

**CityUniversity**  
of Seattle

# VYSOKÁ ŠKOLA MANAŽMENTU



## ACADEMIC GUIDE for FACULTY

2009-2010



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# Welcome to CU/VŠM

City University of Seattle in Slovakia and Vysoká škola manažmentu welcome you! Whether this is your first year as faculty or you are returning for your tenth, the Academic Guide is an important reference containing key information about the school and its program. And by the way, consider it just that—a reference: don't memorize it from cover to cover, but keep it handy when questions arise throughout the year.

Let's begin with a brief background about the school:

City University of Seattle (CU) is a private, not-for-profit university headquartered in Bellevue, Washington, USA. Its mission is to offer educational programs of high quality to anyone with the desire to achieve. Since 1973, the university has graduated over 40,000 undergraduate and graduate students. Its programs are also offered online, reflecting the university's goal to make higher education more responsive and accessible.

Accredited regionally by the NWCCU and the internationally by the IACBE, City University of Seattle operates in nearly twenty locations in the states of Washington and Hawaii, Bulgaria, the Czech Republic, Greece, Romania, Slovakia, Switzerland, China, and Mexico.

In Slovakia, City University of Seattle first opened its doors in 1991. At sites in Bratislava and Trenčín, students could study English through the Intensive English Program and earn American bachelor's and master's degrees in business administration (BSBA and MBA).

In 1999, Vysoká škola manažmentu (VŠM) was founded, the first private university in Slovakia. VŠM was created to offer City University of Seattle's programs; students still earn CU bachelor's and master's degrees by taking the same courses as CU students worldwide. The Ministry of Education of the Slovak Republic also accredited VŠM to offer its own degree programs. VŠM developed a bachelor's degree (Bc.) in business management, similar to CU's program, so that students could earn a Slovak degree as well. Later, VŠM developed an undergraduate (Bc.) and graduate program (magister, or Mgr.) in knowledge management, the first of its kind in Central Europe. Students can choose English or Slovak as the language of instruction to earn these Slovak degrees. Faculty members can basically consider CU and VŠM as one institution with a variety of programs.

The following pages will give you an overview of these issues, the support provided for faculty, and everything else related to academics at CU/VŠM. We hope this guide gives you a better understanding of our institution and wish you the best throughout this coming year.

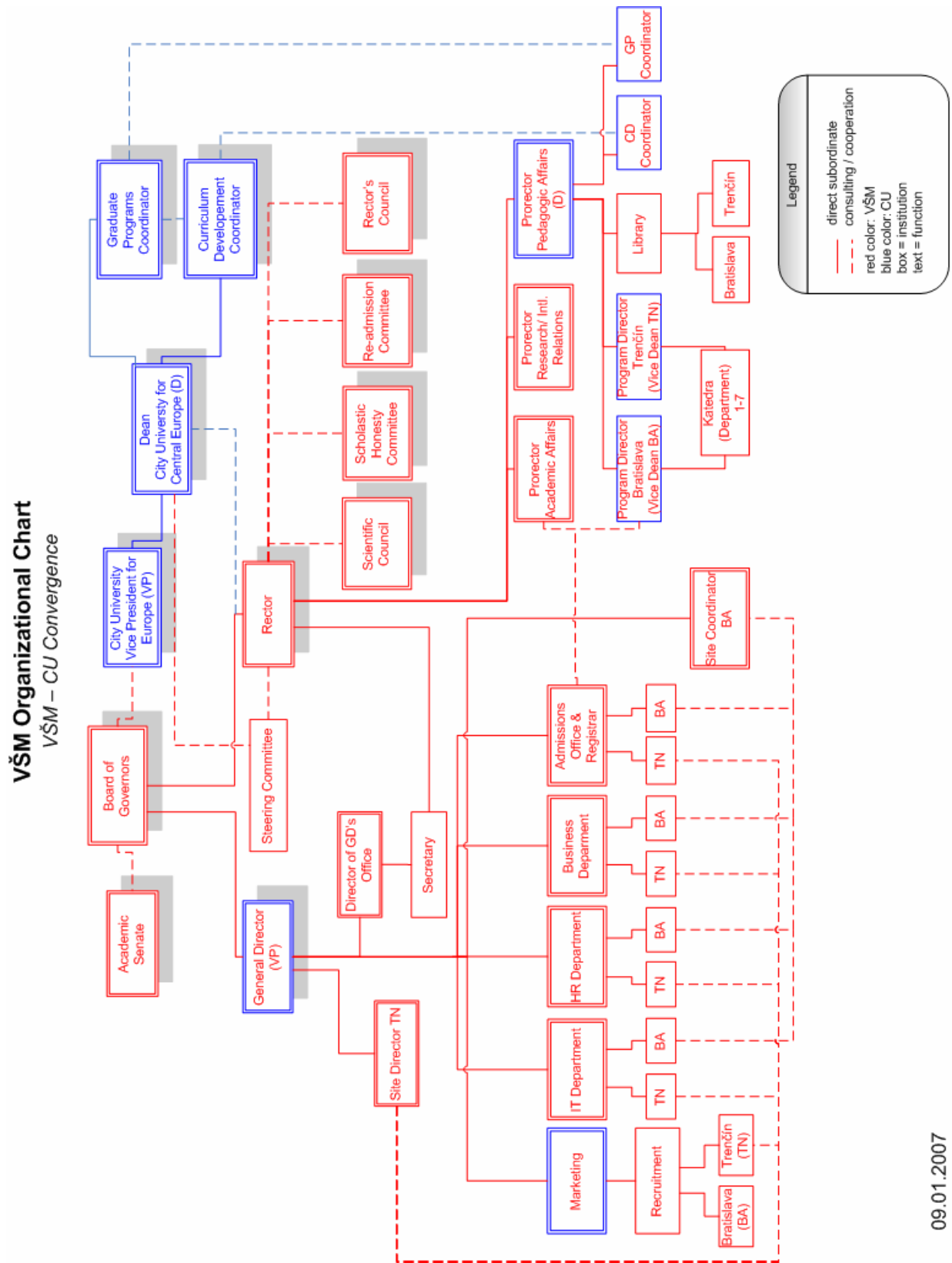
Kind regards,

David Griffin  
Dean, Academic Affairs – Central Europe  
City University of Seattle

Branislav Lichardus  
Rector  
Vysoká škola manažmentu

# 1. Who's Who in CU/VŠM Academics

## 1.1. CU/VŠM Organizational Chart



## 1.2. Academic Leadership

*These are the people you will go to when you have problems, concerns, or questions related to your teaching, your courses, or your students. The academic team also meets regularly to discuss and solve day-to-day academic issues.*

### **Rector of Vysoká škola manažmentu**

*Branislav Lichardus, blichardus@vsm.sk*

The rector is the head of Vysoká škola manažmentu and as such, represents VŠM externally. He works to involve faculty in research and in the governance of the school through the katedra system. He serves as a consultant for the other members of the academic team.

### **Dean of Academic Affairs for Central Europe, City University of Seattle**

*David Griffin, dgriffin@cityu.edu; dgriffin@vsm.sk*

The Dean is responsible for all academic matters in Slovakia, the Czech Republic and Switzerland. As such, he works closely with the Rector of VŠM, the various program managers and the academic team to run the academic programs of the school, and to improve the standards and integrity of the programs and their delivery. He also acts as a liaison with the various deans and academic heads at City University of Seattle in Washington State and is a standing member of several academic committees, as well as being involved in the 2010 re-accreditation process. Among his other duties are to form and revise academic policies, consider academic petitions and decide on appeals to grade grievances. He is located in Trenčín, but travels to Bratislava weekly.

### **Associate Deans for Trenčín and Bratislava**

*Alena Bušiková, abusikova@vsm.sk (Bratislava)*

*Denisa Hackett, dhackett@vsm.sk (Trenčín)*

The Associate Deans are responsible for the recruitment, training, and development of faculty and the assurance of quality educational delivery at each site. If you are a faculty member in the undergraduate programs, the associate deans will be your main source of information, supervision, and support. They oversee all undergraduate programs as well as non-credit programs and their daily operation. As the **BSBA and Bc. program managers**, they plan, schedule, and direct faculty work; evaluate and supervise faculty; and respond to students' and teachers' complaints, problems, and concerns. In cooperation with the Rector and Pro-Rectors, they help to organize state exams in the Bc. programs. They are also responsible for planning, organizing and coordinating activities as defined by the Dean and Rector.

### **Pro-Rector for Academic Affairs**

*Edita Hekelová, ehkelova@vsm.sk*

The Pro-Rector (vice-rector) of Academic Affairs is responsible for coordinating the thesis work and organizing the state exams of graduating students in VŠM's undergraduate and graduate degree programs.

### **Pro-Rector for Research and Development**

*Jozef Hvorecký, jhvorecky@vsm.sk*

The Pro-Rector organizes and supervises scientific research and external pedagogical-research activities at VŠM. He also coordinates research grants for VŠM.

### **English Programs Manager**

*Judita Wursterová, jwursterova@vsm.sk*

The manager is responsible for all aspects of the Intensive English Program – hiring, training, and evaluating instructors; scheduling; resolving teacher and student problems;

acting as a liaison with the English Language Programs Director in Seattle; and completing all administrative work. The manager also oversees the academic issues in English courses for the community and corporations and works with the BSBA/Bc. program managers to find instructors for English courses in the bachelor's degree programs. Based in Bratislava, she travels to Trenčín regularly, where she is supported by a part-time manager.

### **Scholastic Honesty Committee Chair**

*Peter Kročity, [pkrocity@vsm.sk](mailto:pkrocity@vsm.sk)*

The SH Chair is responsible for all aspects of implementing City University of Seattle's Scholastic Honesty policy in all European programs (Slovakia, Bulgaria, Romania, the Czech Republic, and Greece). He oversees the maintenance of the student archives and TurnItIn uploading process, and informs instructors of possible violations found by TurnItIn. The Chair consults with instructors about possible violations and can act as a liaison between instructor and student in SH cases. Committee hearings and all related documents are organized by the Chair, and he provides quarterly reports of hearing results. His office is in Trenčín and he travels to Bratislava as needed.

### **Regional Coordinator for Curriculum Support Services**

*Anne Whitaker, [awhitaker@cityu.edu](mailto:awhitaker@cityu.edu); [awhitaker@vsm.sk](mailto:awhitaker@vsm.sk)*

The RCC works with the deans, program managers, katedra heads, registrar, and instructional materials coordinator on curriculum issues, particularly to ensure the quality of new and existing CU programs in Europe, both in-class and online, and their alignment with City University of Seattle standards. As a member of several CU of Seattle committees, she provides regional input to curriculum processes. She is located in Bratislava, but travels to Trenčín regularly.

### **Registrar**

*Antonia Valašiková, [avalasikova@vsm.sk](mailto:avalasikova@vsm.sk)*

The registrar oversees the work of the Admissions Office of CU/VŠM and the admission of students. She evaluates transcripts and diplomas for VŠM and does preliminary credential evaluations for all CU European programs. For VŠM, the registrar compiles statistics for the Slovak Statistics Office and the Ministry of Education. She is located in Bratislava.

### **Graduate Programs Coordinator**

*Zuzana Kulichová, [zkulichova@cityu.eu](mailto:zkulichova@cityu.eu) or [zkulichova@vsm.sk](mailto:zkulichova@vsm.sk)*

The GPC is responsible for all scheduling and logistics issues concerning the MBA programs in Slovakia, Bulgaria, Romania and the Czech Republic. The GPC also assumes HR roles (including hiring new instructors and dealing with contractual issues) and administrative roles (including reviewing syllabi and dealing with grades and petitions); and acts as a liaison between students and staff and between faculty and administration. The GPC's office is in Trenčín, but she comes to Bratislava regularly.

## 1.3. Academic Governance (Katedra System)

Academic governance at CU/VŠM starts at the faculty level with the katedra system. A katedra is a group of faculty members teaching the same or similar subjects (like a department at a U.S. university). Each katedra is chaired by a head who organizes the katedra's activities. A katedra meets regularly to share experiences and discuss issues related to its subject or the institution as a whole. Some katedra concerns are academic standards, faculty research, development of course materials, and faculty training and development.

Katedra heads and academic managers generally meet once a term to discuss activities and suggestions, and review and provide feedback on program changes, academic policies, procedures and quality issues from both CU and VŠM.

Each course belongs to a katedra, so you may find yourself in more than one katedra. In that case, you are welcome to choose the one closest to your main focus, or participate in both.

### **Katedra of the English Language Program**

*Head: Judita Wursterová, [jwursterova@vsm.sk](mailto:jwursterova@vsm.sk)*

Courses: Intensive English Program courses, ENG 211, ENG 290, ENG 001V, ENG 002V, ENG 003V, ENG 004V, BE 300V, Community Program courses

### **Katedra of Economics and Finance**

*Head: Daniela Matovčíková, [dmatovcikova@vsm.sk](mailto:dmatovcikova@vsm.sk)*

Courses: AC 115V, AC 215, BSC 401, BSC 402, BSM 406V, FIN 541, FIN 542, FIN 543, FIN 544, INT 302, MB 300V, MB 305V, MB 529, MBA 530, MBA 535, MBA 540, MC 500, MC 514, MC 553, MC 556, SSC 220, SSC 221

### **Katedra of Mathematics and Statistics**

*Head: Erika Kupková, [ekupkova@vsm.sk](mailto:ekupkova@vsm.sk)*

Courses: BC 303, BSC 400, MC 506, MTH 110, MTH 155, MTH 219V, MTH 220

### **Katedra of Information Technologies**

*Head: Martina Česalová, [mcesalova@vsm.sk](mailto:mcesalova@vsm.sk)*

Courses: CS 201, CS 416V, EC 400, GS 400V, GS 401V, GS 402V, IS 330, ITMGMT 540, KM 200V, KM 502V, KM 503V, KM 504V, KM 505V, KM 506V, KM 508V, MBA 520, MC 516, MG 308V

### **Katedra of Management**

*Head: Andrej Piovarči, [apiovarci@vsm.sk](mailto:apiovarci@vsm.sk)*

Courses: BSC 407, BSM 404, BSM 405, BSM 495, GRM 300V, GRM 301V, GRM 302V, HR 405, MAL 545, MAL 560, MAL 570, MAL 585, MBA 500, MBA 510, MBA 515, MBA 545, MBA 550, MBA 555, MC 509, MC 550, MC 573, MC 578V, MC 584, MC 600, MG 201, ML 561, PM 401, PM 404, PM 501, PM 511, PM 513, SCI 215

### **Katedra of Marketing and Communications**

*Head: Ľubica Olejníková, [lolejnikova@vsm.sk](mailto:lolejnikova@vsm.sk)*

Courses: BC 302, BSM 304, CCR 200V, CO 210, MB 545, MBA 505, MBA 525, MC 511, MK 300, MK 390, MK 403, MK 511, MK 513, MK 515, MK 516, MK 526, MK 527, MK 528, MK 529

### **Katedra of Social Science/Humanities**

*Head: Mariana Martišková, [mmartiskova@vsm.sk](mailto:mmartiskova@vsm.sk)*

Courses: BC 200V, BC 301, BC 306, BSC 203V, BSC 403, HUM 200, INT 301, INT 304, INT 305, MC 555, MG 210V, PSY 201, SSC 200, SSC 218, SSC 300

## 2. Scholastic Honesty at CU/VŠM

Scholastic honesty is one of the values of CU/VŠM, but it can be a tough sell to students who have not often been exposed to the idea of academic integrity. Many students are first introduced to the concept of plagiarism when they come to CU/VŠM, they may not see a problem with the common practices of copying others' homework or helping a friend on an exam, and some consider cheating on tests a game. Instructors have to spend a lot of time preventing cheating by giving tests in larger rooms, making different versions of the same test, creating questions that are (almost) cheat-proof and watching students closely.

City University of Seattle has a world-wide Scholastic Honesty Policy, reprinted below, which defines violations and sets up a framework for dealing with them. If instructors come across a possible violation, they do not have to determine guilt or innocence or devise a punishment, but instead turn to the Scholastic Honesty Committee, which will meet with the student, judge the case, and follow fair and standard policies to determine punishment, if any. The document "Scholastic Honesty Procedures for City University of Seattle European Programs" details how the process works in Europe and explains what you need to know as an instructor at CU/VŠM.

Developing a culture of academic integrity at CU/VŠM requires the cooperation of all faculty members – to serve on the Committee, to discuss scholastic honesty with students in class, and to submit violations of the policy.

If you have any questions, contact the SH Chair, Peter Kročity at [pkrocity@vsm.sk](mailto:pkrocity@vsm.sk)

### 2.1. City University of Seattle Policy

<b>Scholastic Honesty</b>
---------------------------

**Intent:**

To define scholastic honesty for the University community and to establish a process for the resolution of allegations of scholastic honesty violations.

**Policy:**

Scholastic honesty in students, faculty and staff requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. The University holds students individually responsible for understanding and exercising standards of scholastic honesty in every aspect of study and in all work submitted.

**Definitions:**

CityU defines violations of scholastic honesty broadly as any act that constitutes cheating or misrepresentation of the actual author of one's work. Violations of scholastic honesty include, but are not limited to, the following examples.

1. Cheating:

- Using unauthorized materials such as books or notes to answer examination questions.
- Copying another student's homework, written assignments, examination answers, electronic media, or other data.
- Assisting or allowing someone else to cheat.

## 2. Plagiarism:

- Presenting another person's work as your own.
- Paraphrasing or condensing ideas from another person's work without proper citation.
- Failing to document direct quotations with a proper citation.
- Word-for-word copying, use of select phrases from another's work or simply failing to properly cite all sources from which data, examples, ideas, words, or theories are found.

## 3. Other forms of scholastic dishonesty:

- Changing examination solutions after the fact; inventing, changing or falsifying data or research.
- Reproducing or duplicating images, designs, or web pages without giving credit to the developer, artist, or designer.
- Submitting work created for another course, or resubmitting work for the same course without prior approval from the instructor.
- Misrepresenting oneself or one's circumstance to gain an unfair advantage.
- Collaborating with another person(s) without prior approval from the instructor.
- Selling or providing term papers, course work, or assignments to other students, knowing that the intention is to plagiarize.
- Bribing or attempting to bribe an instructor.

The University is committed to an educational approach to violations of scholastic honesty. Instructors are encouraged to seek guidance from course managers or senior faculty when they discover possible plagiarism to discuss how best to handle individual cases.

An instructor or staff member may file a formal Violation of Scholastic Honesty Allegation by following the instructions found in the Faculty Handbook or the City University of Seattle catalog for the current academic year. The Scholastic Honesty Board will be convened and a review of the allegation will commence in a fair and impartial manner.

### **Violation Sanctions**

In cases where a violation is found to have occurred, the following disciplinary actions may include, but are not necessarily limited to the following:

- Issuance of a 0.0 for the assignment or examination;
- Issuance of a 0.0 for the course grade;
- Academic suspension for one or more quarters;
- Dismissal from the University.

The student will be notified in writing of the Board's decision. If the allegation was filed by an instructor, the instructor will be notified in writing as well.

### **Student's Right to Appeal**

Students may appeal the Board's decision within ten days to the Provost, whose decision is final.

\_\_\_\_\_  
Edward Lee Gorsuch, II                      Date  
President

\_\_\_\_\_  
Steven Olswang, J.D., Ph.D.                      Date  
Provost, Office of the Provost

## 2.2. SH Procedures for CU European Programs

### Scholastic Honesty Procedures for City University European Programs

Effective September, 2008

#### 1. Introduction

##### a. Documents

The Scholastic Honesty program is based on the City University of Seattle Scholastic Honesty Policy document, the current version of which was approved in August, 2008 at Bellevue, Washington. This Policy is implemented by the procedures developed for the European programs, which are given herein. There is some flexibility in these procedures as long as there is adherence to the Policy. Both the Policy document and this procedures document are available for all students and instructors at <http://www.vsm.sk/en/students/scholastic-honesty/policies-and-procedures/> and <http://www.vsm.sk/en/faculty/scholastic-honesty/>

##### b. Applicability to different academic levels (IEP, BSBA, MBA)

Although violations of Scholastic Honesty are generally considered more serious at higher educational levels, it is believed that the fundamental principles of academic integrity can and should be understood and honored by all students. Thus, the City University Scholastic Honesty Policy applies to all students, regardless of academic level.

#### 2. Instructors' responsibilities

##### a. Information in the syllabi

Syllabi for all courses should include a short section addressing scholastic honesty; a policy statement that may be used is available at <http://www.vsm.sk/en/faculty/scholastic-honesty/>

##### b. Explanation in the classroom

The Scholastic Honesty section in the course syllabus should be reviewed by the instructor with every class at the beginning of each course. There should be a full and clear discussion of the scholastic honesty rules and the requirements of the instructor. The instructor should have a copy of the City University Scholastic Honesty Policy and this document for reference during the discussion, and tell the students that they may obtain copies at <http://www.vsm.sk/en/students/scholastic-honesty/policies-and-procedures/>

It is intended that students will understand the value of the Scholastic Honesty program to themselves, and that they will want to be "owners" of it. The students should be aware that the value of an academic degree depends upon the academic integrity of the institution awarding it, and that scholastic honesty is mandatory for that integrity.

With respect to operation under the Policy, it should be emphasized that:

- i. Any submission by a student to an instructor must be the work of that student alone unless clear attribution is given. The student should consider that placing his/her name on a paper is equivalent to the signed statement, "This work is entirely my own." Violation of this rule is cause for severe penalties as specified in the Policy document (and repeated in

the Sanctions section below). A list of examples of specific violations of scholastic honesty is given in the Policy document.

- ii. In research papers, all source materials must be properly referenced and cited as specified in the current City University style sheet manual. Particular attention should be paid to the proper referencing and citation of direct quotations.
- iii. Students are personally responsible for protecting their individual work from being copied and/or submitted by another student. If one student provides material to another student who turns it in as his/her own, both students have committed a scholastic honesty violation. Students should know that computer network drives accessible to them are not secure, and therefore to preclude "theft," work should not be saved on them.

c. Assignment definitions

It is critical when assignments are made, especially in the case of homework or group assignments, that the requirements with respect to individuality of work be made very clear.

d. Archives of student papers

All major papers submitted by students should be placed on the computer network secure drive designated for that purpose. Instructors will give instructions as to when and how this is to be done. It is hoped that this will deter student copying of previously submitted papers. All files received into the archives are submitted to [www.TurnItIn.com](http://www.TurnItIn.com) for plagiarism checking.

A student is not to be given a grade for particular assignment unless he/she submits an electronic copy to the archives. Without this electronic copy the student receives a grade reduced by a percentage designated to the assignment in question. If the electronic copy of assignment is not submitted within 30 days, the reduced grade is to be posted to the student record.

### 3. What an instructor should do when a violation of scholastic honesty is suspected

City University has set an absolute standard of scholastic honesty. Faculty members must therefore deal with *all* instances in which any student may have violated the Policy. For very minor situations, faculty members may give a verbal reprimand, require that an assignment be redone, or reduce a grade. In this case, the student must agree to the penalty and the instructor should keep a record of the incident. Any other case must be referred to the Scholastic Honesty Committee. Referral to and action by the Committee should be as immediate as possible.

a. Instructor / student interaction; consultation with Scholastic Honesty Committee Chair

Normally an instructor should talk with the student as soon as possible upon suspecting a scholastic honesty violation. The purpose of this conversation should be to gain as accurate an understanding as possible of what occurred. It is usually advisable not to make an immediate decision of guilt or to try to resolve the issue unless the situation is very minor and the facts are absolutely clear. If it appears there has been a violation of the Policy, the Chair of the Scholastic Honesty Committee should be contacted before going further. This allows discussion of options and will help insure that procedures are followed to enable fair and proper resolution of the case.

b. Submission of cases to the Scholastic Honesty Committee

If after discussion with the Scholastic Honesty Committee Chair it is determined that a charge needs to be filed, a Scholastic Honesty Violation Allegation form and the student's paper which is the subject of the allegation,

along with any other supporting documentation regarding the case is submitted to the Scholastic Honesty Committee Chair. The form is at <http://www.vsm.sk/en/faculty/scholastic-honesty/>

Because the form is part of an official record, a copy of which goes to the student, it should be word processed, printed, and then signed by the instructor. The instructor must also request that the Admissions office place a "K" grade designation on the student's record. The Scholastic Honesty Committee Chair will advise the instructor how to do this, as it depends upon when during the quarter the allegation is made. The "K" designation prevents any student status change or final grade calculation until the Scholastic Honesty case is resolved.

c. Instructor / Student involvement during case proceedings

Once the above materials are submitted, the case is out of the hands of the instructor. If the course has not yet concluded, the student may continue with full class participation until resolution of the case unless the faculty member and Dean jointly determine that the student's conduct interferes with others' learning.

#### 4. SH Committee proceedings

a. Allegation of Violation of Scholastic Honesty notification

The Scholastic Honesty Committee Chair will set a hearing date and send an Allegation Notification letter to the student. This letter, sent by registered mail (and a copy delivered by hand if the student is attending classes locally, or by email) officially informs the student of the allegation and the hearing date. Included with the letter are copies of the Scholastic Honesty Violation Allegation form, the Scholastic Honesty Policy, a copy of the student's work which is in question, and supporting evidence of the alleged violation, if appropriate. The hearing date is set at least 10 days from the letter postmark to give the student time to prepare a response if s/he desires; the student has the option of appearing or not at the hearing. The instructor may attend the hearing at his or her discretion, or if requested by the Chair.

b. Hearings

SH cases are heard by a committee consisting of 3 Scholastic Honesty panel members and the Chair. The Chair conducts the hearing, but is a non-voting participant. If the student chooses to attend the hearing, his/her testimony is heard, and then questions may be asked by the Committee members. Following this, the student is dismissed from the hearing, and the Committee deliberates, coming to a decision by vote. The decision of the Committee will be that there is: (1) no finding of a breach of the Scholastic Honesty Policy, or (2) a finding that a breach of the Scholastic Honesty Policy did occur. In the event the decision is verdict (1), the case is closed and there are no penalties. In the event the decision is verdict (2), the Committee determines the penalties as specified in the Sanctions section below. The Chair will notify the student of the Committee's decision and penalties, if any, by registered letter. The Chair will also notify the instructor and appropriate administrative personnel of the decision, and implement the clearing of the "K" grade designation on the grade sheet. In the event no breach of the Scholastic Honesty Policy is found, the material submitted by the instructor shall be graded. The instructor may, at his or her discretion, request that another grader assign the mark for the student's work.

c. Sanctions

Following are the maximum penalties applied in European operations in the event of a finding of a breach of the Policy:

- i. first offense, 0.0 grade for the course and suspension for an academic quarter
- ii. second offense, 0.0 grade for the course and suspension for two or more quarters
- iii. third offense, 0.0 grade for the course and expulsion from the University

At the Committee's discretion, lesser sanctions may be imposed, based on unique circumstances or the evidence presented.

Suspension means that the student may not attend any university classes or functions whatever.

When a student has been penalized under the Scholastic Honesty Policy, no refund shall be made of course registration fees.

[Note: Unusual circumstances with respect to the timing of hearings and suspensions may arise in cases where a course is a prerequisite for a following course, where a student may want to repeat a course in the summer quarter, or in programs where courses are shorter than the academic quarter.

The following general rules will apply:

- (1) If schedules permit, the Scholastic Honesty Committee hearing, considering the 10-day period for student responses, will be scheduled to permit resolution before the next quarter official registration date; late registration will not be permitted after a Scholastic Honesty Committee decision. [See exception (1) below.]
- (2) The start of any suspension will be the start of the next quarter following the Scholastic Honesty Committee decision; in the case of a decision made in the Spring quarter, the next quarter will be considered to be the Fall quarter. If a student is suspended for the Fall quarter, s/he may take courses during the intervening Summer quarter. [See exception (2) below.]
- (3) If a student penalty is a 0.0 course grade and suspension, the course may not be repeated until after the suspension period.
- (4) If a student academically fails a course that also is the subject of a Scholastic Honesty case (with T designation showing on the grade sheet), the student may not register to retake that course until the Scholastic Honesty Committee resolves the case and removes the T designation.

Exceptions to the general rules:

- (1) If the course associated with the Scholastic Honesty case is a prerequisite for a course that must be taken for the student to continue his/her studies (such as in the Intensive English Program), scheduling of the Scholastic Honesty hearing will be accelerated as much as possible and late registration will be permitted if approved by the Admissions Office, providing the hearing results do not preclude such registration.
- (2) If a graduating student suspension decision is made in the Spring quarter, and if that student could finish his/her program by retaking the course in the Summer quarter, the suspension will apply to the Summer quarter rather than the Fall quarter.]

d. Appeals

The Scholastic Honesty Policy specifies that a student may appeal a decision of the Scholastic Honesty Committee to the Provost within ten working days of receipt of the decision letter. The Provost normally delegates authority for final

resolution of the appeal to the Dean of Academic Affairs in Central Europe or Southeastern Europe. The appeal is evaluated on the basis of irregularities in procedure or submission of new facts or evidence, not on the judgment of the Committee.

