



CONCORDIA UNIVERSITY CHICAGO  
COLLEGE *of* BUSINESS

# College of Business Faculty Guidebook 2018

## 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.

## Table of Contents

	Page
Letter from the Dean	5
College of Business	6
College of Business Mission	6
College of Business Vision	6
College of Business Values	6
Four Pillars of Knowledge	7
<b>Section I: Teaching Resources</b>	
I.    APA Guidelines	8
II.   Attendance	8
III.  Blackboard Online Teaching Certification	9
IV.   Change of Course Meeting Time and Day	9
V.    Concordia Email:	9
a.    New Adjunct Faculty	9
VI.   Course Evaluations	9
VII.  Documentation and Protocol for Adjunct Faculty	10
VIII. Faculty Absences/Illness	10
IX.   Final Examinations	11
X.    Grading Guidelines	11
XI.   Important Dates:	11
XII.  Library Check-Out	12
XIII. Library Reserve	12
XIV.  Monitoring Ethical Behavior	12
XV.   Online Guidelines and Teaching Expectations	12
XVI.  Plagiarism/Honor Code	12
XVII. Rubrics	12
XVIII. SafeAssign	13
XIX.  Syllabus Integrity:	13
XX.   Technical Assistance:	13
a.    How to View Class Lists in the Portal	13
b.    Print Services/COB Print Policy	13
c.    Technology Services	13
XXI.  Textbooks	14
a.    Update process	14
b.    Requesting a textbook from the publisher	14
<b>Section II: Student Support Resources</b>	
I.    Academic Programs for Student Success	15
II.   Academic Center for Excellence (ACE):	15
III.  Application for Incomplete Process	15
IV.   Center for International Student Services (CISS)	15
V.    Library Resources	15
VI.   Grade Appeal Process	15
VII.  Grade Change Process	15
VIII. Open Enrollment/Switching Sections Policy	15

### Section III: Faculty Resources

I.	Academic Faculty Coordinators/Café and Community of Practice	16
II.	Adjunct Contract Request Process	16
III.	Adjunct Load Restrictions	16
III.	Adjunct Pay Scale	16
IV.	Advising	16
V.	Communities of Practice	16
VI.	Course Development/Design/Redesign	16
VII.	Faculty Duties beyond Teaching Loads	17
	A. Full-Time Faculty	17
	B. Part-Time Faculty	18
VIII.	Faculty Enrichment and Development	18
IX.	Guest Speakers	18
X.	Monitoring Faculty Functions	18
XI.	Overload Pay	19
XII.	Parking	19
XIII.	Peer Review	19
XIV.	Scholarly Activity Expectations	19
	Addendum A: Expectation for Course Design/Redesign	20
	Addendum B: Confidentiality and Non-Disclosure Policy	22
	Appendix A: APA Guidelines Outline	26
	Appendix B: Academic Integrity Writing Template	29
	Appendix C: Faculty Load/Overload Form	36
	Appendix D: Entering Grades into Banner	37
	Appendix E: Course Development Process	39
	Appendix F: How to View Class Lists in the Portal	41
	Appendix G: Technology Services	42
	Appendix H: COB Grade Appeal Form	45
	Appendix I: Additional Guidelines and Expectations for Teaching	47
	Appendix J: Grade Change Process	53
	Appendix K: Open Enrollment/Switching Policy	54
	Appendix L: Adjunct Contract Request Process	55

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 innovative and dynamic organization offering face-to-face and online, and academic degrees at the undergraduate and graduate levels. 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.

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 minors and a MBA with specializations. 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.

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, as part of our strategic planning process, for this year. These initiatives include, but are not limited to: continuing our work toward achieving ACBSP accreditation, beginning a comprehensive undergraduate program review, growing our new DBA program, launching new faculty professional development initiatives such as Café, developing new MBA and BA/BS minors, majors, and specializations, building the Center for Innovation and Entrepreneurship, and expanding our Speaker Series. We also continue our efforts on creating a culture of assessment.

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" and last name "Santin" clearly distinguishable.

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

## College of Business

### Leadership

Dr. Claudia Santin	Dean
Dr. John Schwarm	Associate Dean
	Chair, Graduate Programs
Maria Battistoni	Chair, Undergraduate Online
Beth Dellegrazie	Chair, International Academic Programs
Craig Lusthoff	Chair, Traditional Undergraduate

### Full-Time Faculty

Tim Basadur
Dr. Charlene Dunfee
Dr. Wanda Foster
Dr. Dana Sendziol
Joseph Stachnik
Russell Zage

### Staff

Emily Carpenter	Graduate Academic Operations Manager	<a href="mailto:Emily.Carpenter@CUChicago.edu">Emily.Carpenter@CUChicago.edu</a>
Susan Kvasnicka	Administrative Assistant to the Office of the Dean	<a href="mailto:Susan.Kvasnicka@CUChicago.edu">Susan.Kvasnicka@CUChicago.edu</a>
Mallory Marach	International Program Operations Manager	<a href="mailto:Mallory.Marach@CUChicago.edu">Mallory.Marach@CUChicago.edu</a>
Cathy Schlie	Marketing, Communication, and Events Manager	<a href="mailto:Catherine.Schlie@CUChicago.edu">Catherine.Schlie@CUChicago.edu</a>

