need to exemplify what we teach, supporting our students to serve their organizations by teaching them to think critically and serve ethically. We have targeted key initiatives for the 2014-2015 year. These initiatives include, but are not limited to: continuing our pursuit of ACBSP accreditation, initiating a comprehensive program review and assessment plan, exploring the potential for a Doctorate in Business Administration Program, launching new part-time faculty professional development initiatives, developing new MBA and BA/BS minors, majors, and concentrations, as well as launching a center focusing on providing not for credit programs for our global business community.

We trust that this resource will assist you in serving CUC and our students. Thank you for your service to CUC, our students, and alumni.

Sincerely,

A handwritten signature in dark ink, reading "Claudia Santin". The signature is fluid and cursive, with the first name "Claudia" written in a larger, more prominent script than the last name "Santin".

Dr. Claudia Santin
Dean of the College of Business
Professor of Leadership

College of Business

Claudia Santin – Dean
 Craig Lusthoff - Associate Dean, Chair, Traditional
 Undergraduate Programs
 Beth Dellegrazie – Chair, MBA Program
 Maria Battistoni – Chair, Undergraduate Online Programs

Tim Basadur – Management
 Wanda Foster – Management
 Quentin Jackson – Management
 Joseph Stachnik – Accounting
 Russell Zage – Business

Emily Carpenter – Graduate Academic Operations Manager
 Alexandra Hendrickson – Director of International Program
 Development
 Cathy Schlie – College of Business Coordinator

College of Business Mission

The mission of the College of Business is to develop ethical leaders who think critically, communicate effectively, and promote socially responsible business practice that is grounded in Christian faith, and is innovative, and entrepreneurial in spirit. We strive to prepare students who positively impact the global society they serve through an academically rigorous and relevant business education.

College of Business Vision

We seek to be a globally recognized Christian-based business college that creates authentic, innovative leaders who transform the lives and organizations they serve.

College of Business Values

As part of a university that values Christian faith, the Individual, excellence, integrity and service, the College of Business at Concordia University Chicago values our Lutheran heritage of teaching excellence, leading by serving, innovative and entrepreneurial thinking, ethical decision making, intellectual and individual diversity, and sustaining a dynamic curriculum based on the needs of our students, community, and stakeholders.

- I. APA Guidelines: Students need to adhere to APA guidelines, and academic integrity guidelines as explained in Appendix A.

Faculty *must* require students use a CUC Academic Integrity Cover Page in addition to an APA Title Page. Example in Appendix B

- II. Blackboard Online Teaching Certification: CUC offers an online training course to faculty to certify them in Blackboard online teaching. This training is required for all College of Business (CoB) faculty. All faculty may need to teach online at some time. Blackboard training contains very important pedagogical concepts that are applicable to face-to-face teaching as well as to online teaching. These concepts are important to any faculty. Obtaining the Blackboard online teaching certificate ensures that the CoB is establishing a baseline for a teaching skill set that is standardized for all CoB faculty. The CoB may also require additional training in online teaching techniques and tools in order to support their teaching.

To register for the Online Teaching Certificate course, speak with the Graduate Academic Operations Manager, Emily Carpenter or email her at Emily.Carpenter@CUChicago.edu

- III. Change of Course Meeting Time and Day: The course meeting time, day and room have been set by the registrar. All face-to-face courses should meet at the allotted time and in the space designated by the registrar. Exception to the rule is considered in cases where the class has five students or fewer. In this case, the faculty member can submit a formal request, via email, to the Chair copying the Graduate Academic Operations Manager and the Administrative Assistant to the Dean to change the class meeting time, day, and/or location. The email should explain the reason for the change of class meeting time/day/location and propose two alternatives. Faculty may not make a change (time/day/room) without prior approval. If the request is granted, the new day/time/location will be communicated to the faculty member within five business days. Any changes need to be documented for future reference.
- IV. Syllabus Integrity: The syllabus is the property of the University. The integrity of the syllabus must be honored. Faculty may not change the essential content of any syllabus without the express and prior permission of the Chair, and the Dean. CoB faculty may not require students to purchase additional materials, e.g. case studies, without prior permission of the Chair. The program will not accept responsibility of purchasing additional materials for students. Please plan accordingly.
- V. Documentation and Protocol for Adjuncts: Contracts for teaching and/or project assignments are only for the term agreed upon with approval from the Chair, Dean, and Provost. All contracts for teaching, design, or revision of a course must be signed within five working days and returned as directed.
- VI. Adjunct Pay Scale: The rate for courses is \$2,400 for the first 10 courses and then \$2,700 for the eleventh one and on, but only for courses that start in the upcoming session and

not if the 11th and the 10th are in the same quarter/semester. Online courses with fewer than five students will be prorated to \$540.00 per student (for three credit hour courses). If enrollment changes after the date this contract is issued, compensation will be increased or decreased based on enrollment at census date. This is subject to change.

- VII. Overload Pay: Full time faculty members are responsible for submitting the Faculty Load/Overload form (Appendix C) each semester. Faculty load is determined by the dean and provost, and also by ACBSP guidelines.
- VIII. Adjunct Load Restrictions: Course loads for adjuncts vary by term and semester; however, regulations specify that an adjunct instructor can teach no more than 12 credit hours per 16 week semester.
- IX. Grading Guidelines: Assignment feedback must be timely. It should address what the student did well, what the student needs to improve on, and how to make the improvement. The CoB requires that faculty review, score and return student assignments within 3-7 days, depending on when the next assignment is due. Appendix D: Entering Grades into Banner
- X. New Course Design/Redesign: Faculty members may design a course after signing a contract and performing the duties required by the College and the University. From time to time, courses require revision (redesign). See Addendum A, which explains the expectations for course design/redesign and Addendum B, which covers the Confidentiality and Non-Disclosure policy:
See Appendix E
 - 1. Procedure for Proposing and Approving a New Course (face-to-face/online): In consultation with the Chair and the Dean, the faculty may propose a new course, or may be asked to design a new course.

The approval process includes ensuring that the courses are aligned to program specific needs and ACBSP standards. The registrar is also included in this process, as are appropriate University policy committees.
 - 2. The new course prospectus is developed by the subject matter expert (SME).
 - 3. Prospectus is peer reviewed before being presented at the CoB meeting.
 - 4. The professor (SME) will obtain the CoB approval (BPC). For undergraduate courses, the Chair will communicate with the professor once approved.
 - 5. For MBA courses, the Chair, or designee, will then present the prospectus to GIPPC for approval.

6. Once approved, the prospectus becomes the document for a class offered by CoB. The registrar will create the course number and make it available to students for the term indicated.
 7. Syllabi for the class are created based on the approved course prospectus and following the protocol for course design.
 8. Course book information will be relayed to the bookstore for purchasing.
 9. No alterations to the syllabi can be made without express permission from the Chair and Dean.
 10. Online Courses: If a faculty (SME) member is requested to create an online equivalent for an existing face-to-face class, s/he must fill out a Faculty Proposal for Online Course form and submit it to the chair for initial approval. A specific IDT template must be used to conform the syllabus to CoB and CUC standards for delivery of online courses. The form can be obtained from the Graduate Academic Operations Manager.
- XI. How to View Class Lists in the Portal: See Appendix F
- XII. Library Check-Out: The CoB MBA Program has a bookcase dedicated to books used in the MBA Program as well as other Business resources located in Brohm 234. Faculty can peruse this “library” and check out books for four weeks. These books can be renewed for another four weeks. Instructors must return the books to the “library” or incur fees that will be deducted from the salaries equivalent to the cost of the book.
- XIII. Library Reserve: It is possible to place materials on hold at the main university library for students in your course to use during your course.
- XIV. Technology Services: See Appendix G
- XV. Illness/Faculty Absences: If you teach a face-to-face class and are unable to attend for any reason, please contact Cathy Schlie via email as soon as you know you will miss your scheduled class time. It would be helpful if you would also notify your students through Blackboard.
- XVI. Final Examinations:
1. *Undergraduate Final Exams* - One week is set aside each semester for final examinations for all undergraduate courses. Each instructor shall give an examination or an appropriate culminating activity during the scheduled final examination period.
The Registrar sets the schedule of final examinations before the semester begins. It may vary from semester to semester. It is expected that all

examinations will be held in accordance with the schedule. The Office of the Registrar must approve any changes in the scheduled exam time. The Dean of Students (in consultation with the Faculty member involved) must approve all student requests for permission to take exams at a different time.

2. *Graduate Final Exams* – An assessment or exam is required at the end of each course. In the graduate program one week is NOT set aside for final examination. The 8th week should be used for course work, learning and final assessment. In a face-to-face environment it is expected that the class meet during the 8th week at their regularly scheduled time. Any revision to the MBA established schedule must be presented and approved by the MBA Chair.