#### **5. Appointment of the Scholastic Honesty Committee Chair**

The Dean of Academic Affairs appoints the Chair, with approval from Bellevue, Washington.

#### **6. Appointment of Scholastic Honesty Committee**

At the beginning of each academic year, the Dean of European Programs, will appoint a Scholastic Honesty panel. The panel shall consist of ten members, five each from Trenčín and Bratislava. For each subsequently scheduled hearing, a Scholastic Honesty Committee shall be formed, by the Chair, composed of three members of the panel, plus the non-voting Chair of the Committee.

#### **7. Scholastic Honesty Committee Communications**

The Scholastic Honesty Committee Chair will be responsible for giving a Scholastic Honesty presentation to all instructors during the faculty orientation period in the fall, in which s/he will review the Scholastic Honesty program policies and procedures, and give a summary of the previous year's Scholastic Honesty cases. After both the Fall and Winter quarter cases are resolved, the Chair will send a report to all instructors and staff via email, giving a summary of Scholastic Honesty cases for the previous quarter.

#### **8. City University student employees**

If a student alleged to have violated the Policy is also an employee of City University, the facts shall immediately be forwarded to the Human Resources Department. Normal Scholastic Honesty Committee procedures will be followed. If the Scholastic Honesty Committee suspends the student, the suspension will not affect the student's working status. The HRD shall determine whether the student's employee status allowed or facilitated the violation; disposition related to employee status will reside solely with the HRD and the University.

#### **9. Records**

All individual records associated with Scholastic Honesty cases are kept in the office of the Scholastic Honesty Committee Chair for a period of 7 years, after which they are destroyed. A computer database of cases and actions is maintained by the Chair; this database is designed to detect instances of multiple cases against a student.

## 2.3. Scholastic Honesty Violation Allegation Form



11900 NE 1st Street  
Bellevue, WA 98005  
(425) 637-1010 / 1-800-426-5596 / Fax (425) 450-4665 (Registrar)  
[www.cityu.edu](http://www.cityu.edu)

### SCHOLASTIC HONESTY VIOLATION ALLEGATION FORM

#### Instructor Directions:

- 1) Contact Senior Faculty and the Director of Scholastic Honesty Proceedings for consultation prior to filing an allegation.
- 2) Inform the student of the potential violation and that the matter will be forwarded to the Scholastic Honesty Hearing Committee.
- 3) Complete the information requested below.
- 4) Attach any written material (exams, research papers, case analyses, homework assignments, course syllabus/DLG, unauthorized notes confiscated during exam, evidence of plagiarism, documentation of communication with the student, etc.) in support of your allegation.
- 5) If applicable, include copy of proctor form giving instructions (closed book, no notes, no cell phones or personal belongings, do not leave room during exam, etc.).
- 6) Send this form and documents to the Director of Scholastic Honesty Proceedings.
- 7) Submit a student grade of "K" to the Registrar at the same time that the allegation is filed.
- 8) Once an allegation is filed, communication between instructor and student regarding the allegation will be handled only through the Director of Scholastic Honesty Proceedings or the Hearing Board Coordinator.
- 9) While allegation is pending a decision, the student may complete the course; instructor will continue to communicate and grade all additional assignments and examinations.

<b>Instructor Name:</b>		
<b>Instructor E-mail:</b>		<b>Instructor Phone:</b>
<b>Student Name:</b>		<b>Student No:</b>
<b>Student E-mail:</b>		<b>Student Phone:</b>
<b>Course:</b>	<b>Site:</b>	<b>Quarter:</b>

**State specifically the allegation of scholastic dishonesty:**

**Details of the allegation:**

**Instructor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## 3. CU/VŠM Programs

City University of Seattle/Vysoká škola manažmentu has academic programs at the preparatory, bachelor's and master's degree levels and non-academic English programs.

### Preparatory Programs

- **Intensive English Program (IEP).** This is a City University of Seattle program designed to prepare non-native speakers of English for university studies. Graduates are automatically accepted into CU's undergraduate degree programs.

### Undergraduate Degree Programs

CU/VŠM's undergraduate degree programs are offered in the classroom (denný) or online (externý). Classroom courses meet for 50 hours per term (four 65-minute sessions a week).

To enter the English degree programs, students must meet language requirements (through IEP graduation, the TOEFL test, or the equivalent). They can then choose from three tracks in the **bachelor's degree programs taught in English:**

- **Bachelor's of Science in Business Administration (BSBA).** This is a CU program offered in the U.S., Slovakia, Bulgaria, and other sites. Regardless of where students study, they can earn an American bachelor's degree. The program usually takes four years, with students taking three courses per term.
- **BSBA/Bc.BM –** Students can earn a CU BSBA and a VŠM bachelor's degree in business management in four years by meeting the requirements of both programs. They take the majority of their courses in English, write a thesis, and participate in an oral state exam.
- **BSBA/Bc.KM –** A CU BSBA and a Bc. in Knowledge management.

Students choose from two tracks in the **bachelor's degree programs taught in Slovak:**

- **Bc. Podnikový Manažment (Bc.PM).** This is a VŠM bachelor's degree program in business management, offered entirely in the Slovak language. In addition to taking courses, students write a thesis and participate in an oral state exam.
- **Bc. Znalostný Manažment (Bc.ZM).** This is a VŠM bachelor's degree program in knowledge management, offered entirely in the Slovak language. In addition to taking courses, students write a thesis and participate in an oral state exam.

### Graduate Degree Programs

Students in Slovakia can choose from two graduate degree options:

- **Master's in Business Administration (MBA).** This is a City University of Seattle program taught at sites in Slovakia, Bulgaria, Romania, Greece, the Czech Republic, Switzerland, China, and the U.S. All students earn an American MBA.
- **Magister in Knowledge Management (Mgr.).** This is a VŠM Slovak graduate program. In addition to taking four courses per term, students write a thesis and complete a state oral exam to earn a Slovak master's degree. Courses last 10 weeks, face-to-face or online. Students who earn an MBA can take a few additional courses and complete the thesis and state exam for a Mgr. degree as well.

### Non-Academic English Programs

- **Community Course Program (CCP).** The CCP offers courses at all levels, in subjects such as General English, Business English, TOEFL Preparation, and English Conversation. Courses are offered on site in Trenčín or Bratislava.
- **Corporate Program.** CU/VŠM instructors also teach English for companies, organizations, or individuals in the Corporate Program.

### 3.1. Intensive English Program

The IEP is a two-year academic English program with six levels of proficiency. Each level has four subject courses: Writing, Grammar, Reading, and Listening & Speaking. The courses are 10-week face-to-face courses with five contact hours per week (50 total). The classes in the IEP program are typically taught four days a week (Tuesday-Friday) with four 65-minute lessons each day. The program plan is available in the electronic version of this guide, or you can pick one up in the Admissions Office.

The main goal of the program is to prepare students for studies in English at the university level. Levels 1-3 provide focus on learning general language skills and vocabulary, whereas levels 4-6 put high emphasis on the academic side of language learning. Therefore, critical thinking skills and academic writing, reading, listening, and speaking are an important part of the program.

Students test into the program by taking the TOEFL or Accuplacer tests and start at the level appropriate for them. Students take four courses in one level each term, and they must pass all four courses in order to advance to the next level. Alternatively, they may advance to a higher level if they earn the appropriate score on the Internet-based TOEFL test (which tests speaking, listening, reading, and writing).

If a student fails one or two subjects, he/she may repeat just those subjects. If a student fails three or four subjects, he/she must repeat the whole level. In Levels 1-4, Writing and Grammar are considered one course, although they are taught separately, so if a student fails either Writing or Grammar, he/she must repeat both classes. The passing score for all subject courses at all levels is 75%.

As part of the attendance policy, students may not miss more than 6 lessons from each course. Once they have missed 6 lessons, it is the instructor's obligation to report it to the IEP program manager and the Admissions Office, and the student will be asked to repeat the particular course.

In order to maintain high quality standards of the IEP program, teachers must follow the syllabi thoroughly throughout each term. Students are obliged to buy or borrow the required course materials indicated in the syllabi for each course; therefore, it is crucial that the instructor uses the course book during the entire 10-week term. Naturally, instructors are encouraged to use additional materials for their courses if they feel the need to.

All assignments listed in the syllabus must be completed and graded by the end of the trimester and if required in the syllabus, teachers are asked to create a written or oral Final examination for the course. These final examinations should be different for each term and submitted by the end of the term; they should cover the materials and skills dealt with in class during the term, and may not be copied and pasted from the student course book.

In levels 1-3, an Applied Learning Project (ALP) is part of the program. The ALP is one common project for all four subjects in the same level, and students carry it out involving all language skills. Examples of such projects may include: creating a brochure about CityU based on interviewing some instructors; coming up with original inventions and presenting them to the class; making a city tour in one of Slovakia's famous cities, or creating a restaurant menu, etc. It is the instructors' responsibility to come up with an original idea for the project. These, however, may be taken from previous terms. There is usually a final presentation of the project in weeks 8-9 with the participation of all instructors of that particular level. The ALP is normally graded first by each instructor individually, and then, an average grade from all four subjects is given to each student. An ALP coordinator (one of the

instructors) is assigned at the beginning of each term to follow through the project from the beginning till the end.

It is highly recommended to maintain regular communication with peer-instructors of the same level in order to combine and reflect on students' knowledge gained in the individual courses. Often, instructors may come up with common assignments for two or more courses of the same level; for example, students will be assigned to read a novel in their Reading class, which they can describe in their Writing class and make a presentation about in the Speaking/Listening class.

Instructors are encouraged to do peer-observations within the IEP if their schedule allows it. They are also encouraged to initiate and organize workshops throughout each term concerning different teaching methods and techniques to share best practices and get inspiration.

As part of the workload, instructors are asked to maintain office hours for students regularly every week, or by appointment, and indicate these on the syllabi.

### **Intensive English Program Plan**

#### **Level One: Beginner**

ESL 010 Writing and Grammar I (2 classes)

ESL 011 Reading Comprehension I

ESL 012 Listening and Speaking Skills I

#### **Level Two: High Beginner**

ESL 020 Writing and Grammar II (2 classes)

ESL 021 Reading Comprehension II

ESL 022 Listening and Speaking Skills II

#### **Level Three: Low Intermediate**

ESL 030 Writing and Grammar III (2 classes)

ESL 031 Reading Comprehension III

ESL 032 Listening and Speaking Skills III

#### **Level Four: Intermediate**

ESL 040 Writing and Grammar IV (2 classes)

ESL 041 Reading Comprehension IV

ESL 042 Listening and Speaking Skills IV

#### **Level Five: High Intermediate**

ESL 050 Academic Writing Skills V

ESL 051 Academic Reading Skills V

ESL 052 Academic Listening and Speaking Skills V

ESL 053 Advanced English Grammar V

#### **Level Six: Advanced**

ESL 060 Academic Writing Skills VI

ESL 061 Academic Reading Skills VI

ESL 062 Academic Listening and Speaking Skills VI

ESL 063 Advanced English Grammar VI

*If you have any questions about the IEP, contact Judita Wursterova, [jwursterova@vsm.sk](mailto:jwursterova@vsm.sk)*

## 3.2. BSBA Program

### LOWER DIVISION REQUIREMENTS (90 credits)

#### Required Courses

- ENG 211 English Composition/Equivalent (Required in the first term)
- MTH 155 College Algebra or MTH 220 Calculus (both meet College Math Requirement)
- ENG 290 Advanced Writing and Research (Prerequisites: ENG 211, BC 301)
- SSC 200 Introduction to Microeconomics
- SSC 221 Introduction to Macroeconomics
- MTH 110 Introduction to Statistics
- SCI 215 Environmental Science
- AC 215 Fundamentals of Accounting
- CS 201 Information Technologies for Managers
- MG 201 Introduction to Functions of Management

#### Electives (Courses followed by a "V" were developed by VŠM)

*AC 115V Introduction to Slovak Accounting (course taught in Slovak); BSC 203V Fundamentals of the Slovak Labor Code (course taught in Slovak); CO 210 Oral Communication for Managers; HUM 200 Introduction to Philosophy; KM 200V Algorithms and Programming; MG 210V Introduction to Slovak Business Law (course taught in Slovak); PSY 210 Introduction to Psychology; SSC 200 Introduction to sociology; SSC 218 Introduction to Political Science; MTH 219V Mathematics for Business*

*BSM 304 Effective Organizational Communications; BSM 406V Fundamentals of Business Economics (course taught in Slovak); BSM 485 Internship; COM 450 Journalism; CS 416V Database Technologies; EC 400 Fundamentals of Electric Commerce; HR 405 Strategic Management of Human Resources; INT 301 International Relations; INT 305 Overview of the European Union; SSC 300 Comparative European Politics; MB 300V Money and Banking; MG 308V Introduction to Knowledge Management; MK 403 Public Relations*

### UPPER DIVISION REQUIREMENTS (90 credits)

#### Undergraduate Core

- BC 301 Critical Thinking (Required in the first year of study)
- BC 302 Professional Communication
- BC 303 Statistics (Prerequisites: MTH 110, College Math Requirement)
- BC 306 Ethics and Leadership

#### Business Core

- BSC 401 Interpretation of Financial Accounting (Prerequisite: AC 215)
- BSC 402 Financing Organizations (Prerequisites: BC 303, BSC 401)
- BSC 403 Legal Issues in the Workplace  
or BSC 203V Pracovné pravo AND MG 210V Obchodné pravo
- BSC 407 The Effective Organization
- BSM 405 Operations Management (Prerequisites: MG 201, BSC 402)
- INT 302 International Economics (Prerequisites: SSC 220, SSC 221)
- IS 330 Information Systems (Recommended: CS 201)
- MK 300 Principles of Marketing
- BSM 495 Business Strategy (Required in the last term of study)

#### General Management Emphasis

- BSM 404 International Business (Prereqs: MG 201, SSC 221; Rec: Business Core)
- BSC 400 Decision Modeling and Analysis (Prerequisite: BC 303)
- PM 401 Fundamentals of Project Management
- Choice of Approved Elective\*\*
- Choice of Approved Elective\*\*

**\*\***BSM 304 Effective Organizational Communications, BSM 485 Internship; EC 400 Fundamentals of Electronic Commerce, HR 405 Strategic Management of Human Resources, MK 403 Public Relations

### 3.3. MBA Program

The MBA program offers 10-week online courses, but it has a different classroom format. In Slovakia, students take one course at a time, each course lasting four weeks. The 30 contact hours are spread out over three weekends, with classes meeting for 5 hours on Saturdays and Sundays. The MBA programs in Prague, Bucharest, Sofia, and Switzerland have different formats as well.

Starting in Fall 2009, Europe will be offering City University of Seattle's new MBA program. The new program plan and more detailed program information are below.

#### **Program Plan**

##### MBA Core

MBA 500 Essentials of Business Management  
 MBA 505 Business Communications  
 MBA 510 Law and Economics for Global Business  
 MBA 515 Project Management and Prioritization  
 MBA 520 Managing with Technology  
 MBA 525 Applied Marketing  
 MBA 530 Evaluating Financial Information  
 MBA 535 Managerial Accounting  
 MBA 540 Strategic Financial Management  
 MBA 545 People and Systems in Organizations  
 MBA 550 Business Operations  
 MBA 555 Business Strategy

##### Global Management Emphasis Area

ITMGMT 540 Managing the Technology Enterprise  
 MC 584 Human Resource Management  
 PM 513 Project Managers as Change Agents  
 Choice of one of the following: MAL 545 Ethical Leadership, MAL 560 Global Leadership,  
 MAL 570 Leading Teams, MAL 585 Global Systems

##### Marketing Emphasis Area

MK 526 Strategic Brand Creation and Management  
 MK 527 Consumer Behavior  
 MK 528 Channel Management  
 MK 529 Public Relations and Media Management

##### Finance Emphasis Area

FIN 541 Capital Formation and Corporate Management  
 FIN 542 Banking and the Movement of Capital  
 FIN 543 Equity Markets and Debt Instrument Management  
 FIN 544 Financial Management and Not for Profit Organizations

#### **Instructor Expectations**

*The following is excerpted from a letter to MBA faculty from City University of Seattle:*

Designed after surveying influential global employers to determine what they look for when staffing MBA managerial positions, City University of Seattle's innovative MBA program endows students with that knowledge and skill sets graduates needed to immediately impact today's competitive workplaces. To ensure your students navigate their way through our

MBA program, as an instructor it is imperative that you intimately understand each of the program's components and what they require of you. This document provides an overview of our MBA, including a description of its individual components.

### **Instructional Approach**

Foremost, a City University of Seattle instructor must understand our educational approach. Instructors are expected to implement our program using methodologies founded on an academic model which emphasizes student-focused, workplace relevant course content. Studies demonstrate that adults seek only those learning objects that contain value added, practical significance. Also, adult students need to be actively engaged learners with core material which will positively change their lives. The structure of our new MBA program respects and adheres to these requirements.

All City University of Seattle MBA courses contain course outcomes designed to ensure that students master a set of real-world skills. Course assignments require an approach to student participation that reinforces core course outcomes which enable students to address each succeeding course with confidence. In nearly all phases of the program, midterm and final exams have been replaced by activities that measure the acquisition and implementation of practical skills important to the career of a City University of Seattle MBA graduate.

City University of Seattle courses require MBA instructors to be learning facilitators who place emphasis on the student. This approach downplays traditional lecture-based learning delivery in favor of a student-focused, team-based practicum which allows students to model what they learn from each other. As an instructor, you will have the opportunity to compose your own syllabus and determine what activities you want your students to employ to ensure mastery of our course outcome requirements and expectations.

Additionally, it is important that City University of Seattle instructors stress student responsibilities in this program (please review the attached student expectations letter provided to incoming students). For their success to bear fruit, students must fully embrace and commit to their responsibilities, individually and as team members.

### **Student Expectations Letter**

*In the student expectations letter, components of the MBA program are introduced and tips for success are given.*

### **Components of the Program**

The following sections provide brief descriptions of the various components of the MBA program. These components include:

- **Programmed Skill-building**  
City University of Seattle's MBA program consists of 12 core courses and 4 emphasis area courses. The emphasis areas in Europe are Marketing, Finance, and Global Management. The core courses provide the foundation upon which the content of subsequent courses is centered. For example, MBA 500 and MBA 505 cover essential skills in business management and serve as the introduction to the program. These two courses also introduce key activities such as the business plan and business simulation, both of which are implemented during the remainder of the program. You will continue to gain new skills as you complete each course and these skills will ultimately prepare a City University of Seattle MBA candidate for the final program tasks, which include the finalization and presentation of a business plan addressed in MBA 555.
- **Development of a Business Plan**

As part of the curriculum, the first 12 courses in City University of Seattle's MBA program formalize the development of the individual components of a business plan. The first course will familiarize you with the business planning software. Subsequent courses add additional sections to the business plan while also revising previous sections by implementing new knowledge and skill sets acquired.

For practical reasons, the business plan will be limited in scope, one you can maintain either on your own or with the help of a small group of employees. Selecting an interesting and viable business early in the process is crucial. Each new section of your business plan builds upon previous sections; your plan will require time and commitment. Changing your business idea in the middle of your program will require the modification of all previously completed portions of the business plan to reflect your shift in thinking.

After completing the City University of Seattle MBA program, you will have a nearly finalized business plan, a product of all the contributions and revisions you have made during your journey through the program. Upon graduation, you may decide to pursue the business idea you've spent two years developing and refining. A committed, purpose driven candidate may begin even sooner.

- **Business Simulation**

The business simulation provides you with an opportunity to run a virtual business with a learning team. You and your classmates will divide into competing teams to control a business and make key decisions regarding how your business will be managed. As you implement your financial, marketing, and strategic decisions, you will see precisely the impacts of those decisions on the performance of your company.

The City University of Seattle MBA program offers the CAPSIM™ Business Simulation system. CAPSIM™ exposes students to a strategic view of business, providing a preview of how a corporate team might work and learn together. Time pressures and a learning curve will be operative terms as you begin your first simulation. For example, you might be placed in a situation where you have too much information and too little time while being asked to make decisions with far reaching consequences. CAPSIM™ gives you and your team an opportunity to take risks that can lead to success or failure. Either way, your team has the opportunity to assess the values of your decisions and to redirect the outcomes of your company.

The business simulation is incorporated in three core courses: The Essentials of Business Management (MBA 500), Applied Marketing (MBA 525), and Business Strategy (MBA 555).

- **Maintaining a Portfolio**

Through the MBA program, you will be expected to maintain an electronic portfolio of selected work from each course. The portfolio has two purposes: (1) To ensure that you have successfully met the program outcomes; and (2) To provide you an opportunity to present your work to potential employers and demonstrate how you applied your skills and abilities to devise strategies, accomplish goals, and work in team environments that can provide leadership to organizations both large and small.

In order to ensure that your portfolio is thorough and practicable, you must collect your work from the outset of your program and continually update your portfolio with work produced in each course. For essential reasons, you must create either a personal folder or utilize a removable disk drive solely dedicated to your portfolio. Be sure to keep backup copies of your portfolio.

- **Emphasis Area**

The emphasis area consists of five courses in total, one from the core, and four additional courses. Your chosen emphasis area will give you an opportunity to fully delve into an area of interest. Also, this emphasis will be listed on your transcript and may prove to carry a certain currency with potential employers, etc.

### **How You Can Ensure Success**

In order to gain the most from of your City University of Seattle's MBA program, you should ensure that you meet or exceed each requirement in three categories:

- **Preparation for classes**

- 1) Expect to spend three to five hours of outside time per credit hour per week for each class. This is the norm in graduate school.
- 2) Have access to the current editions of all course related materials (prior to beginning each class), including books and articles as well as other course related materials in print or online.
- 3) Read and/or complete weekly assignments using textbooks and other materials.
- 4) Ask questions about things you do not understand.
- 5) Be prepared to work in a team throughout the MBA program. Understanding the functions of a team and being a good team member is critical. Principles of teamwork are addressed in the first two courses.

- **Behavior toward instructors and your fellow students**

- 1) Be polite, respectful, and professional.
- 2) Display a tolerance for diverse learning styles.
- 3) Handle conflict constructively.
- 4) Fully participate in groups and classroom projects.
- 5) Be punctual and attend all classes.
- 6) Respect classroom rules and return from breaks on time.

- **Respect channels of authority for communication and problem solving**

- 1) Resolve a student conflict with that student.
- 2) Resolve instructor conflicts with that instructor.
- 3) For unresolved issues, after pursuing resolutions above, consult the Program Director.

*If you have questions about the MBA, contact Zuzana Kulichová (zkulichova@vsm.sk) in Trenčín who coordinates the operations of the MBA program, or Dave Griffin (dgriffin@vsm.sk), who is responsible for academic oversight.*

## 3.4. Non-Academic English Programs

### Community Courses Program

The CCP is a non-academic 6-level program of general English for the general public. It offers courses for anybody over the age of 15 who wants to learn English or improve already existing language skills. The minimum number of students per class in this program is 5.

Each of the 6 levels of the CCP is taught in two terms with 40 in-class hours per term (80 academic hours per level). So, if a student starts in the first level, it takes 12 terms to finish the entire program. Upon successfully completing the highest (Advanced) level of the program, students of the CCP receive a certificate of completion.

Levels 1-4 focus on teaching all language skills generally, whereas in levels 5-6, the main emphasis is on various conversation, presentation and discussion skills.

The courses normally run in the evening hours twice a week (e.g. Monday-Wednesday, or Tuesday-Thursday).

In order to be placed into the right level of the program, students are tested before the courses start based on our internal testing system that includes listening, reading and grammar sections. A total beginner can be placed into level one without testing.

Students are required to buy their course book and workbook for each level at the beginning of the term. They use the same course book for two terms for the same level.

The CCP syllabi explain the goals, skills and chapters from the course book to be covered each term; therefore, instructors must follow the syllabi carefully. Usually, 5-6 chapters from the *Total English* series are covered in class each term.

At the end of each term, the students are given a written Final Examination, which is the instructor's responsibility to prepare. The Final Examination must cover the course material discussed and learnt by the students during the term. In order to proceed to the next level, students have to have a passing score of 65% on their Final Examination.

Instructors of the CCP courses are asked to communicate regularly with the CCP Coordinator and the English Language Programs Manager. They are also asked to regularly keep track of attendance of all students in each CCP class. In case of class cancellation for a serious reason, both the CCP Coordinator and the Head of ELP must be informed ahead of time.

It is the CCP Coordinator's responsibility to communicate with the students and keep track of payment and enrollment for the courses. Instructors may be asked to assist in collecting copies of payment and providing time for student evaluations.

#### **Division of CCP courses per level:**

Level 1 – Starter I, II

Level 2 – Elementary I, II

Level 3 – Pre-Intermediate I, II

Level 4 – Intermediate I, II

Level 5 – Upper-Intermediate I, II

Level 6 – Advanced, I, II

### **TOEFL Preparation Course**

This course is part of the Community Courses Program. Since VŠM is an official TOEFL center, it offers TOEFL tests regularly each term to both CU/VŠM students and outside applicants. This course offers a chance to practice and prepare for both the traditional and the international computer-based TOEFL tests.

The TOEFL Preparation course is a 7-week course with higher intensity than the 10-week courses. It includes 40 in-class hours as well, with 5-6 lessons a week. The course schedule is agreed upon with the course instructor in advance, and it can be irregular.

Students of this course are required to buy (or rent) the course-book because that is the basis of the entire course. Based on the syllabus and an introductory discussion with students about their exact needs, the instructor can decide on the priorities regarding the focus of the skills practiced during the term.

Completing the TOEFL Preparation Course makes the students ready to take the test immediately after it is finished.

The minimum number of students for this course is 5.

### **Corporate + Individual Courses Program**

These are part of the English Language Programs and are offered to corporate clients or individuals who are interested in learning English (general or business) or improving their already existing language skills.

The courses in this program are customized, based on the individual requirements of the clients; therefore, they can be taught at different levels from various course books.

Corporate courses are usually taught both to groups or individuals within the same company depending on the clients' levels of proficiency and overall goals. Classes can be taken either inside the company or at VŠM upon agreement.

Before the start of the course, the students are tested in order to be placed in the appropriate level of proficiency. After this is determined, an individual study plan is prepared by the instructor. It is up to the discretion of the instructor to decide which course book will be used for each corporate or individual course.

## 4. Teaching a Course at CU/VŠM

### 4.1. Teaching Faculty Responsibilities

As a member of City University's faculty, you are expected to:

- ***Understand and adhere to the mission, policies, and goals of City University and the department of Academic Affairs.***
- ***Teach competently.*** You are expected to manage your classroom, accomplish the course learning objectives, follow best practices for your particular delivery mode, facilitate student research and evaluate student performance according to the University's published criteria.
- ***Responsibly attend to administrative matters.*** You are expected to submit photocopying and equipment requests according to our guidelines, and abide by the facilities' rules governing classroom use. You are expected to submit course paperwork to your program manager on time. Before the term begins, you must turn in your modified syllabus for approval, and then you must submit your finalized syllabus in electronic form. At the end of the term, in addition to grade (paper form and electronic form) and attendance sheets, you must lesson plans, and/or any other course material that could help future instructors teaching the course.

***Teach according to your contract (for full-time instructors).*** Teach 20 academic hours (16 classes) per week on a full-load contract. Provide 4 office hours per week (2 hours at an official time, 2 hours by appointment). Full-time faculty members may be asked to meet their load through both classroom and online teaching. Depending on your qualifications, you may teach in any of the academic, community, or corporate programs offered by CU/VSM. Proctoring placement exams may be expected as assigned by the manager. Full-time faculty may be asked to do summer work as assigned by their manager (the summer workload includes, but is not limited to, teaching online courses and other duties).

- ***Teach according to your agreement (for adjunct instructors).*** Teach the proper contact hours as are agreed in the agreement. Proctoring placement exams may be expected as assigned by the manager. Provide 4 office hours per week (2 hours at an official time, 2 hours by appointment) - if you teach daily classes.
- ***Maintain a current faculty file.*** You are expected to keep current all requested file information, including a Faculty Application, Official Transcripts, Professional Resume, Personal Data Form and Contact Sheet, and you must respond in a timely manner to official requests for additional information.
- ***Maintain your teaching qualifications.*** You are expected to maintain proficiency in your field. This includes staying current in discipline-specific criteria and upgrading your knowledge and skills as needed. To qualify to teach additional courses, you must present documentation of new qualifications to your program manager.
- ***Participate in faculty meetings and development activities.*** Regular meetings are announced at least 1 week ahead; urgent meetings can be announced even later. All faculty are expected to participate in faculty development activities. You are also expected to meet with colleagues to consider academic matters during regular faculty meetings; to meet with university administrators to address policy and procedural issues when requested; and to meet with students as needed. Faculty members are strongly encouraged to attend annual commencement ceremonies.