## College of Business Mission

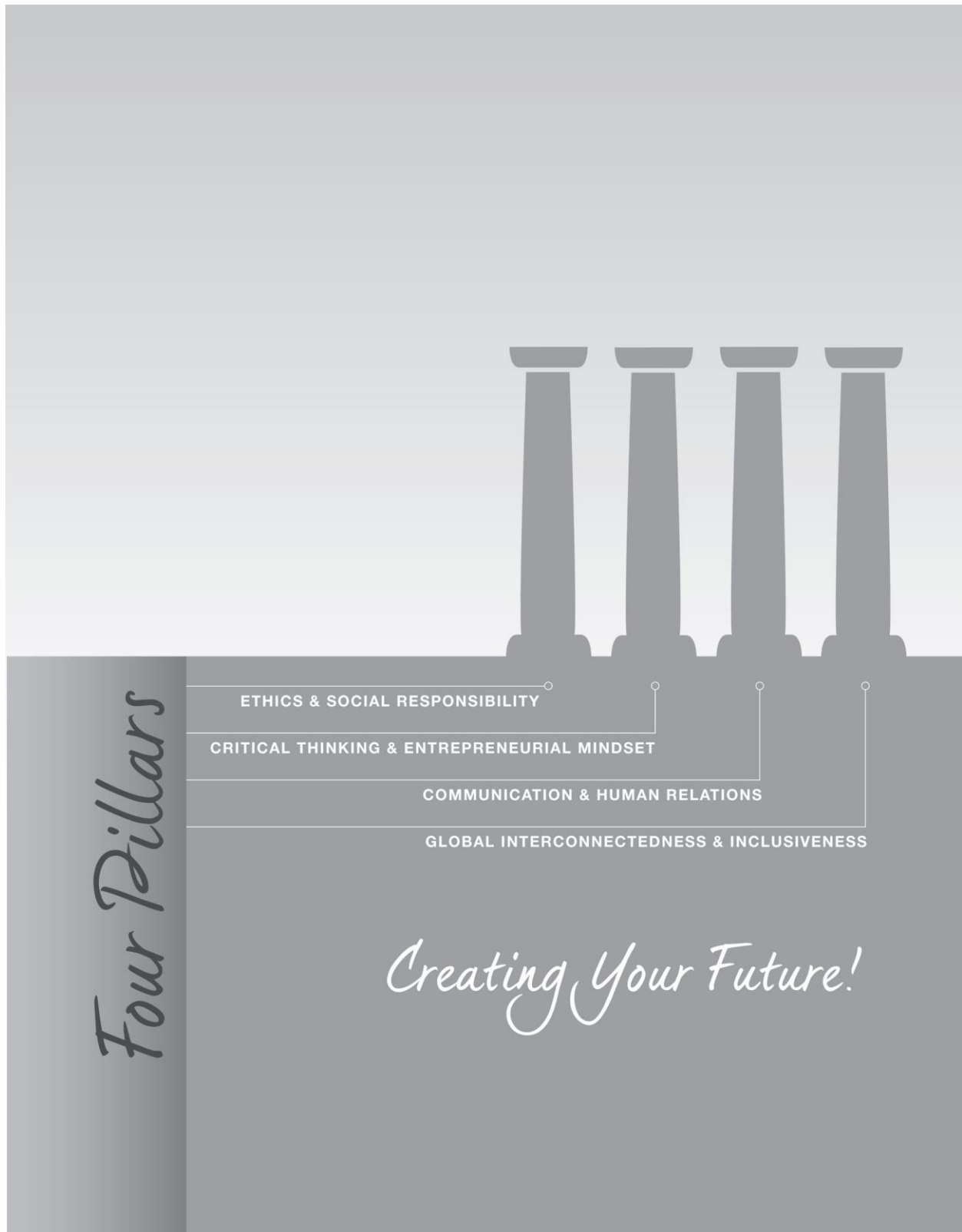
The mission of the College of Business is to develop ethical leaders who think critically, communicate effectively, and promote socially responsible business practice that is grounded in Christian faith, and is innovative, and entrepreneurial in spirit. We strive to prepare students who positively impact 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.



## Section I: Teaching Resources

- I. **APA Guidelines:** Students and Faculty 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. **Attendance:** For MBA courses, faculty must take strict attendance in the first week and 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 by the end of the first week of classes. This is critically important for international students.
  - a. Names of any students, who are on your class roster, but have never, attended your class.
  - b. Names of students, who have attended your class, but are not listed, on your class roster.
  - c. Names of any students, who are listed in your grade book, but have never, entered your on-line course.
  - d. Names of students, who have entered your on-line course, but are not listed, in your grade book.
  - e. If all are present, please indicate class roster is correct.
  - f. Any other information that is not consistent for you
  - g. Report any international students to [CISS@CUChicago.edu](mailto:CISS@CUChicago.edu) who have missed two consecutive sessions

**Effective with the Fall 2017 term, Banner Student Attendance Tracking will be the means by which student attendance is recorded for all face-to-face courses and will constitute the official, binding record thereof.**

The role of the faculty member:

- Access to the attendance tracker is accessible in the CUC Portal on the Home screen in the right hand column just below the link to Blackboard. The link includes step-by-step instructions as well as the tool itself. Student information there will be integrated with the active class rosters for the instructor of record for each of their courses.
- Use of the system does not impact any individual, department or program prerogatives regarding how attendance is to be used by faculty members – or not – as part of the computation of student grades, information which must be clearly stated in the syllabus for every course.
- For those teaching online courses, “attendance” will be defined as active involvement in the content of the course as opposed to just logging in. Effective instructors already employ active engagement in this delivery mode for every class “session” as they would in a face-to-face learning environment.
- The faculty member receives summary information that enables their prompt contact with a student who is absent minus having communicated a reason in advance. Consecutive absences may indicate a student health concern, withdrawal from the course or simply a no-show.

Reports generated from the system side will be shared with Financial Aid, Registrar, Student Services and Student Advising for student retention/success purposes as patterns of absences across more than one course may indicate the need for prompt intervention. At the traditional undergraduate level, the instructor may also communicate additional



concerns via the Academic Early Warning System (AEWS), just having a regular attendance report becomes an immediately available “trip wire” that something is amiss.