XVII. Tips for a Successful Term:

1. Attendance: Please take strict attendance in the first week and Please forward the names of the students that fit into any of the following categories (or if you have absolutely no problems with attendance) to Emily Carpenter, Graduate Academic Operations Manager (Emily.Carpenter@CuChicago.edu) by the end of the first week of classes. This is especially important information for international students.
 - i. Names of any students, who are on your class roster, but have never, attended your class.
 - ii. Names of students, who have attended your class, but are not listed, on your class roster.
 - iii. Names of any students, who are listed in your grade book, but have never, entered your on-line course.
 - iv. Names of students, who have entered your on-line course, but are not listed, in your grade book.
 - v. If all are present, please indicate class roster is correct.
 - vi. Any other information that is not consistent for you
2. Technical Assistance: If you need any technical assistance in your classroom, blackboard, or for your online class, you can contact CougarNet at extension 3131 (or call 708-209-3131).
3. Concordia Email: All correspond with students should be on the Concordia University Chicago email system. Please ask your students to correspond with you through their Concordia email address. Please do not use your personal email.
4. Print Services: The College of Business is committed to reducing our carbon footprint, as well as reducing costs of printing. Therefore, faculty are required to use Blackboard (whether teaching online or face to face to provide the syllabus and all resources requiring duplication). Faculty teaching face to face should use Blackboard to post grades, and also to archive assignments, in case of a grade appeal or dispute. If you must make copies, you must first request permission from either Cathy Schlie (undergraduate) or Emily Carpenter

(graduate) and then you may email your documents, with a copy of the authorization email to Print.Services@CUChicago.edu and let them know what you need (number of copies, stapled? Double-sided?), and when you can come and pick the copies up. With authorization, Print Services will charge the CoB.

5. **Parking**: If you teach face-to-face (on-campus), please park in the parking structure. The parking lots in front of Addison Hall or the Christopher Center don't permit parking before 6pm. You can obtain a free parking sticker from security, behind the switchboard (first floor of Addison Hall). Here is a link to the campus map: <http://www.cuchicago.edu/info/campus-map/>.
6. **Student Issues**: if you have a student who consistently misses class or does not turn in homework, or is seriously ill and needs special services, please follow the directions below dependent on the student's circumstances..
 - i. For the MBA program, CC- their advisor on any emails, [David Crawford](#).
 - ii. For Undergraduate Students use the **Academic Early Warning System**
 1. Student Academic Support
 - a. The Academic Center for Excellence provides academic support through specialized programs and specific strategies to all undergraduate Concordia-Chicago students.
 2. Academic Programs to help succeed in their academic goals include:
 - a. Peer Tutoring
 - b. Supplemental Instruction
 - c. Academic Success - Steps to Success
 - d. The Center for Accommodations and Resource for Excellence
 3. For more information contact Genda Vann Director, Academic Center for Excellence 708-209-3042
 - iii. For International Students: contact the Center for Global Outreach, specifically International Student Coordinator, 708-488-4297
7. **Important Dates**:
 - i. Last day of term
 1. 8 Week Course: Sunday of the 8th Week
 2. 16 Week Course: Sunday of the 16th Week
 - ii. Grades Due: Wednesday following the last day of term by noon
 - iii. Pay Day (adjuncts): Friday of the week that grades are due
8. **Syllabi**: If you teach face-to-face please email [Cathy Schlie](#) a syllabus for each course you teach by Monday of the second week.
9. **New Adjuncts**: Please forward your Concordia University email address to your Chair, and to Catherine.Schlie@CUChicago.edu if you teach undergraduate classes or to Emily.Carpenter@CUChicago.edu if you teach in the MBA program so that they may be able to contact you. All communication

to students, faculty, and administration should take place using your CUC email. Please do not use your private email for correspondence.

10. Grade Appeals: should follow the procedure described in Appendix H, this student initiated form can also be found in the forms repository on the resource tab of the portal.

XVIII. Additional Guidelines and Expectations for Teaching: Appendix I

Addendum A

Contract Payment

Payment is made when the following criteria has been met: The course is complete in Blackboard and approved by the Subject Matter Expert (SME), the Instructional Design and Technology department (IDT), and has been reviewed and approved by the appropriate Program (Course) Leader, Chair and Dean. The Dean will send a recommendation to the Senior Vice President of Academics to release payment to the Designer/Re-designer.

Design Contract:

A design contract is offered to a SME for a course that has never been taught before in any format. This typically involves development of a prospectus passed by policy committee; a syllabus and course content such as assessments, grading schema, identification of academic learning resources (for example print, visual, audio) and instructional strategies to engage and retain online students.

Redesign Contract:

A redesign contract is offered to a SME when the course has been previously approved and has been taught before in any delivery format.

A redesign contract may be awarded every 3 years as required for course currency and efficacy. Such changes as page numbers in a text, a new edition of a textbook, or minor changes in an assignment(s) do not constitute a course redesign. However, if a course prospectus is changed requiring major content changes, or if significant and substantive changes are required in the overall thematic framework of the course, which impact several components of the course (such as assignments, course activities, and learning resources) and are agreed to by the Chair and Dean, a redesign contract may be approved without meeting the 3 year guideline.

The role of the Subject Matter Expert

The SME is responsible for all the content of the online/hybrid course including:

- A complete syllabus using the online/hybrid syllabus template supplied by IDT
- Learning resources including text, audio, video other multimedia (IDT will assist in development of multi-media materials)
- All learning resource materials need to be copyright cleared (The library will assist in this process).

- Any assessments including point values, grading schema (rubric) along with specific student instructions. Assessment examples are:
 - Weekly Discussions
 - Assignments
 - Quizzes or Tests
 - Interactive web tools, (wikis, blogs, journals)
- Review and approval of the finished course template for content accuracy

The role of the Instructional Designer:

The ID is responsible for the instructional design of the template including:

- Alignment of course template to Quality Matters (professional standard) rubric
- Collaboration with SME on course tool selection
- All technical elements related to the building of the template in Blackboard (only the Instructional Designer will have editing rights in the template; the SME will have read-only access)
- Review and approval of the finished course template for design

There is a specific protocol for creating or revising syllabi, and receiving final disbursement of payment. The protocol includes following a prescribed template, and a series of sign-offs by designated individuals (Chair, IDT, the Dean, and the Provost). This protocol must be followed. Once the adjunct receives payment, the syllabus becomes the intellectual property of the CoB and the University. There is no guarantee that once a course is developed or redesigned that the SME will teach the course or amend the syllabus at a future time.

Addendum B

CONFIDENTIALITY and NONDISCLOSURE POLICY

This Confidentiality and Nondisclosure Policy (herein “Policy”) shall govern the use of all confidential and/all proprietary property and information of Concordia University Chicago (hereinafter “CUC”)

Whereas, CUC is in possession of certain confidential and /or proprietary information which is defined below, the disclosure or unauthorized use of which will cause irreparable harm to CUC;

Whereas, CUC and will be or are the recipients of information, which is of a confidential and/or proprietary nature and which is of value to CUC.

Whereas, CUC intends to restrict the use and dissemination of the confidential and/or proprietary information.

Now, therefore, because CUC shall release and disclose confidential and/or proprietary information to potential and active and retired full-time faculty and potential and active and non-active adjunct faculty (hereinafter “faculty member”), CUC adopts the Policy as follows:

1. Definitions:

1.1 “Confidential and/or proprietary information” shall mean all information, whether oral or written, original or copies thereof, relating, directly or indirectly, to CUC’s general business accounting, procedures, methods, techniques, processes, software, personnel and agency information, ideas, inventions, discoveries, trade secrets, marketing plans, strategic business plans and forecasts, third party designated proprietary and confidential information, financial information, together with all or some business plans concerning the development of any or all such matters, and all information, including but not limited to course prospectuses, syllabi and online course materials which is provided to potential and active and retired full-time faculty and active and non-active adjunct faculty, together with any other information which, in the normal course of teaching, scholarship and business, would be considered to be confidential and/or proprietary in nature, in collegiate academic endeavors.

1.2 “Confidential and /or proprietary information” shall also include all visual representations of the above identified confidential and/or proprietary information, including, but not limited to, plans, drawings diagrams, specifications, charts, memoranda, reports, videotapes, computer disks, online and all other visual or graphic embodiments of said information.

1.3 “Confidential and/or proprietary information” shall also include any and all information, materials, formula, pattern, compilation, program, device, method, technique or

process that would qualify as a “trade secret” as that term is defined in the Illinois Trade Secrets Act, 765ILCS1065 et seq.

2. Potential and active and retired full time faculty and potential and active and non-active adjunct faculty shall undertake the following obligations with regard to any and all confidential and/or proprietary information disclosed to them under this policy and any employment agreement entered into with CUC.

2.1 To use all confidential and/or proprietary information provided hereunder only for purposes directly and indirectly related to CUC’s academic endeavors and related business.

2.2 To keep and maintain all confidential and/or proprietary information received from CUC in confidence during the entire term of faculty member’s academic and business relationship with CUC, and for a period of five (5) years after the date of the termination of faculty member’s academic and business relationship with CUC. Faculty member shall not disclose such information to any third party, except with the prior written consent of CUC, and shall not utilize such information to compete with CUC in any manner within the geographic area that the Concordia University System engages in academic endeavors and conducts business for a period of five (5) years after the date of the termination of a faculty member’s academic and business relationship with CUC. A faculty member shall not utilize any information directly received and marked as confidential and/or proprietary information pursuant to this Policy, except as provided for herein.