- **Follow the Standardized Syllabus.** Each CU/VŠM course has a Standardized Syllabus. You may submit additional course criteria to your program manager for pre-approval for a given course, but you must use the Standardized Syllabus to accomplish the learning objectives. This document serves as a contract between the university and students and faculty for course inclusions and outcomes. You may not make changes to this document without approval from your program manager.
- **Teach the proper contact hours.** Students register and pay for specified clock hours of instruction in their courses, and we pay faculty to teach courses according to the published schedule. Therefore, you must adhere to the published beginning and end times of class periods. Of course, you'll need to give your students periodic breaks. It's acceptable to allow no more than ten minutes break per hour of instruction. Teach for the required amount of class time (65 min.)
- **Make up classes missed due to holidays.** Because students register and pay for a certain number of contact hours in each course, class sessions cancelled due to holidays must be made up. Make-up days will be determined at faculty meetings at each site.
- **Cover a planned absence from class.** If an emergency requires you to be absent from class, you must inform your program manager immediately and discuss a suitable replacement (someone equally qualified to teach your course). Tell your students about the substitution as soon as possible. If there is no substitution, the missed class time must be made up by you. Discuss arrangements for the make-up time and place first with your program manager and then with your students and your site personnel. By signing your teaching contract/agreement, you are agreeing to be available to teach all course sessions.
- **Use our adopted textbooks.** You must use the textbooks specified in the Standardized Syllabus or the textbooks pre-approved for use at European sites. To use different materials, you must first obtain the permission of the program manager.
- **Maintain attendance rosters.** It is critical that you take attendance at each course session so that CU/VŠM can maintain an accurate enrollment record. Remember that students are not authorized to be in class if their names do not appear on the class roster. After completion of your course, you should retain copies of attendance rosters for at least two quarters.
- **Facilitate research assignments.** Most of our courses include a research assignment. You must require the research assignment and evaluate your students' submissions. Library services are available to our students and faculty, and library personnel are available for consultation to both students and faculty.
- **Prepare and administer examinations.** You must evaluate the learning outcomes of your students. Final exams are required in most courses. Take-home final examinations are not permitted. You must prepare new quizzes/tests for each term. You are not authorized to make changes to the standard examination procedures in the syllabus without permission from your program manager.
- **Grade student work.** Work submitted by students for assignments deserves meaningful and timely response from you. Grade short quizzes and presentations within 1 week and grade long tests, written assignments, and presentations within 2 weeks and give them back to students together with the grading criteria. At a minimum, you must respond to each of the criteria for each assignment as specified in your Standardized Syllabus. You should keep your grade records for two quarters after the end of the course. If a student asks, you should be able to clearly and specifically explain the grade awarded for a piece of work. Upon a student's request, inform the student of his/her grade status during the term.

- **Return student work.** Work submitted by students is the property of those students. You should return work completed during the course in a timely manner. At the end of the course, ask students who want final examinations and/or papers returned to provide you with stamped, self-addressed envelopes. If student work is not picked up or arrangements were not made to mail the work, you must keep student work for two quarters after the completion of the course, and then destroy it. Do not allow anyone else to retain your students' work.
- **Manage emergencies during class.** You are responsible for your classroom environment, and should be familiar with your site's emergency procedures.
- **Serve on the Scholastic Honesty Committee** and other academic bodies as requested.

## 4.2. The Academic Model

*The academic model and learning goals are reprinted here to remind you of the values that shape CU/VSM's approach to students and the expectations for our graduates. These values should be reflected in our teaching, and our programs should prepare students to achieve the learning goals.*

### I. Components of the City University of Seattle Academic Model

- ***A Focus on Student Learning***

City University of Seattle learning experiences are designed to support clearly articulated outcomes at the course, program, and institutional levels. Educational experiences are carefully designed by faculty to encourage self-directed learning within an appropriately defined structure of expectations. With the focus on applying theory to practical experience, learning activities form explicit links among the crucial abilities of an educated professional: critical thinking, self-exploration, and ethical practice. Multiple paths to demonstrating competency are available to learners when appropriate. Students are actively encouraged to define and take responsibility for their own contributions to the learning process, with the understanding that their engagement is critical for substantive learning to take place.

- ***Reflective Practitioner Faculty***

City University of Seattle faculty are highly regarded practitioners who bring real-life experience to the learning environment. They consider students to be collaborative partners in the creation of learning opportunities. To support practitioner faculty in their teaching roles, the institution provides orientation, training, mentoring, and coaching, all designed to foster a respectful and empowering learning environment. Faculty are rewarded for quality teaching and encouraged to continue their development as facilitators of learning.

- ***Relevance to the Workplace***

A City University of Seattle education is founded on carefully selected goals that are intended to provide graduates with up-to-date knowledge and practical skills required in the workplace, as well as a framework for continued development. Institution-wide learning goals that emphasize personal and professional growth are embedded in all programs offered at the University. The institution's current goals include professional competence and technical expertise, communication and interpersonal skills, critical thinking, ethical practice and community involvement, development of a diverse and global perspective, and lifelong learning. The overarching goals of a City University of Seattle education enhance the professional skills and knowledge of individuals who in turn add value to their organizations.

- ***Service to Students***

City University of Seattle strives to provide a respectful atmosphere in which all students are valued for their contribution and individual needs are honored. A diverse and international student body requires a variety of services to support the learning endeavor. The University strives to be sensitive to students and their needs, to respond in a timely and professional manner to student questions or concerns, and to uphold high standards.

- ***Accessibility and Responsiveness***

The University is committed to making high-quality learning opportunities as accessible and responsive to the needs of our diverse student population as possible. This includes maintaining affordability, removing unnecessary barriers to entry, providing support for students with differing levels of educational background and preparation, and offering a variety of class schedules and modes of delivery.

## II. City University of Seattle Learning Goals

- ***City University of Seattle graduates exhibit professional competency and a sense of professional identity.***

Our graduates bring to the workplace the knowledge and skills intrinsic to success in their professions. They understand the basic values and mission of the fields in which they are working. They are able to use technology to facilitate their work. They have an understanding of basic technical concepts and are able to demonstrate understanding through practical application.

- ***City University of Seattle graduates have strong communication and interpersonal skills.***

City University of Seattle graduates are able to communicate effectively both orally and in writing. They are able to interact and work with others in a collaborative manner as well as to negotiate difficult interpersonal situations to bring about solutions to problems that benefit all involved.

- ***City University of Seattle graduates are critical thinkers.***

City University of Seattle graduates are able to think critically and creatively, and to reflect upon their own work and the larger context in which it takes place. They are able to find, access, evaluate, and use information in order to solve problems. They consider the complex implications of actions they take and decisions they make.

- ***City University of Seattle graduates demonstrate a strong commitment to ethical practice and service in their professions and communities.***

City University of Seattle graduates take responsibility for their own actions and exhibit high standards of conduct in their professional lives. They are aware of the ethical expectations of their profession and hold themselves accountable to those standards. City University of Seattle graduates are also active contributors to their professional communities and associations. They are informed and socially responsible citizens of their communities, as well as of the world.

- ***City University of Seattle graduates demonstrate diverse and global perspectives.***

City University graduates embrace the opportunity to work collaboratively with individuals from a variety of backgrounds, and to learn from the beliefs, values, and cultures of others. They realize that varied viewpoints bring strength and richness to the workplace. City University of Seattle graduates demonstrate an awareness of the interrelation of diverse components of a project or situation.

- ***City University of Seattle graduates are lifelong learners.***

In a world where knowledge and skills must be constantly updated, City University of Seattle graduates are self-directed and information literate in seeking out ways to continue their learning throughout their lifetimes.

*Reprinted from City University. (2006). Our academic model. In Introduction to City University. Retrieved August 8, 2006, from [https://portalapps.cityu.edu/pub/acad/celt/fd701/academic\\_model.htm](https://portalapps.cityu.edu/pub/acad/celt/fd701/academic_model.htm)*

### 4.3. Textbook System at CU/VŠM

Each course at City University of Seattle and Vysoká škola manažmentu has a standardized textbook. It is vital that all teachers at both branches of VŠM and at all CU sites worldwide use the approved textbooks and cover the same material in order to ensure the consistency and quality of our degree programs. Moreover, there is no need to say that students do and will complain if the textbooks they paid for are unused in a class.

#### How to Find Out Which Textbook is Used in Your Course

The textbook for your course appears on the first page of the standardized syllabus.

To find out which textbook is used for your **CU courses in English**, contact the Instructional Materials Coordinator, Patrik Sistik, [psistik@vsm.sk](mailto:psistik@vsm.sk). Most of our courses use the standard texts chosen by subject matter experts from City University of Seattle in the U.S. There are, however, a few exceptions which Patrik can inform you of. These exceptions were approved by the school Curriculum Council in Bellevue because a book was difficult for Slovak students to read and understand, too expensive, and/or too U.S.-centric.

To find out which textbook is used in **your VŠM course**, find the standardized syllabus on the VŠM web site or get it from your program manager. Textbooks in the Slovak courses were chosen in Slovakia by local faculty. In some subjects, appropriate resources do not yet exist in the Slovak language, so instructors may have to supplement their courses with additional materials.

#### How Teachers and Students Get their Textbooks

**Teachers** can get their textbooks in the library or textbook office. In Bratislava, contact Veronika Sluchova ([vsluchova@vsm.sk](mailto:vsluchova@vsm.sk)), who works part-time in the library and part-time in the textbook room (Room 114). In Trenčín, Patrik Sistik can be found in Office 212B or in the Archives on the ground floor. For many courses, Patrik can also provide you with access to online supplements from the publisher.

All teachers must return all textbooks immediately after the quarter ends, provided they do not teach the course again in the next quarter. All textbooks must be returned to the library or textbook offices by the end of the academic year.

**Students** are expected to get their textbooks during the first week of classes or during the first two days of Week 2.

Since most English textbooks are expensive and often not affordable to Slovak students, CU/VŠM introduced a unique Academic Resource Fee System in 2001-2002. CU/VŠM purchases several class sets of each textbook which it then rents to students. Students of English degree programs (BSBA, MBA, Bc. & Mgr. programs in English) pay a nonrefundable fee to rent textbooks for a period of one term.

English textbooks are distributed to BSBA, Bc. and Mgr. students during the first week of classes and during the first three days of Week 2. MBA students pick up their textbooks on the first day of their course. Students must return all books as soon as the term ends.

Because textbooks for the Bc. and Mgr. programs in the Slovak language, the Intensive English Program (IEP), and Community Courses (CC) are usually affordable paperbacks, they are sold to students. The Instructional Materials Coordinator must order the textbooks by the ninth week of the previous term. Then, with few exceptions, the IEP and Slovak textbooks are sold from the Magnet Press bookstore (on the ground floor in Bratislava, and

in Room 102 in Trenčín). The Community Course textbooks are sold right before the first class during the first week of courses (Bratislava – at Magnet Press; Trenčín - in Room 102).

### **Supplementary Course Materials and Copyright Law**

City University of Seattle and Vysoká škola manažmentu encourage faculty members to make use of additional instructional materials to keep their courses current and relevant. The Instructional Materials Coordinator and photocopy assistants can assist you in putting together and copying supplementary reading material for your students. However, we must also adhere to the copyright laws of both the United States and Slovakia, and both the university and the instructor are liable for any infringement of copyright laws.

This means the university cannot photocopy large quantities of copyrighted work (such as a book or even several chapters of one book) without permission from the author and/or publisher. In general, we ask that you

- 1. Limit photocopied materials to**
  - a. One chapter from one work**
  - b. One article from a periodical**
  - c. Several charts, graphs, or illustrations**
- 2. Always include the copyright notice and complete citation on any photocopied work.**
- 3. Get author/publisher permission for material that you will photocopy repeatedly for the same course.**
- 4. Find articles on City University of Seattle's online databases or other reliable Internet sources for students to read – students can then access these themselves.**

### **Changing the Textbook in Your Course**

If you are unhappy with a current textbook and think that a new text should be adopted, please contact the Instructional Materials Coordinator Patrik Sistik and your katedra head to discuss why you find the current text unsuitable for teaching. Please see [Procedures for Changing Textbooks](#) on the following pages for more information. These procedures will also be followed when/if a textbook goes out of print and a new one must be found.

Finally, because suitable and sufficient resources do not always exist in the Slovak language for some courses, VŠM has established a process in which faculty can write and publish materials for a course (see [Procedures for Writing Textbooks](#) on the following pages).

## **Procedures for Changing Textbooks in a VŠM-only Course**

Why a change may be made...

- Textbook is out of print and no longer available for sale.
- Instructors feel that textbook does not meet course learning goals and core concepts.

### **1. Determining whether to make a change**

\_\_\_\_\_ If textbook is out of print, Instructional Materials Coordinator contacts Katedra Head and Course Instructors to inform them that a new book must be found. A new text must be ordered at least 4-5 weeks before the new term begins.

OR

\_\_\_\_\_ If an Instructor is unhappy with the textbook, Instructor contacts Instructional Materials Coordinator and Katedra Head to discuss reasons for a textbook change.

\_\_\_\_\_ Instructional Materials Coordinator and Katedra Head consult with all Course Instructors of the course, and **if there is agreement**, a change may be made.

### **2. Finding a new textbook**

\_\_\_\_\_ Course Instructors (and other katedra members) suggest titles to the Instructional Materials Coordinator.

\_\_\_\_\_ Instructional Materials Coordinator contacts own sources for possible titles.

\_\_\_\_\_ Instructional Materials Coordinator orders a copy of the possible textbook.

\_\_\_\_\_ Instructional Materials Coordinator gets the textbook to all Course Instructors.

\_\_\_\_\_ All Course Instructors review the possible text.

\_\_\_\_\_ Katedra Head oversees final decision on textbook (with a meeting if necessary), based on the following criteria:

\_\_\_\_\_ ALL Course Instructors at both sites agree on the same new title.

\_\_\_\_\_ The chosen textbook meets the learning goals and core concepts of the standardized syllabus (the syllabus will not change to fit the textbook).  
Regional Curriculum Coordinator is consulted about this, if necessary.

\_\_\_\_\_ Instructional Materials Coordinator provides information about price and availability of textbook that may affect the decision.

\_\_\_\_\_ Katedra Head informs Instructional Materials Coordinator of selected textbook.

### **3. Updating the Standardized Syllabus**

\_\_\_\_\_ Katedra Head appoints a Course Instructor to update the standardized syllabus (course schedule, and maybe some assignments).

\_\_\_\_\_ Course Instructor works with Regional Curriculum Coordinator to modify both the daily and online syllabi.

### **4. Approval of New Syllabus**

\_\_\_\_\_ Katedra Head, or appointed katedra members, review and proofread the new syllabus.

\_\_\_\_\_ The approved syllabus is uploaded to the VŠM syllabus site by the Regional Curriculum Coordinator or associate dean.

## **Procedures for Changing Textbooks in a CU of Seattle Course**

Why a change may be made...

- Textbook chosen in Bellevue is too expensive or inappropriate for Slovak students.
- Instructors feel that textbook is not suitable for Slovak conditions.

### **1. Determining whether to make a change**

\_\_\_\_\_ If a textbook is too expensive, Instructional Materials Coordinator contacts Katedra Head and Course Instructors to inform them that a new book must be found.

OR

\_\_\_\_\_ If an Instructor is unhappy with the textbook, Instructor contacts Instructional Materials Coordinator, Katedra Head, and Regional Curriculum Coordinator to discuss reasons for a textbook change.

\_\_\_\_\_ Instructional Materials Coordinator determines whether there is room in the budget to change the textbook.

\_\_\_\_\_ Instructional Materials Coordinator and Katedra Head consult with all Course Instructors of the course, and **if there is agreement**, a change may be made.

### **2. Finding a new textbook**

\_\_\_\_\_ Course Instructors (and other katedra members) suggest titles to the Instructional Materials Coordinator.

\_\_\_\_\_ Instructional Materials Coordinator contacts own sources for possible titles.

\_\_\_\_\_ Regional Curriculum Coordinator contacts US course manager for possible titles.

\_\_\_\_\_ Instructional Materials Coordinator orders review copies of textbooks.

\_\_\_\_\_ Instructional Materials Coordinator distributes review copies to all Course Instructors.

\_\_\_\_\_ All Course Instructors review all the possible texts.

\_\_\_\_\_ Katedra Head oversees final decision on textbook (with a meeting if necessary), based on the following criteria:

\_\_\_\_\_ ALL Course Instructors at both sites agree on the same new title.

\_\_\_\_\_ The chosen textbook meets the learning goals and core concepts of the standardized syllabus (the syllabus will not change to fit the textbook). Course manager is consulted about this, if necessary.

\_\_\_\_\_ Instructional Materials Coordinator provides information about price and availability of textbook that may affect the decision.

\_\_\_\_\_ Katedra Head informs Instructional Materials Coordinator of selected textbook.

### **3. Approval of New Textbook**

\_\_\_\_\_ Instructional Materials Coordinator adds textbook to yearly purchase request, which must be approved by the Dean of Academic Affairs and Vice President for Europe.

\_\_\_\_\_ Regional Curriculum Coordinator gets final approval from U.S. course manager and school curriculum committee, and contacts CityU of Seattle library to update course resources page on CityU portal.

## Procedure for Writing Textbooks at CU/VŠM

### Step 1: Proposal and Approval

- \_\_\_\_\_ **Author** submits proposal to **Associate Dean** and **Katedra Head**.  
*Proposal must include: course name and number; short description of content/structure (textbook with exercises/exercise book/other (must be specified)); expected number of pages; time table.*
- \_\_\_\_\_ **Associate Dean** and **Katedra Head** meet to discuss proposal; approve, deny, or consider changes to it; and determine timetable and compensation.
  - Approval is dependent on:
    - \_\_\_\_\_ There is a current, urgent need for material for the course.
    - \_\_\_\_\_ Text covers learning goals and core concepts from CU/VŠM syllabus.
    - \_\_\_\_\_ Current CU/VŠM syllabus is used (A new syllabus is not created).
    - \_\_\_\_\_ If **Author** wants to make changes to the current syllabus, changes must first be reviewed and approved by **katedra head** and **katedra members** (before approval for text is given).
    - \_\_\_\_\_ Text will meet these requirements:
      - Text should give students the basic information they need to know, and references to other resources should be provided for more in-depth study.
      - Text must include real-life examples, cases, and practical application that relate to Slovakia, not just theory.
      - Text must be the author's own words and own work, not copied from any other source or translated directly from another source.
      - Any use of information/ideas from an outside source must be properly cited (and permission received, if necessary).
      - 100-200 pages long
      - Text should include exercises, review questions, discussion questions, and/or critical thinking exercises for students (alternatively, these things can be produced separately in a teacher's guide).
      - Teacher's guide must accompany the text.
      - Text will be used at all VŠM sites.
  - Timetable is determined by: exercise book – 1 term; textbook – 1-3 terms; novelty; availability of material.
  - Compensation is based on
    - Full-time instructor: Reduced load (50% in summer; 25% in term) for exercise book or textbook; 10,000 Sk for completion of textbook and teacher's guide.
    - Part-time instructor: Amount for *autorský hárok* (20 pages of 30 lines, 60 characters) – Professor and Docent 1800 Sk; PhD 1500 Sk; Other 1200 Sk
- \_\_\_\_\_ **Associate Dean** and **Katedra Head** meet with **Author** to give approval and discuss terms or to request changes in proposal.
  - \_\_\_\_\_ **Rector** is available to help negotiate terms.
- \_\_\_\_\_ Upon agreement, **Associate Dean** develops contract for **Author** with timetable (regular deadlines), conditions, and compensation.
  - \_\_\_\_\_ **Author** and **VŠM General Director** sign contract.
- \_\_\_\_\_ **Associate Dean** informs **Library**, **Curriculum Coordinator**, and **Instructional Materials Coordinator** about the project, including name and email of Author, course name and number, type of text (exercises or textbook), and expected completion date.

### Step 2: Writing

- \_\_\_\_\_ **Library** provides **Author** with information about formatting.
- \_\_\_\_\_ **Katedra Head** provides support during the writing process, including ensuring that **Author** cooperates with **katedra members** so text is usable at all sites.
- \_\_\_\_\_ **Curriculum Coordinator** is available to help with organization, activity ideas, or other items if necessary.

- \_\_\_\_\_ **Author** turns in appropriate work to **Associate Dean** at each deadline. (Associate Dean does not have to read/evaluate, but just ensure that progress is made).
- \_\_\_\_\_ **Author** turns in final draft of text to **Associate Dean** and **Katedra Head** on time.

### **Step 3: Review**

- \_\_\_\_\_ **Katedra Head** arranges peer review process for text. It should be reviewed by at least two **Reviewers**, internal or external, with expertise in the subject area and/or experience teaching the course.
- \_\_\_\_\_ **Associate Dean**, in consultation with the **Katedra Head**, determines compensation for **Reviewers**.
- \_\_\_\_\_ **Reviewers** offer written comments and suggestions about text to **Author**.
- \_\_\_\_\_ **Katedra Head**, in consultation with the **Associate Dean**, verifies text's content, pedagogical quality, and adherence to the course learning goals (may consult with **Curriculum Coordinator**). Any problems or concerns are communicated in writing to **Author**.
- \_\_\_\_\_ **Author** has a set period (determined by **Associate Dean** and **Katedra Head**) to make changes based on the recommendations given above.
- \_\_\_\_\_ **Author** turns in final text to **Katedra Head**.
- \_\_\_\_\_ **Katedra Head** checks that changes have been made (may consult with **Associate Dean** and **katedra members**).
- \_\_\_\_\_ **Katedra Head** sends final text to **Library**.
- \_\_\_\_\_ **Library** checks formatting of text.
  - \_\_\_\_\_ If there are problems, **Library** informs **Author** in writing about what must be fixed.
  - \_\_\_\_\_ **Author** fixes formatting and returns text to **Library**.
  - \_\_\_\_\_ **Library** approves formatting, and thus the completed text.

### **Step 4: Publishing**

- \_\_\_\_\_ **Library** takes care of ISBN and other issues.
- \_\_\_\_\_ **Library** gives text to **Instructional Materials Coordinator** for publishing.
- \_\_\_\_\_ **Instructional Materials Coordinator** creates electronic format of text for distribution, if necessary.
- \_\_\_\_\_ **Associate Dean** and **Instructional Materials Coordinator** determine how many hard copies to produce, and **Instructional Materials Coordinator** coordinates hard-copy printing.
- \_\_\_\_\_ **Instructional Materials Coordinator** informs **Author**, **Associate Dean**, **Katedra Head**, and **Curriculum Coordinator** about the project's completion, including the full bibliographic information for the text.
- \_\_\_\_\_ **Curriculum Coordinator** works with **Katedra Head** and/or **Author** to update syllabus.
- \_\_\_\_\_ **Associate Dean** ensures that **Author** receives agreed upon compensation.

### **Step 5: Distribution to Students**

- \_\_\_\_\_ **Instructional Materials Coordinator** and assistants sell texts to students during the first week of the term.

## 4.4 Finding the Course Syllabus and Documents

The overall guide (for both students and instructors) to your course at CU/VŠM is the course syllabus. The syllabus is your “roadmap” and it contains the student learning outcomes, core concepts, assignments and grading criteria, and a suggested session-by-session schedule.

So that students meet the requirements for a CU/VŠM degree, it is important that teachers follow the standardized syllabus. However, you have some freedom to make changes to the assignments and schedule. The following sections will explain what you can and cannot change.

The first step, however, is to find the official syllabus for your course.

Syllabi for **VŠM courses** (those with the suffix “V” or “s”), as well as **IEP syllabi**, can be found on the VŠM web site ([www.vsm.sk](http://www.vsm.sk)). English courses are in the “Faculty” section on the English site, and Slovak courses are in the “učiteľský zbor” section on the Slovak site. You will need your VŠM username and password to access the syllabi.

Course documents for **BSBA and MBA** courses can be found on CityU’s Sharepoint site. To access Sharepoint, you will use your username and password from the CityU portal.

### How to get a CityU Username and Password

If you don’t have, or don’t remember, your CityU username and /or password, you can create new ones. All you need is your birthdate and CityU ID number. All CU/VSM faculty have an ID number; if you do not know yours, contact Roberta Sokolova ([rsokolova@vsm.sk](mailto:rsokolova@vsm.sk)).

Then go to <https://my.cityu.edu/> and do one of the following:

- If you are a new user, click **Create Your Account** and follow the steps. You will need your birth date (month first) and CityU ID number.
- If you have a username but do not know your password, click **Change/Forgot Your Password?** next to the Sign In button. You will be asked for your birth date (month first) and CityU ID number.

To access the Sharepoint site, follow these steps:

- Open <https://ecampus.cityu.edu/AcademicAffairs/Management>
- A small window will open asking for your username and password. Use your CityU username and password. Before the username, type “UNIV”
- If your username and password are successful, you will see the School of Management Sharepoint site. From the list on the page, click on "Curriculum Documents Lookup."
  - **If you cannot access the site, please contact your program manager.**
- Another page opens... and you need to click on "Curriculum Documents Lookup" again.
- Now you are there. You'll see a list of Course Prefixes (BC, BSC...). Click on the prefix of your course.
- You'll see a list of Course Numbers (301, 302, 303...). Click on your course number.
- You'll see the current course documents for that course. Click "download" for the documents that you want and save them to your computer. To prepare your syllabus, you will need the Syllabus, Instructor Guide, Schedule, and Course Design Guide (if available).

**Note:** *The following courses have not yet been updated into the new course documents format. Continue to use the old syllabus format: CO 210, INT 301, INT 304, INT 305, MG 201, MTH 110, SSC 200, SSC 220, SSC 221.*

## 4.5 Preparing Your CityU BSBA Course Syllabus

### CityU's new course documents

CityU has begun a new curriculum development process in which each course comes with several documents.

#### **COURSE DESIGN GUIDE**

This is the document behind the course – it shows how the course fits into the program, and how the course assignments meet the course outcomes and concepts. Students do not see it. Instructors may find it useful in seeing how the course was developed. It has the following:

- City University learning goals met by the course;
- Program outcomes met by the course;
- Course outcomes (the abilities the student must successfully demonstrate in the course);
- Assignments (Each graded assignment is tied to at least one outcome);
- Core concepts, knowledge, and skills (things student must acquire to meet the outcomes).

#### **COURSE GUIDE**

This is a short, unchanging document designed to give students an at-a-glance understanding of the course. It includes all of the information from the course design guide as well as short assignment descriptions. Each course has one course guide, which is the same for all CityU sites and delivery modes (online, classroom, hybrid). It will be on the portal for students. Instructors do not need to see/use the course guide.

#### **SYLLABUS**

The syllabus is the document that students will receive from instructors. It contains all the basic course information from the course guide, course and university policies, as well as detailed assignment descriptions and grading criteria. There is no longer a separate online and classroom syllabus. Instructors can make some changes to the syllabus before giving it to their students (see below).

#### **SCHEDULE**

The schedule is a separate document for instructors. It is the schedule *recommended* if you are using the same text as the U.S. Of course, if you are using a different textbook, you can and should change the reading assignments. After fixing the schedule, instructors should give it to the students with the syllabus.

#### **COURSE RESOURCES GUIDE**

This on the my.cityu portal in the Library, and there is a link to it on the syllabus. It lists required resources for the course, by site. It also has recommended resources, such as links to web sites, e-books, databases, etc. for that course. Instructors should direct students to use this resource. If you have more good resources that you would like to add to this page, contact the course manager or Mary Mara mmara@cityu.edu.

#### **INSTRUCTOR GUIDE**

This is a longer document for instructors. Instructors can find more course details and teaching ideas here. It provides a recommended guide for the course, divided into modules (instructors can determine how long to spend on each module). The Instructor Guide has

- Outcomes and concepts covered in each module;
- Suggestions for lectures, activities, discussion questions, and readings for each module;
- Notes for instructors for each module;
- Details of the assignments and grading rubrics for them.

## **How to personalize the standardized syllabus to fit your course**

### **PAGE 1**

- In the box before “Syllabus,” add the delivery mode – “Classroom,” “Online,” or “Hybrid.”
- At the bottom of the page, put the textbook(s) used, as well as the new *Research and APA Style Guide* (see the end of this document). If you don’t know which textbook is used in your course, contact Patrik Sistik ([psistik@vsm.sk](mailto:psistik@vsm.sk)).