- III. **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. The rationale is that all faculty use Blackboard even in face-to-face courses. Also, 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. You will be enrolled in the course as part of the onboarding process.
- IV. **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 College Coordinator 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. In cases where two COB classes scheduled at the same time in different locations but one classroom is more suited for the other class size/faculty needs/student needs, COB faculty are encouraged to trade classrooms, when the decision has been made to trade, please notify the [registrar@cuchicago.edu](mailto:registrar@cuchicago.edu), copying the appropriate chair/s, and Graduate Academic Operations Manager/College Coordinator.
- V. **Concordia Email:** All correspondence with students must 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, nor correspond with students using their personal email.
  - a. **New Adjunct Faculty:** Please forward your Concordia University email address to your Chair, and to the Administrative Assistant to the Office of the Dean if you teach undergraduate classes, or to the Graduate Academic Operations Manager 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.
- VI. **Course Evaluations:** Faculty members are required to facilitate the administration of the course evaluations in class for all face-to-face courses. Online students will continue to complete the course evaluations at their own time; see below for direction.

Faculty members are expected to take the following actions based on the delivery mode:  
Face-to-Face Courses

- 1 Ask students to bring their laptop, tablet or any mobile device to class (any day you choose within the course evaluation period—two weeks before the course ends).
- 2 Select a student leader to monitor the completion of the course evaluations during class time while you excuse yourself from the class.
- 3 Students can access the course evaluations through a link provided in an email or they can log onto Blackboard– <http://blackboard.cuchicago.edu/> and open the course they are enrolled in. A button to take the survey is set at the top of every page of each course.

Online Courses

- 1 Remind students via Blackboard announcement to complete the course evaluation at their own time.
- 2 Students can access the course evaluations through a link provided in an email or they can log onto Blackboard– <http://blackboard.cuchicago.edu/> and open the course they are enrolled in. A button to take the survey is set at the top of every page of each course.

Thank you very much for facilitating the course evaluation process.

- If you have any general questions about the course evaluation process please contact Dr. Elizabeth Owolabi at (708) 209 3566 or [elizabeth.owolabi@cuchicago.edu](mailto:elizabeth.owolabi@cuchicago.edu)
- If there are any questions regarding access to the course evaluation results please contact Blackboard.Team@CUChicago.edu, be sure to provide your course title and the CRN number

**VII. Documentation and Protocol for Adjunct Faculty:** 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.

**VIII. Faculty Absences/Illness:** If you know in advance you will miss a class, arrange with your students to work online through Blackboard so they can engage in discussion, and submit assignments or activities. Provide specific and clear instructions and ensure you adhere to the syllabus.

From time to time, we realize that an emergency may arise that prohibits you from teaching your face-to-face class. If you teach a face-to-face class and are unable to attend for any reason, please contact your Department Chair (undergraduate or graduate) as soon as you know you will miss your scheduled class time. Do this through CUC email. Please provide your name, course name, and classroom number to ensure proper and quick identification and notification. Notify your students through Blackboard by sending an Announcement and click Send This Announcement Immediately. Model the behavior you want your students to mirror.

The following options are available to professors:

- Find a substitute professor to fill in for the class(es) that will be missed. Please inform your Chair if you have found your own substitute.

- The department can assist in finding a replacement for the one or more class times that will be missed
- Find an appropriate assignment students can complete out of the classroom applicable to course content and rigorous enough to take the amount of class time missed to complete
  - Examples are: case studies, videos, reading texts, writing a paper, discussions, etc.
- Find a day and time to schedule a make-up class
  - Note that make-up classes are not required to be attended by students and students cannot be penalized in terms of participation points. Also rooms are not always available, so first check with your Chair before setting make up dates and locations.

Faculty must adhere to the course schedule including time spent in class. Early dismissals are not acceptable and cancelling of classes is not advisable. Please reach out to your Department Chair with any questions about this policy or the procedures.

- IX. **Final Examinations:** *Undergraduate Final Exams* - One week is set aside each semester for final examinations for 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.

*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 8<sup>th</sup> week at their regularly scheduled time. Any revision to the MBA established schedule must be presented and approved by the MBA Chair.

- X. **Grading Guidelines:** Using Blackboard, assignment feedback must be timely and utilize rubrics. 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 in Blackboard within 3-7 days, depending on when the next assignment is due. See tutorial on how to enter grades in COB Blackboard CAFÉ. Appendix D: Entering Grades into Banner.

- XI. **Important Dates:**
- a. Last day of Term:
    - i. 8 week Course: Sunday of Week Eight
    - ii. 16 week course: Sunday of Week 16
  - b. Grades Due: By noon on Wednesday following the last day of term
  - c. Pay Day (adjunct faculty): Friday of the week that grades are due

- 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. [Visit the university’s library webpage for more information on library resources.](#)
- XIV. **Monitoring Ethical Behavior:** See Section I, Item XVI
- XV. **Online Guidelines and Teaching Expectations:** See Appendix I
- XVI. **Plagiarism/Honor Code:** Academic integrity is an important part of this university’s fabric and all students are expected to know and understand our Honor Code and demonstrate academic honesty. We count on everyone in our community, especially our faculty, to consistently address and report violations of the Honor Code. Katherine Heetel ([katherine.heetel@cuchicago.edu](mailto:katherine.heetel@cuchicago.edu) or 708-488-4112), Director of the Office of Academic Integrity, welcomes the opportunity to answer questions about the Honor Code, its expectations or the process (addressing, reporting, determining consequences, etc.). We thank you in advance for your participation in this process.”
- You can find a copy of the honor code, an honor code brochure and updated reporting instructions for honor code violations by contacting Emily Carpenter or Kathe Heetel.
  - Faculty are the first line of education and defense when it comes to helping students understand what constitutes plagiarism and how to avoid plagiarizing. Each MBA course contains a PowerPoint presentation on APA. Please remind your students to view the video. You might consider asking them to acknowledge that they have viewed the video. Remember, paraphrasing, with proper citations and references, is considered appropriate analysis in supporting student’s thoughts. Please encourage your students to use paraphrase rather than quotations, quotations should be used carefully and sparingly. While paraphrasing and summarizing provide the opportunity to show your understanding of the source material, quoting may only show your ability to type it.
  - Students are required to use 6<sup>th</sup> edition APA. Faculty are required to ensure this compliance for all written assignments. No other citation method is allowed.
- XVII. **Rubrics:** ALL FACULTY- face to face or online **must** check assignments and discussions to ensure that the rubrics are available in Blackboard. They must be used to score discussions and assignments whether teaching face to face, or online. If you cannot locate the rubrics, or do not know how to see if they are attached to the discussions or assignments, or do not know how to use them, please [IDT@cuchicago.edu](mailto:IDT@cuchicago.edu). If you are teaching face to face, faculty must prepare their class, uploading the provided syllabus, and all assignments must be submitted via Blackboard and scored using the provided rubrics.