2.3 Upon CUC’s request, or within ten (10) days of the date of termination of the academic and business relationship between a faculty member and CUC, a faculty member shall return all documents or materials provided to faculty member by CUC, as well as all notes, summaries or any copies which a faculty member may possess derived from confidential or proprietary information, or at CUC’s direction, a faculty member shall certify, in writing, that all such documents or materials have been destroyed prior to any third party’s access to them.

2.4 A faculty member shall not disclose any confidential and/or proprietary information, public knowledge information excluded, to any person, college, university, firm, corporation, association, partnership, limited liability company, or other entity for any reason or purpose whatsoever, regardless of the means or methods by which a faculty member obtained it, because this confidential and/or proprietary information is a valuable, special and unique asset of CUC. Further, a faculty member shall fully indemnify CUC its officers, directors, agents and employees for any use and/or disclosure of any confidential and/or proprietary information for any purpose other than as set forth herein, and for any other breach of this Policy.

2.5 Only within the course of a faculty member’s teaching responsibilities to CUC shall confidential and proprietary information be disclosed to students, faculty and staff who have a relevant need to know shall be given access to the confidential and/or proprietary information.

3. In the event of an unauthorized disclosure or use of confidential and/or proprietary information occurring through a disclosure made to a faculty member, such faculty member shall use all reasonable endeavors to assist CUC in recovering and preventing the use, dissemination, sale or other disposal of such confidential and/or proprietary information.
4. No rights or licenses, express or implied, are hereby granted to a faculty member as a result of or related to any employment agreement with a faculty member.
5. The ownership of all confidential and/or proprietary information disclosed pursuant to this Policy shall remain with CUC.
6. All parties agree to at all times to act with utmost good faith and fidelity toward the other Party or parties with respect to all matters relating to the confidentiality and/or propriety information.
7. This Policy shall be governed by the laws of the State of Illinois.
8. Each paragraph, provision, sentence and part thereof, of this Policy shall be deemed separate from each other paragraph, provision, sentence or part thereof. In the event the whole or any part of a provision of this Policy is determined by a court of competent jurisdiction to be void, unenforceable or illegal in a particular jurisdiction, then such provision or part thereof is severed for that jurisdiction only, and the remainder of this Policy shall remain in full force and effect and the validity or enforceability of that provision in any other jurisdiction shall not be affected. This clause has no effect if the severance alters the basic nature of this Policy or is contrary to public policy. If any part of this Policy is for any reason held to be excessively broad as to activity, subject, or for any other reason, it shall be construed by limiting or reducing it, or by adding a provision as similar to such unenforceable provision as may be possible so as to legal, valid and enforceable to the maximum extent necessary for the protection of the parties.
9. The rights, powers, obligations and remedies provided in this Policy are cumulative with and not exclusive of the rights, powers or remedies provided by law or in equity independently of this Policy. A breach of this Policy will result in irreparable injury to CUC, and any such breach may be enforced by injunctive relief, in addition to any other available remedies.
10. All waivers of any rights provided by this Policy or by law relevant to any breach by a party shall be required to be in writing and signed by an authorized officer of CUC. The failure of either CUC to demand specific performance of any provision of this Policy shall not constitute a waiver of any provision of this Policy or a waiver of any other breach. The waiver by CUC of a specific breach under this Policy by a faculty member shall not be deemed a waiver of any subsequent breach of this Policy by any faculty member.
11. The rights, duties and obligations under this Policy shall inure to the benefit of, and shall be binding upon a faculty member's and CUC's successors and/or assigns, if any, to the

maximum extent permitted by operation of law and the limitations set forth within this Policy. This Policy will not be rendered ineffective by virtue of any change in a faculty member's duties or responsibilities to CUC as provided herein or by any employment agreement between CUC and a faculty member.

12. This Policy is governed by the applicable dispute resolution provisions of the Lutheran Church-Missouri Synod Handbook. In the event litigation arises with respect to this Policy, CUC and faculty member understand that venue for any proceeding or suit related to this Policy shall be in the State or Federal Courts located in Cook County, Illinois, and a faculty member shall be under the personal jurisdiction of aforesaid courts.

Appendix A

Quick Checklist of APA Guidelines:

For any questions about APA the following website is amazingly helpful and very detailed:
<https://owl.english.purdue.edu/owl/resource/560/01/>

Details:

12-point font throughout the paper (Times New Roman is the preferred font). Word 2007 and later versions default to a different font than this and must be changed to avoid losing points

1" margins on all sides, left margin justified, right margin unjustified (words not hyphenated). Older versions of Word default to 1.25" margins on the left and right that must be changed to avoid losing points

Indent first line of each paragraph one tab (should be between 5 and 7 spaces)

Double-spaced text, with only one double space between paragraphs (no extra spaces that later versions of Word defaults to add them, and they must be removed)

Page numbers: upper right corner at the right margin (flush right), just the number, no word 'page' or p.

Running head, a shortened version of the title of the paper. On title page, "Running head: _____ (SHORTENED TITLE HERE—IN ALL CAPS) _____", on pages following, just the shortened title, no phrase "running head." Should begin at the left margin at the top of every page and the shortened title needs to be in all capital letters.

Title page: always page number 1 (upper right corner), with the full running head. Centered on page, just above the middle of the page, type the title of the assignment, your name on the next line, and on the next line down type the class info (i.e. ECO 6200). Do not use a pre-formatted title page template.

Abstract, unless stated otherwise in the assignment guidelines, this should be included on the page after the title page. The running head and page number at the top, then the title Abstract centered at the top of the page, then one double-space below, type the abstract, which is basically a summary of your paper that is between 150 and 250 words in length. Should only be one paragraph.

Always write in 3rd person—never 1st person ("I"), or 2nd person ("you", "we", "our")

In text citations—when paraphrasing information from a source: (author's last name, year). Note: there is no period after the text, but there is one after the citation.

In text citations—for direct quotes: (author's last name, year, p. ____). Note: there is no period after the text, but there is one after the citation, and the closing quotation mark follows the last word in the quote. Also note that if there is no author, you use the title of the source instead.

Block quote if the direct quote has 40 or more words, then:

left indent 5 spaces or 1 tab

no change in right margin

double-spaced

no quotation marks

period (.) at end of text, then in-text citation. (author's last name, year, p. ____)

Reference page:

always a separate page

the title "References" centered at top of page with no punctuation after the word, and the word References is not bold or underlined

use **only** the sources that you have cited in the text

the list of sources is alphabetized by last name of first author or first main word of title when there is no author

double-spaced, no extra spaces

the first line of source at left margin, then additional lines indented 5 spaces or 1 tab

author's last name comes first, then initial(s), for example: Peterson, L.

italicize book titles and journal titles as well as the volume(issue) information that follows

capitalize only the first word of the title of the article or book, and the first word after a colon (:

there should be no hyperlinks (blue URLs), turn the hyperlinks off

do not use the enter key to divide up the citation information from line-to-line, the citation is one continuous paragraph

do not underline the title of articles or books, and nothing in the citation should be all in upper case letters except acronyms found in titles.

do not use bold font for any part of the citation

the sources are not numbered, and they are not bulleted

Examples of APA citations:

Here are some examples of APA citations of some of the most commonly used kinds of sources. Note that I have included little red prompts so you know what kind of source each citation represents. But, when you create your page of References, **do not include little red words like these**, just the citations. Note that you will see the proper formatting for the author's name, the article date, the article title, journal title (if appropriate), information to cite an electronic source, etc. Note that the structure of each citation is very specific, for example, cite the author as last name first, then first initial followed by a period, then cite the date in parentheses followed by a period, then the article title, etc. Take a minute to notice the specific language and order and you will have a much easier time citing in APA.

(Article with author from Website)

John, D. C. (2008, Mar. 26). 2008 Social Security Trustees report continues to show the urgency of reform. Retrieved from <http://www.heritage.org/Research/SocialSecurity/wm1868.cfm>

(Article with no author from Website—so we use the organization as the author)

Social Security Administration. (2008, March 25). Frequently asked questions about social security's future. Retrieved from <http://www.ssa.gov/qa.htm>

(Book)

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.) Washington D.C.: American Psychological Association.