### **PAGES 2-3**

- Under **Faculty**, add your name and contact information (site, office number, office hours, and email address). You may also include more information about yourself.
- Do not change the **Course Description**.
- The **Course Resources** link here will take students directly to the Course Resources Guide, where they can also find recommended resources.
- Do not change the **CityU Learning Goals, Program Context, Course Outcomes, or Core Concepts, Knowledge and Skills**. This is the foundation of the course that should be the same wherever and however it is taught.

### **OVERVIEW OF COURSE GRADING**

This is a list of the graded assignments and their grade weights. Here are the guidelines:

- **You should not change a major “required” assignment.** For a list of required assignments in BSBA upper division courses, see the end of this document. If your course is not on the list, then the course manager has not yet determined which assignments are required at all locations, so use your common sense to determine which assignments are the major ones.
- Other assignments are considered “substitutable.” Whether you use them, change them, or drop them, the key is that **all the course outcomes are met in some way by an assignment. Students should have to demonstrate and be evaluated on each course outcome.** So if you drop assignments and/or create your own, please make sure that all course outcomes are covered by the assignments in your course. (The Course Design Guide may be useful here to see which assignments are tied to which outcomes.)
- You may raise or lower the grade weights of assignments in a reasonable way.
- If you have a midterm and/or final exam, together they should be worth no more than 30% of the course. In quantitative classes, the midterm and final together can be worth 50% (60% online). CityU wants students to demonstrate their knowledge and skills through diverse, challenging, and practical assignments, not just exams.
- All Online and Hybrid syllabi should include the **Student Introductory Assignment** (0%) and some form of **weekly online interactive group activity** (10-30%).
- If your syllabus includes “Instructor Determined Activities,” you may use this percentage as you wish. It could be added to another assignment, or you can create an assignment. (Remember that 10-30% of online course grade must go towards online participation).
- If you change assignments and grading, get approval from your katedra head.

### **SPECIFICS OF COURSE ASSIGNMENTS**

This is what you need to be aware of here:

- **Each assignment should have a description.**
  - You can add to the basic assignment descriptions, but make sure required assignments stay true to the original requirements. The Instructor Guide may also

provide more details about assignments which you can put on the syllabus. Make the descriptions as specific as possible so that students know what you require and expect.

- In Hybrid/Online courses, include the standard **SIA** description and an assignment with **weekly online activities** (some syllabi have these descriptions; an example can be found at the end of this document, or you can create your own). There should be at least 8 weeks of online activities requiring at least 3 posts per week.
- **Each assignment must have the grading criteria which you will follow.**
  - The grading criteria in the syllabus correspond to a complete grading rubric which you can find in the Instructor Guide. If you keep the same grading criteria, then you can give the rubric to your students and use it for grading.
  - If you change the grading criteria, then you will need to develop your own grading rubrics and/or grade sheets. Also, make sure that grading criteria add up to 100%, challenge students, and focus on the course outcomes and assignment goals.
  - In written assignments, it is advisable to raise the percentage for English usage so that our students continuously focus on using and improving their English.
  - In Online courses with exams, include the **Proctored Examinations Paragraph** (at the end of this document).
- Inform your katedra head of any significant changes to assignments or grading criteria.

## COURSE POLICIES

- **Late Assignments** – Use the late assignment policy provided or create your own.
- **Participation** – Use the participation policy provided or create your own.
- **Professional Writing** – this should be OK for your courses.
- **Other course policies** – Put your other course policies here, such as paper submission guidelines, missed exams/quizzes, e-mail and/or classroom etiquette, etc.

## UNIVERSITY POLICIES

- **Scholastic Honesty:** Add the Scholastic Honesty paragraphs for Europe ( at the end of this document).
- **Attendance:** You may remove this sentence: “For classes where a physical presence is required, a student has attended if s/he is present at any time during the class session.” It was created for U.S. students on financial aid or visas.

## SUPPORT SERVICES

- **Disability Resources.** Add “or your associate dean” after “Disability Resource Office.”
- **Library Services.** Add a short reference to the CU Slovakia library (see end of this document).

## COURSE SCHEDULE (SEPARATE DOCUMENT)

Add it to the syllabus or post it out along with your syllabus.

- Keep the same/similar **topics**, but you can re-arrange their order.
- If you use a different textbook, change the **reading assignments** as necessary.
- Make all assignment **due dates and exam dates** clear on the course schedule.
- In Online courses, add **Proctoring Information due** to Week 3 of the schedule.

## Things to add to ALL CityU syllabi

### EUROPE'S APA STYLE GUIDE

Whitaker, A. (2010). *Research and APA style guide*. Bratislava, Slovakia: City University of Seattle. Available online at <http://www.vsm.sk/en/students/academic-support/> or for purchase in the CU Slovakia library.

### EUROPE'S SCHOLASTIC HONESTY PARAGRAPHS

City University of Seattle/Vysoká škola manažmentu expects each student to do his/her own work. The University has "zero tolerance" for cheating, plagiarism, unauthorized collaboration on assignments and papers, using "notes" during exams, submitting someone else's work as one's own, submitting work previously submitted for another course, or facilitating acts of academic dishonesty by others. The penalties are severe! A first offense can result in a zero grade for the course and suspension for one quarter; a second offense can result in a zero grade for the course and suspension for two or more quarters; a third offense can result in expulsion from the University. The Policy and Procedures may be found at <http://www.vsm.sk/en/students/scholastic-honesty/policies-and-procedures/>.

In addition to providing your work to the instructor for grading, you must also submit an electronic copy for the CU/VŠM archives (unless the work is specifically exempted by the instructor). You will not receive a grade for particular work until and unless you submit this electronic copy. The procedure for submitting work to the archives is to upload it via the website <http://www.vsm.sk/en/students/on-line-center/uploader/uploader.html>. Files should include the cover page of the work with the student name, instructor name, course name and number, and date. File names should indicate the type of assignment, such as "researchpaper.doc", "casestudy.doc" or "thesis.doc" (student name should not be a part of the file name because the system adds it). All files received into the archives are submitted to [www.TurnItIn.com](http://www.TurnItIn.com) for plagiarism checking.

### SLOVAKIA'S LIBRARY INFO

The CU Slovakia library home page is at <http://library.cutn.sk/>. For additional help, visit the Slovakia library or submit your question in the *Contact Us* section of the Slovakia library's web site.

## Things to put on Online syllabi

### USE THESE OR WRITE YOUR OWN

#### Student Introductory Assignment

City University of Seattle/Vysoká škola manažmentu requires that you submit a Student Introductory Assignment (SIA). This SIA must be completed during the first week of your course. The SIA consists of introducing yourself in the Discussion Forum titled: Student Introductory Assignment. It is designed to begin the online class experience by letting us know you are in class and facilitating interaction. It is due at the **end of the first week**. Even though this assignment is not graded, it is **required** in order for you to continue your course. Your instructor will notify CU/VŠM at the end of the first week as to whether or not you completed your SIA.

#### Online Participation

Your instructor will post discussion questions or other tasks weekly in the discussion forum. These will be questions to discuss based on the readings, research, or real-life examples that relate to the course. You could also be asked post your written work, presentations, and/or problem solutions and be required to give feedback on your classmates' work. You are to post your original answer as well as responses to **[two]** other students' answers by the end of each session. That means **you should have at least [3] postings per topic**. Please note that you cannot make all your posts on the same day; post in one topic on at least three different days.

The forum is to help promote student-to-student interaction. Your instructor will not be responding to individual posts, but will enter the discussions with comments, corrections, and additional questions, and will close each topic. If you have a question or comment that is specifically for your instructor, email your instructor directly or use the Question and Answer forum.

After the topic is closed, your participation will be evaluated. Although the tone of your postings can be informal, your instructor will expect them to be on a professional level. You will be evaluated on participating regularly, being aware of the issues from the course, expressing your own ideas clearly, supporting your ideas, properly citing use of outside sources, maintaining a respectful and inoffensive tone, thoughtfully reacting to others' ideas, and using clear and appropriate English.

#### ***Grading Criteria for Online Participation***

Quality of responses (thoughtful, supported, clear)	50%
Quantity of responses (3 relevant responses per topic)	50%
<b>TOTAL</b>	<b>100%</b>

**OR**

#### ***Grading Criteria for Online Participation***

Meets requirements of the activity in a timely manner	25%
Adds insightful or new ideas, comments, or questions relevant to the activity and/or to other students' posts	25%
Appropriately references readings, material in course sessions and other postings	25%
Writes clearly, concisely, and grammatically	25%
<b>TOTAL</b>	<b>100%</b>

#### **Proctored Examinations**

This course is offered from the \_\_\_\_\_ [Bratislava/Trencin] CU/VŠM site, and all exams will be given by the instructor at this site.

If you are a student registered at the other CU/VŠM site and would like to take your exams there, you may use the CU/VŠM **Proctor Center**. You will take your test in the Proctor Center on the date and time specified by your instructor. However, you must inform your instructor about your interest in taking exams at the Proctor Center before Friday of Week 3. Students who do not inform their instructor on time cannot use the Proctor Center and must travel to the instructor's site.

Students living in Slovakia must take their exams in either Bratislava or Trenčín. If you are a student living abroad and cannot take your exams in Slovakia, you must have an academic petition approved first, then find a proctor (e.g. local library head, local university instructor), fill out the Proposed Proctor Approval Request Form (<http://www.vsm.sk/files/studenti/Proctor-Form-CU.pdf>), and submit the form to your Associate Dean for approval before Friday, Week 3. Also notify your instructor that you have submitted a proctor form. Proctor forms submitted after the deadline will not be accepted and you will be required to take the exam with your instructor.

#### **Attendance Policy**

Students must take part in weekly online activities or at least contact their instructors once a week. Failure to report for three consecutive weeks may result in being dropped from the class.

#### **Required and substitutable assignments**

##### **BC 301**

Required: Inference Essay, Editorial Evaluation, Argumentative Essay

Substitutable: Viewpoint Comparison, Journal Exercises

**BC 302**

Substitutable: Business Writing Assignment, Resume/Cover Letter, Research Report, Presentation  
Optional: Brainstorming Exercises, Written Quizzes

**BC 303**

Substitutable: Research Plan, Progress Report, Research Project, Assigned Problems, Final Exam

**BC 306**

Required: Business Ethics Research Paper  
Substitutable: Essays, PowerPoint Presentation, Case Analysis

**BSC 400**

Substitutable: Assigned Problems, Case Analysis, Quizzes or Exams

**BSC 401**

Required: 3 Homework Assignments, Group Project, Final Exam

**BSC 402**

Required: Final Exam  
Substitutable: Case Studies, Quizzes, Group Project

**BSC 407**

Required: Individual Paper: Virtual Team, Individual Paper: Leadership Problem  
Substitutable: Team Paper: Handbook for Managers, Team Presentation: Handbook for Managers

**BSM 304**

Substitutable: Management Communication Assessment and Improvement Plan, Written  
Management Communication Project, Conference Oral Report, Presentation, Midterm, Final  
Optional: Journal, Group Decision-Making Documents, Information Blog, Role-Playing Assignments

**BSM 404**

Substitutable: Country and Culture Research Assignment, Foreign Direct Investment Analysis,  
Balance of Payments Analysis, International Business Entry Case Study

**BSM 405**

Substitutable: Quality Management Paper, Operations Improvement Plan, Final Exam

**BSM 495**

Required: CAPSIM Business Simulation Rounds 1-5, International Case Analysis, Team Decision-  
Making Report, CAPSIM Comp-XM Exam  
Substitutable: Basic Case Analysis

**HR 405**

Required: Individual Case Analysis, Individual Critical Analysis, Midterm, Final

**IS 330**

Required: Case Study: Technology opportunities in the students' place of work; Final Paper:  
information systems integration research paper, Midterm Report  
Substitutable: Review of 4 government web sites, Pre Self-Analysis, Post Self-Analysis

**MK 300**

Required: Marketing Plan  
Substitutable: Midterm Activity, Final Activity

**MK 390**

Required: Advertising and Promotional Plan  
Substitutable: Promotional Analysis Activity, Small/Large Business Promotional Comparison

**MK 403**

Required: Public Relations Campaign  
Substitutable: Company Defense Project, Crisis Management Plan

**PM 401**

Required: Team Project  
Substitutable: Case Study, Midterm, Final

## 4.6. Preparing Bc. or Mgr. Syllabi

There are two syllabi for each Bc. and Mgr. course – Classroom and Online. After you save the appropriate syllabus, here is what you must do to prepare it for your students:

### Page 1

- DO NOT CHANGE ANYTHING.
- Add the following information in the appropriate place:
  - Term:** add the trimester of the course (Fall 2009).
  - Instructor:** add your name
  - Email:** add your email address
  - Office:** add your site (Bratislava or Trenčín) and office number
  - Office hours:** (for Classroom courses) add your scheduled office hours

### Pages 2-3

- Do NOT change **Scholastic Honesty, Course Description, Core Concepts, or Course Outcomes.**
- You may add additional resources to **Recommended Supplementary Resources.**

### Overview of Course Activities and Grading

This is a list of the graded assignments in the course and their grade weights. Some changes can be made, but changes must approved by your katedra head before the term.

- You may not drop research, writing, or presenting assignments from a course. It is important that CU/VŠM graduates have these skills.
- *Participation* or something similar (not “attendance”) should be graded in early courses to emphasize that CU/VŠM expects students to be engaged in their education.
- You may not drop online assignments (*Student Introductory Assignment, Online Discussion, etc.*) in Online courses. Eight weeks of interactive online activities, requiring at least 3 posts per week, must be 10-30% of the course.
- The *midterm exam* and *final exam* together can be worth no more than 50% of the course (60% in some online courses).
- Some courses have a choice of assignments (i.e. *Homework or Quizzes*). You can choose which assignment to use. Then be sure to delete all references to the other assignment in the syllabus.
- You may raise or lower the grade weight of assignments in a reasonable way – so that the grade is not based only on 1-2 assignments, but also so that there are not so many small assignments that students find them meaningless.
- You may add and/or eliminate other assignments if you stay focused on the outcomes, core concepts, and CU/VŠM academic model; uphold academic standards; and maintain a reasonable university-level workload.

### Explanation of Assignments and Grading

- In this section, each assignment listed in the Overview must have a detailed description and the *Grading Criteria* which you will follow when you assess students' work.
- Give students diverse, challenging, and practical assignments. You can revise the generic assignment requirements for research, writing and presenting assignments (i.e. *Research Paper, Case Study, Presentation*) to develop more focused assignments specific to your subject.
- Make all assignment requirements (length, format, content, etc.) as clear as possible.
- If you make changes to the grading criteria, make sure they add up to 100%, challenge students, and focus on the goals of the course and assignment.
- Inform your katedra head of changes that you have made to assignments or grading criteria.

### Proctored Examinations paragraph (Online courses)

- Please fill in the name of your site (Bratislava or Trenčín).

### Course Policies

- Please fill in your course policies and add any others which are important to you, such as paper submission guidelines, missed tests, discussion, e-mail, and/or classroom etiquette.

### Recommended Course Schedule

- You can re-arrange the order of the topics, but you must cover them.
- You can also add topics and reading assignments.
- You can change assignment due dates.
- Put the due dates of assignments and exams on the schedule.

## 4.7 Preparing IEP Syllabi

Find your IEP syllabus in the Faculty section of the VŠM web site. After you save it on your computer, here is what you must do to prepare it for your students:

### Page 1

- DO NOT CHANGE ANYTHING.
- Add the following information in the appropriate place:
  - Term:** add the trimester of the course (Winter 2008).
  - Instructor:** add your name
  - Email:** add your email address
  - Office:** add your site (Bratislava or Trenčín) and office number
  - Office hours:** add your scheduled office hours

### Pages 2-3

- DO NOT CHANGE ANYTHING.
- You may add additional resources to **Recommended Supplementary Resources**.

### Overview of Course Activities and Grading

This is a list of the graded assignments in the course and their grade weights. Some changes can be made, but changes must approved by Judita before the term. These are the basic rules for changing graded assignments and grade weights:

- You may not drop research, writing, or presenting assignments from a course. It is important that graduates have these skills. However, you can make changes to the assignment descriptions (see next section).
- To emphasize to students that we expect them to be engaged in their education, *Class Contribution* is graded and the grade weight should not be changed. Make students take this grade seriously, however.
- Some courses have a choice of assignments (i.e. *Homework or Quizzes*). You can choose which assignment to use. Then be sure to delete all references to the other assignment in the syllabus.
- You may raise or lower the grade weight of assignments in a reasonable way – so that the grade is not based only on 1-2 assignments, but also so that there are not so many small assignments that students find them meaningless.
- You may add and/or eliminate other assignments if you stay focused on the learning goals, core concepts, and CU academic model; uphold academic standards; and maintain a reasonable university-level workload.

### Explanation of Assignments and Grading

- In this section, each assignment listed in the **Overview of Assignments and Grading** must have a detailed description and the *Grading Criteria* which you will follow.
- You can revise the generic assignment requirements with more specific details.
- Make all assignment requirements (length, format, content, etc.) as clear as possible.
- If you make changes to the grading criteria, make sure they add up to 100%, challenge students, and focus on the goals of the course and assignment.
- Inform Judita of any significant changes that you want to make to assignments or grading criteria.

### Course Policies

After the assignment descriptions, add any other course policies that you have, such as your policy on late work, missed exams/quizzes, classroom behavior, paper submission, etc.

### Recommended Course Schedule

- You can re-arrange the order of the topics, but you must cover them.
- You can also add topics and reading assignments.
- You can change assignment due dates.
- Put the due dates of all assignments and exams in your syllabus are on the course schedule.

## 4.8. Developing Activities, Assignments, and Exams

In a student-centered classroom, you will have to develop a variety of in-class activities to engage students in the course material. These activities are often ungraded (or included in the students' class participation grade) although you may choose to assess student work in some activities.

You can also add, change, or enhance graded assignments in your class. Just remember that changes in the graded assignments can be made only with permission of your katedra head and/or program manager.

The following sections provide tips and ideas for developing activities, assignments, and exams for your course.

### **Basic Guidelines for Graded Assignments and Exams**

- Every assignment should have a purpose — to enhance student learning and help accomplish specific learning outcomes. Students should be able to see this purpose.
- Any examination or graded assignment should be *relevant* to student learning outcomes; *efficient, accurate and appropriate in scope*; and *appropriate to the diversity* of cultures, learning styles and other differences in our student body.
- Assignment directions should be clear and specific. Spend time explaining your expectations, requirements and grading criteria to students, both orally and in writing.
- The standardized syllabus often contains “generic” assignments – research paper, presentation, and case study. You can develop these into more focused assignments specifically related to the concepts of your course.
- Update your assignments as your field evolves; students appreciate assignments that relate to current events.
- Examinations should NOT consist only of multiple-choice, true-false and/or fill-in-the-blank questions. They should require students to solve problems, explain, analyze, compare/contrast, design or create, evaluate or critique, recommend, and/or justify and support arguments. While some exams will mainly consist of mathematical or graphical problems, short and long essay questions or cases are suitable for other courses.
- Examinations must be re-written each time the course is taught. The uniqueness of each class should determine examination and assignment content. Plus, your students will share their exams with students from the other site and students in your future courses.

### **A Note about General Education Courses**

The bachelor's degree programs require students to take general education courses during their first two years in English, Communications, Economics, Political Science, Psychology, Computer Science, Mathematics, Statistics, and other fields.

The purpose of general education requirements is to develop core critical thinking, oral and written communication, information literacy and quantitative literacy skills; and to be exposed to a breadth of knowledge, giving students the skills necessary for any degree program or profession.

If you teach these courses, focus on developing students' skills, not testing their knowledge (as some of them may have covered similar topics in high school). Help your students understand the importance of these courses by showing them their relationship to future courses and careers.

## **Idea List for Classroom Activities**

The following idea list will hopefully give you some inspiration about how to include active student-centered learning and engaging discussions in your class.

### **Discussion Strategies**

- **Brainstorming.** Brainstorming has the goal of developing as many responses, solutions, and ideas, as possible. The key to brainstorming is to avoid judgment until after all ideas have been listed. Quantity of ideas matters more than quality. Sometimes, outrageous ideas spark realistic ideas.
- **SWOT Analysis.** SWOT means Strengths, Weaknesses, Opportunities, and Threats. Careful consideration of these areas helps to thoroughly analyze an idea or solution to a problem.
- **Model Development.** This discussion strategy asks students to develop a model or a representation of a concept, idea, or theory.
- **Consensus Building.** This strategy requires that the entire class (or discussion group) come to a consensus on a solution. The resulting discussion generally covers most of the important areas of the question.
- **Metaphor Creation.** Creation of a metaphor asks students to compare a concept they are learning to something they already understand. This strategy requires the breaking down of individual components of a concept or problem.
- **Developing an Analogy.** The instructor asks students to develop an analogy for a difficult concept. For example, how is the office like a garden? Students should come up with weeds (office whiners who stifle productivity), gardener (office manager), fertilizer (positive feedback or training), etc. The point is to get students to think about details of a situation, concept, environment, etc. This works well as an in-class discussion.
- **The Bad Example.** The instructor asks students to write a bad example of a concept. Often students learn best from the bad example rather than the ideal.
- **Application Cards.** Instructors ask students to write down a listing of applications as they think of them during a teaching session. Students should aim to answer the question, "How will you use this in your workplace?" Instructors can discuss various responses as a class group at end of session.
- **Flowchart.** Instructors ask students to develop a flowchart for a procedure. What do students do first, second, third, etc.? This is good preparation for a lab activity.

### **Active Learning Experiences**

- **Issue Paper.** Ask students to write about both sides of an issue related to your course.
- **Designated Sides.** As with an issue paper, ask students to write about a controversial topic, but designate which side the student is to take, regardless of personal opinion. Use these papers as starters for discussion. Designating sides frees students from being inhibited about personal views.
- **The Term Paper.** Students research a topic thoroughly over the long term. Consider assessing and perhaps providing a grade at every stage to assist students in fully developing writing skills.
- **One Sentence Summary.** Students write a summary of a lecture, reading, concept, etc., in one sentence. With practice, students learn to make every word count and to formulate effective sentences and to summarize information well.
- **Muddiest Point.** Ask students to write about the muddiest (or least clear) point about a concept, lecture, or section of your course. This allows them to verbalize their areas of confusion and allows you to see exactly where students are missing the point.
- **Letter to the Editor.** Assign students to write a letter to the editor to refute or respond to a current article. Consider reviewing examples prior to the assignment and reviewing guidelines from local journals. Also consider using professional journal examples in addition to local newspaper and magazine examples.
- **The Learning Journal.** Ask students to keep an ongoing learning journal about their process of learning and studying, about their insights related to the topics, about their confusions, or any other focus you want. Students will learn as they reflect on their learning.
- **Pre-Topic Writing.** Ask students to write everything they know about a topic prior to diving into the topic in reading and lecture. This strategy encourages students to focus on what they know

and develop questions that should be answered during your lecture. With this preliminary work, they are likely to pay more attention to the material as you are presenting it and as they are reading it in their text.

- **Student-Generated Test Questions.** Ask students to develop potential test questions (and corresponding answers with a justification) as they go through the reading, complete an activity, or review their lecture notes. This process will help them organize the content, determine the important points, and study for the answers.
- **End-of-Class Summary.** Ask students to write a one-page summary of each lecture and submit it to you for your review. This will force students to pay attention, organize the lecture, determine what they know and don't know, and practice concise writing. Alternatively, ask them to trade papers with their classmates and review each others' summaries. The classmates can revise the summaries as they see fit.
- **Key Word Expert.** At the beginning of the course (or topic area), assign each student a key word that will be discussed during the class. Instruct students to be prepared to make a very brief presentation on the key word at the appropriate point in the lecture. This strategy will help to break up a lecture and provide practice in presenting.
- **Student Teaching.** Ask students to teach a portion of the content to small groups or to the entire course. When students must teach information, they must know the information at a higher level.

(Source: Faculty Development Resources on <http://My.CityU.edu>)

## **Essential Workplace Skills Idea List**

Workplace skills are essential to the success of students moving into the workforce as well as to the organization or business in which the student will work as a professional. Employers place a very high priority on the development of these skills. The following idea list represents essential skills for most professionals in most industries. Also included are suggestions for teaching these skills and for providing opportunities for student practice of these skills in and out of the classroom.

### **A. Communication Skills**

Most students are required to take some form of English fundamentals course, business communication course, speech course, and interpersonal communications course or demonstrate proficiency prior to graduating from college programs. These skills take practice, however, and instructors in all courses have the opportunity to assist students in developing these important skills and to provide an opportunity for practice. In addition, these skills represent excellent learning strategies for students.

#### **Writing**

- Ask students to maintain a reflective learning journal throughout the course.
- Assign students to develop industry-related business documents (memos, letters, proposals, and so forth) as a part of a course-related project.
- Ask students to take turns writing class minutes (using a business meeting format.)
- Assign a TV show or video analysis on a topic related to course.
- Assign students to develop an abstract from a long article. (This strategy teaches students to be concise. Consider using the abstract development guidelines from a professional organization in the field.)

#### **Reading**

- Assign articles. Put students in groups to outline the main points and underlying issues.
- Assign reading of Internet articles.
- Ask students to analyze the course textbook and other texts to compare and contrast information and treatment of information. (Your library could maintain comparable textbooks.)

#### **Listening**

- Discuss the impact of effective and ineffective listening in the workplace.
- Develop class listening expectations as a class group.
- Ask students to develop scenarios where listening skills positively and negatively affect success in the workplace. Discuss in groups.

#### **Presenting**

- Use peer teaching for the teaching of some concepts in class.
- Ask students to critique their own presentations and those of their classmates.

- Ask students to develop presentation criteria.
- Ask students to develop a PowerPoint presentation to explain a concept.
- Assign each student to become a keyword expert on one or two words within the term. The students should present a brief explanation of the word when it comes up in the lecture for the first time.

### Questioning

- Ask students to develop questions based on their reading or in preparation of the lecture. Consider doing this in groups.
- Ask students to develop quiz questions (including answers and justification for answers). Consider doing this in groups.
- Ask students to interview a workplace professional or expert. Discuss the questions ahead of time.

### Discussing

- Help students develop criteria for discussion during class. Do this in groups and then discuss the different view points to create a set of class discussion guidelines.
- Conduct formal large and small group discussions often. Start with easy discussions in preparation for moving on to more difficult discussions. Consider the following strategies.
  - Recall lecture or reading facts and important points.
  - Ask questions and ask groups to predict the answer.
  - Brainstorm for solutions, issues, facts, and so forth.
  - Conduct a group problem-solving session.
  - Generate questions for an exam.
  - Come to consensus on the muddiest point.
  - Discuss the causes and effects of a problem.
  - Conduct a SWOT analysis (strengths, weaknesses, opportunities, threats).
  - Conduct a brainstorm session on assumptions made.
  - Conduct a problem-posting session.
  - Develop a model, analogy, metaphor, and so forth.
  - Conduct a critical analysis or force analysis.
  - Identify milestones or benchmarks.
  - Conduct a pros and cons analysis.
  - Develop a flowchart, concept map, or case study.

### Collaboration and Interaction with Supervisors, Coworkers, and Subordinates

- Create groups for a project and assign specific roles for each member. Switch off roles periodically or with the next project.
- Conduct role-play activities assigning different roles. Discuss the interactions.
- Assign experiential learning projects or activities.
- Create a business or office simulation environment.
- Include a discussion of collaboration and interaction issues as they relate to course concepts.
- Conduct a conference call with an expert.
- Conduct a peer critique of projects and assignments.
- Communicate using e-mail often with students and critique their messages.

### Nonverbal Communication

- Analyze videos or films for nonverbal cues.
- Discuss nonverbal cues specifically as they relate to dealing with people in the students' industry or job position.

## B. Thinking Skills

Critical and creative thinking is a must for professionals who want to make a difference in the workplace and who are in positions of decision making and problem solving. These skills require both an introduction to the various thinking strategies as well as practice and confidence building in using these strategies. Instructors in any course have the opportunity to incorporate the teaching of thinking skills into their courses and to provide opportunities for practice. In addition, the use of these important thinking skills helps students learn the course content more thoroughly and at a higher cognitive level.

### Quantitative Reasoning

- Use a variety of charts, graphs, or quantitative representations of data when possible.
- Teach students to understand quantitative data using course-related information.

- Ask students to display data quantitatively.

### **Problem Solving**

- Provide students with several problems to solve after they have learned the course concepts.
- Ask workplace questions and provide real-life case studies as activities.