In the MBA courses, there is one (signature) assignment for each core course. Students upload the signature assignment into their ePortfolio. This is where faculty review and score the assignment using a KA designated rubric. In the specialization courses, there are also signature assignments although students do not upload these into their portfolios. Faculty should not accept the ePortfolio assignment anywhere but in the ePortfolio. If students have difficulties uploading, please refer them immediately to [blackboard.team@cuchicago.edu](mailto:blackboard.team@cuchicago.edu)

The use of rubrics is **required** for teaching in undergraduate and graduate courses. This is monitored for quality and compliance. Any professor who fails to use rubrics, may have a reduced teaching load or not be offered future contracts. For full time faculty, not using the assignment syllabus and rubric could result in nonrenewal of contracts. The College of Business is committed to assessing student learning and the use of rubrics is one method of doing so.

FAQ on how to use rubrics:

<https://helpdesk.cuchicago.edu/helpdesk/WebObjects/Helpdesk.woa/wa/FaqActions/view?faqId=106>

- XVIII. **SafeAssign:** Faculty will use SafeAssign to grade all written assignments, in order to encourage students to maintain academic integrity and to identify plagiarism Please ensure your assignments are connected to SafeAssign.

*\*Short Video on SafeAssign:*

[http://ondemand.blackboard.com/r91/movies/bb91\\_assignments\\_safeassign.htm](http://ondemand.blackboard.com/r91/movies/bb91_assignments_safeassign.htm)

- XIX. **Syllabus Integrity:** The syllabus is the property of the University. The integrity of the syllabus must be honored. Faculty may not change the content of any syllabus without the express and prior permission of the Chair. COB faculty may not require students to purchase additional materials, e.g. case studies. The program will not accept responsibility of purchasing additional materials for students.

- XX. **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).

- a. **How to View Class Lists in the Portal:** See Appendix F
- b. **Print Services/COB Print Policy:** The College of Business is committed to reducing our carbon footprint, as well as reducing costs of printing. Therefore, all faculty members (full-time and part-time) 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 must use Blackboard to house course materials, post grades, and also to archive assignments, in case of a grade appeal or dispute. With authorization, Print Services will charge the COB. The printer in Brohm should not be used to duplicate large quantities of work. Please do not copy the syllabus, it is available in Blackboard. Do not use the College's printer or the University's printing service to copy course materials. If you must make copies, you must first request permission from either Cathy

Schlie (undergraduate) or Emily Carpenter (graduate). This protocol must be adhered to.

- c. **Technology Services:** See Appendix G

XXI. **Textbooks:**

- a. **Update Process:** At times, when teaching, an instructor may notice a textbook has become outdated. If this is the case, please contact the appropriate Chair (listed on p. 6)/Academic Operations Manager. The Chair/Academic Operations Manager will then work with the SME to update the textbook and possibly the course.
- b. **Requesting a textbook from the publisher:** faculty member uses the publisher's website to request textbooks, the publisher may email the Graduate Academic Operations Manager or appropriate Chair to confirm faculty status. The publisher may choose to give faculty members access to online materials in lieu of sending a physical textbook. If a faculty member needs assistance with this process, please contact the Graduate Academic Operations Manager.

## Section II: Student Support Resources

- I. **Academic Programs for Student Success:** 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
- II. **Academic Center for Excellence (ACE):** The Academic Center for Excellence provides academic support through specialized programs and specific strategies to all undergraduate Concordia-Chicago students. For more information contact the Academic Center for Excellence at 708-209-3042
- III. **Application for Incomplete Process:** is student initiated and must be completed within 6-weeks from the end of the term. Incompletes are issued with a default grade (the grade earned if nothing else is completed). These grade options are listed in Banner as IA-IF. You must indicate a default grade or the Registrar's Office will indicate IF in your stead. If the student cannot complete the work in the 6-week period, instructors should email the Registrar directly ([registrar@cuchicago.edu](mailto:registrar@cuchicago.edu)) to arrange for an extension. If the student completes the work within the 6-week time period, a Change of Incomplete to Grade form (requiring the instructor's signature) must be completed. If the student takes longer than 6 weeks and their grade rolls to the default and you have allowed them to finish the work in order to increase the grade a Change of Grade form must be completed in order to alter the grade. Students must have a valid reason for requesting an incomplete. Please see the Syllabus for guidelines.
- IV. **Center for International Student Services (CISS):** please visit: <https://www.cuchicago.edu/admission-financial-aid/international-students/>
- V. **Library Resources:** We have students who have been inquiring about professional journals and scholarly works. Many of the resources CUC offers are online. Many of the students may be unaware of how to access all of the varied resources offered online through our library. Attached to this email you will find a library resources PDF explaining the different databases provided and examples of the works that can be found there. Please feel free to contact Emily Carpenter (Graduate) or the librarians at [libraryhelp@cuchicago.edu](mailto:libraryhelp@cuchicago.edu) if you have any further questions or concerns.
- VI. **Grade Appeal Process:** 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.
- VII. **Grade Change Process:** See Appendix J
- VIII. **Open Enrollment/Switching Sections Policy:** See Appendix K

## Section III: Faculty Resources

### I. **Academic Faculty Coordinators/Café and Community of Practice:**

As a College of Business faculty, focused on supporting one another, assisting each other in teaching practice, learning assessment, ongoing scholarship, and stakeholder focus. To facilitate your engagement with each other, we have Café, a virtual location where all faculty (FT and adjunct) are expected to meet on a routine basis. Please ensure that you routinely check into Café. It not only serves as a forum for scholarly discussion and social interaction, but also contains announcements, resources, policies, forms, and documents.