(Article with multiple authors from an online journal)

Baicker, K., Brown, J.R., Holtz-Eakin, D., & Orszag, P. (Spring 2008). Future of social security, medicare, and medicaid: Is U.S. entitlement spending sustainable? *Risk Management and Insurance Review*. 11(1), Retrieved from <http://proquest.umi.com.ezproxy.apollolibrary.com/pqdweb?index=30&did=1459994701&SrchMode=1&sid=2&Fmt=3&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1220735785&clientId=13118>

(Article with an author from an online periodical)

Blackstone, B. (2008, Aug. 20). Report urges raising social security age. *Wall Street Journal (Eastern edition)*, D.2. Retrieved from <http://proquest.umi.com.ezproxy.apollolibrary.com/pqdweb?index=38&did=1535280921&SrchMode=1&sid=3&Fmt=3&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1220736585&clientId=13118>

Appendix B

Running head: TYPE ABBREVIATED TITLE HERE

1

Concordia University Chicago

Academic Integrity Cover Page

Student: (Student's name)
(Student's e-mail address)
(Student's postal address)

Day Telephone: (Number and time zone)

Evening Telephone: (Number and time zone)

Assignment Title:

Date of Submission: (month/day/year)

Assignment Due Date: (month/day/year)

Course: (Course number and title)

Section Number:

Semester:

Course Instructor:

Certification of Authorship: I certify that I am the author of this paper and that any assistance I received in its preparation is fully acknowledged and disclosed in the paper. I also have cited any sources from which I used data, ideas, or words, either quoted directly or paraphrased. I certify that this paper was prepared by me specifically for the purpose of this assignment, as directed.

Student's Signature: _____

[Digital signature]

Running head: TYPE ABBREVIATED TITLE HERE

2

Title of the Paper in Full Goes Here

Student Name Here

Concordia University Chicago

Course

Assignment #

TYPE ABBREVIATED TITLE HERE

3

Title of the Paper in Full Goes Here

Comment [Prof1]: Title is not in Bold

AAA bbb cccc dddd eeee ffff gggg hhhh iiii jjjj kkkk llll mmmm nnnn oooo pppp qq qq
rrrr sssss tttt uuuu vvvv www www xxxx yyyy zzzz. AAA bbb cccc dddd eeee ffff gggg hhhh iiii jjjj
kkkk llll mmmm nnnn oooo pppp qq qq rrrr sssss tttt uuuu vvvv www www xxxx yyyy zzzz. AAA
bbb cccc dddd eeee ffff gggg hhhh iiii jjjj kkkk llll mmmm nnnn oooo pppp qq qq rrrr sssss tttt
uuuu vvvv www www xxxx yyyy zzzz. AAA bbb cccc dddd eeee ffff gggg hhhh iiii jjjj kkkk llll
mmmm nnnn oooo pppp qq qq rrrr sssss tttt uuuu vvvv www www xxxx yyyy zzzz. AAA bbb cccc
dddd eeee ffff gggg hhhh iiii jjjj kkkk llll mmmm nnnn oooo pppp qq qq rrrr sssss tttt uuuu vvvv
www www xxxx yyyy zzzz.

Level 1 Heading

AAA bbb cccc dddd eeee ffff gggg hhhh iiii jjjj kkkk llll mmmm nnnn oooo pppp qq qq
rrrr sssss tttt uuuu vvvv www www xxxx yyyy zzzz. AAA bbb cccc dddd eeee ffff gggg hhhh iiii jjjj
kkkk llll mmmm nnnn oooo pppp qq qq rrrr sssss tttt uuuu vvvv www www xxxx yyyy zzzz. AAA
bbb cccc dddd eeee ffff gggg hhhh iiii jjjj kkkk llll mmmm nnnn oooo pppp qq qq rrrr sssss tttt
uuuu vvvv www www xxxx yyyy zzzz. AAA bbb cccc dddd eeee ffff gggg hhhh iiii jjjj kkkk llll
mmmm nnnn oooo pppp qq qq rrrr sssss tttt uuuu vvvv www www xxxx yyyy zzzz. AAA bbb cccc
dddd eeee ffff gggg hhhh iiii jjjj kkkk llll mmmm nnnn oooo pppp qq qq rrrr sssss tttt uuuu vvvv
www www xxxx yyyy zzzz.

Comment [Prof2]: Generally, your introduction begins immediately after the Title. Do not use the word Introduction as a Title or a heading.

Level 2 Heading

AAA bbb cccc dddd eeee ffff gggg hhhh iiii jjjj kkkk llll mmmm nnnn oooo pppp qq qq
rrrr sssss tttt uuuu vvvv www www xxxx yyyy zzzz. AAA bbb cccc dddd eeee ffff gggg hhhh iiii jjjj

Comment [Prof3]: The type of level headings you use depends on the length of your paper and the flow. Short course papers generally use only Level 1 and Level 2 headings.

TYPE ABBREVIATED TITLE HERE

4

kkkk llll mmmm nnnn oooo pppp qqqq rrrr ssss tttt uuuu vvvv www www xxxx yyyy zzzz. AAA
bbb cccc dddd eeee ffff gggg hhhh iiii jjjj kkkk llll mmmm nnnn oooo pppp qqqq rrrr ssss tttt
uuuu vvvv www www xxxx yyyy zzzz. AAA bbb cccc dddd eeee ffff gggg hhhh iiii jjjj kkkk llll
mmmm nnnn oooo pppp qqqq rrrr ssss tttt uuuu vvvv www www xxxx yyyy zzzz. AAA bbb cccc
dddd eeee ffff gggg hhhh iiii jjjj kkkk llll mmmm nnnn oooo pppp qqqq rrrr ssss tttt uuuu vvvv
www www xxxx yyyy zzzz.

Another Level 2 Heading

AAA bbb cccc dddd eeee ffff gggg hhhh iiii jjjj kkkk llll mmmm nnnn oooo pppp qqqq
rrrr ssss tttt uuuu vvvv www www xxxx yyyy zzzz. AAA bbb cccc dddd eeee ffff gggg hhhh iiii jjjj
kkkk llll mmmm nnnn oooo pppp qqqq rrrr ssss tttt uuuu vvvv www www xxxx yyyy zzzz. AAA
bbb cccc dddd eeee ffff gggg hhhh iiii jjjj kkkk llll mmmm nnnn oooo pppp qqqq rrrr ssss tttt
uuuu vvvv www www xxxx yyyy zzzz. AAA bbb cccc dddd eeee ffff gggg hhhh iiii jjjj kkkk llll
mmmm nnnn oooo pppp qqqq rrrr ssss tttt uuuu vvvv www www xxxx yyyy zzzz. AAA bbb cccc
dddd eeee ffff gggg hhhh iiii jjjj kkkk llll mmmm nnnn oooo pppp qqqq rrrr ssss tttt uuuu vvvv
www www xxxx yyyy zzzz.

Level 3 heading. AAA bbb cccc dddd eeee ffff gggg hhhh iiii jjjj kkkk llll mmmm nnnn
oooo pppp qqqq rrrr ssss tttt uuuu vvvv www www xxxx yyyy zzzz. AAA bbb cccc dddd eeee ffff
gggg hhhh iiii jjjj kkkk llll mmmm nnnn oooo pppp qqqq rrrr ssss tttt uuuu vvvv www www xxxx
yyyy zzzz. AAA bbb cccc dddd eeee ffff gggg hhhh iiii jjjj kkkk llll mmmm nnnn oooo pppp
qqqq rrrr ssss tttt uuuu vvvv www www xxxx yyyy zzzz. AAA bbb cccc dddd eeee ffff gggg hhhh
iiii jjjj kkkk llll mmmm nnnn oooo pppp qqqq rrrr ssss tttt uuuu vvvv www www xxxx yyyy zzzz.

TYPE ABBREVIATED TITLE HERE

5

Level 4 heading. AAA bbb cccc dddd eeee ffff gggg hhhh iiiii jjjj kkkk llll mmmm. AAA bbb cccc dddd eeee ffff gggg hhhh iiiii jjjj kkkk llll mmmm nnnn oooo pppp qqqq rrrr sssss tttt uuuu vvvv www www xxxx yyyy zzzz. AAA bbb cccc dddd eeee ffff gggg hhhh iiiii jjjj kkkk llll mmmm nnnn oooo pppp qqqq rrrr sssss tttt uuuu vvvv www www xxxx yyyy zzzz.

Level 4 heading. AAA bbb cccc dddd eeee ffff gggg hhhh iiiii jjjj kkkk llll mmmm. AAA bbb cccc dddd eeee ffff gggg hhhh iiiii jjjj kkkk llll mmmm nnnn oooo pppp qqqq rrrr sssss tttt uuuu vvvv www www xxxx yyyy zzzz.

Level 3 heading. AAA bbb cccc dddd eeee ffff gggg hhhh iiiii jjjj kkkk llll mmmm nnnn oooo pppp qqqq rrrr sssss tttt uuuu vvvv www www xxxx yyyy zzzz. AAA bbb cccc dddd eeee ffff gggg hhhh iiiii jjjj kkkk llll mmmm nnnn oooo pppp qqqq rrrr sssss tttt uuuu vvvv www www xxxx yyyy zzzz. AAA bbb cccc dddd eeee ffff gggg hhhh iiiii jjjj kkkk llll mmmm nnnn oooo pppp qqqq rrrr sssss tttt uuuu vvvv www www xxxx yyyy zzzz.