### **Information Gathering**

- Ask questions and assign students to answer them with references from all types of information resources, including the Internet, the library, directories, reference journals, and so forth.
- Teach students to critique information sources.
- Critique a Web site related to your field as a group, and then assign additional sites for students to critique in small groups.

### **Career Exploration**

- Provide opportunities for students to shadow professionals in the workplace.
- Bring in guest speakers to discuss the opportunities in the career.
- Discuss career opportunities as they relate to specific topics you discuss in class.
- Discuss licensing, certification, advanced training, and so forth, as they relate to your course.

## **C. Other Workplace Skills**

There are a variety of other professional skills that every graduate should acquire. The following list represents a few of these skills with ideas for incorporating them into the classroom as projects or learning tools.

### **Professional Image**

- Sponsor a professional image day where students critique each other's professional image.
- Invite image speakers to your class.
- Discuss the professional image concepts related to your students' career and the specific impact that excellent and poor image may have on success.
- Grade students on their professional attitude and interaction in class.
- Ask students to develop a personal improvement plan to develop their professionalism for success in the workplace.

### **Time Management**

- Ask students to develop a time-line for their projects and to evaluate it as a group.

### **Project Management**

- Require students to use established project management strategies in their projects.
- Discuss the project management strategies and skills related to the concepts you discuss.

### **Ethics**

- Conduct a brainstorming session on ethical issues related to the topic at hand.
- Search for industry-related ethics in the news and discuss.

### **Goal Setting**

- Help students develop goals that relate to their success in the class or their careers.

### **Computer Applications**

- Require students to use various computer applications (Word, Excel, PowerPoint, statistical packages, and so forth) to complete an assignment.

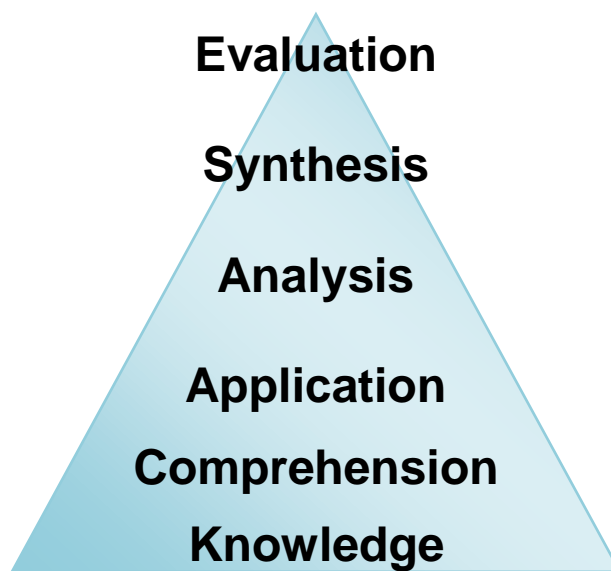
### **Safety**

- Conduct a safety analysis of a workplace.
- Conduct a safety-related interview of a workplace professional.
- Assign students to research safety regulations related to the topics of your course.

(Source: Faculty Development Resources on <http://my.CityU.edu>)

## Using Bloom's Taxonomy to Create Course Activities and Exams

Bloom's Taxonomy categorizes thinking skills into six groups. In your course activities, assignments, and exams, you should be asking students to think at the higher levels, even in the general education courses.



<b>LOWER LEVELS</b>	<b>QUESTION WORDS</b>
<b>Knowledge:</b> Remember information to get factual (usually right or wrong) answers.	who, what, where, when, how many, define, memorize, list, tell, name, label, recognize, record, repeat, recall, relate, collect, specify, cite, recount, quote, duplicate, reproduce, cite
<b>Comprehension:</b> Understand the meaning of information.	describe, explain, indicate, clarify, detail, characterize, discuss, express, trace, locate, associate, paraphrase, restate, report, review, summarize, estimate, predict, differentiate, add, give examples
<b>Application:</b> Apply information to new situations	Apply, demonstrate, calculate, complete, illustrate, show, solve, examine, classify, modify, experiment, exhibit, interview, simulate, employ, use, dramatize, operate, practice, schedule, chart, graph, manipulate, implement, prepare, produce, adapt, allocate, customize
<b>HIGHER LEVELS</b>	<b>QUESTION WORDS</b>
<b>Analysis:</b> Break down or organize information into parts	analyze, separate, order, explain, infer, connect, classify, arrange, compare, contrast, interpret, group, organize, survey, categorize, dissect, inventory, examine, investigate, question, test, focus, outline, prioritize, discover, inquire, distinguish, diagram, inspect, diagnose, figure out, maximize, minimize
<b>Synthesis:</b> Apply old ideas or facts to create new ideas or facts	combine, integrate, modify, rearrange, create, substitute, design, invent, develop, compose, plan, set up, formulate, prepare, propose, imagine, hypothesize, incorporate, generalize, originate, predict, assemble, construct, systematize, anticipate, generate, initiate, produce, reorganize, model, negotiate, intervene, budget, enhance, handle, improve
<b>Evaluation:</b> Assess value according to some criteria, without real right or wrong answers.	assess, decide, measure, select, explain, conclude, argue, defend, summarize, judge, appraise, estimate, evaluate, infer, rate, rank, grade, support, deduce, score, value, predict, revise, choose, recommend, select, determine, criticize, critique, justify

## 4.9. Teaching Online Courses

CU/VŠM offers all its undergraduate and graduate degree programs online as well as face-to-face. The requirements and responsibilities of online teaching can be found below, and an Online Teaching Rubric details online teaching best practices. Courses are observed by managers or katedra heads so that teachers can receive feedback. Meanwhile, students receive a letter from the Dean and Rector (also below) detailing their responsibilities as Online students.

### Requirements of Online Courses

- **100% online learning.** No required face-to-face meetings. Teachers can meet with students, but this is neither required nor necessary for student success (i.e. exam questions cannot be based on items covered only during the consultations).
- **Bulletin Board platform.** Students and teachers are required to use this platform. Instructors can also download the Bulletin Board Manual for Administrators from the faculty section of the CU/VŠM web site.
- **Instructor accessibility and visibility.** Teachers should be visible to students, making posts on at least four days per week, and be prompt in responding to student questions. For an online course of 15 students, teachers should expect to spend as many hours preparing, teaching, and evaluating student work as they spend on a classroom course of 30 students.
- **Interactive group learning experience.** Student-teacher interaction is important, and student-student interaction is key. Students should feel like part of a class and interact with each other.
- **Required weekly online group-based activities.** These could include discussion, projects, cases, peer feedback, homework, etc. Students must make at least three substantive posts per week (for at least 8 weeks), interacting with each other, and they should not make all their posts on the same day.
- **No synchronous activities** (no activities that require all students to be online at a certain time).
- **Proctored final exams** (if the course has a final exam). Take-home final exams are not allowed, and final exams must be in Week 10. Students must take their exams with their instructors on-site, at the other site's Proctor Center, or with an approved proctor outside of Slovakia. (Midterm exams can be online, take-home, or proctored, as the teacher chooses).

Online students find their own proctors and submit the "Proposed Proctor Approval Request" form (found on the Student Services section of the CU/VŠM website) before the end of the third week of the term. An Associate Dean or Dean then must approve all proctors and test-taking locations. Once the Dean has approved the proctor, the instructor is given the proctor's contact information.

### Teacher Responsibilities in Online Courses

#### **Before the Course Begins**

- **Prepare the syllabus.** Download the official syllabus for your course and make your changes on it. All assignments, grading criteria, and policies should be explained, and the schedule and due dates should be clear. Refer to "How to Prepare your Syllabus" for more details.
- **Submit your syllabus to your katedra head by the due date** and then make any changes requested.
- **Pick up the textbook** in Trenčín (Room 212B) or in Bratislava (Library or Room 114).
- **Arrange the dates and times for your midterm and final examinations.**
- **Prepare your course bulletin board.**
  - Post a Welcome Announcement with all important course information.
  - Create the SIA (Student Introductory Assignment) and define what information you want students to provide in their introductions.
  - Post your own bio in the SIA.

- Develop weekly online activities that focus on important course concepts. Activities should encourage students to think critically, analyze and solve problems, apply theory to practice, support their own opinions, and respond to others' ideas.
- Prepare announcements, questions, and/or tasks for the weekly online assignments.
- Make sure all links on the bulletin board work.
- **Send a "Welcome E-mail" to all students by the 1<sup>st</sup> day of class**, directing them to the bulletin board and providing any other necessary information. (Because of privacy laws, when you send e-mail to more than one student, the addresses must not be visible to other students. Create a distribution group for the class and send email to the group using the BCC: function. The IT department can show you how.)

### In the First Week

- **Compare students who submit the SIA to students on the course roster.**
  - If a student contributes to your course and is not on the roster, immediately contact the Admissions Office. Also contact the office if a student on the roster does not submit an SIA.
- **Set expectations for Bulletin Board, e-mail, and other course communication.**
  - Inform students how and where they should contact you with questions.
  - Let students know when or how soon you will respond to questions (i.e. within 2 days, every Monday, Wednesday, and Friday...).
  - Communicate high expectations for discussions and other activities. Set clear limits on the number, type, and length of posts, provide examples of good posts, remind students to cite sources in posts, and make grading criteria clear.
- **Divide students into smaller groups for activities if the course is large** (a group should have no more than 15 students).

### Weekly

- **Make posts in the course, at a minimum, on 4 days per week** and ask students to do the same.
- **Keep your bulletin board organized, up-to-date, and consistent.** Open separate threads for each activity or assignment, title threads appropriately, make announcements regularly and visibly, open/close activities on a standard schedule.
- **Respond promptly to students' email and bulletin board questions.**
- **Deal with individual student concerns and feedback by email**, not on the bulletin board.
- **Be visible to your students.** Students only see you in class when you post an announcement, respond to a posting, or send them an e-mail.
  - Make weekly announcements.
  - Upload lecture notes, handouts, slides, and other useful documents.
  - Introduce, facilitate, and close the weekly activities.
  - Make students aware of due dates and requirements.
  - Provide links to articles and websites.
  - Experiment with video communication if appropriate for your course.
- **Encourage students to participate and respond to each other**, especially in the first weeks.
- **Use a variety of course activities.**
  - Try several types of activities during the term: discussion questions, problem sets, cases, research assignments, online reports, peer review, and/or other activities.
  - Create several discussion questions, problem sets, and/or cases for each topic so each term is slightly different.
  - Have students present their own work to the class for feedback and discussion.
  - Allow students to work in smaller groups on some assignments or discussions.
  - Try student-led discussions.
  - Provide students with opportunities to exchange personal information.

- **Monitor and facilitate student activities.** Do not respond to every post, but enter to keep the activity alive and show students that you are “listening.”
  - Respond to postings to move discussions forward or clarify ideas.
  - Encourage student learning by asking open-ended questions instead of just giving answers.
  - Emphasize key concepts.
  - Relate course concepts to current events.
  - Ask students to provide real-life examples and/or support for their ideas.
  - Ask students to respond to each other’s ideas.
  - Use students’ names in your posts.
  - Craft postings thoughtfully. The written word is all that the student sees. Be careful with humor, politics, and religion in writing as they can be taken out of context.
  - Be generous with your compliments. Everyone likes praise.
  - Keep a positive, encouraging tone, even when giving constructive criticism.
  - Enforce scholastic honesty. Students should correctly quote or paraphrase any information/ideas from a source and supply a complete reference at the end. Warn first-time offenders, but then follow the policy.
  - Do not let students just copy-paste information as their online contribution. Their own thoughts are important. If they use a source, they still must write their own ideas and explain in their own words what the source means or proves.
  - Prevent long, unfocused posts. Ask students not to post entire articles. They can either a) quote the important parts, or b) post a link to the article and write a short summary of it.
  - Post a closing to each activity in which you give feedback about students’ work, summarize the activity, and/or emphasize the key points for the week.
- **Record student participation and give continuous, frequent feedback.** Keep track of students’ contributions so that you can give regular grades and narrative feedback. Providing students with weekly grades encourages participation.
  - Evaluate student participation on quality, not just quantity.
  - Provide feedback on online postings both on the bulletin board and via email.
  - CU/VŠM policy states that a student who does not contact the instructor (or participate in the course) for three consecutive weeks may be dropped from the course. If you choose to follow this policy, you will need to keep a record of student contributions and send a warning email(s) to the student before dropping him/her.
- **Check each student’s progress.** Ask for periodic updates from students about their coursework.
- **Ask for periodic feedback from the students to improve your teaching.** You can do this by email, on the bulletin board, or at exams.

## Examinations

- **Administer your exams at your site.**
- **Collect student information about proctoring by Friday of Week 3.** Students who will take exams with a proctor must turn in a Proctor Form (and inform you), and students who will take exams at the other site’s Proctor Center must inform you by that date.
- **Send students’ names, date/time of exams, and/or exams on time to proctors** (see “Proctor Center Procedures” for more details about Slovakia’s Proctor Centers).
- **Communicate with students’ proctors** before and after exams to ensure that exams are properly administered and proctored according to the Rules for Proctoring Exams.
- **Create a different exam for each time an exam is taken** (this is to prevent cheating).

## Grading

- **Adhere to the assignment deadlines, requirements, and grading criteria in the syllabus.** If you must make any changes, make sure that all students are aware of them with sufficient time to adjust.
- **Require all written assignments to be uploaded at <http://www.vsm.sk/sk/studenti/online-centrum/uploader/>.** Check the uploader for student work, and do not grade work that has not been uploaded.
- **Assess student work appropriately.**
  - Evaluate all student work in accordance with the grading criteria on the syllabus.
  - Give students a breakdown of each assignment grade based on those grading criteria.
  - Write sufficient and useful feedback on every assignment, either in its electronic or paper form.
  - Return grades and comments within a reasonable time period.
- **Return all exams and papers to students** either person-to-person, via email or mail, or through the Admissions Office. If students do not pick up their exams, keep them for two terms.
- **Save all online graded activities.** At the end of the term, save all graded Bulletin Board work for the course in your archives (see p. 15 of the Bulletin Board Manual for Administrator). This needs to be done so that there is documentation in case a student files a grade grievance.

## **Proctor Center Procedures**

As an online teacher, **you are responsible for giving all your exams to students at your site.** The Proctor Center was established as a service to students and teachers to coordinate test-taking for your students based at the other site. Please remember:

- **The Bratislava Proctor Center is only for Bratislava-based students taking a course with a Trenčín instructor.**
- **The Trenčín Proctor Center is only for Trenčín-based students taking a course with a Bratislava instructor.**

Each center has a coordinator (Martina Kročita in Trenčín and Valeria Medarová in Bratislava) with whom you should be in contact during the term. Your students should NOT contact the PC Coordinators.

Before each term, the PC Coordinators will inform all online teachers of the dates and times for the Proctor Center. Usually there are a few evenings as well as a Saturday in Weeks 5-6 for midterms and several evenings and a Saturday in Week 10 for final exams.

To ensure that the Proctor Center functions well, here are the steps you should follow:

1. **BEFORE THE TERM:** If possible, include the dates/times of your exams in your syllabus.
  - Set a day/time for the exam at your site, which you will administer. (Note: If you allow a student to take the exam at another day/time at your site, it is also your responsibility to proctor that exam.)
  - Set a day/time for the exam at the other site's Proctor Center (chosen from the Proctor Center schedule).
  - Do NOT ask students to choose a day/time for the exam.
  - *Note: If you require students to be in the computer lab, contact the IT department as soon as possible.*
2. **WEEK 1:** Remind your students that if they wish to take their midterm and/or final exams at the other site's Proctor Center, they must inform you by Friday, Week 3 (the same deadline as for external proctor information).
3. **END OF WEEK 3:** Collect the names of all the students who will take exams at the other site's Proctor Center. Inform students that they are on the list.
4. **BY FRIDAY OF WEEK 4:** Provide the Proctor Center Coordinator with a list of students and the dates/times of your midterm and final exams.
  - If you require a different test date, contact the PC Coordinator.
  - Do NOT let your students contact the PC Coordinator.
  - Be very careful: If a student is not on the list, he/she will not be able to take the exam. The student should either receive a zero (if you were not informed of his/her intention), or you will be responsible for finding a way to proctor that student's exam (if you mistakenly left the student off the list).
  - **If you contact the PC Coordinator after these dates, they are not obligated to find a place for your students, and you may have to travel to the other site to proctor your students' exam.**
5. **AT LEAST 3 DAYS BEFORE THE TEST DATE:** Send the exam to the PC Coordinator, including the following information on the exam:
  - The course name and number
  - The instructor's name
  - The allowed length of the exam
  - Any additional requirements (notes, calculators, blank pages needed, etc.)

The PC Coordinators will make sure that the exams are returned to you as soon as possible. Please contact the Coordinator if you don't receive your exams within three days.

## **Rules for Proctoring Exams**

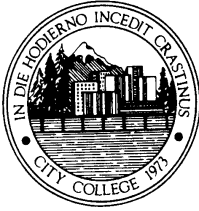
Approved by the Dean of Academic Affairs for Central Europe and Dean of Academic Affairs for South-eastern Europe (revised March, 2009)

Proctoring during examinations must ensure fair testing and academic honesty. Regarding any breach of Scholastic Honesty policy refer to <http://www.vsm.sk/en/students/scholastic-honesty/policies-and-procedures/>. Unless the Dean, or an Associate Dean, makes a specific exception, the following rules will apply:

1. The instructor whose exam is being proctored and the proctor **MUST** communicate directly with one another before the exam is given. This communication can be via email. Through this communication, the instructor must determine that:
  - a) the proctor is fully qualified and responsible, approved by an associate dean\*(see below)
  - b) the proctor has a copy of these rules
  - c) specific instructions relating to the particular exam are clear.
2. The instructor will transmit the exam directly to the proctor. The exam can be attached to an email message and be printed by the proctor, or hard copies can be delivered in a way that is known to be secure. The exams must be returned to the instructor using a prearranged, agreed-upon, secure procedure that does not have any student assistance.
3. The exam must be given on the day and during the time period specified by the instructor. Students must be aware of the time schedule and follow it.
4. All exams are closed book and closed notes unless the instructor makes a specific exception.
5. The proctor must verify the student's identity by checking his/her ID card.
6. Students are to be seated for maximum separation (depending on space availability); move desks to achieve this. If different exams are given simultaneously in the same room, seat students next to or between students taking the alternate exam. Students must place book-bags, coats, and other personal property in the rear or some other appropriate area of the room.
7. Student desks must be clear of all materials except writing and drawing instruments and calculators. Calculators will not be shared. Cell phones will not be used as calculators. Cell phones and other electronic devices will be turned OFF and put with personal property away from the exam area.
8. All paper on which the exam is written, and all scratch paper, will be provided with the examination or by the proctor, and will be turned in with the exam.
9. Exam papers will not be distributed to students unless all of the above conditions have been met and there is no student talking in the room.
10. The proctor (or a temporary relief person) must be in the exam room during the entire exam period. Student restroom breaks are not allowed except in unusual circumstances, which will be reported in writing by the proctor.
11. There will be no talking among students during the exam.
12. If the proctor observes any student conversation, or possible copying from the work of another student, or any other violation of these rules, the proctor will make a note of that for the instructor. If the proctor sees anything that looks like a 'cheat sheet,' it will be immediately confiscated for submission to the instructor. After such notations and actions, the student(s) may continue taking the exam.

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\* A Proposed Proctor Approval Request form, signed and approved for the current academic quarter, is required for all proctoring situations. The form is available at <http://www.vsm.sk/en/services-for-students/download-center/>



## Dean/Rector's Letter to Online Students



# Requirements for CU/VŠM Online Students

Dear Online students,

By becoming an online student at CU/VŠM, you are entering a commitment where you will have both a lot of control and input in your education, and the responsibility that comes with it. We hope that your online courses provide a demanding and rewarding educational experience.

An online course has the same quality as a face-to-face course, and thus, a similar workload, activities, materials, and instructor feedback. Most importantly, a critical part of the online experience is the interaction among the students in the class and their level of participation. The following list provides you with the necessary skills, behaviors, and attitudes necessary to ensure a successful learning experience in an online course:

- **Have access to a computer and the internet.**  
Your course has a home on the internet; you must have regular internet access to complete course assignments. High speed internet access is helpful, but not necessary.
- **Contact the instructor in the first week.**  
Let your instructor know who you are by submitting your Student Introductory Assignment on the Bulletin Board in the first week. This is a required assignment in all online courses.
- **Read and refer to the course syllabus.**  
The syllabus is the course "bible." It should be available at <http://www.vsm.sk/en/students/> or on your course Bulletin Board before the term starts. All the information you need about the instructor, resources, assignments, grading, course policies, and due dates should be in the syllabus. It is your responsibility to know and follow the syllabus. *CU/VŠM also relies on students to ensure that instructors follow the syllabus – if there are problems with this, please contact the instructor and/or the associate dean.*
- **Be willing and able to commit several hours per credit per week to the course.**  
Many students say that an online course requires more time and commitment than a face-to-face class. You should log into your course every day or at least 3-4 days a week. You will be expected not only to read the course material, but also contribute to online activities. This, plus writing papers and preparing for exams could mean 10 or more hours of course work per week.  
  
For that reason, students with full-time employment should not take a full load of online coursework (three or four courses). It is impossible to be a successful full-time employee and a successful full-time student. If you take fewer courses, you will have a more rewarding educational experience.
- **Stay in regular contact with the course.** According to CU/VŠM policy, a student who does not participate or at least contact the instructor for three consecutive weeks may be dropped from the course at the instructor's discretion.
- **"Speak up" if problems arise.**  
Unlike in the classroom, instructors cannot see the confusion, frustration, or boredom on your face, so if you are experiencing difficulty in your course, you must communicate this immediately. Otherwise, the instructor will never know what is wrong or how to help. *As usual, communicate any problems first with the instructor, and if the issue is still not resolved, then bring it to the associate dean.*

- **Be self-motivated and self-disciplined.**  
Online courses give you freedom and flexibility, but those also come with responsibility. To keep up with the course takes real commitment. Organizational and time management skills are necessary.
- **Participate.**  
Contribute your ideas, perspective, and comments on the subject you are studying, and read about those of your classmates. 10-30% of your course grade will be based on your online contributions in discussions, cases, homework corrections, peer review, or other activities. These activities mirror what students do in a traditional classroom, and like in the classroom, you are expected to think, share your thoughts and work, and discuss issues with your classmates. Your instructor is not the only source of information – you can learn a lot from your classmates too.
- **Be polite and respectful.**  
Remember that you are dealing with real people in your online classroom. Being polite is not only common sense, it is absolutely obligatory for a productive online environment. You should feel valued by your instructor and your classmates and show them the same respect. At the same time, you will need to learn to disagree respectfully and rationally so that true learning can occur.
- **Respect Scholastic Honesty.**  
In your online contributions, you should share your own ideas and use your own words. Your instructor and classmates care about what YOU think and do not want to read articles copied from the Internet. However, sometimes you may need to support your own idea with evidence from a source. In that case, you need to cite your source immediately afterwards. However, remember to explain your own ideas before and after the source information.
- **Provide feedback about your course.**  
In addition to contacting your instructor directly about the course, please fill out the End-of-Course Evaluation which is available in Week 9 at <http://www.vsm.sk/en/students/>. Your feedback on the course content and teaching practices is extremely necessary for improving CU/VŠM's online courses.

Sound like a lot? Well, perhaps it will be at first, but if you think in terms of an online class being the same commitment as a face-to-face course—only in a more flexible format—it makes sense. We truly hope that, like many students who have already taken online courses, you'll see the value in what we offer.

David Griffin  
Dean of Academic Affairs  
City University of Seattle

Branislav Lichardus  
Rector  
Vysoká škola manažmentu

## 4.10. Classroom Assessment Techniques

Instructors at CU/VŠM are encouraged to get feedback from students about their course content and instruction during the term through a variety of formal and informal Classroom Assessment Techniques. This can be done through class discussion or anonymous forms. Some instructors include student feedback as part of their midterm exam or as a discussion question in an Online course. Get student feedback early in the term (in the first 3-4 weeks of an undergraduate class or the end of the first weekend of an MBA course) so that you can make adjustments and improvements, as well as at the end of the term.

The following are four possible forms which you can use, or you can make your own:

<b>Informal Student Feedback</b>					
<b>Key:</b> 5 = Very Effective; 4 = Effective; 3 = Moderately Effective; 2 = Somewhat Effective; 1 = Ineffective					
<b>Place a check in the column you choose for each area:</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Instructor's ability to plan, prepare and organize is:					
Overall the instructor's ability to motivate students to learn is:					
Instructor's use of a variety of teaching methods (lectures, discussions, exercises, etc.) is:					
Instructor's interest and energy in teaching this course is:					
The level of student-instructor interaction is:					
The level of student-student interaction is:					
Instructor: Write your own					
Instructor: Write your own					
Instructor: Write your own					
Overall evaluation for the class is:					
<b>What suggestions would you make for the next term?</b>					



1. Please write the number on the thermometer gauge (to the left) that best describes your general overall impression of the course.

Why did you choose that number?

2. List up to three things that helped your participation and learning:

3. List up to three things that hindered your participation and learning:

Thank you!

**Four Squares Form**

<b>I came expecting...</b>	<b>I got...</b>
<b>I value...</b>	<b>I want next...</b>



## 4.11. Evaluating Student Work

At CU/VŠM, you will assess student progress in your course by collecting evidence of what your students can do. Each standardized syllabus has a list of graded assignments, and each of these assignments accounts for a specific percentage of the final grade.

### Communicate Grading Criteria to Students

The syllabus for each course includes a list of grading criteria for each graded assignment, and you will use these grading criteria to assign a numerical grade for the assignment. Remember, changes in the criteria can be made only with approval of your katedra head and/or program manager.

Make sure that the grading criteria are clear to your students; in addition to providing the information in the syllabus, you should discuss the purpose of an assignment, your expectations, and the grading criteria with them. You must base your assessment of student work on these criteria; otherwise, students can file a grade grievance.

### Give All Assignments a Numerical Grade

Students should receive a numerical grade (a decimal value from 0-100) for each assignment. You must clearly and effectively demonstrate how you calculated this value, and it must correspond to the written grading criteria in your syllabus. The following is the grading system used by CU/VŠM for student assignments:

	<b>Below Standard</b>	<b>Passing grade</b>	<b>Approaching Standard</b>	<b>At Standard</b>	<b>Exceeds Standard</b>
<b>MBA</b>	0.00-68.74%	68.75%	68.75-81.24%	81.25-93.74%	93.75-100%
<b>BSBA</b>	0.00-57.49%	57.50%	57.50-76.24	76.25-93.74	93.75-100%
<b>IEP</b>	0.00-74.99%	75%		75.00-93.74%	93.75-100%

### Provide Feedback to Students

The numerical grade should always be accompanied by instructor comments. Feedback not only helps students learn, but it also motivates them to work harder. Students may not always pay attention to you in class, but they will definitely pay attention to comments on their work.

- Every assignment turned in by students deserves evaluation of sufficient depth and scope to enable both your students and you to understand what the grade means. Respond to how well students have met the purpose, requirements, and criteria of the assignment.
- Student assignments also deserve a *timely* response. Plan due dates with care so that you have time to evaluate assignments properly.
- The sandwich pattern of feedback works well.
  - Start with the positives – tell the student what he has done well and why it was good. Be clear and specific. “Great work” is nice to hear, but it doesn’t help the student realize what he did that was actually so great (sometimes students do well by accident – they need to know why their work was good). Also be personal – use the student’s name in your feedback.
  - Next give the “bad news,” or constructive criticism. Let the student know what he did that was wrong, poor, or irrelevant and why it was so. Be very specific – point out exactly where the error is. Then be constructive – suggest how the student’s work could have been better, what could have been done differently, what could help the student learn. And always be kind – negative comments will be remembered much longer than positive ones.
  - End with some encouragement – whatever you can say that’s encouraging and true. (“Your skills are improving,” “You write very clearly,” “Thanks for making me think”...)
- Students should also receive feedback (not just a grade) about their participation, whether in-class or online. At some time during the course, give students some individual words about this.
- Get feedback from your students about your feedback. Ask them how it could be more useful.

- One way to lower the amount of time spent giving feedback at the end of the term on large assignments is to have periodic deadlines during the term in which you look at parts of the students' work and give some feedback then.
- To be more efficient with feedback, use grade rubrics or grade sheets (see below).

### **Grade Rubrics**

Most City University of Seattle courses now have grade rubrics for all assignments. These can be found in the Instructor Guide for your course.