The College is a Community of Practice (CoP). Active members share joint activities and discussions, help each other, and share information. Dr. Dunfee, as the Director of Accreditation and Assessment leads this endeavor. Café is the forum where the Community of Practice gather to exchange ideas. They also meet on regularly scheduled calls. Please contact [Charlene.Dunfee@CUChicago.edu](mailto:Charlene.Dunfee@CUChicago.edu) with your interest. We encourage you to join as the more faculty engaged, the better opportunity everyone has to develop as educators and scholars.

- II. **Adjunct Contract Request Process:** See Appendix L, Chairs can find the appropriate forms on the COB shared drive.
- III. **Adjunct Load Restrictions:** Course loads for adjuncts vary by term and semester; however, HR regulations specify that an adjunct instructor can teach no more than 12 credit hours per 16 week semester.
- III. **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.
- IV. **Advising:** All full-time undergraduate faculty are faculty advisors and will have a number of students assigned to them. It is expected that faculty will meet with these students during the spring semester each year to assure the students are taking the correct courses and are on track for a timely graduation.
- V. **Communities of Practice:** See Section III item I; also see COB Blackboard CAFÉ (if you do not have access please contact Ms. Emily Carpenter)
- VI. **Course Development/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, i.e. CPCs and customized rubrics mapped to learning outcomes. 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) after conferring with the Chair (after CoB approval at College-wide meeting).
3. Prospectus is peer reviewed before being presented for first approval 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 CIPPC 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 after the syllabus is created.
7. Syllabus for the class is 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. eBooks and electronic resources are encouraged.
9. No alterations to the syllabi can be made without express permission from the Chair and Dean.
10. If a faculty (SME) member is requested to create an online equivalent for an existing face-to-face class, the chair must fill out a Faculty Proposal for Online Course form, sign and submit it to the dean 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.

## VII. Faculty Duties beyond Teaching Loads

**A. Full-Time Faculty:** Full time faculty should refer to the 2016 Employee Handbook located in the Portal. There are five general points of reference and criteria for reappointment, advancement in rank, and tenure, and a sixth that may be applicable in some circumstances:

- (1) Academic Degree and Experience Requirements
- (2) Teaching,
- (3) Scholarship,
- (4) Service to the University
- (5) Service beyond the University
- (6) Administrative Responsibilities.

The College of Business follows both HLC and ACBSP guidelines for establishing load.

Faculty are paid for online course development and/or revision on a course by course basis.

**B. Part-Time Faculty:** Part-time adjunct faculty teach on a contract on a course by course basis. Payments for online course development and revision are in addition to course teaching stipends. There is no guarantee of continued teaching assignments.

- VIII. **Faculty Enrichment and Development:** See COB Blackboard CAFÉ (if you do not have access please contact Ms. Emily Carpenter)
- IX. **Guest Speakers:** Faculty are encouraged to attend and to encourage their students to attend all COB Guest Speakers from the COB Speaker Series. Faculty are also encouraged to invite Guest Speakers to their classrooms, please see Ms. Emily Carpenter regarding this.
- X. **Monitoring Faculty Functions:** Faculty teaching and presence is monitored in both the online and f2f course environments. Mid-term/mid-semester surveys are administered to students in f2f courses. In the online environment, administrative oversight is provided through Blackboard. The faculty teaching undergraduate students maintain an advising load and are monitored through Degree Works. End of course evaluations are provided in online and f2f courses through the OIRA. Faculty are provided access to their evaluations. Chairs monitor the evaluations and provide feedback to the faculty on how to improve. Student learning outcomes feature prominently in the College of Business as it relates to gauging teaching effectiveness.

Non tenure track faculty are reviewed by the Dean at the time of reappointment. Tenure track faculty engage in the peer review process prior to reappointment (See Peer Review Process). Faculty compensation is established through a prescribed formula by the Provost in consultation with the CFO and the Dean. The President awards annual raises based on the budget allowance.

Faculty professional development is offered through the Faculty Development Committee, Human Resources, and the individual Colleges (see COB Café). Faculty are encouraged to present at conferences. Financial support is allocated dependent on the budget. Faculty wishing to obtain financial support for presenting at conferences must request support from the Dean prior to registering for the conference by preparing a budget.

A student focus is promoted starting with the College through its Mission and Vision. Student learning and success is paramount. Resources are provided through the College professional development and learning community forum-the Café.

Faculty are encouraged, as business professors, to create and maintain connections with the business community. This can be done internally through attending the Speakers' Series, and externally through corporate visit and outreach. Consultation with the Dean is required prior to embarking on external outreach.

- XI. **Overload Pay:** Full time faculty members are responsible for submitting the Faculty Load/Overload form (Appendix C) by the fourth week of each semester/term. Faculty load is determined by the dean and provost, and also by ACBSP guidelines. These guidelines specify that a professor may not teach more than 10 classes per year unless under special circumstances. Full time faculty should not accept teaching assignments within the University without first consulting with the Dean or their Chair.
- XII. **Parking:** For on-campus parking, please park in the parking structure located off of Bonnie Brae Street. You can request a free faculty parking sticker from security via the portal then pick up at switchboard (first floor of Addison Hall).
- XIII. **Peer Review:** The College's Peer Review guidelines can be found on the portal in the repository.
- XIV. **Scholarly Activity Expectations:** can be found in the COB's Peer Review document on the portal in the repository.