Level 1 Heading (Conclusion)

AAA bbb cccc dddd eeee ffff gggg hhhh iiiii jjjj kkkk llll mmmm nnnn oooo pppp qqqq rrrr sssss tttt uuuu vvvv www www xxxx yyyy zzzz. AAA bbb cccc dddd eeee ffff gggg hhhh iiiii jjjj kkkk llll mmmm nnnn oooo pppp qqqq rrrr sssss tttt uuuu vvvv www www xxxx yyyy zzzz. AAA bbb cccc dddd eeee ffff gggg hhhh iiiii jjjj kkkk llll mmmm nnnn oooo pppp qqqq rrrr sssss tttt uuuu vvvv www www xxxx yyyy zzzz. AAA bbb cccc dddd eeee ffff gggg hhhh iiiii jjjj kkkk llll mmmm nnnn oooo pppp qqqq rrrr sssss tttt uuuu vvvv www www xxxx yyyy zzzz. AAA bbb cccc dddd eeee ffff gggg hhhh iiiii jjjj kkkk llll mmmm nnnn oooo pppp qqqq rrrr sssss tttt uuuu vvvv www www xxxx yyyy zzzz. AAA bbb cccc dddd eeee ffff gggg hhhh iiiii jjjj kkkk llll mmmm nnnn oooo pppp qqqq rrrr sssss tttt uuuu vvvv www www xxxx yyyy zzzz.

Comment [Prof4]: All essays should contain a formal conclusion. Use the heading Conclusion to signal the beginning of your concluding remarks. Remember a conclusion is not a repetition of what you wrote in your paper.

TYPE ABBREVIATED TITLE HERE

6

References

Comment [Prof5]: Not in bold as it is not a heading but a title

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TYPE ABBREVIATED TITLE HERE

7

White, S., & Red, R. (2001). *Stop and smell the what now? Floral arranging for beginners*

(Research Report No. 40-921). Retrieved from University of Wooded Glen, Center for

Aesthetic Improvements in Fairy Tales website: http://www.uwg.caift/~40_921.pdf

Appendix C

Concordia University Faculty Load/Overload Report

Faculty Name _____ ID # _____

Academic Term _____

Load

Service and Advising	3
----------------------	---

Courses Taught

Include all courses/internships, listed with course name, number, CRN and (if applicable in determining load weight) number of students

Administrative/Other

List all non-course assignments included in determining your load. If a stipend is received for any of these items, leave the load column blank

Total Load for Term

3

Number of Credits to be paid as overload

--

Department Chair _____ Date _____

Dean _____ Date _____

Payment Amount: _____

Calculation Notes:

(if explanation is needed)

--

Sr VP for Academics _____ Date _____

Appendix D

Page 1 of 2

Entering Grades into Banner Self-Service

- Log into the portal - <http://connect.cuchicago.edu/> , using the same username and password you use to gain access to Webmail or Blackboard.
 - **Note:** If you have not yet been assigned a username and password, please contact Scott Schuth at scott.schuth@cuchicago.edu.
- Click on the Faculty tab in the upper left corner of the portal screen



- Locate the Faculty Grade Assignment channel on the screen
- Click on the green triangle ▲ next to the course for which you wish to enter grades.
 - **Note:** Clicking on the course name itself will not give you the opportunity to enter grades. If you do click on the course name in error, click on the link in the upper-

left corner of the screen.

 A small rectangular button with a grey background and a blue border, containing a left-pointing arrow and the text "Back to Faculty Tab" in blue.

Faculty Grade Assignment

Internship: Marketing	MKT 4990	Summer 2008 Term	⊖
Info Technology in Business	MGT 2020	Fall 2008 Semester	▲
Methods of Evaluation Research	SOC 6100	Fall 2008 Semester	✓
Electronic Business - on-line	CIS 2430	Spring 2009 Semester	▲
Marketing Research	MKT 4000	Spring 2009 Semester	▲

Red circle means no students in the course

Checkmark means grades are entered and processed by the Registrar

Green triangles mean you still have grades to enter

Edited: 21-October-2008


Edited 2/1/2017 12:25:30 PM

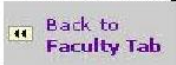
- Each student who is enrolled in the course will be listed on the screen, similar to what you see below. If the student has officially withdrawn from the course, a "W" will appear with no option for you to change the grade.

Student Name	ID	Credits	Registration Status	Grade	Rolled Last Attend Date MM/DD/YYYY	Attend Hours 0-999.99
Student Name	H000XXXX	3.000	**Registered** Jun 02, 2008	A- N		
Student Name	H000XXXX	3.000	**Web Registered** Apr 09, 2008	B- N	This	Leave
Student Name	H000XXXX	3.000	**Registered** Jun 12, 2008	B N	Column	This
Student Name	H000XXXX	3.000	**Web Registered** Apr 10, 2008	C+ N	Is	Column
Student Name	H000XXXX	3.000	**Registered** May 05, 2008	None N	Optional	Blank

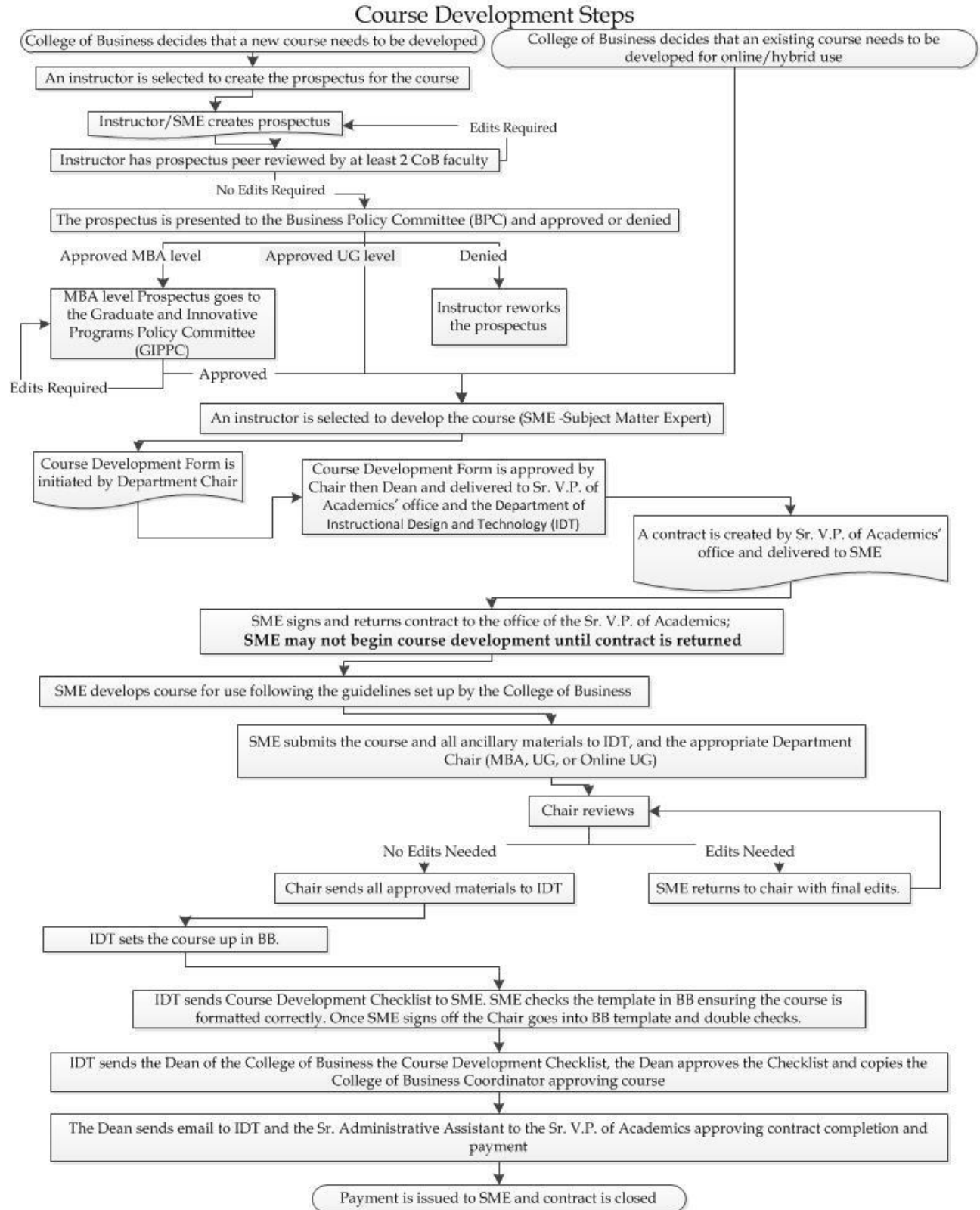
- Click on the down-arrow, in the Grade column, next to each student and assign the appropriate grade for that student. Continue this for each student. If you have more than 25 students enrolled in your course, you may have to click on "Next >>" to see the next group of students.
- When you have completed the grade assignments, click the Submit button at the bottom of your list. You can click Submit as many times as you like. It is recommended that you click [Submit] often to be sure none of your entries are lost. Once you have completed the assignments for all students in the course, click [Submit] one last time before leaving the course grade assignment screen.