The CityU rubrics include descriptions of four levels of performance (below standard, approaching standard, at standard, exceeds standard) for each grading component. For example, one of the grading components for a paper is Organization. The paper grade rubric will contain this row:

		0.00 - 57.49%	57.50 - 76.24%	76.25 - 93.74%	93.75 - 100%
	% of Grade	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Organization	15	The writing is not logically organized. Frequently, ideas fail to make sense together. The reader cannot identify a line of reasoning and loses interest.	In general, the writing is arranged logically, although occasionally ideas fail to make sense together. The reader is fairly clear about what writer intends.	The ideas are arranged logically to support the central purpose or argument. They are usually clearly linked to each other. For the most part, the reader can follow the line of reasoning.	The ideas are arranged logically to support the purpose or argument. They flow smoothly from one to another and are clearly linked to each other. The reader can follow the line of reasoning.

For each component, you assign a grade based on which description best characterizes the student's work. Of course, you still have to judge whether the student's work is at the higher or lower end of the level. For example, if a BSBA paper's organization is "at standard," you need to determine whether it's at the higher end or lower end of that level to give the student a grade. Organization is worth 15% of the entire paper, so the student could get between 11.4/15 (76%) and 13.9/15 (93%) for organization.

Some of CityU's grade rubrics are quite well-developed, while others are more generic. There are examples of generic rubrics and more assignment-specific ones on the following pages, and you will find the ones created for your course in the Instructor Guide.

You may use the rubrics provided, alter them to fit your criteria and expectations, or even create your own. If you choose to create your own, here are the templates used by CityU. While rubrics take a lot of time to create, in the end, they allow instructors to provide more, and more consistent, feedback; to demonstrate to students what to do and not to do (especially if students see the rubric before the assignment is due); and to avoid lengthy comments (because feedback is given by the performance descriptions, you do not have to make so many comments).

Undergraduate Percentage Scale:		0.00 – 57.49%	57.50 – 76.24%	76.25 - 93.74%	93.75 - 100%
Graduate Percentage Scale:		0.00 – 68.74%	68.75 – 81.24%	81.25 - 93.74%	93.75 - 100%
	% of Grade	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Component #1		Description of component at this level	Description of component at this level	Description of component at this level	Description of component at this level
Component #2		"	"	"	"
Component #3		"	"	"	"
Component #4		"	"	"	"
Component #5		"	"	"	"
TOTAL	100%				

<b>CityU Rubric: Paper</b>					
Undergraduate Percentage Scale:		0.00 – 57.49%	57.50 – 76.24%	76.25 – 93.74%	93.75 – 100%
	% of Grade	<b>Below Standard</b>	<b>Approaching Standard</b>	<b>At Standard</b>	<b>Exceeds Standard</b>
<b>Requirements:</b> Does the student meet the requirements of the assignment and remain focused on the purpose of the assignment?	30	Does not include requirements in submitted work. Limited awareness of purpose.	Includes most requirements in submitted work. Makes an attempt to establish and maintain purpose.	Includes all requirements in submitted work. Focused on a purpose	Fully includes all requirements in response. Establishes and maintains clear focus on a purpose.
<b>Purpose/Thesis Statement:</b> How does the student frame the content of the paper?	10	Purpose/thesis not evident. Content in paper does not support the purpose/thesis statements.	Purpose/thesis unclear, unoriginal or offer little that is new. Content in paper loosely supports the purpose/thesis statements.	Purpose/thesis evident. Content in paper supports the purpose/thesis statements.	Purpose/thesis easily identifiable, plausible, novel, sophisticated, insightful. Content in paper clearly supports the purpose/thesis statements.
<b>Content:</b> How well is the content presented? Does the reader gain insight from the assignment?	20	Central purpose or argument is not clearly identified. Analysis is vague or not evident. Reader is confused or may be misinformed.	Central purpose or arguments are supported at times. Analysis is basic or general. Reader gains few insights.	Central purpose or arguments are clearly identified. Analysis is clear and evident.	Central purpose or argument are clearly identified and show a thoughtful, in-depth analysis of a significant topic. Reader gains important insights.
<b>Writing Mechanics:</b> How well does the student incorporate grammar, spelling, syntax, punctuation, and style into the assignment?	20	Improper use of grammar, spelling, syntax, punctuation, and style (7+ errors)	Some improper grammar, spelling, syntax, punctuation, and style (4-6 errors)	Mostly proper grammar, spelling, syntax, punctuation, and style (2-3 errors)	Proper grammar, spelling, syntax, punctuation, and style (0-1 errors)
<b>References:</b> Are the selected resources appropriate and sufficient for the purpose of this work? Are they formatted in APA style?	10	Resources selected are not appropriate for the purpose of this work and demonstrate little to no research. APA citation style is not followed at all.	Some resources are appropriate for the purpose of this work with limited research demonstrated. There are frequent errors in APA citation style.	Resources selected are appropriate for the work and reflect ample research. APA citation style is used with minor errors.	Resources selected are appropriate for the purpose of this work and reflect substantial research. APA citation style is used with no errors.
<b>Organization:</b> How well is the content of the paper organized?	10	Lacks clear point of view and logical sequence of information. Connections to information are not evident.	Vague point of view and some logical sequence of information. Connections to information are confusing or flawed.	Clear point of view and logical sequence of information. Fairly clear connections to all information.	Clear and concise point of view and logical sequence of information. Crystal clear & direct connections to all information.

<b>CityU Rubric – Case Study</b>					
Undergraduate Percentage Scale:		0.00 – 57.49%	57.50 – 76.24%	76.25 - 93.74%	93.75 - 100%
Undergraduate Scaled Score:		0.0 – 0.6	0.7 – 2.1	2.2 - 3.5	3.6 - 4.0
	%	<b>Below Standard</b>	<b>Approaching Standard</b>	<b>At Standard</b>	<b>Exceeds Standard</b>
<b>Clear explanation of key strategic issues</b> <ul style="list-style-type: none"> <li>The problems, scope, and seriousness was clearly identified in the discussions.</li> <li>There was a well focused diagnosis of strategic issues and key problems that demonstrated a good grasp of the company’s present situation and strategic issues.</li> <li>Effective Executive Summary</li> <li>Did not waste space summarizing information already found in the case.</li> </ul>		20% Shows little understanding of the issues, key problems, and the company’s present situation and strategic issues.  Executive summary missing or poorly constructed	Shows some understanding of the issues, key problems, and the company’s present situation and strategic issues.  Executive summary inadequate	Shows adequate knowledge of the issues, key problems, and the company’s present situation and strategic issues.  Executive summary adequate	Shows superior knowledge of the issues, key problems, and the company’s present situation and strategic issues.  Effective Executive Summary
<b>Valid arguments; analysis of financial performance with relevant supportive detail</b> <ul style="list-style-type: none"> <li>Logically organized, key points, key arguments, and important criteria for evaluating business strategies were easily identified</li> <li>Critical issues and key problems that supported the Case Analysis were identified and clearly analyzed and supported.</li> </ul>		20% Critical issues and key problems that supported the Case Analysis were poorly identified, analyzed, and supported.	Critical issues and key problems that supported the Case Analysis were not clearly identified, analyzed, and supported.	Critical issues and key problems that supported the Case Analysis were partially identified, analyzed, and supported.	Critical issues and key problems that supported the Case Analysis were clearly identified, analyzed, and supported.
<b>Appropriate analysis, evaluation, synthesis for the specific industry identified</b> <ul style="list-style-type: none"> <li>There was complete data on which to base a thorough analysis</li> <li>Key change drivers underlying the issues were identified.</li> <li>Synthesis, analysis, and evaluations were clearly presented and supported in a literate and effective manner.</li> </ul>		20% Analysis of key change drivers and the underlying the issues inadequate.	Analysis of key change drivers and the underlying the issues were not identified.	Analysis of key change drivers and the underlying the issues were partially identified	Analysis of key change drivers and the underlying the issues were clearly identified
<b>Conclusions and recommendations are congruent with strategic analysis</b> <ul style="list-style-type: none"> <li>Specific recommendations and/or plans of action provided.</li> <li>Specific data or facts were referred to when necessary to support the analysis and conclusions.</li> <li>Recommendations and conclusions were presented and supported in a literate and effective manner.</li> </ul>		20% Effective recommendations and/or plans of action not provided.  Specific data or facts necessary to support the analysis and conclusions was not provided.	Effective recommendations and/or plans of action inadequate.  Specific data or facts were not referred when necessary to support the analysis and conclusions.	Effective recommendations and/or plans of action were partially provided.  Specific data or facts were occasionally referred when necessary to support the analysis and conclusions.	Effective recommendations, solutions, and/or plans of action were provided.  Specific data or facts were referred when necessary to support the analysis and conclusions.
<b>Proper organization, professional writing, and logical flow of analysis. APA formatting</b> <ul style="list-style-type: none"> <li>Logically organized, key points, key arguments, and important criteria for evaluating the business logic easily identified.</li> <li>Key points were supported with a well thought out rationale based on applying specific concepts or analytical frameworks to the data provided in the case.</li> <li>Proper grammar, spelling, punctuation, 3<sup>rd</sup> person objective view, professional writing, and syntax.</li> </ul>		20% Key points were poorly identified and supported with a well thought out rationale based on applying specific concepts or analytical frameworks to the data provided in the case.  Grammar, spelling, punctuation, professional writing, and syntax needs significant improvement	Key points were not identified and supported with a well thought out rationale based on applying specific concepts or analytical frameworks to the data provided in the case.  Grammar, spelling, punctuation, professional writing, and syntax needs improvement	Key points were partially identified and supported with a well thought out rationale based on applying specific concepts or analytical frameworks to the data provided in the case.  Adequate grammar, spelling, punctuation, professional writing, and syntax	Key points were clearly identified and supported with a well thought out rationale based on applying specific concepts or analytical frameworks to the data provided in the case.  Excellent grammar, spelling, punctuation, professional writing, and syntax

<b>CityU Rubric: Weekly Online Participation</b>					
Undergraduate Percentage Scale:		0.00 – 57.49%	57.50 – 76.24%	76.25 – 93.74%	93.75 - 100%
Undergraduate Scaled Score:		0.0 – 0.6	0.7 – 2.1	2.2 - 3.5	3.6 - 4.0
	% of Grade	<b>Below Standard</b>	<b>Approaching Standard</b>	<b>At Standard</b>	<b>Exceeds Standard</b>
<b>Meets requirements of the activity in a timely manner</b>	25	Some, or all, required postings missing.  Most at the last minute without allowing for response time.	All required postings.  Most at the last minute without allowing for response time.	All required postings.  Some not in time for others to read and respond.	All required postings  Early in discussion.
<b>Adds insightful or new ideas, comments, or questions relevant to the activity and/or to other students' posts</b>	25	Superficial and undeveloped analysis.  No insight or thoughtfulness  Off topic.  Never addresses instructor's comments to original posts.	Scattered and poorly developed analysis.  Few, if any new ideas or connections.  Rephrases or summarizes other postings.  Sometimes addresses instructor's comments to original posts.	Generally competent.  Analysis is somewhat insightful and thoughtful.  Some new ideas or connections, but lack depth and/or detail.  Most of the time addresses instructor's comments to original posts.	Rich in content, thoughtful and insightful problem analysis.  Detailed new ideas with connections made to previous sessions and/or real life situations.  Always addresses instructor's comments to original posts.
<b>Appropriately references readings, material in course sessions and other postings</b>	25	No connections are made.	Very few if any connections.  Mostly anecdotal examples with no references to readings.	Some connections to previous and current sessions.  References to materials provided by instructor.	Connections to previous and current sessions.  References to materials, other than those provided by instructor.
<b>Writes clearly, concisely, and grammatically</b>	25	Obvious grammatical or stylistic errors, making understanding impossible.	Serious grammatical errors interfering with content.	Several grammatical or stylistic errors.	Few grammatical or stylistic errors.

<b>CityU Rubric: Presentation</b>					
Undergraduate Percentage Scale:		0.00 – 57.49%	57.50 – 76.24%	76.25 – 93.74%	93.75 – 100%
	% of Grade	<b>Below Standard</b>	<b>Approaching Standard</b>	<b>At Standard</b>	<b>Exceeds Standard</b>
<b>Organization</b>	30	Logic of arguments is not made clear. All team members participated in the preparation and delivery. Listeners are confused	Listener can follow presentation with effort. Not all team members participated in the preparation and delivery. Some arguments are not clear. Organization seems haphazard.	Presentation is generally clear and well organized. Not all team members participated in the preparation and delivery. A few minor points may be confusing.	Presentation is clear, logical, and organized. Not all team members participated in the preparation and delivery. Listener can follow line of reasoning.
<b>Style</b>	15	Presentation consistently is too elementary or too sophisticated for the audience. Information is read to audience. Audience has difficulty understanding, hearing, or following the presentation.	Aspects of the presentation are too elementary or too sophisticated for the audience. Presenter seems uncomfortable and can be understood only if the listener is very attentive. Much of the information is read.	Level of presentation is generally appropriate. Pacing is sometimes too fast or slow. The presenter seems slightly uncomfortable at times. The audience occasionally has trouble understanding, hearing, or following the presentation.	Level of presentation is appropriate for the audience. Presentation is a planned conversation, paced for audience understanding. It is NOT a reading of the paper. Speaker is clearly comfortable in front of the group and confident of the material being presented.
<b>Use of Communication Aids</b>	15	No communication aids are used, or they are so poorly prepared that they detract from the presentation.	Communication aids are poorly prepared or used inappropriately. Font is too small to be easily seen. Too much information is included. Unimportant material is highlighted. Listeners may be confused.	Communication aids contribute to the quality of the presentation. Font size is appropriate for viewing. Appropriate information is included. Some material is not supported by visual aids.	Communication aids enhance the presentation. They are prepared in a professional manner. Font on visuals is large enough to be seen by all. Information is organized to maximize audience understanding. Details are minimized so that main points stand out.
<b>Depth of Content</b>	40	No reference is made to literature or theory. Listeners gain no new insights.	Explanations of concepts and/or theories are inaccurate or incomplete. Little attempt is made to tie theory to practice. Listeners gain little from the presentation.	For the most part, explanations of concepts and theories are accurate and complete. Some helpful applications are included.	Speaker provides an accurate and complete explanation of key concepts and theories, drawing upon relevant literature. Applications of theory are included to illuminate issues. Listeners gain insights.

<b>CityU Rubric: Final Exam</b>				
	<b>Below Standard</b>	<b>Approaching Standard</b>	<b>At Standard</b>	<b>Exceeds Standard</b>
Undergraduate Percentage scale:	0.00 – 57.49%	57.50 – 76.24%	76.25 - 93.74%	93.75 - 100%
Scaled score	0.0 – 0.6	0.7 – 2.1	2.2 - 3.5	3.6 - 4.0
<b>Formula Identification:</b> Can the student identify the correct formula to utilize in a given context? 20%	Student identifies the correct formula in 0-59% of the assigned problems.	Student identifies the correct formula in 59-76% of the assigned problems.	Student identifies the correct formula in 76-94% of the assigned problems.	Student consistently identifies the correct formulas to be utilized in a given problem set.
<b>Quantitative Terminology</b> 20%	Cannot differentiate between quantitative terminology and variables with the associated functions.	Some limited use of quantitative terminology and variables. Needs some assistance in making the connections between the terms and their use.	Demonstrates a proficient understanding of quantitative terminology and variables.	Demonstrates a thorough understanding of quantitative terminology and variables. Student is able to utilize terminology in solution sets with skill.
<b>Problem Solving</b> 30%	Solutions are not present or the solutions have no relationship to the tasks.	Solutions are not complete, indicating that parts of problems are not completely understood.	Solutions show that the student has a broad understanding of the problems and the major concepts necessary for their solutions..	Solutions address all of the mathematical and quantitative components presented in the problems.
<b>Understanding &amp; Connections</b> 20%	Student does not make the connection between the mathematical operations and the application of the answers to make meaningful decisions.	There is a gap in understanding between the mathematical operations performed and applying them to make meaningful decisions.	Demonstrates an adequate understanding of the problems in their contexts. Mathematical connections are recognized.	Demonstrates a deep understanding of the problems in their contexts.
<b>Communication</b> 10%	There are no explanations of the solutions.	There are incomplete explanations of the solutions.	There are clear explanations of the solutions.	There are clear and detailed explanations of the solutions. All steps are included and clearly labeled.

ENG 211 Informative Essay	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Form 5	<b>0-2.9</b> Poor, unprofessional format. Inappropriate or unclear title.	<b>3-3.8</b> Several minor errors or 1 major error. Ineffective or boring title.	<b>3.9-4.7</b> Almost perfect format (1-2 <u>minor</u> errors). Good title.	<b>4.8-5</b> Perfect format (title page, header, text). Clear, interesting title (guidelines in <i>RPG</i> ).
APA 10	<b>0-5.9</b> Too many errors on reference page. Missing or incorrect citations. Paper lacks care and attention to detail.	<b>5.9-7.5</b> Several reference page errors. Citations with wrong info OR in the wrong place.	<b>7.6-9.3</b> 1-2 minor errors on reference page. APA citation with punctuation errors.	<b>9.4-10</b> Perfect reference page. Proper in-text citations, incl. punctuation.
Thesis 10	Thesis is missing or hard to find. Purpose is not completely clear. Thesis lacks surprise. Unclear main idea of essay. Errors hurt effectiveness of thesis.	Easy to recognize as thesis. Informative purpose may not be clear. May lack surprise. Main idea of essay may not be clear. Errors hurt effectiveness of thesis.	Easy to find – in the right place. Clear informative purpose. Surprising – shows common vs. new view. Appropriate main idea for essay. Proper English.	Easy to find – in the right place. Clear informative purpose. Surprising – shows common vs. new view. Strong, interesting main idea of essay. Sophisticated: Advanced, correct English.
Intro 10	General, ineffective first sentence. Unclear essay topic. Intro lacks description of common view. Intro does not lead to thesis.	No attempted hook. Unexciting start. Specific question of essay isn't clear. General description of common view. Intro doesn't go deep enough. Intro needs better connection to thesis.	Attempted engaging hook. Appropriate but could be more effective. Introduces topic, may lack specific focus. Description of common, expected view. Connection to thesis statement.	Engaging hook – gets readers' attention. Introduces topic and specific question. Interesting, specific description of common, expected view. Effectively, naturally leads to thesis.
Organization 20	<b>0-11.7</b> Relationship between thesis and BPs, esp. topic sentences, isn't clear. BPs don't all relate to thesis and/or topic sentences. Missing concluding sentences. Illogical organization, poor connections, inappropriate paragraphing. Inappropriate conclusion.	<b>11.8-15.2</b> Topic sentences may be unclear. BPs loosely support thesis – some irrelevant parts. Concl. sentences – missing, ineffective. Attempted org., some confusing or missing connections, info in wrong BP, inappropriate paragraph length. Conclusion may lack effectiveness.	<b>15.3-18.7</b> Topic sentences relate to thesis. Content of BPs relates to thesis. Concluding sentences relate to thesis. Order & division of BPs is understandable although perhaps improvable. Mostly clear connection between paragraphs and sentences. Appropriate conclusion w/summary, significance, and attempted wow.	<b>18.8-20</b> Topic sentences with clear, interesting, informative points that relate to thesis. All BPs clearly, effectively support thesis. Effective concluding sentences. Logical order & division of paragraphs. Excellent flow; natural connections between paragraphs and sentences. Strong, logical conclusion w/summary, significance, and wow.
Supporting Details 25	<b>0-14.7</b> Missing, general, irrelevant, repetitive, or uninteresting particulars. Ineffective quotes and paraphrases. Particulars not integrated into student's writing. No sandwich. Missing or general, unclear explanations. Most BPs need more or better support.	<b>14.8-18.9</b> Some general, irrelevant, undescribed, uninteresting particulars. Not much variety of support. Some ineffective quotes/paraphrases. Missing some sandwich parts. Explanations may be inadequate. Several BPs need more or better support.	<b>19-23.4</b> Relevant, mostly interesting particulars - examples, illustrations, stats/facts, expert opinion, experience. Specific, particulars. Usually effective quotes/paraphrases. Mostly sandwiched particulars, integrated into student's writing. Explanations present, if not specific/strong. Most BPs have enough support.	<b>23.5-25</b> Variety of well-chosen, relevant particulars - examples, illustrations, stats/facts, expert opinion, experience. Specific, detailed, colorful particulars. Effective use of (minimal) quotes & clear paraphrasing. Sandwiched particulars, well-integrated. Clear, complete, specific explanations. Particulars fully support top. sent.
GrSpPuSy flu, coh 20	<b>0-11.7</b> Improper use of G, Sp, Pu, and Sy. No proofreading or spellcheck. Errors distract reader from essay's ideas. Reader may be confused.	<b>11.8-15.2</b> Some improper Gr, Sp, Pu, and Sy. Essay may have been proofread, but simple errors & wordiness remain. Errors sometimes distort meaning.	<b>15.3-18.7</b> Mostly proper Gr, Sp, Pu, and Sy. Noticeable errors but reasonably complex. Clear writing style. Essay appears proofread.	<b>18.8-20</b> Proper Gr, Sp, Pu, and Sy. Easy, smooth reading. Direct, concise writing style. Essay was clearly proofread.

## CO 205 Presentation Rubric

		0.00 – 57.49%	57.50 – 76.24%	76.25 - 93.74%	93.75 - 100%
		Below Standard	Approaching Standard	At Standard	Exceeds Standard
Development of topic	40	<b>0-23</b> Limited knowledge of the topic. Unclear or weak thesis with inadequate support and poor analysis. Inappropriate or no use of source material. Lack of depth.	<b>23.1-30.5</b> Needs a little more preparation and knowledge of topic. Clear thesis, but lacking some focus and/or support. Source material is used, but not always relevant. Too much reporting rather than analysis/argument. Sometimes unclear explanations and lack of depth.	<b>30.6-37.5</b> Prepared. Knowledge of the topic. Thesis is clear, strong, and mostly supported. Source information is integrated and cited, but some may be irrelevant or simplistic. Generally has appropriate explanations, logic, and depth.	<b>37.6-40</b> Well-prepared. Great knowledge of topic. Strong, clear thesis focused on throughout presentation. Provides enough support, including examples. Source information is integrated and cited. Everything is explained. Exceeds expectations for logic, analysis, and depth.
Non-verbal communication	10	<b>0-5.7</b> Minimal or no eye contact. Little use of gestures and movement. Inappropriate facial expressions. Highly visible and unmanaged nervousness. Speaker shows little or no interest in presentation.	<b>5.8-7.6</b> Good eye contact at times with parts of audience. Some gestures and movement. Nervousness affects non-verbal communication.	<b>7.7-9.3</b> Good eye contact. Uses hands well if remembers. Usually good movement. Mostly relaxed. Not quite professional. Often shows interest and enthusiasm. Generally appears confident.	<b>9.4-10</b> Excellent eye contact. Uses hands naturally. Good facial expression. Appropriate movement. Relaxed, confident. Professional. Shows real interest and enthusiasm. Confident.
Verbal communication	10	Hard to hear and/or understand. Presentation is obviously memorized (very monotone, very fast) or completely impromptu (too many inappropriate pauses, fillers; too slow)	Presentation sounds more memorized, or unpracticed, rather than natural. Some changes in volume/speed/ intonation, but sometimes not loud enough or too monotone. Many pauses, fillers.	Loud and clear speaking. Speaker changes volume/speed/ intonation but may not always sound natural. Works to keep audience attention with voice.	Clear, loud, smooth speaking. Natural and spontaneous presentation, not memorized. Voice variety used to keep audience attention. Good intonation and use of pauses. No fillers. Not too fast or slow. Totally understandable.
Language skills	10	Unclear and confusing. Vocabulary is inappropriate. Number of errors and mispronunciations distorts meaning of presentation. Language skills are not at a university level.	English is sometimes unclear. Some inappropriate vocabulary. Non-native terms, structure, and/or word order. Some obvious errors in grammar and pronunciation.	Not quite native-like, but understandable and mostly correct English. Mostly appropriate vocabulary. May be a few errors in grammar and pronunciation.	Correct English. Appropriate vocabulary and level or formality. Explains unknown terms. Very few errors. Pronounces words correctly. Uses native-like structures.
Organization	10	Presentation has hints of organization structure, but the introduction, body, and conclusion are difficult to distinguish. Main points are unclear. Lack of preparation and planning is apparent.	Presentation seems to have introduction, body, and conclusion, but it may not be clear when each starts and ends (it needs better transitions). Main points are not always clear during the presentation of the body. Presentation timing is a bit careless.	Clear introduction, body and conclusion. Each fulfills its purpose. Body is mostly organized. Transitions are used, but infrequently. Connection between ideas could be clearer. Timing of the presentation is adequate but could be improved.	Clear introduction, body, and conclusion. Each fulfills its purpose. Intro and conclusion are memorable and tied together. The body is organized, and main points flow together with the use of transitions. Timing of the presentation meets requirements and shows practice.
Use of visual aids	10	Use or lack of visuals damages the effectiveness of the presentation. Visuals are poorly chosen, carelessly prepared, and/or unprofessionally presented.	Visuals may be more distracting than useful due to errors, illegibility, overuse, and/or unpreparedness. Inconsistent use of citations.	Clear and readable visuals, not always effective. Information is cited. Speaker generally presents visuals well. Sometimes visuals may distract from the presentation.	Clear, readable, and effective visuals. Information is cited. Visuals enhance the presentation. Speaker introduces, refers to, and explains them.
Audience engagement	10	Little or nothing is done to make the topic interesting or appropriate for the audience. Speaker is ineffective at getting the audience to listen.	Topic is not very appropriate, or speaker has not adapted it to audience. Speaker shows some awareness of the audience but does not seem very interested in sharing knowledge and creating rapport.	Topic is appropriate but speaker could do more to adapt it to the audience. Speaker is aware of audience but not always able to keep its attention. Handles questions adequately.	Topic is original, appropriate for audience (advanced, interesting, relevant). Speaker has rapport with audience. Makes effort to keep audience's attention. Handles questions with confidence and sincerity.

## Grade Sheets

Grade sheets are simpler to make than rubrics, and still make it easy to justify a student’s grade, focus your comments, and shorten the evaluation process. However, they require more written comments than a rubric and don’t give students a detailed breakdown of the grading criteria.

A grade sheet simply lists the grading criteria from the syllabus, how many points the students earned out of the possible points, and provides room for instructor comments. Grade sheets can be made larger or smaller depending on the amount of comments you give. Below is a basic grade sheet template. Other forms of grade sheets include circling the grade for each criteria or a checklist for each (see the last two examples).