## **Addendum A: Expectation for Course Design/Redesign**

### **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, rubrics, CPCs, 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)
  - Rubrics
- 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 Non-Disclosure Policy**

### **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: APA Guidelines Outline

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 3<sup>rd</sup> person—never 1<sup>st</sup> person ("I"), or 2<sup>nd</sup> 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/wml868.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* (6<sup>th</sup> 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=30&did=1459994701&SrchMode=1&sid=2&Fmt=3&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1220735785&clientId=13118>

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: Academic Integrity Writing Template

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 qqqq  
 rrrr ssss tttt uuuu vvvv 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 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 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 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 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 1 Heading

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

### Level 2 Heading

**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.

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

TYPE ABBREVIATED TITLE HERE

4

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

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



TYPE ABBREVIATED TITLE HERE

5

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

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

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

#### Level 1 Heading (Conclusion)

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

- Alexander, G., & Bonaparte, N. (2008). My way or the highway that I built. *Ancient Dictators*, 25(7), 14-31. doi:10.8220/CTCE.52.1.23-91
- Babar, E. (2007). The art of being a French elephant. *Adventurous Cartoon Animals*, 19, 4319-4392. Retrieved from <http://www.elephants104.ace.org>
- Bumstead, D. (2009). The essentials: Sandwiches and sleep. *Journals of Famous Loafers*, 5, 565-582. doi:12.2847/CEDG.39.2.51-71
- Hansel, G., & Gretel, D. (1973). *Candied houses and unfriendly occupants*. Thousand Oaks, CA: Fairy Tale Publishing.
- Hera, J. (2008). Why Paris was wrong. *Journal of Greek Goddess Sore Spots*, 20(4), 19-21. doi:15.555/GGE.64.1.76-82
- Laureate Education, Inc. (Producer). (2007). *How to cite a video: The city is always Baltimore* [DVD]. Baltimore, MD: Author.
- Laureate Education, Inc. (Producer). (2010). *Name of program* [Video webcast]. Retrieved from <http://www.courseurl.com>
- Sinatra, F. (2008). Zing! Went the strings of my heart. *Making Good Songs Great*, 18(3), 31-22. Retrieved from <http://articlesextollingrecordingsofyore.192/fs.com>
- Smasfaldi, H., Wareumph, I., Aeoli, Q., Rickies, F., Furoush, P., Aaegrade, V., ... FiieI, B. (2005). *The art of correcting surname mispronunciation*. New York, NY: Supportive Publisher Press. Retrieved from <http://www.onewaytociteelectronicbooksperAPA7.02.com>

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](http://www.uwg.caift/~40_921.pdf)

**Appendix C: Faculty Load/Overload Form:** a fillable version of this form can be found on the CU Connect Portal

**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

Number of Credits to be paid as overload

Department Chair \_\_\_\_\_ Date \_\_\_\_\_

Dean \_\_\_\_\_ Date \_\_\_\_\_

Payment Amount: \_\_\_\_\_

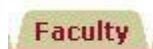
**Calculation Notes:**  
(if explanation is needed)

--

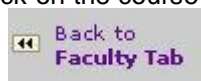
Sr VP for Academics \_\_\_\_\_ Date \_\_\_\_\_

## Appendix D: Entering Grades into Banner

- 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 [CougarNet@CUChicago.edu](mailto:CougarNet@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.

**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**

- 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- <input type="button" value="v"/>	N		
Student Name	H000XXXX	3.000	**Web Registered** Apr 09, 2008	B- <input type="button" value="v"/>	N	This	Leave
Student Name	H000XXXX	3.000	**Registered** Jun 12, 2008	B <input type="button" value="v"/>	N	Column	This
Student Name	H000XXXX	3.000	**Web Registered** Apr 10, 2008	C+ <input type="button" value="v"/>	N	Is	Column
Student Name	H000XXXX	3.000	**Registered** May 05, 2008	None <input type="button" value="v"/>	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.