Submit Reset

 **Please submit the grades often.** There is a 25 minute time limit starting at H:M pm on MMM DD, YYYY for this page.

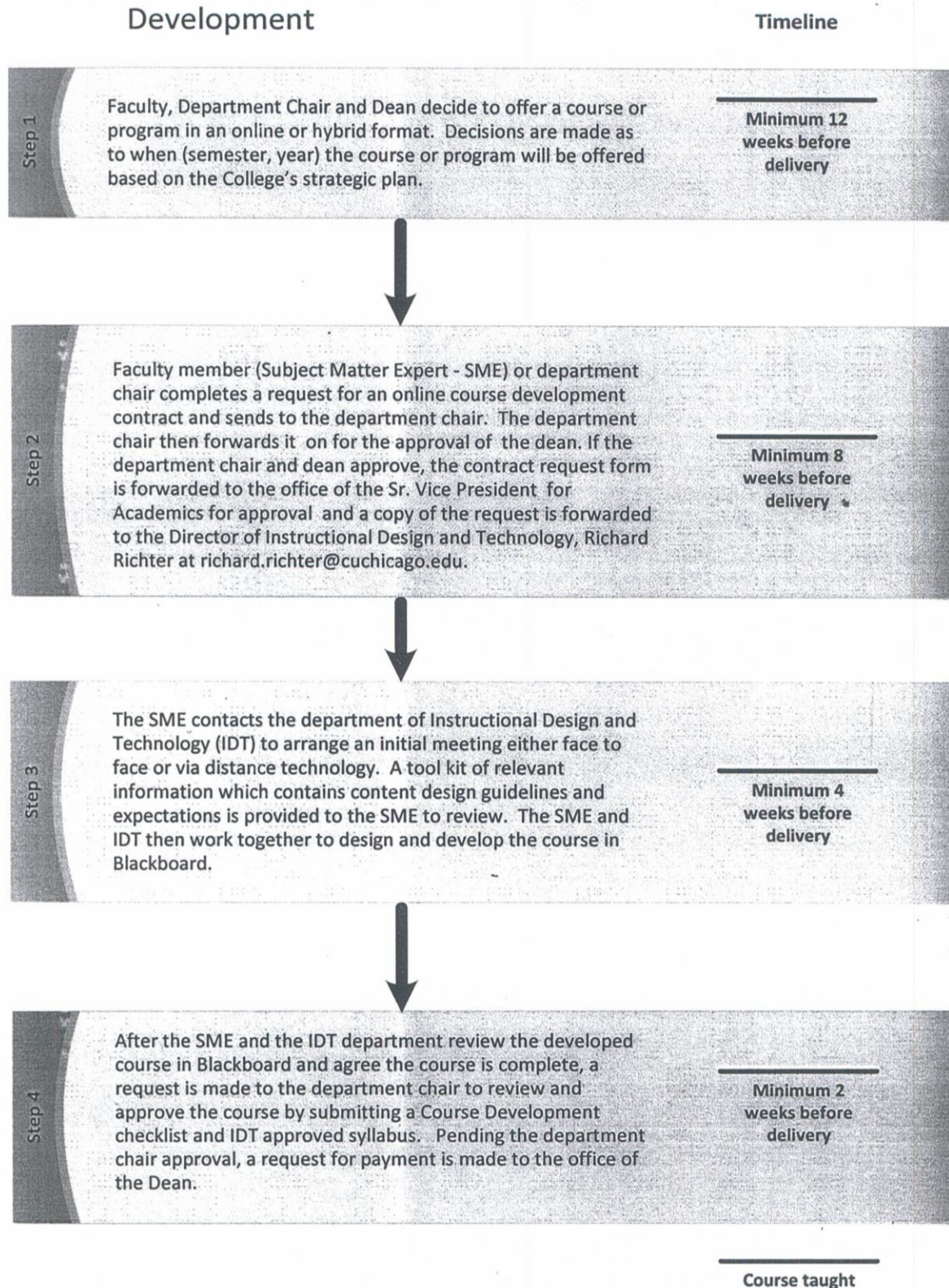
- If you have other courses to process, or wish to navigate to another part of the Concordia Connect portal, click the  link in the upper-right corner.

Appendix E



Edited: 2/1/2017

Online and Hybrid Course Development




Appendix F

Page 1 of 1

Viewing Class Lists in the Portal


- Log into the portal - <http://connect.cuchicago.edu/>, using the same username and password you use to gain access to Webmail or Blackboard.
 - Note:** If you have not yet been assigned a username and password, please contact Scott Schuth at scott.schuth@cuchicago.edu.

Faculty

- Click on the Faculty tab in the upper left corner of the portal screen _____
- Locate the Faculty Dashboard channel on the screen
- Click on the 3-person icon  next to the course for which you wish to view enrollment.
 - Note:** Clicking on the course name itself will not give you the opportunity to view class lists. If you do click on the course name in error, click on the link in the upper-left corner

of the screen. 

Faculty Dashboard 			
Info Technology in Business	 MGT 2020	Fall 2008 Semester	 
Methods of Evaluation Research	 SOC 6100	Fall 2008 Semester	 
Sem Descriptive Statistics	 MGT 6600	Fall 2008 Semester	 
Electronic Business - on-line	 CIS 2430	Spring 2009 Semester	 
Fdns. & Ethics in Amer Educ.	 EDU 6460	Spring 2009 Semester	 
Marketing Research	 MKT 4000	Spring 2009 Semester	 

- At the end of each class list, there is a link to send e-mail to the class. If you click on this link, it will attempt to open your computer's default e-mail program.
 - Note:** This will, however, not function properly if you use a web-based e-mail program such as AOL or Yahoo or Hotmail, or if you use Concordia's Webmail. This will only function correctly if you use programs such as Outlook or Outlook Express.
- If you want to view another class list, or wish to navigate to another part of the Concordia Connect portal, click the  link in the upper-left corner.

Edited: 18-December-2008

Edited 2/1/2017 12:25:30 PM

Appendix G

Technology Services Faculty



CONCORDIA
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CHICAGO

Concordia Connect

What is the Concordia Connect web portal?

The **CONCORDIA Connect** web portal is a website that connects you to many of the online resources that Concordia University Chicago has to offer. Each person who uses the portal is identified through a secured single login to provide a personalized, customizable interface to give you more of the information you need.

How do I access the portal?

In order to access **CONCORDIA Connect**, you need a computer with access to the Internet (*a high-speed internet connection is recommended, but not required*). You also need a supported web browser such as Microsoft Internet Explorer or Mozilla Firefox. Once you have your browser open, use this web address to access the portal: <http://connect.cuchicago.edu>. Logging in to the portal requires your "crf" username and password; once logged in, you will have easy access to the other Concordia services. Your Concordia username is generally crf + the first six letters of your last name, your first initial and middle initial. A randomly generated password will be sent to you. To change your password go to <http://password.cuchicago.edu>.

How can I get help?

There are many help resources available to answer your questions within the portal.

If you require technical support, please contact the CougarNet helpdesk:
Phone: 708-209-3131 Email: cougarnet@cuchicago.edu



Technology Services Faculty



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CHICAGO

Banner Web

All schedules, bills and other personal information are accessible to all students via Banner Web. Follow these directions to access your personal information:

1. To access Banner Web information log on to the **CONCORDIA Connect**, web portal (<http://connect.cuchicago.edu>).
2. From the Main Menu you can choose from several headings:
 - Personal Information: Address information, email information options as well as your PIN and security question.
 - Faculty and Advisors: Enter grades, view class lists and student information.
 - Employee: Job data, pay stubs and W2 and W4 information.

To send email to all the students registered in your course:

If you are a faculty member with a Concordia assigned computer, use the email function within Banner Web to contact your students. If you are an adjunct instructor in the cohort program, an email address called a listserv can be found on the Cohort News Webpage <http://www.cuchicago.edu/academics/cohorts/>. To send email to all the students in your class, copy the listserv email address from the Cohort News webpage. Then open Webmail, create your message then paste the address copied from the Cohort News page in the "To" field, finally, click send. The message will then automatically be sent to the CUC email address of all the students registered in your cohort class.



Technology Services Faculty



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WebMail

Concordia provides email accounts to all students, faculty, and staff for the duration of their time at the university. Email is considered an official means of communication by the university, and you are responsible for any information sent to you at your university account.

Concordia faculty and staff usernames are generally “crf” + the first six letters of your last name + the first initial of your first name + your middle initial. Thus, John A. Doe’s username is: crfdoeja. If you are unsure of your username, you may contact the CougarNet helpdesk and they will be able to provide it to you. Your email address is your first name.last name@cuchicago.edu,” e.g., john.doe@cuchicago.edu.

Webmail is a full-featured web-based means by which users can read and send emails and access their contact and calendar information from any computer with internet access. Users can reach Webmail by going to the **CONCORDIA Connect**, web portal (<http://connect.cuchicago.edu>)

For best results, turn off the popup blocker on your web browser (or allow popups for web mail.cuchicago.edu).

If you have any problems or questions, you may contact the CougarNet helpdesk at 708-209-3131. Please have your username and H# on hand when calling.

Cohort Site Information

Graduate faculty and students in the cohort program can find site information (location of classes, maps, instructor information) by visiting the website, <http://www.cuchicago.edu/cohorts>. It will be necessary to enter your Concordia University Chicago H number.