<b>Criteria</b>	<b>Points Possible</b>	<b>Earned</b>
Make a list of one set of criteria that describes the highest possible performance for each category of the grading criteria from your syllabus. Be specific. Leave room for comments in the box for each criteria or at the bottom of the grade sheet.		
<b>Total</b>	<b>100</b>	

### **Research Paper Grade Sheet (expands with comments)**

<b>Clear objective and thesis</b> (Topic introduced, its importance explained. Strong, clear thesis supported throughout paper.)	<b>/10</b>
<b>Logical development of body and thesis</b> (Accurate, valid reasons. Student’s own ideas, supported by logic and evidence from sources. Clear explanations of everything. Course concepts used accurately. Logical order of ideas, smooth flow between ideas. Reader has no questions or doubts.)	<b>/50</b>
<b>Depth, appropriateness, and use of research</b> (Minimum of three high-quality, acceptable sources directly related to topic. Use of CU online databases and primary and secondary sources. Sufficient, relevant, well-chosen, effective cited ideas. Source material introduced and explained.)	<b>/10</b>
<b>Appropriate Format and Reference Methods</b> (Title page, title, text, headers, reference page, and in-text citations are correct. Paragraphs do not end with source citations. Minimum and appropriate use of quotations.)	<b>/10</b>
<b>Grammar, Spelling, Punctuation, Sentence Structure, Clarity</b>	<b>/20</b>
	<b>/100</b>

**Exam Essay Grade Sheet (expands with comments)**

<b>Valid arguments; appropriate and sufficient supportive details.</b> Arguments given are reasonable, accurate and supported with enough details, esp. examples. Not general ideas.	/20
<b>Demonstrated ability to employ terms, concepts, from texts, lectures, course material.</b> Terms/ideas/examples/facts from the course are used accurately and properly. Clear evidence of student's knowledge of course material.	/20
<b>Appropriate analysis, evaluation, synthesis.</b> Complete and accurate explanation of why/ how. Proper judgment of the issue (no missing ideas). Insight about causes, effects, relationships between ideas, interconnectedness of events.	/20
<b>Proper organization and logical flow; clear thesis and focus.</b> Strong thesis. Focus throughout. Logical progression from point to point. Clear order of ideas.	/20
<b>Clear grasp of issues posed by the question; depth of ideas.</b> Strong understanding of topic. All parts of the question are answered. Issue explored in-depth. Conclusions are logically based on ideas from essay.	/20
<b>ESSAY TOTAL</b>	<b>/100</b>

**Case Study Grade Sheet (expands with comments)**

Grading Criteria	Grade	Comments
Understanding, Application, and Integration of Course Concepts	/10	
Logically Supported and Complete Problem Definition	/15	
Completeness of Analysis (evaluation, explanation, and support)	/25	
Logically Supported Conclusions and Recommendations	/15	
Format (title page, header, text), Grammar, Spelling, Punctuation, Syntax	/20	
Proper Reference Methods (reference page, in-text citations, quoting, paraphrasing, summarizing)	/15	
<b>TOTAL</b>		

**Presentation Grade Sheet (circle the number)**

<b>Verbal Communication Skills:</b>										<b>/10</b>
•	Volume	loud	5	4	3	2	1	0	soft	
•	Voice Variety	lots	5	4	3	2	1	0	little	
Comments:										
<b>Nonverbal Cues:</b>										<b>/10</b>
•	Body Language	appropriate	5	4	3	2	1	0	stiff	
•	Eye Contact	frequent	5	4	3	2	1	0	rare contact	
Comments:										
<b>Use of Language:</b>										<b>/10</b>
•	Correctness	error-free	5	4	3	2	1	0	distracting number	
•	Clarity	clear	5	4	3	2	1	0	confusing	
Comments:										
<b>Development of Topic:</b>										<b>/40</b>
•	Preparation	well-prepared	5	4	3	2	1	0	unprepared	
•	Main idea	focused	5	4	3	2	1	0	unfocused	
•	Arguments/Analysis	logical	5	4	3	2	1	0	nonsense	
•	Support	strong	5	4	3	2	1	0	insufficient	
•	Explanations	complete	5	4	3	2	1	0	missing	
•	Depth of Analysis	deep	5	4	3	2	1	0	superficial	
•	Examples	help clarify topic	5	4	3	2	1	0	confusing	
•	Documentation	clearly stated	5	4	3	2	1	0	source unidentified	
Comments:										
<b>Organization:</b>										<b>/10</b>
•	Intro/Conclusion	well-constructed	5	4	3	2	1	0	hard to distinguish	
•	Transitions	clear	5	4	3	2	1	0	unclear	
Comments:										
<b>Use of Visual Aids:</b>										<b>/10</b>
•	Graphics/Text	clear/professional	5	4	3	2	1	0	poor	
•	Effectiveness	enhancing	5	4	3	2	1	0	distracting	
Comments:										
<b>Audience Engagement:</b>										<b>/10</b>
•	Originality of topic	stimulating	5	4	3	2	1	0	boring	
•	Interaction	sufficient	5	4	3	2	1	0	poor	
Comments:										

**Essay Grade Sheet (checklist)**

**Clear objective and thesis/appropriate to assignment /10**

- |   |   |
|---|---|
| <input type="checkbox"/> easy to find                       | <input type="checkbox"/> easy to understand                     |
| <input type="checkbox"/> point of view is clear             | <input type="checkbox"/> purpose is clear                       |
| <input type="checkbox"/> answers essay question             | <input type="checkbox"/> states ONE main idea of piece          |
| <input type="checkbox"/> appropriate response to assignment | <input type="checkbox"/> topic follows directions of assignment |

**Development of Topic /40**

**Introduction**

- appropriate introduction
- introduces topic well
- not too general
- all ideas relate

**Conclusion**

- restates thesis
- summarizes essay
- no new information
- strong ending

**Body Paragraphs**

- support thesis statement
- each has enough support for topic sent.
- no repetition
- specific examples/points, not general
- explanations are complete, convincing
- each has logical organization

- each has one main idea
- no irrelevant information
- each has good examples
- each explains why/how
- thoughts connect to each other
- each ends appropriately

**Depth of thought**

- |   |  |
|---|--|
| <input type="checkbox"/> ideas are deep               | <input type="checkbox"/> avoids unsupported generalizations  |
| <input type="checkbox"/> essay shows thought and care | <input type="checkbox"/> writer's attitude clearly expressed |

**Organization /10**

- |   |   |
|---|---|
| <input type="checkbox"/> clear intro, body, conclusion              | <input type="checkbox"/> essay follows a clear, logical order |
| <input type="checkbox"/> paragraphs are divided appropriately       | <input type="checkbox"/> each paragraph connects to others    |
| <input type="checkbox"/> appropriate topic sentences (if necessary) |   |

**Writing Style /10**

- |  |   |
|--|---|
| <input type="checkbox"/> written simply and clearly              | <input type="checkbox"/> appropriate tone for audience, purpose |
| <input type="checkbox"/> sense of personal style                 | <input type="checkbox"/> appropriate sentence structure for L6  |
| <input type="checkbox"/> variety in words, sentences             | <input type="checkbox"/> appropriate word choice                |
| <input type="checkbox"/> no wordiness (every word, sent. counts) |   |

**Format /5**

- |  |  |
|--|--|
| <input type="checkbox"/> text follows proper format            | <input type="checkbox"/> page numbers      |
| <input type="checkbox"/> title page follows appropriate format | <input type="checkbox"/> appropriate title |

**Grammar, Spelling, Punctuation /25**

## **Return Graded Student Work**

Work submitted by students is the property of those students and should be returned. If you cannot return the work to the student personally, keep it for two terms after the completion of the course.

Student work should not be left in a public place because this is a violation of privacy laws. Students should not be able to look through other students' work. Talk to your program manager about how to distribute student work properly if you will not be available to give it to them personally.

## **Keep Grade Records**

During the term, you will need to keep records of both attendance and grades. You can find the attendance and grade sheets for your course on the VŠM web site.

You can print out the Attendance sheet to keep attendance during the term.

The grade sheet is already set to calculate student grades. You only need to input the assignment name and percentage distribution for each assignment into the top rows of the sheet. If the assignment weights do not equal 100%, the program will tell you. When you enter students' grades for each assignment, their final grade for the course will be calculated for you.

Students can access their grades online at any time during the term. It is important to keep their grades up-to-date to allow students to check their progress.

## **What the Final Grades Mean**

Your students' final percentage grades will be converted into decimal grades based on a 4-point scale. The following guidelines provide broad evaluative criteria for the decimal values.

4.0	The student has clearly excelled in the course subject matter and its objectives. The student has shown unusually sharp insight into the course objectives and has demonstrated the ability to integrate and apply those objectives with previous learning. This student could be expected to lead others in accomplishing course objectives. This student can articulate unusual insight into the course objectives through clear and logical oral and written communications.
3.5	The student has excelled in some of the course subject matter and objectives. Also, the student has demonstrated mastery of nearly all the course subject matter and objectives, including the ability to integrate and apply nearly all of the course objectives with previous learning.
3.0	The student has demonstrated a clear understanding of the course subject matter and its objectives. The student has grasped the subject matter and accomplished the course objectives at a level considered to be good to very good. The student can independently perform tasks associated with the course objectives. The student attaining this grade can articulate comprehension of course objectives through clear and logical oral and written communications.
2.5	The student has demonstrated a basic comprehension of course fundamentals and objectives. In addition, the student can articulate comprehension of some elements of the subject matter and course objectives through oral and written communications.
2.0	The student has demonstrated a satisfactory level of comprehension of course fundamentals and objectives. The student meets minimum requirements for the course. The student can articulate fundamental concepts of the subject matter and course objectives minimally through written and oral communications.
1.5	The student has demonstrated only an elementary familiarity with the subject matter and course objectives. The quality and quantity of work submitted to meet the course objectives can be considered only minimally acceptable. The student attaining this grade cannot be expected to articulate course concepts or objectives without assistance.
0.0	The student has demonstrated neither knowledge nor understanding of the subject matter or course objectives. The quality and quantity of work submitted to meet the course objectives is not acceptable for university-level work. The student attaining this grade cannot articulate the concepts of the subject matter and course objectives in a meaningful manner.

## **Deadline for Final Grades**

Instructors in the IEP, bachelor's degree programs, and Magister program, including Online courses, are required to submit all grades for their courses within 72 hours of the end of the term. This does not include weekends. The term generally ends on a Friday, so grades are due by Wednesday.

MBA instructors are required to submit all grades for their course within 10 days after the end of the course. For in-class courses, this does not include weekends. For Online courses, the 10-day deadline includes weekends, so you truly have only 10 days to submit your grades.

## **Giving Incomplete Grades and Granting Extensions**

To issue a grade of Incomplete ("I"), the following three criteria must be met:

- The student must be making satisfactory progress (defined as the student having completed at least 50% of the course requirements, or having approval of the Dean or designee).
- The student must have documented extenuating circumstances that necessitate additional time to complete the course.
- The student must place the request in writing with the instructor.

Additionally, the instructor must submit a **Change of Grade Form** (available in the Admissions Office) to the Admissions Office informing the Student Advisors of the Incomplete Grade.

You should deny the request for a grade of Incomplete ("I") if:

- The student has not made satisfactory progress by the time the grade is due,
- The request for the Incomplete ("I") has not been documented in writing prior to the deadline for grade submission, or
- The student is unable to demonstrate extenuating circumstances. In such cases, you should use the decimal grade earned up to that point as the final grade. The student may petition the Registrar for withdrawal from the course altogether, but only until the 8<sup>th</sup> week of the term.

If you have accepted the student's request and turned in the Change of Grade form, one extension (30 days) may be granted to the student, according to the following chart:

Quarter	Quarter End Date	30-day Extension End Date
Summer	September 30	October 30
Fall	December 31	January 30
Winter	March 31	April 30
Spring	June 30	July 30

When the student turns in the required work within 30 days, grade it and submit the student's new grade by turning in another Change of Grade form to the Admissions Office. If you do not change the student's grade by the end of the 30-day extension, the "I" grade will become a 0.0 for the course.

## **Giving Other Failing Grades**

If a student has earned a failing grade in your class, you will also need to fill out a **Change of Grade Form** from the Admissions Office. You will need to note the date of last contact and the percentage of work completed on this form.

## **Changing a Grade after the Term Ends**

After a grade has been posted to a student's record, the grade may be changed only by the following actions:

- The instructor changes a grade for work submitted after the final grade was posted.

- The instructor certifies that an error has occurred by submitting a **Change of Grade form** (available in the Admissions Office).
- A grade grievance filed by the student results in a change of grade (see next section).

Once a grade has been posted, it may be changed upward but not downward unless the original posting was a clerical error.

In the event of extenuating circumstances, the Registrar will accept a grade change up to, but not exceeding six (6) calendar months from the date of issue of the original grade.

### **Grade Grievances**

City University presumes that the instructors are best able to evaluate the academic performance of students and to assign grades. If a student believes that a grade was miscalculated, that it was assigned arbitrarily, is unjust or that crucial factors were not taken into account, the student may request that the grade be re-evaluated by exercising the following procedure:

- The student should first attempt to discuss the disputed grade with the instructor to seek a mutually satisfactory resolution.
- If an acceptable resolution is not reached, the student may fill out a Grade Grievance Form (<http://www.vsm.sk/en/services-for-students/download-center/>) and forward it to the Grade Grievance Coordinator (Luba Habodaszova, [lhobodaszova@vsm.sk](mailto:lhobodaszova@vsm.sk)) with a letter, including all original graded work and documented communication. The grievance must be submitted no later than five (5) weeks after the disputed grade was posted. Students can find the form at the Admissions Office.
- Copies of the grievance and related documents will be forwarded to the instructor for consideration and/or written rebuttal.
- All communication between student and instructor will be handled through the Grade Grievance Coordinator.
- When the communication and documentation have been sufficiently exchanged, the Grade Grievance Coordinator will review the case file, consult appropriate academic managers as needed, and then make one of the following decision:
  - Uphold the grade as initially assigned.
  - Request that the instructor change the grade.
- The Grade Grievance Coordinator will submit a change of grade to the Registrar.

### **Student's Right to Appeal**

If the student wishes to appeal the decision of the Grade Grievance Coordinator, an appeal letter must be sent to the Dean or Rector within 10 days. The Dean or Rector's decision is final and not subject to further appeal.

## 4.12 Links to Teaching Resources

If you are interested in developing your teaching, here are some links to online resources:

### First Day of Class

- *The First Day of Class: Your Chance to Make a Good First Impression*. Center for Faculty Excellence, University of North Carolina: <http://cfe.unc.edu/pdfs/FYC1.pdf>
- *Ten Ways to Make Your Teaching More Effective*. Division of Undergraduate Education, University of California, Berkeley: <http://teaching.berkeley.edu/tenways.html>
- *Not Quite 101 Ways to Learning Students' Names*. Teaching Resource Center, University of Virginia: [http://trc.virginia.edu/Publications/Teaching\\_Concerns/Misc\\_Tips/Learn\\_Names.htm](http://trc.virginia.edu/Publications/Teaching_Concerns/Misc_Tips/Learn_Names.htm)
- *Engaging Students from Beginning to End*. Lisa Reilly, Department of Architectural History, Teaching Resource Center, University of Virginia: [http://trc.virginia.edu/Publications/Teaching\\_Concerns/Fall\\_2004/TC\\_Fall\\_2004\\_Reilly.htm](http://trc.virginia.edu/Publications/Teaching_Concerns/Fall_2004/TC_Fall_2004_Reilly.htm)
- *Planning a Class Session: A Guide for New Teachers*. Diane Enerson, Kathryn Plank, and R. Neill Johnson: [http://www.schreyerstitute.psu.edu/pdf/planning\\_a\\_class\\_session.pdf](http://www.schreyerstitute.psu.edu/pdf/planning_a_class_session.pdf)

### Designing Course Assignments

- *Planning, Designing and Evaluating Student Assignments*. Center for Faculty Excellence, University of North Carolina: <http://cfe.unc.edu/pdfs/FYC18.pdf>
- *Writing for Learning, not just for Demonstrating Learning*. Peter Elbow, University of Massachusetts, Amherst: <http://www.ntlf.com/html/lib/bib/writing.htm>
- *Teaching with Reading Journals*. Christopher Jackson, Teaching Resource Center, University of Virginia: [http://trc.virginia.edu/Publications/Teaching\\_Concerns/Spring\\_2005/TC\\_Spring\\_2005\\_Jackson.htm](http://trc.virginia.edu/Publications/Teaching_Concerns/Spring_2005/TC_Spring_2005_Jackson.htm)
- *Cooperative Learning: Students Working in Small Groups*. Center for Teaching and Learning, Stanford University: <http://ctl.stanford.edu/Newsletter/cooperative.pdf>
- *Cooperative Learning / Cooperative Grading*. Marji Lindner, Department of Psychology, Teaching Resource Center, University of Virginia: [http://trc.virginia.edu/Publications/Teaching\\_Concerns/Spring\\_1992/TC\\_Spring\\_1992\\_Lindner.htm](http://trc.virginia.edu/Publications/Teaching_Concerns/Spring_1992/TC_Spring_1992_Lindner.htm)

### Delivering Lectures

- *Delivering a Lecture*, Barbara Gross Davis, University of California, Berkeley: <http://teaching.berkeley.edu/bgd/delivering.html>
- *Interactive Lectures*. Science Education Resource Center, Carlton College: <http://serc.carleton.edu/sp/library/interactive/index.html>
- *How to Keep Your Students Thinking*. Teaching Resource Center, University of Virginia: [http://trc.virginia.edu/Publications/Teaching\\_Concerns/Spring\\_1995/TC\\_Spring\\_1995\\_Students\\_Thinking.htm](http://trc.virginia.edu/Publications/Teaching_Concerns/Spring_1995/TC_Spring_1995_Students_Thinking.htm)
- *The "Change-Up": A Good Pitch to Have in Your Teaching Repertoire*. Bill McAllister, Teaching Resource Center, University of Virginia: [http://trc.virginia.edu/Publications/Teaching\\_Concerns/Fall\\_1997/TC\\_Fall\\_1997\\_Change-Up.htm](http://trc.virginia.edu/Publications/Teaching_Concerns/Fall_1997/TC_Fall_1997_Change-Up.htm)
- *Answering and Asking Questions*. William E. Cashin, Center for Faculty Evaluation and Development, University of Kansas: [http://www.theideacenter.org/sites/default/files/Idea\\_Paper\\_31.pdf](http://www.theideacenter.org/sites/default/files/Idea_Paper_31.pdf)
- *Dumb Questions: Can't Live With 'Em, Can't Live Without 'Em*. Bill McAllister, Department of History, Teaching Resource Center, University of Virginia: [http://trc.virginia.edu/Publications/Teaching\\_Concerns/Fall\\_1994/TC\\_Fall\\_1994\\_McAllister.htm](http://trc.virginia.edu/Publications/Teaching_Concerns/Fall_1994/TC_Fall_1994_McAllister.htm)
- *Active Learning with PowerPoint*. Center for Teaching and Learning, University of Minnesota: <http://www1.umn.edu/ohr/teachlearn/tutorials/powerpoint/>
- *The Perils of PowerPoint*. Thomas R. McDaniel, Converse College, and Kathryn N. McDaniel, Marietta College: <http://ctl.stanford.edu/Tomprof/postings/663.html>

## In-Class Activities and Discussions

- *Designing Effective Group Activities: Lessons for Classroom Teaching and Faculty Development.* Larry K. Michaelsen, L. Dee Fink, Arletta Knight, The University of Oklahoma: <http://www.ou.edu/pii/tips/ideas/groupact.html>
- *Classroom Activities for Active Learning.* Center for Faculty Excellence, University of North Carolina: <http://cfe.unc.edu/pdfs/FYC2.pdf>
- *Teaching Through Discussion.* Center for Instructional Development and Research, University of Washington: <http://depts.washington.edu/cidrweb/Bulletin/Discussion.html>
- *Leading Discussions FAQ.* Campus Instructional Consulting, Indiana University: <http://www.iub.edu/~teaching/allabout/faq/leading.shtml>
- *Improving Discussions.* William E. Cashin & Philip C. McNight, Center for Faculty Evaluation and Development, University of Kansas: [http://www.theideacenter.org/sites/default/files/Idea\\_Paper\\_15.pdf](http://www.theideacenter.org/sites/default/files/Idea_Paper_15.pdf)
- *Encouraging Students' Participation in Discussions.* Marva A. Barnett, Teaching Resource Center, University of Virginia: [http://trc.virginia.edu/Publications/Teaching\\_Concerns/Spring\\_1999/TC\\_Spring\\_1999\\_Barnett.htm](http://trc.virginia.edu/Publications/Teaching_Concerns/Spring_1999/TC_Spring_1999_Barnett.htm)
- *Encouraging Student Participation in Discussion.* Barbara Gross Davis, University of California, Berkeley: <http://teaching.berkeley.edu/bgd/participation.html>
- *Some Answers about Questions.* Carole Hamilton, Teaching Resource Center, University of Virginia: [http://trc.virginia.edu/Publications/Teaching\\_Concerns/Fall\\_1994/TC\\_Fall\\_1994\\_Hamilton.htm](http://trc.virginia.edu/Publications/Teaching_Concerns/Fall_1994/TC_Fall_1994_Hamilton.htm)
- *Teaching with Data.* Science Education Resource Center, Carlton College: <http://serc.carleton.edu/sp/library/teachingwdata/index.html>

## Using Cases

- *Teaching with Case Studies.* Center for Teaching and Learning, Stanford University: [http://ctl.stanford.edu/Newsletter/case\\_studies.pdf](http://ctl.stanford.edu/Newsletter/case_studies.pdf)
- *The Case Method and the Interactive Classroom.* John Forman, Professor of Sociology, University of California, Santa Barbara: <http://www2.nea.org/he/heta01/images/s01p41.pdf>
- *Using Cases in Teaching.* Teaching and Learning with Technology, Penn State University: <http://tlt.its.psu.edu/suggestions/cases/>
- *Teaching with the Case Method.* Indiana University Teaching Handbook: [http://www.teaching.iub.edu/wrapper\\_big.php?section\\_id=case](http://www.teaching.iub.edu/wrapper_big.php?section_id=case)
- *The ABCs of Case Teaching.* Pew Case Studies in International Affairs: <http://ecase.georgetown.edu/abcs.pdf>

## Writing Exams

- *Best Practices for Designing and Evaluating Exams.* Mary E. Piontek, Center for Research on Learning and Teaching, University of Michigan: [http://www.crlt.umich.edu/publinks/CRLT\\_no24.pdf](http://www.crlt.umich.edu/publinks/CRLT_no24.pdf)
- *Quizzes, Tests, and Exams.* Barbara Gross Davis, University of California, Berkeley: <http://teaching.berkeley.edu/bgd/quizzes.html>
- *Improving Multiple-Choice Tests.* Victoria Clegg and William E. Cashin, Center for Faculty Evaluation and Development, University of Kansas: [http://www.theideacenter.org/sites/default/files/Idea\\_Paper\\_16.pdf](http://www.theideacenter.org/sites/default/files/Idea_Paper_16.pdf)
- *Improving Multiple Choice Questions.* Center for Faculty Excellence, University of North Carolina: <http://cfe.unc.edu/pdfs/FYC8.pdf>
- *Writing Multiple-Choice Questions that Demand Critical Thinking.* Teaching Effectiveness Program, University of Oregon: <http://tep.uoregon.edu/resources/assessment/multiplechoicequestions/mc4critthink.html>
- *Writing and Grading Essay Questions.* Center for Faculty Excellence, University of North Carolina: <http://cfe.unc.edu/pdfs/FYC7.pdf>
- *Improving Essay Tests.* William E. Cashin, Center for Faculty Evaluation and Development, University of Kansas: [http://www.theideacenter.org/sites/default/files/Idea\\_Paper\\_17.pdf](http://www.theideacenter.org/sites/default/files/Idea_Paper_17.pdf)

## Evaluating Student Work and Giving Feedback

- *Fast Feedback*. Barbara Gross Davis, University of California, Berkeley: <http://teaching.berkeley.edu/bgd/feedback.html>
- *Grading Class Participation*. Martha L. Maznevski, Assistant Professor, McIntire School of Commerce, Teacher Resource Center, University of Virginia: [http://trc.virginia.edu/Publications/Teaching\\_Concerns/Spring\\_1996/TC\\_Spring\\_1996\\_Maznevski.htm](http://trc.virginia.edu/Publications/Teaching_Concerns/Spring_1996/TC_Spring_1996_Maznevski.htm)
- *Ten Simple Strategies for Grading Writing*. Jennifer Sinor and Ian Kerney, Sweetland Writing Center, University of Michigan: [http://www.crlt.umich.edu/gsis/P7\\_1.php](http://www.crlt.umich.edu/gsis/P7_1.php)
- *Commenting Effectively on Student Writing*. Phyllis Frus, Sweetland Writing Center, University of Michigan: [http://www.crlt.umich.edu/gsis/P7\\_2.php](http://www.crlt.umich.edu/gsis/P7_2.php)
- *Pedagogical Theory and Practice: Responding to Student Writing*. Sweetland Writing Center, University of Michigan: <http://www.lsa.umich.edu/UofM/Content/SWC/document/SpecialMarch99.pdf>
- *A Method for Grading Essays in Any Course*. Candace Caraco, Teaching Resource Center, University of Virginia: [http://trc.virginia.edu/Publications/Teaching\\_Concerns/Fall\\_1996/TC\\_Fall\\_1996\\_Caraco.htm](http://trc.virginia.edu/Publications/Teaching_Concerns/Fall_1996/TC_Fall_1996_Caraco.htm)

## Online Teaching

- *Seven Principles Effective Teaching: A Practical Lens for Evaluating Online Courses*. Charles Graham, Kursat Cagiltay, Bung-Ro Lim, Joni Craner, and Thomas M. Duffy. <http://coursespace.suny.edu/sln/public/original.nsf/dd93a8da0b7ccce0852567b00054e2b6/b495223246cabd6b85256a090058ab98?OpenDocument>
- *How Interactive are Your Distance Courses? A Rubric for Assessing Interaction in Distance Learning*. M.D. Roblyer and Leticia Ekhaml. <http://www.westga.edu/~distance/roblyer32.html>

## Motivating Students

- *Motivating Students*. Barbara Gross Davis, University of California, Berkeley: <http://teaching.berkeley.edu/bgd/motivate.html>
- *Motivating Students*. Teaching Effectiveness Program, University of Oregon: <http://tep.uoregon.edu/resources/faqs/motivatingstudents/motivating.html>
- *Lost in the Crowd? Helping Individual Students*. Marva A. Barnett, Department of French, Teaching Resource Center, University of Virginia: [http://trc.virginia.edu/Publications/Teaching\\_Concerns/Fall\\_2001/TC\\_Fall\\_2001\\_Barnett.htm](http://trc.virginia.edu/Publications/Teaching_Concerns/Fall_2001/TC_Fall_2001_Barnett.htm)

## Getting feedback from Students

- *Whose Course Is It? Students as Course Co-Creators*. Marva A. Barnett, Department of French, Teaching Resource Center, University of Virginia: [http://trc.virginia.edu/Publications/Teaching\\_Concerns/Misc\\_Tips/Whose\\_Course.htm](http://trc.virginia.edu/Publications/Teaching_Concerns/Misc_Tips/Whose_Course.htm)
- *Classroom Assessment Techniques*. National Teaching and Learning Forum: <http://www.ntlf.com/html/lib/bib/assess.htm>
- *Gathering Your Own Student Feedback*. Institute for Teaching and Learning, University of Sydney: <http://www.itl.usyd.edu.au/feedback/gatherstufeed.htm>

## Classroom Management

- *Missed Expectations: Incivility in the Classroom*. National Education Association: <http://www2.nea.org/he/advo00/advo0003/feature.html>
- *Managing Hot Moments in the Classroom*. Lee Warren, Derek Bok Center for Teaching and Learning, Harvard University: <http://isites.harvard.edu/fs/html/icb.topic58474/hotmoments.html>
- *Dealing with Disruptive Behavior in the Classroom*. Kathleen McKinney, Cross Chair in the Scholarship of Teaching and Learning and Professor of Sociology, Illinois State University: <http://www.cat.ilstu.edu/additional/tips/disBehav.php>

## 5. Academic Support for Faculty

### 5.1. IT Department and Site Resources

The IT department will set up your network access and email account, help you with any problems you have with these services or your office computer, assist you with audiovisual equipment to use in the classroom, and provide training on the software you need to prepare your course material.

#### Trenčín IT Resources

In Trenčín, 3-4 faculty members share an office in which there are at least two desktop computers. All computers connect to two printers located in the Copy Room, which also has two photocopy machines and three additional computers for faculty use.

Trenčín faculty should contact the following staff members for IT help:

Miro Slivka, [mslivka@vsm.sk](mailto:mslivka@vsm.sk); Department Manager and Network Administrator  
 Roman Roxer, [rroxe@vsm.sk](mailto:rroxe@vsm.sk); Online Centrum Administrator  
 Tomas Stolar, [tstolar@vsm.sk](mailto:tstolar@vsm.sk); Assistant Network Administrator

Equipment	#	How to reserve and acquire it for your class
<i>Student Computer Labs</i>	2	Contact Miro or Tomas to reserve the rooms.
<i>PC Projectors</i>	3	Contact Tomas to reserve and arrange set up.
<i>Classrooms with PC Projectors</i>	2	Sign up on schedule in IT office 304. Pick up key at the front desk.
<i>TVs and VCRs</i>	3	Sign up at the front desk, and get it there before class.
<i>TVs and DVD players</i>	1	Sign up at the front desk, and get it there before class.
<i>CD Players</i>	3	Sign up at the front desk, and get it there before class. Some offices may also have a CD player.
<i>Tape Recorders</i>	4	Sign up at the front desk, and get it there before class. Some offices may also have a tape recorder.
<i>Overhead Projectors</i>	4	Sign up at the front desk, and get it there before class.

#### Online Centrum

Roman Roxer administers the web page's Online Centrum. If you have a problem with your account or your students have a problem with online applications, contact him via email or personally. He is responsible for the Bulletin Board, Uploader, Online Evaluation, and Online grades (starting Jan. 09).

#### Bratislava IT Resources

In Bratislava, MBA, BSBA, and Bc. faculty members share one large office, and IEP teachers share another. Full-time instructors should receive a desk with a desktop computer, and there is a printer in each office. There are also several computers available for part-time faculty to use. Teachers can use the photocopy machine in the hallway, as well as ones in the library or front office in emergencies. To use the photocopy machines, you will need an ID number, which Martin Bokor can assign.

Bratislava faculty should contact the following staff members for IT help:

Marek Karais, [mkarais@vsm.sk](mailto:mkarais@vsm.sk), Graphic Designer/Network Administrator  
 Martin Bokor, [mbokor@vsm.sk](mailto:mbokor@vsm.sk), Computer and PC Lab Administrator

Another important person is Laco Galbavy, the Academic Office Coordinator, who works in the BSBA office.