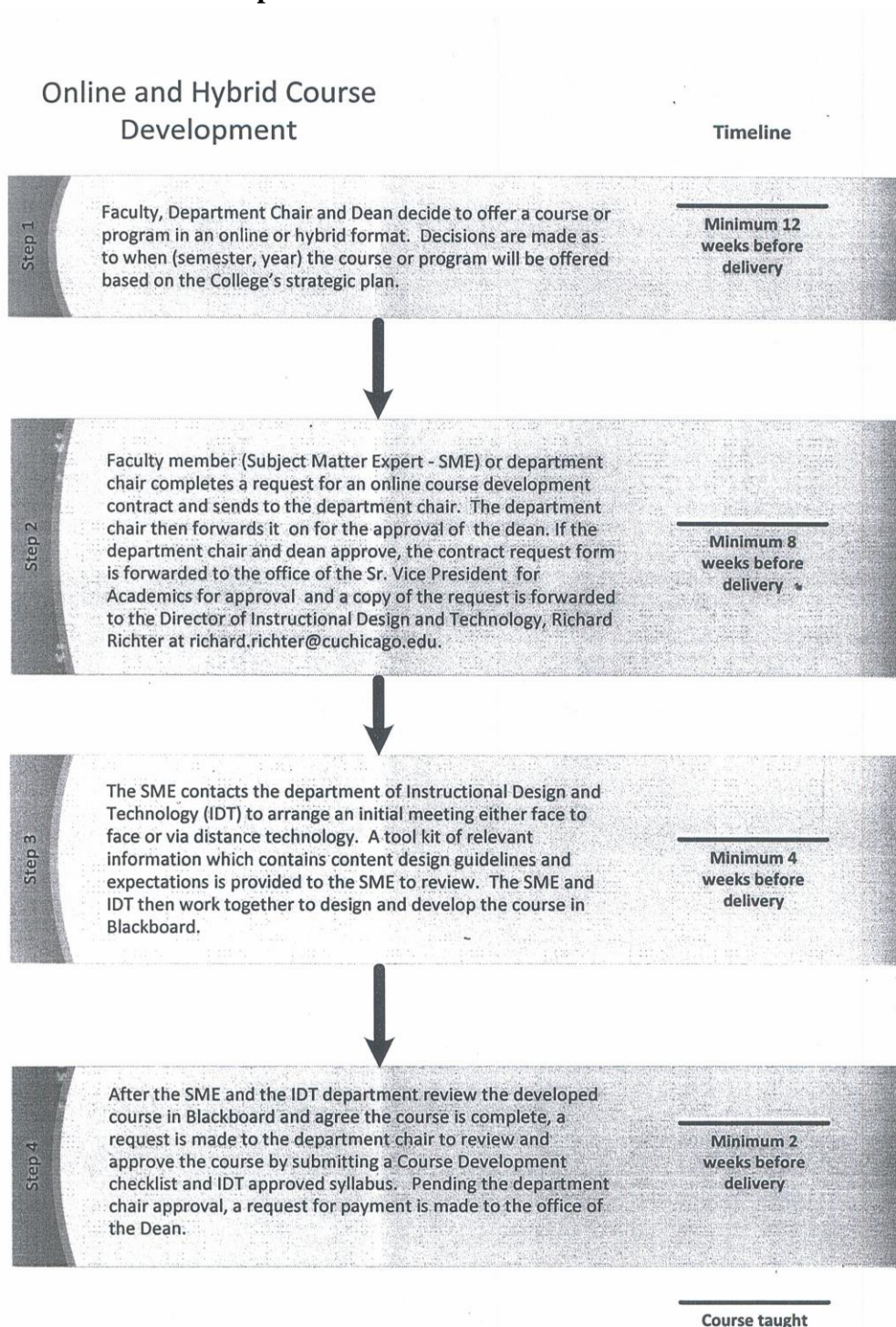
 **Please submit the grades often.** There is a 25 minute time limit starting at  pm on  for this page.

If you have other courses to process, or wish to navigate to another part of the Concordia Connect

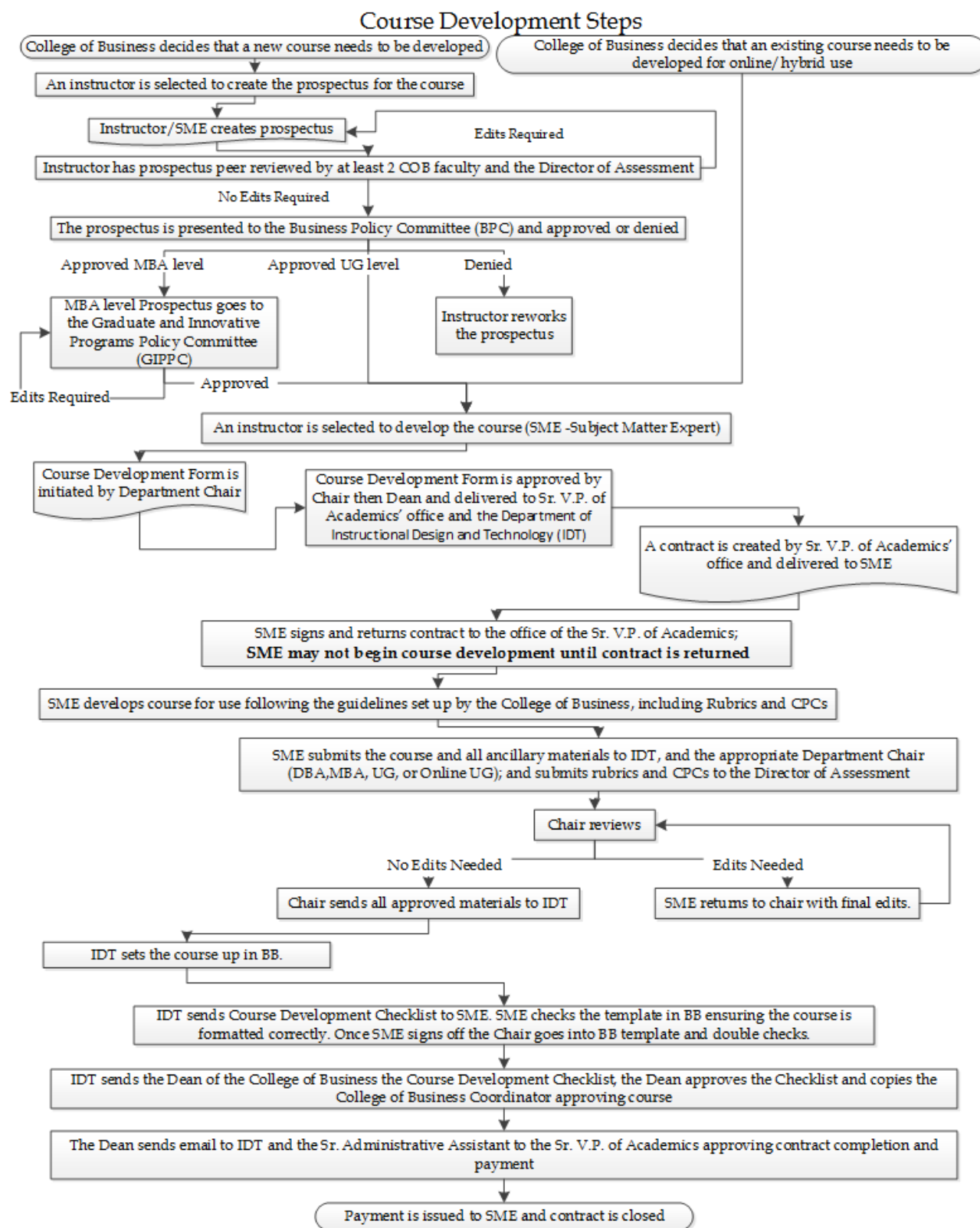
portal, click the  link in the upper- right corner



## Appendix E: Course Development Process



IDT Course Development Process Concordia University Chicago 6/5/2015™




Edited: 12/1/2017

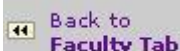


## Appendix F: How to View Class Lists in the Portal

- 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 [CougarNet@CUChicago.edu](mailto:CougarNet@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

 Back to Faculty Tab

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

 Back to Faculty Tab

portal, click the link in the upper-left corner.