Technology Services Faculty



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Blackboard

Concordia faculty and students use Blackboard as a means of extending the classroom by distributing class materials over the internet (e.g. course handouts, quizzes and discussions).

To access Blackboard: Open a web browser (such as Internet Explorer, Firefox, Safari or Netscape)

- Users can access Blackboard through the **CONCORDIA Connect** web portal (<http://connect.cuchicago.edu>) Click on the My Courses tab, or click on the Blackboard icon.
- A list of the courses you are scheduled to teach will be listed on the center of the screen. (If you don't see courses that you know you are teaching, contact Scott.Schuth@cuchicago.edu).
- When logging in for the first time you will be prompted to turn off the popup blocker on your web browser. Select the option to always allow popups for blackboard.cuchicago.edu. You may also receive a message notifying you that you are running an incompatible version of Java. If you do, contact the CougarNet helpdesk at (708)209-3131.
- Click on the name of the course. You are now presented with a Tool Bar (on the left) and a content page. Materials relevant to your course can be found here.

In the Blackboard site you may set up a Course Syllabus, Instructor Information, Course Assignments, Course Handouts, Course Discussions or a Course Calendar. Each Instructor may choose to use one or all these tools as part of your student's learning experience. Please contact CougarNet (708-209-3131) if you experience problems logging in.



Technology Services

Faculty



CONCORDIA
UNIVERSITY
CHICAGO

Library

Klinck Library web site: <http://www.cuchicago.edu/library>

The library website may also be accessed through the Resources tab of the **CONCORDIA Connect**, web portal (<http://connect.cuchicago.edu>). Online catalog provides access to materials located in the Klinck Library and in the I-Share union catalog of seventy-one Illinois academic and research libraries. Online renewal of materials is available.

Off-campus access to a number of full-text online databases and periodical subscriptions is provided through the use of a Concordia username and password (the same used to access the portal)

Request books not available at Klinck Library through I-Share or by filling out "[Request Books/Dissertations](#)" online form. Request a photocopy of an article not available at Klinck Library by filling out "[Request Journal Articles](#)" online form.

A faculty or student I.D. is required to borrow materials.

Wireless Internet and Microsoft Office Suite are available throughout the library. CougarNet is on the second floor to assist in solving technical concerns. A writing center and multi-media viewing/production center are also available.

Contact for Assistance:

Privileges Database access	Access Services 708-209-3050
Faculty reserves	library@cuchicago.edu or
Renewal requests	Dan Zamudio 708-209-3057
Recalls/holds Lost/damaged items	dan.zamudio@cuchicago.edu
Interlibrary loans	
Journal holdings	
Book donations	
Research assistance	Marty Breen 708-209-3186
Library instruction	libraryhelp@cuchicago.edu
College of Education	
Research assistance	Maryanne Rusinak 708-209-3587
Library instruction	maryanne.rusinak@cuchicago.edu

College of Business

Student to Instructor Grade Appeal Form



Appeals are subject to time limitations

A formal grade appeal process and set of procedures has been established for the purpose of providing due process for students who believe that standards or procedures used for evaluation and grade assignment were applied in an arbitrary manner.

The process has been designed to resolve a grade dispute at the lowest level possible beginning with the student-faculty relationship. ***It has not been designed to require changes in grades that are the result of an instructor's professional judgment about academic performance, the substantive content of class assignments completed by a student, and class participation.***

1. The student is responsible for completing the grade appeal form and sending it to the instructor within the established time-frame.
2. If, the student and faculty member cannot come to an agreement regarding the grade (or if the faculty does not respond to the student within 14 days), the student may then:
 - a. Submit a written statement of fact regarding the disputed grade to the Chair, along with a copy of the grade appeal form. The Chair has 14 days in which to respond to the student.
 - b. If the student does not agree with the Chair's determination, the student may request, via the Chair, that their appeal is reviewed by the College's Grade Appeal Committee. This committee is comprised of 3 members of the College of Business. The committee will convene and deliver its decision to the Chair on or before 10 business days after receiving the appeal from the student.
 - c. The ruling of the committee is sent to the Chair, who will then inform the student of the decision. The program Chair will notify and copy the Dean of the College of Business of the grade dispute determination.
 - d. The determination of the Committee is considered final, although students are free to continue escalating the appeal to the Dean, and eventually to the provost, if they are able to demonstrate evidence that the decisions were in any way capricious.

The following Grade Appeal form should be submitted by the student requesting the appeal to the instructor who taught the class via CUC email, copying the appropriate department chair.

MBA Program Chair, Professor Elisabeth Dellegrazie (Elisabeth.Dellegrazie@CUChicago.edu)
Undergraduate Program Chair, Professor Craig Lusthoff (Craig.Lusthoff@CUChicago.edu)

NOTE: Forms submitted to your instructor later than 14 business days after grades have been released will not be considered.

Edited 2/1/2017 12:25:30 PM

College of Business

Student to Instructor Grade Appeal Form



Appeals are subject to time limitations

Please complete this form in its entirety to begin the grade appeal process. This form and all supporting statements must be typed. Forms with any missing information will not be accepted. If the space below is insufficient, please use additional typed pages.

Appeal forms should be submitted to the course instructor no later than 14 business days after the grades for the course have been released.

Student Name _____ Student ID _____ Advisor _____

CUC Email Address _____ Phone Number _____

Term Appealed and Year (Fall I, Fall II, Spring I, II, Summer I, II) _____

Course Title and Number _____ Course CRN _____ Instructor Name _____

- 1. Please provide a concise description of your grade appeal petition. Include your rationale for why your final grade should be changed.**
- 2. Identify the basis of your claim (i.e. homework or other assessment scores missing from final grade calculation, test score miscalculated, etc.)**
- 3. Please tell us what in your opinion would represent a satisfactory resolution to your grade appeal.**
- 4. Please provide a detailed list of all documentation (numbered) that you have attached in support of your appeal. This should include the course syllabus, copies of email communication, copies of graded coursework, and other relevant supporting materials.**

Student Signature - Required _____ Date _____

For Official Use Only:

Date Received: _____

Instructor Name : _____ Instructor Signature: _____

Decision—Approve/Deny/Pending Further Review: _____

Instructor Comments: _____

NOTE: Forms submitted to your instructor later than 14 business days after grades have been released will not be considered.

Appendix I



Concordia University Chicago
Guidelines for Online Professors

CONCORDIA UNIVERSITY CHICAGO

Faculty and Student Guidelines for Online Courses

*"Yet it is also true, as we have already indicated, **that online instructors need to be present and participate more than instructors who are live.**"*

Brookfield & Preskill (2005)

The guidelines that follow are designed to provide faculty and students with a common set of understandings about Concordia University Chicago's (CUC) expectations on important issues in the electronic classroom including student participation, faculty accessibility, faculty feedback, late assignments, and grades of Incomplete. Such guidelines grow out of CUC's values of quality, integrity, and student-centeredness to better define how these values are put to work at CUC. They are meant to help guide faculty manage classroom policies and practices, and to provide a frame for student expectations. The goal of these guidelines is to establish a range of faculty and student behavior on which students and faculty can rely. Faculty who are proactive in sharing their expectations both to students and their program administration can reduce grade appeals and grievances.

Participation in Online Discussions

General Statement: CUC recognizes that online discussions can serve varied curricular and instructional purposes, such as student seminars, role-playing, and review of draft assignments. These varied purposes yield varied requirements for student and faculty presence on the discussion board. CUC requires that these varied requirements be explicitly communicated to students, and that these expectations are fulfilled by students and faculty members.

□ **Student Discussion Participation**

Guideline: CUC courses are not independent study courses. Substantive student dialogue is an essential part of the learning process. Therefore, CUC courses require consistent, substantive, and timely participation in and contributions to online discussion as described and required in each course syllabus. Students are expected to post online as described in syllabi and discussion prompts. Although the pedagogy may vary from week to week within a course depending upon the instructional objectives, and from course to course depending upon the educational outcomes to be achieved, the University suggests that students' discussion is enhanced and learning strengthened when postings and discussion are substantive and distributed throughout the week, with three to four days of participation, as a minimum. Students should also

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check for faculty announcements, or general CUC announcements frequently throughout the week.

Failure to post with the expected timeliness, quantity, quality, and frequency of postings as stated in the syllabus, discussion descriptions, and other course materials may result in grade reduction for the discussion. Students should read each syllabus and discussion prompt carefully as posting requirements may vary across and within courses in order to meet learning goals.

Procedure: Faculty members will clearly communicate in both the course syllabi and discussion prompts the required posting schedule for discussion. The faculty chair or other designated faculty member within the College or academic department who conducts the academic review of the courses will assure consistency of expectations for student participation among courses offered in the school.

Note: Faculty should use the rubrics that are assigned to the courses to grade discussions and assignments. Here is a resource regarding the value and purpose of using rubrics
<http://www.cmu.edu/teaching/designteach/teach/rubrics.html>

If your course does not have rubrics that can be accessed when grading assignments and discussions, contact your program chair. They can facilitate, through IDT, that rubrics are provided.

□ ***Faculty Discussion Participation***

Guideline: CUC courses are developed with varied curricular designs and varied instructional strategies in order to meet specific learning goals. Faculty members are expected to continuously monitor online course discussions and to post substantively to discussions as governed by the specific instructional objective of the course in a given week. Course syllabi/discussion prompts are to indicate to students the role faculty will play in discussion as well as the timeliness, quantity, quality, and frequency expectations for students' participation. Faculty members are required to be present and active in the weekly discussion threads – we prefer to support you in your engagement rather than set specific percentages for participation. You are expected to respond to each student'

Procedure: Faculty members will clearly communicate in both the course syllabi and discussion prompts the level of their interaction with the discussion as governed by the instructional objective. Such interaction may vary within a course, and that variance will be

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communicated to students. The faculty chair or other designated faculty member within the department and/or College who conducts the academic review of the courses will assure consistency of faculty participation among courses offered in the school.

Student Engagement, Initial Attendance, and Absences

General Statement: CUC recognizes that many students elect to pursue an online degree for its temporal and geographic flexibility. CUC further recognizes that students are adult learners with varied personal and professional responsibilities, in addition to their obligations as students. CUC also holds that learning is a combination of individual study and engagement with other learners in a structured learning environment. Therefore, CUC expects that students meet their academic obligations with a high level of responsibility and timeliness, while, on the other hand, CUC expects faculty to maintain flexibility to meet student needs.

□ ***Student Engagement and Initial Attendance***

Guideline: CUC courses are not independent study courses. They involve a mixture of independent work outside the online course room and presence within the course room, with all work completed within schedules published in the course. Students are expected to engage in courses in an active and timely fashion. Student engagement includes doing assigned readings, preparing and presenting quality assignments, and participating substantively in discussion. Time spent in reading, studying, and preparing written assignments is as important to learning as is participation on the discussion board and submission of written assignments. However, student attendance can be documented only with presence in the online course.

Procedure: Initial student attendance in courses must be documented by a “check-in” posting within the first 3 days of the course. A student’s failure to check-in during that time frame will result in administrative withdrawal from the course unless other accommodations have been made administratively.

□ ***Student Attendance***

Guideline: Students are expected to schedule their personal/professional obligations and their course registrations so as to maintain continuous and complete attendance throughout courses. Any absence from class will impede learning. However, circumstances may arise that can cause students to be absent from active course participation on either a pre-planned or emergency

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basis.

Active course participation is defined as fulfilling discussion requirements within the published timeline and submitting assignments within the published timeline. Absence is defined as not fulfilling discussion requirements within the published timeline and/or not submitting assignments within the published timeline.

Both pre-planned and emergency absences are to be kept to a minimum and should not exceed, cumulatively, the level stated by the faculty member in the course syllabus.

A pre-planned absence is one that students know about in advance, regardless of reason. For a pre-planned absence, students are to make arrangements in advance of the absence with the instructor for submission of assignments and discussion participation, in accordance with specifications communicated in course syllabi.

An emergency absence is one that students do not know about in advance and often involves situations such as health issues, weather events, or technological difficulties. For emergency absences, students are to notify the instructor as soon as possible and make arrangements for submission of assignments and discussion participation in accordance with specifications communicated in course syllabi.

Due to the nature of some discussions, instructors may or may not allow students to post in advance or in retrospect to discussions due to absences, at instructor discretion.

Procedure: Faculty members will clearly state their individual attendance policies in the course syllabus, including the maximum absences for a student without a failing grade. However, a general guideline is that faculty will be present at least 4 out of the 7 days per week, check email on a daily basis (with an interruption of no more than 48 hours), and to post a message if they will be traveling and return of email will be delayed beyond 48 hours. It is expected that students are active in the course room and timely with submission of assignments. If pre-planned and emergency absences cumulatively extend beyond the maximum stated in the course syllabus, CUC considers the learning of the student, and perhaps the learning of colleague students, to be compromised and faculty will grade the student accordingly.

The faculty chair or other designated faculty member within the

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College who conducts the academic reviews of the courses shall assure consistency for attendance policies among courses.

□ **Late Assignments**

Guideline: CUC expects students to submit assignments in a timely fashion according to schedules published in course information (syllabi/calendars). Assignments submitted late due to agreements between student and instructor for pre-planned absences and due to emergency absences, do not normally receive any grade reduction for tardiness, but this should not be abused. The University recommends that late assignments be accepted no more than a week past their due dates, and generally result in loss of one letter grade.

Assignments submitted late without prior agreement of the instructor, outside of an emergency absence, or in violation of agreements for late submission, may receive grade reduction for the assignment, or may not be accepted for grading, at the discretion of the instructor and as published in course syllabi. Further, late assignments may not receive the same level of written feedback as do assignments submitted on time. A pattern of chronic lateness in submitting assignments may result in a reduction in the course grade.

Procedure: Faculty members will clearly communicate policies and procedures for dealing with late assignments in course syllabi and/or announcements in the course. Faculty members will inform students who are chronically late in submitting assignments of their status in the course at least 1/3 and again 2/3 of the way through the course. Faculty are advised to copy the program chair and academic advising, and also to keep a copy of emails sent to students in case of a grade grievance. This notice should include information about the student's progress in the course and an overall assessment of their performance, including penalties resulting from late assignments. This notice should be posted as an Announcement in the course room prior on or before the course start date.

The faculty chair or other designated faculty member within the College who conducts the academic reviews of the courses shall assure consistency for late policies among courses, including criteria for exceptions, assessment of penalties for submitting late assignments, and circumstances where special consideration may be warranted. When necessary, program administrators will visit

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course rooms to ensure faculty are providing appropriate student engagement.

Incomplete Grades

General Statement: CUC strongly discourages grades of Incomplete. However, CUC understands that there are certain circumstances under which a grade of Incomplete is appropriate.

Guideline: Grades of Incomplete are given at the discretion of the instructor, but normally are granted only if students have acceptably completed approximately 75% of the course work, including discussions and assignments, prior to the last day of the class. Students must request a grade of Incomplete prior to the last day of the course. Such a request should include a list of missing assignments and a date for submission of missing assignments no later than sixty (60) days from the last date of the course. Discussion assignments may not be made up after the last date of class and will be graded in accordance with submission as of the last date of class and instructor requirements. Failure to complete the course requirements within the time allowed causes the grade of I to default to an F (Fail) or U (Unsatisfactory).

Procedure: The University discourages awarding incomplete grades, and faculty are not required or obligated to do so. Faculty members will clearly communicate their policy on incomplete grades in the course syllabi. The faculty chair or other designated faculty member within the College who conducts the academic reviews of the courses shall assure consistency for incomplete policies among courses.

Faculty Accessibility

General Statement: CUC expects faculty to be ***reasonably accessible*** to students. The expectation of reasonable accessibility does not mean 24/7 access of faculty to students. However, ***it does mean that students receive quality feedback on course submissions within a reasonable time frame (7 working***

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days) and responses to questions in discussion threads and email correspondence.

□ ***Faculty Contact Information***

Guideline: Faculty members are required to state their CUC email addresses in the appropriate area in course platforms, faculty directories, and in correspondence with students. Faculty members may, at their discretion, offer students their phone numbers.

□ ***Faculty Feedback***

Guideline: Faculty members are to return written assignments that are submitted by the due date to students within 7 business days of the assignment due date. Faculty members are to provide a grade and also **written, formative feedback on assignments**.

Assignments that are submitted late may be graded with feedback in the time frame of the instructor. Late assignments may receive minimal feedback other than the grade. The instructor is expected to give priority to assignments submitted on time.

□ ***Faculty Availability***

Guideline: Faculty members are expected to be available to students outside the course discussion board, and in addition to providing substantive feedback on assignments and posting. Faculty members will publish their availability to students through course syllabi, instructor information in the classroom, and/or other appropriate documents. The University suggests regular and predictable availability, such as online office hours or regular online chats (if you or students desire).

Short-term faculty absences may occur when arranged with their faculty chair and published to students.

Faculty members are expected to respond to informational questioning, and course related student emails within 48 hours, excepting holidays and weekends. Response to emails that require more content analysis may extend beyond 48 hours, although faculty should communicate to students that they are working on the issue.

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When in doubt of policy or procedure, or if experiencing unusual challenges with a particular graduate learner, contact your program chair. CUC email rather than course room email.

Brookfield, S.D., & Preskill, S. (2005). *Discussion as a way of teaching: Tools and techniques for democratic classrooms*. San Francisco, CA: Jossey-Bass.

CUC Resources

Tech Support (Blackboard): blackboard.team@cuchicago.edu or Scott.schuth@cuchicago.edu or Richard.richter@cuchicago.edu

CougarNet Support: cougarnet@cuchicago.edu

Blackboard: <http://bb9.cuchicago.edu>

Student portal: <http://connect.cuchicago.edu> (use CUC login info to access different resources)

Student Academic & Registration Concerns and Questions

Grad Admissions and Student Services: Deb.ness@cuchicago.edu,

Registrar Issues: Constance.pettinger@cuchicago.edu