## **Appendix G: Technology Services**

### **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](mailto:cougarnet@cuchicago.edu)

#### **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:

To access Banner Web information log on to the CONCORDIA Connect, web portal (<http://connect.cuchicago.edu>).

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.

## **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.

## **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 [Blackboard.Team@CUChicago.edu](mailto:Blackboard.Team@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.

## **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 pass- word (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 Faculty reserves

Renewal requests Recalls/holds Lost/damaged items

Interlibrary loans Journal holdings Book donations

Research assistance Library instruction

Access Services 708-209-3050 [library@cuchicago.edu](mailto:library@cuchicago.edu) or

Dan Zamudio 708-209-3057 [dan.zamudio@cuchicago.edu](mailto:dan.zamudio@cuchicago.edu)

Marty Breen 708-209-3186 [libraryhelp@cuchicago.edu](mailto:libraryhelp@cuchicago.edu)

## Appendix H: COB Grade Appeal Form: A fillable version of this form is available on the CU Connect Portal.

### 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. 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.***

Students must demonstrate the grade that was assigned was made on the basis of any of the following conditions:

- other than performance and other than as a penalty for academic dishonesty.
- on unreasonably different standards from those applied to other students.
- on a substantial, unreasonable, or unannounced departure from the syllabus, rubrics, course outcomes and/or assignments.

**Appeals made on the basis of conditions other than these will be dismissed.**

The student must submit the grade appeal request, including all supporting documentation, via email to the chair within four (4) weeks after the final grade is recorded.

1. The student is responsible for completing the grade appeal form and sending it to the instructor within the established time-frame. Appeals made after the specified time frame will not be considered.
2. If, the student and instructor cannot come to an agreement regarding the grade (or if the instructor does not respond to the student within 14 days), the student may then:
  - a. Submit a written statement of fact and evidence 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 Ad Hoc 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.**

DBA Program Chair, Dr. Charlene Dunfee (Charlene.Dunfee@CUChicago.edu)

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

Undergraduate Face-to-Face Program Chair, Professor Craig Lusthoff (Craig.Lusthoff@CUChicago.edu)

Undergraduate Online Program Chair, Professor Maria Battistoni (Maria.Battistoni@CUChicago.edu)

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

## 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 _____	<input type="radio"/> Online <input type="radio"/> Face-to-Face
Term/Semester Appealed and Year (Fall, I or II, Spring, I or II, Summer, I or II) _____		Grade Received _____
Course Number & Title _____	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 (please provide additional pages/documentation/rubrics if necessary): \_\_\_\_\_

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

## Appendix I: Additional Guidelines and Expectations for Teaching

### 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 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/design/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 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 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 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 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 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.

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](mailto:blackboard.team@cuchicago.edu)

CougarNet Support: [cougarnet@cuchicago.edu](mailto:cougarnet@cuchicago.edu)

Blackboard: <http://blackboard.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: [Grad.Admission@CUChicago.edu](mailto:Grad.Admission@CUChicago.edu) ,

Registrar Issues: [Registrar@cuchicago.edu](mailto:Registrar@cuchicago.edu)

**Appendix J: Grade Change Process/Form:** A fillable version of this form can be found on the CU Connect Portal



**Change of Grade Form  
Change of Incomplete to Grade Form**

Office of the Registrar  
7400 W. Augusta St., Addison #155  
River Forest, IL 60305  
P 708.209.3165 • F 708.209.3167

Student Name (Print): \_\_\_\_\_ ID#: \_\_\_\_\_

Semester/Year Course was taken: ☐ Summer \_\_\_\_\_ ☐ Fall \_\_\_\_\_ ☐ Spring \_\_\_\_\_

CRN #	Course #	Course Title	Instructor

**Change of Grade**

Old Grade: \_\_\_\_\_

New Grade: \_\_\_\_\_

Reason for Change of Grade:

\_\_\_\_\_

\_\_\_\_\_

➤ Instructor Name (please print): \_\_\_\_\_ Date: \_\_\_\_\_

➤ Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

➤ Department Chair Signature: \_\_\_\_\_ Date: \_\_\_\_\_

➤ Dean Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Change of Incomplete to Grade**

Old Grade: \_\_\_\_\_

New Grade: \_\_\_\_\_

➤ Instructor Name (please print): \_\_\_\_\_ Date: \_\_\_\_\_

➤ Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

To be initiated only by instructor who initially issued grade for course.  
Please complete, obtain the required signatures, and return to the Registrar's Office.

## **Appendix K: Open Enrollment/Switching Policy**

### **Before the 1<sup>st</sup> week of class until the Friday before the term begins**

- You can adjust your schedule via the CUC Connect portal, regardless of reason
- Classes that are at full capacity are not options for a change
  - o International students must maintain Visa requirements regarding course scheduling, changes, and attendance.

### **During the 1<sup>st</sup> week of class**

- Classes can only be changed with documentation if:
  - o Medical or other documented emergency
  - o Relocation
  - o Approved transfer credits
- Classes that are at full capacity are not options for a change
- Please note that switching classes in the 1<sup>st</sup> week of class will result in paperwork you must complete with your advisor (appointment needed).
- Changing classes after the start of classes may result in unexcused absences, points lost, and late penalties that will not be waived.

The final decision for class changes is determined by your Academic Advisor. Another student or a professor cannot make these changes for you or give you permission to do so.

## Appendix L: Adjunct Contract Request Process