Equipment	#	How to reserve and acquire it for your class
<i>Student Computer Labs</i>	2	Contact Laco to reserve in advance (at least 1 day before classroom use and 5 weeks before exam use).
<i>PC Projectors</i>	3	Contact Martin to reserve at the beginning of the term, or on demand.
<i>Classroom with PC Projector 103, 105, 109-113, 216, 218</i>	9	Assigned on the schedule. Pick up key at the front desk before class.
<i>TVs and VCRs</i>	2	Reserve through Laco, and get it in the IEP office or 216 before class.
<i>TVs and DVD players</i>	1	Reserve through Laco, and get it in the IEP office or 216 before class.
<i>CD players and tape recorders</i>	3	Available in the IEP office. No reservations necessary. (3 each)
<i>Overhead projectors</i>	5	1 <sup>st</sup> floor classrooms are equipped with them; no reservations needed.

## 5.2. The Admissions Office

In general, the Admissions Office is responsible for processing student applications, admitting applicants, enrolling students into programs as well as courses, and guiding them throughout their studies.

### Trenčín Student Advisors

Petra Benková, *pbenkova@vsm.sk*  
Bc. programs in the Slovak language

Monika Chalupková, *mchalupkova@vsm.sk*  
BSBA and Bc. programs in English

Michaela Markechová  
mmarkechova@vsm.sk  
Online BSBA and Bc. programs in English

Monika Digaňová  
mdiganova@vsm.sk  
IEP program and MBA & Mgr. programs

### Bratislava Student Advisors

Martina Gregorová, *mgregorova@vsm.sk*  
Bc. programs in the Slovak language

Vladimíra Báčiková, *vbacikova@vsm.sk*  
BSBA and Bc. programs in English

Alena Vranovská, *avranovska@vsm.sk*  
IEP program

Jana Balková, *msvetlikova@vsm.sk*  
MBA and Mgr. programs

Andrea Sládečková, *asladeckova@vsm.sk*  
State exam & thesis seminars

Adriana Hrachová, *ahrachova@vsm.sk*  
Payments

### Student Registration

Before each term, program managers will make a tentative schedule of courses for which students will register. However, your schedule will not be 100% confirmed until after registration, which usually occurs one to three weeks before the term starts. Students come to the Admissions Office on assigned days (by year of study) to enroll in their courses. Student Advisors will provide the program managers with the student numbers for each course at the end of registration, and then the program managers can finalize the term's schedule.

Student Advisors will not be able to tell you the number of students in your course until after registration is complete. However, even then, students can still change or add courses until the second week of the term.

### What Instructors Can Do for the Admissions Office and Vice Versa

Student Advisors deal mostly with students; however, faculty members will work with Student Advisors on the following tasks:

#### **Class rosters**

Student Advisors create rosters for each course. These are posted online, and you should access them by the first day of the term. If there are problems with your roster, contact the Advisor responsible for your program.

- **For Online courses, use the roster to mark students who submit the Student Introductory Assignment in the first week.**
  - If a student contributes to your course and is not on the roster, immediately contact the Advisor responsible for the Online program.
  - If a student on the roster does not submit the SIA, again, report this to the Advisor responsible for the Online program.
- **For daily classes, print out the roster and take attendance with it at the beginning of the term.**

- During the first week, some students who are not on the roster may come to class. You should send these students to the Admissions Office to determine why they are not on the roster; they should only be in your class if they have an Add-to-Class form from the Admissions Office.
- Be sure to report students on the roster who do not show up to class to the Student Advisor of your program.

After the first week, the Student Advisors will prepare the final rosters, which will be available to IEP, BSBA, Bc., and Mgr. instructors on Monday of Week 2 (and available to MBA instructors on Friday before the first weekend).

During the term, the Advisors will update the roster if students drop (“W”) or are submitted for a possible Scholastic Honesty violation (“K”). Advisors will inform you of changes to the official roster by email.

- Because of these updates, please enter your grades on the roster (not on a saved copy) to ensure that your grades are on the most current roster.
- You do not have to provide grades for students given a “W”; however, you will need to keep track of grades for a student with a “K” until the case is decided.

### **Final Grades**

The Advisors also are responsible for ensuring that all end-of-course grades and paperwork are complete.

- **Please enter and save all course grades (partial and final) on the grade roster for your course.**
- **If a student receives a failing grade or Incomplete (“I”) in your course, you will need to fill out a Change of Grade form (available in the Admissions Office) at the end of the term.**

### **TOEFL Test**

The Student Advisors also organize and proctor entrance exams, including the TOEFL test.

- You may be asked to help proctor the TOEFL test with admissions advisors. You will be asked to help in advance.

### **Open Days**

On Open Days, prospective applicants visit the school. Besides attending an informational session, they may also visit classes or a demonstration lesson.

- You may be asked to welcome these students in your courses or to prepare and give a demo lesson. Admissions will inform you about these visits in advance as well.

## 5.3 The Library at CU/VŠM

CU/VŠM's library is headquartered in Trenčín with a smaller branch in Bratislava. The library has 20,500 titles, mostly in English, subscribes to 148 periodicals, and receives the annual reports of over 160 companies. Materials are mostly in English, but part of the collection is in Slovak and Czech.

Students and teachers have access to City University of Seattle's online portal, where they can use library services such as course resources and online databases (see the following pages). This gives students access to high-quality English sources which cannot be found easily in Slovakia. With the addition of these online databases, CU/VŠM's library more than meets the demands of students' research, and its collection is sufficient for instructor support.

### Library staff TRENČÍN

**Lucia Baginová**, Library Director and Librarian for Circulation Services

- responsible for check-out and return of library materials [lbaginova@vsm.sk](mailto:lbaginova@vsm.sk)

**Eva Ližičárová**, Systems Librarian and Librarian for Theses

- responsible for library web site, library software and theses [elizicarova@vsm.sk](mailto:elizicarova@vsm.sk)

**Miriám Volníková**, Serials Librarian

- responsible for periodical management [mvolnikova@vsm.sk](mailto:mvolnikova@vsm.sk)

**Daniela Divílková**, Librarian for Acquisitions

- responsible for the ordering and receipt of library materials [ddivilkova@vsm.sk](mailto:ddivilkova@vsm.sk)

**Vanda Mokráňová**, Librarian for Cataloging

- responsible for library cataloging and overall collection management [vmokranova@vsm.sk](mailto:vmokranova@vsm.sk)

### Library staff BRATISLAVA

**Dagmar Barčáková**, Associate Director and Librarian for Publication Activities

- responsible for publication activities and the collection of annual reports, pamphlets, bulletins  
[dbarcakova@vsm.sk](mailto:dbarcakova@vsm.sk)

**Petra Klačanská**, Serials Librarian

- responsible for periodical management [pklacanska@vsm.sk](mailto:pklacanska@vsm.sk)

**Ľudmila Kuštárová**, Librarian for Circulation Services

- responsible for check-out and return of library materials [lkustarova@vsm.sk](mailto:lkustarova@vsm.sk)

**Daniela Jamrichová**, Librarian for Electronic Sources

- responsible for electronic and online sources [djamrichova@vsm.sk](mailto:djamrichova@vsm.sk)

### Library hours (TRENČÍN)

Monday – Thursday	7:30 a.m. – 7:00 p.m.
Friday	7:30 a.m. – 5:00 p.m.
Saturday	8:30 a.m. – 3:30 p.m.
Sunday	closed

### Library hours (BRATISLAVA)

Monday – Thursday	7:30 a.m. – 7:00 p.m.
Friday	7:30 a.m. – 5:00 p.m.
Saturday	8:30 a.m. – 3:30 p.m.
Sunday	closed

**Library web site :** [http://www.vsm.sk/en/student\\_services](http://www.vsm.sk/en/student_services)

**Library online catalog:** <http://catalog.cutn.sk>

- The Library is closed on Slovak National holidays. Please watch for notices regarding changes in the Library's hours of operation.
- The Library provides resources to support research activities and coursework. **We do NOT provide TEXTBOOKS for students.**
- Course-related materials for teachers are stored in the Faculty Resource Center and may be checked out for the entire trimester. Materials include manuals, textbooks, study guides, test-banks, presentation slides, etc.

- The loan period for materials from the general collection, VHS, DVD, and CD is 3 weeks. They may be renewed for one more week. The loan period for periodicals is 4 days. Current issues of periodicals may not be borrowed.
- The Library sends regularly overdue notices to each teacher listing which materials are checked out under his/her name and are already overdue. Please return or renew these items. Each teacher can check his/her account online <http://catalog.cutn.sk> (Login). Faculty members are not exempt from paying for item replacements.
- The Library offers a reserve service to instructors so that supplemental books or articles may be made available for their students at one central location. Instructors placing items on Reserve are requested to specify the length of the reserve period to library staff and any limitations. At the end of the term, all items will be removed from reserve unless you renew the request for reserve.
- The Library welcomes purchasing suggestions from the faculty. Suggestions may be sent via e-mail, or you can fill in the online form at [library.cutn.sk](http://library.cutn.sk). However, the library may not be able to honor all requests due to budgeting and other collection development concerns. You will be informed about whether your suggestions can be granted. From the time of order to check-out availability, it generally takes 6-8 weeks.
  - Note: Because the Library cannot guarantee a refund of your money, please do not purchase books for the Library independently!
- The Library can help faculty members with access to the City University of Seattle portal (<https://my.cityu.edu>). Detailed printed instructions about how to create an account and how to use the online databases are available in the library. The process of ID activation for students as well as new faculty ID number assignment takes approximately 3 weeks.
- The Library offers instruction tours for classes to educate students in locating and using appropriate sources for their research and coursework. The tour lasts approximately 40 minutes and may be designed to meet the information needs of a specific course or assignment. Please arrange the tour with the librarians at least two days before the desired date. To learn how to search the City University online databases requires a special workshop in the computer lab. It takes about one hour and should also be arranged with a network administrator.
- The Libraries in Trenčín and Bratislava cooperate closely and are able to deliver any materials from the other site upon request. Materials may be returned at any site.

### **Instructional materials collection**

A special collection of instructional materials, located at the Trenčín and Bratislava sites, is accessible through the Main catalog <http://catalog.cutn.sk> (Search). This selectively created fund of textbooks, supplemental and methodological resources in the English, Slovak and Czech languages has been developed to support and enhance teaching activities at the university.

#### *Collection Organization*

The collection is classified and organized by Dewey decimal classification. Each book title is shelved according to its call number. Each textbook kit has the same Dewey number and dividers designed to organize the textbook and its supplements by the author and the year of edition.

#### *Where to look for and how to find your books for teaching?*

In Online/OPAC main catalog choose ADVANCED search:

- In the part **Faculty resources**
- Write the course number into the **Course number index** and verify the available textbook and its supplements for the particular year/edition

## 5.4. My.CityU: CU's Web Portal

At City University of Seattle's web portal, My.CityU, you can access faculty development tutorials and resources, your City University of Seattle e-mail, course resources, online article databases for doing research, CityU news, and other faculty resources.

### Accessing the Portal

You can login to My.CityU from any computer connected to the Internet.

1. Open one of the following web browsers: Internet Explorer (5.5 or greater), Netscape Navigation (6 or greater), or Mozilla or Firebird (1 or greater).
2. In your address bar, type: <https://my.cityu.edu/>
3. Do one of the following:
  - If you are a new user, click **Create Your Account** and follow the steps. You will need your birth date (month first) and CityU ID number (if you don't know your number, contact Roberta Sokolova [rsokolova@vsm.sk](mailto:rsokolova@vsm.sk)).
  - If you have a username but do not know your password, click **Change/Forgot Your Password?** next to the Sign In button. You will be asked for your birth date (month first) and CityU ID number.
  - If you already have an account, login using your user name and password.

### Navigating on My.CityU

The initial page that displays after you login contains a number of different boxes. However, this is just a sampling of what's available. The menu along the left and the tabs along the top will allow you to navigate to different areas of My.CityU. Please explore the portal to learn more about CityU.

You should have a "My Page" tab and a "Faculty" tab. Clicking on the Faculty tab will open a page with the most important channels for faculty. You can get back to the first page at anytime by clicking on the "My Page" tab along the upper left part of the screen.

### Program and Course Resources on the Portal

Click on "Library" in the Menu and you will open the Library home page. It is helpful for both instructors and students. Please remind your students to use these resources. Look for these four important sections on the Library Home Page:

#### 1) RESOURCES BY COURSE

There is a course resource folder for each course. Find "Resources by Course" and click on your course (e.g. MBA 500). Here you will find links to the online databases, e-books, periodicals and web sites related to your course. **Any required online resources can be accessed here** – click on the link. You will be asked to enter your username and password again and then be taken to the source.

The librarians in Bellevue would welcome input from European faculty about useful links and other resources to add to these course folders. Contact Mary Mara ([mmara@cityu.edu](mailto:mmara@cityu.edu)) to contribute.

#### 2) RESOURCES BY PROGRAM: Management

Find "Resources by Program" and click on the "Management" folder. Here students can find several tools to help with their coursework.

- **How do I...?** Online tutorials on using the library's management resources.
  - Analyze a company in an industry
  - Find case studies

- Find company information
  - Find competitors or suppliers
  - Find industry information
  - Find info about consumers
  - Find ratios
  - Find SIC/NAICS codes
  - Get help with business plans
  - Research any country
  - **Subject Guides:** Guides about doing research on specific countries or fields.
  - **Writing Resources:** Guides for certain types of assignments.
- 3) HOW DO I...?**
- This section includes online tutorials for students (and instructors) about doing and using research. Some are slide shows; others are documents.
- **Search an online database** [a tutorial for each database]
  - **Evaluate information sources** [how to evaluate web sites]
  - **Evaluate scholarly sources** [how to evaluate database articles]
  - **Use the APA citation style** [in-text citations and reference page]
  - **Use Wikipedia** [what you can and can't do with Wikipedia]
  - **Use Google Scholar** [how to search for scholarly sources on the Internet]

#### **4) QUICK LINKS: Online Databases**

There is a link here to CityU's online article databases. These databases contain thousands of good articles, much more reliable than Internet sources. More information about the databases is below.

### **Faculty Development Resources**

The box called "Faculty Resources" has the following sections of professional development workshops and resources.

#### **1) Getting Started**

There is a workshop here designed for new instructors but also useful for returning instructors who want to refresh their knowledge about CityU and get tips for teaching.

- **Introduction to CityU (2-3 Hours).** This online orientation will introduce you to the University and its mission, policies, procedures and other helpful information and resources to get you off to a good start as a City University of Seattle instructor. This is a self-paced, web-based orientation that you can access at any time.

#### **2) Tell Me More About**

This section has teaching tips, resources, and suggested activities for developing your teaching. There are documents and links related to the following topics:

- The Learner in Your Classroom
- The Teaching Process
- Planning for Learning
- Facilitating Learning
- Assessing Learning
- Reflecting on Learning
- Managing a Classroom

## Online Databases on the Portal

The list of databases is below. After you open a database, you will need to enter your username and password again. Students will be required to use these databases when they learn about writing and doing research at the beginning of the BSBA and MBA programs. **Please encourage, or even require, your students to continue using these databases.**

<b>Database Name</b>	<b>Subject</b>	<b>Description</b>
<a href="#"><u>ABI/Inform Trade and Industry</u></a>	Management	Full text articles from business magazines and newsletters with a trade or industry focus. Includes industry news, product and competitive information, and marketing trends. <b>(ProQuest)</b>
<a href="#"><u>Academic Search Premier</u></a>	General	Articles, abstracts, and photos from scholarly journals, news magazines and newspapers on topics in the social sciences, humanities, the arts and technology. <b>(EBSCO)</b>
<a href="#"><u>Accounting and Tax with Standards</u></a>	Management	Find abstracts and full text articles from nearly 300 accounting, tax, and related business publications. Browse full text standards and related documents from leading international and U.S. organizations, including FASB, GASB, AICPA, IASB, and IFRC. <b>(ProQuest)</b>
<a href="#"><u>Alt-PressWatch</u></a>	General	Full text database comprised of the newspapers, magazines and journals of the alternative and independent press. <b>(ProQuest)</b>
<a href="#"><u>ArticleFirst</u></a>	General	An index of articles from the contents pages of journals. Provides citations to articles on science, technology, medicine, social science, business, the humanities, and popular culture. <b>(OCLC)</b>
<a href="#"><u>Books24x7</u></a>	Computer Systems, Management	Find entire electronic books (e-books) for background and in-depth research, or just search for relevant chapters. Three frequently updated collections include over 12,000 e-books on Information Technology, Finance, and Business.
<a href="#"><u>Business Source Complete</u></a>	Management	Abstracts and full text articles from scholarly and popular business, law, and computer systems periodicals. <b>(EBSCO)</b>
<a href="#"><u>Communication and Mass Media Complete</u></a>	General	Abstracts and full text articles from scholarly journals, magazines and trade publications on topics in communication, mass media and closely related fields of study. <b>(EBSCO)</b>
<a href="#"><u>Computer Source</u></a>	Computer Systems	Full text articles on topics such as computer science, programming, artificial intelligence, information systems, software, etc. <b>(EBSCO)</b>
<a href="#"><u>CultureGrams</u></a>	General	Country reports on 187 cultures of the world.
<a href="#"><u>Discovery Education</u></a>	Education	Integrate content-specific videos clips and images (from PBS, Scholastic, BBC, and more) into K-12 curriculum. Searchable by content area, grade level or theme. Includes lesson and unit plans, assessments, and other instructional teacher tools.
<a href="#"><u>Education Journals</u></a>	Education	Citations and full text articles from scholarly and popular education journals. Significant full text from more than 500 education journals. <b>(ProQuest)</b>
<a href="#"><u>Education Research Complete</u></a>	Education	Largest and most complete collection of full text education journals for educators and administrators in elementary through higher education. Indexing and abstracts for more than 1,840 journals and full text coverage for more than 950 journals. <b>(EBSCO)</b>

<u>ERIC</u>	Education	Comprehensive education database containing journal article citations and many full text ERIC documents from 1966 to the present. Submit requests for items not in full text through our <a href="#">Ask a Librarian</a> service.
<u>Ethnic NewsWatch</u>	General	Full text database of the newspapers, magazines and journals of the ethnic, minority and native press. <b>(ProQuest)</b>
<u>Global Market Information</u>	Management	Seven full text databases with marketing information: Country Data, Consumer Lifestyles Analysis, Consumer Lifestyles Data, Consumer Market Data, Forecasts, Companies & Brands, Information Sources, and Major Market Profiles.
<u>Health Source: Consumer Edition</u>	General	Full text articles from consumer health magazines, pamphlets, and reference books covering health topics such as cancer, depression, diabetes, drugs & alcohol, aging, fitness, nutrition & dietetics, and stress. <b>(EBSCO)</b>
<u>Key Business Ratios</u>	Management	Provides 14 key business ratios and industry averages by SIC/NAICS codes.
<u>Kids Search</u>	Education	Kids Search graphical-rich interface makes research simpler for K-5 and middle school students by easy use of keywords, topics or subtopics in basic search to locate full text reference articles from magazines, encyclopedias, newspapers, books and more (includes images). <b>(EBSCO)</b>
<u>LexisNexis Academic</u>	General	Full text documents from over 5,600 publications including newspapers, magazines, and wire services. Search U.S. federal and state case law, legal news, law reviews, and international legal information on a variety of topics.
<u>Library, Information Science Technology Abstracts</u>	Library	Citation and abstracts of more than 600 periodicals, books, research reports, and proceedings on subjects such as librarianship, classification, cataloging, bibliometrics, online information retrieval, information management and more. <b>(EBSCO)</b>
<u>Medline</u>	Psychology	Citations, abstracts and full text articles from more than 4600 biomedical journals and magazines from 1966 to the present. Covers all areas of medicine including psychiatry, clinical medicine, and allied health. <b>(EBSCO)</b>
<u>Mental Measurements Yearbook</u>	Psychology	Contains the most recent descriptive information and critical reviews of new and revised tests from the Buros Institute's Yearbooks. <b>(EBSCO)</b>
<u>Mint Global</u>	Management	Find public and private company financials and profiles, including ratios, competitors, and market research. Build lists of companies based on multiple criteria, such as industry or geography. Worldwide coverage and scanned financials in the language of filing.
<u>National Newspapers</u>	General	Abstracts and selected full text articles from <i>The Christian Science Monitor</i> , <i>The Los Angeles Times</i> , <i>The New York Times</i> , <i>The Wall Street Journal</i> , and <i>The Washington Post</i> . <b>(ProQuest)</b>
<u>NetAdvantage</u>	Management	Company financial data, investment reviews and analyses (bonds, mutual funds, stocks), corporate officer biographies, and industry ratios and averages.

<a href="#"><u>netLibrary</u></a>	General	A collection of more than 3,000 full text electronic books (e-books) in all subject areas. E-books are online versions of print books and can be searched, borrowed, read, and returned through the Internet.
<a href="#"><u>Novelist K-8</u></a>	Education	Index of fiction titles for students in kindergarten through 8th grade. Contains full text book reviews, book discussion guides, and author biographies. <b>(EBSCO)</b>
<a href="#"><u>PsycARTICLES</u></a>	Psychology	Full text articles from journals published by the American Psychological Association and the Canadian Psychological Association. <b>(EBSCO)</b>
<a href="#"><u>PsycBOOKS</u></a>	Psychology	PsycBOOKS is a database of more than 10,000 chapters and citations from over 600 books published by APA and other distinguished publishers. <b>(EBSCO)</b>
<a href="#"><u>Psychology &amp; Behavioral Sciences Collection</u></a>	Psychology	Full text journal articles on topics such as emotional and behavioral characteristics, psychiatry and psychology, mental processes, anthropology, and observational and experimental methods. <b>(EBSCO)</b>
<a href="#"><u>PsycINFO</u></a>	Psychology	Abstracts from scholarly literature in the behavioral sciences and mental health from 1887 to the present. <b>(EBSCO)</b>
<a href="#"><u>Research Library</u></a>	General	Abstracts and full text articles from scholarly and popular journals on general topics such as health, the humanities, social sciences, education, and business. <b>(ProQuest)</b>
<a href="#"><u>Vocational &amp; Career Collection</u></a>	General	Full text coverage for nearly 350 technical and trade-related journals, reviews, and newspapers. <b>(EBSCO)</b>
<a href="#"><u>Washington State Newsstand</u></a>	General	Abstracts and selected full text articles from Washington state newspapers as well as <i>The Los Angeles Times</i> and <i>The New York Times</i> . <b>(ProQuest)</b>
<a href="#"><u>WorldCat</u></a>	General	An index of books, videotapes, journals, Web resources, and other materials located in libraries around the world. <b>(OCLC)</b>

## 5.5. Useful CU/VŠM Websites

**City University of Seattle:** <http://www.cityu.edu/>  
News, general information.

**City University of Seattle portal:** <http://my.cityu.edu>  
Online course resources, email (@cityu.edu), online databases. Requires login.

**City University Slovakia Library:** <http://library.cutn.sk>  
Library information, online catalog, web site directory, online database access.

**Microsoft Outlook:** <http://mail.vsm.sk/exchange>  
Access to your @vsm.sk email. Requires login.

**Vysoká škola manažmentu:** [www.vsm.sk](http://www.vsm.sk)  
News, general information for students and prospective students

**VŠM učiteľský zbor:** <http://www.vsm.sk/sk/ucitelsky-zbor/>

- **Akademická etika**
- **Služby učiteľom**
  - Grade Report, Attendance Sheet
  - IT Podpora
  - Návod na používanie BB pre učiteľov
- **Dokumenty**
  - Sylaby
  - Akademický manuál pre vyučujúcich

**VŠM faculty site:** <http://www.vsm.sk/en/faculty/>

- **Scholastic Honesty:** policy, procedures, allegation form, results
- **Documents**
  - Bc. and Mgr. syllabi in English, IEP syllabi, ENG syllabi
- Online Teaching information
- APA help
- Teaching resources

**Uploader:** <http://www.vsm.sk/en/students/on-line-center/uploader/uploader.html>  
Students upload all written assignments here.

**Archives:** [www.cutn.sk/assign](http://www.cutn.sk/assign) or <http://www.vsm.sk/sk/ucitelsky-zbor/akademicka-etika/>  
All uploaded student papers archived here. Requires the same login as your email.

**Bulletin Board:** <http://www.vsm.sk/sk/studenti/online-centrum/bulletin-board/>  
Discussion boards for Online courses. Requires login.

**Forms:** <http://www.vsm.sk/en/services-for-students/download-center/>  
Student forms: academic petition, grade grievance, proctor, registration, drop course.

**Textbooks:** <http://www.vsm.sk/en/services-for-students/instructional-materials/>  
General information, fees, distribution system, *Research Paper Guide*.

**City University Bulgaria:** <http://www.cityu.bg>  
News, information for students.

## 6. Evaluating Teaching at CU/VŠM

### 6.1. End of Course Evaluation (by Students)

In the eighth week of your course, students will be asked to evaluate the instruction and curriculum in the course. Students go to the computer lab to do the evaluation, which is anonymous. After you have submitted your grades for the course, you will receive the results of these evaluations. The results can be used to help you improve your instruction and course. However, do not let evaluations destroy you. Discuss the results with your program manager; he/she will have experience with evaluations and be able to tell you what to take seriously. Because of some students' lack of experience with such evaluations, it helps to remind students that the evaluations are to help you improve and they should make constructive, not destructive, comments.

The evaluation form below is the pilot form used last year. A few changes may be made in some of the questions below, but generally, these are the criteria students will use to evaluate courses.

### Students' Instruction and Course Evaluation

City University values your feedback and uses this information as part of an ongoing improvement process to ensure the quality of our educational programs. Please consider each statement carefully and respond based on your own personal experience of the instructor and the course.

#### Section I. Evaluation of the Instructor

Please use the following rating scale for all the items below that are followed by a series of boxes under numbers one (1) through five (5):

**5** = Strongly Agree; **4** = Agree; **3** = Neither agree or disagree; **2** = Disagree; and, **1** = Strongly Disagree

After reading these items, please place an "X" in the box under that number that best reflects your level of agreement or disagreement with that item.

		5	4	3	2	1
<b>Section I. Evaluation of the instructor</b>						
1	The instructor encourages students to participate actively in the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	The instructor provides opportunities for students to learn from each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	The instructor communicates the value of the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	The instructor responds to my questions in a timely fashion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	The instructor facilitates a supportive learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	The instructor builds my sense of confidence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	The instructor communicates the course content in a clear and organized way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	The instructor clearly explains the course learning goals, assignments, and grading criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	The instructor uses class time effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	The instructor is knowledgeable about the subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	The instructor uses a variety of teaching strategies effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	The instructor connects the course to real-life situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13	The instructor provides useful feedback on my progress in the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	The instructor grades assignments in alignments with the grading criteria.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	The instructor respects diverse talents and ways of learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	The instructor asks for periodic feedback from students to improve his or her teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Overall, the instructor is effective in teaching this course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Comments:</b> This space is for you to add any comments that you believe are important about the <u>instruction</u> in this class, including what you thought was most effective and/or what you thought was least effective.</p> <p style="text-align: center;">(Please continue comments on page 3)</p>						

**Section II. Evaluation of the Course**

Please use the following rating scale for all the items below that are followed by a series of boxes under numbers one (1) through five (5):

**5** = Strongly Agree; **4** = Agree; **3** = Neither agree or disagree; **2** = Disagree; and, **1** = Strongly Disagree

After reading these items, please place an "X" in the box under that number that best reflects your level of agreement or disagreement with that item.

		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Section II. Evaluation of the Course</b>						
18	The course connects learning to real-life situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	The learning goals for this course are clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	Projects and assignments help me meet the learning goals of this course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	The required resources contribute to my learning in this course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	The work load is logically distributed throughout the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	Overall, the way this course is designed is effective in helping me achieve the learning goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Comments:</b> This space is for you to add any comments that you believe are important about the <u>course design and organization</u> in this class, including what you thought was most effective and/or what you thought was least effective.</p> <p style="text-align: center;">(Please continue comments on page 3)</p>						

*If you have questions about the End of Course Evaluation process, contact your program manager.*

## 6.2. Performance Review of Faculty

During the academic year, your program manager and/or Dean will set up a formal classroom observation(s) of your course and may drop by your course informally as well. After the observation, you will meet to discuss the class.

At the end of the academic year, you will sit down with your direct academic manager to assess how things are going. This is a chance for professional growth, but bonuses are also linked to the performance review process.

The following documents are used in this process:

### 1. Classroom Observation Form

This is what the program manager will fill out based on what she/he sees during the classroom observation. As you can see, the focus is on observable traits and feedback is purely anecdotal. The criteria outlined in the second attachment will be the basis for this observation.

### 2. Actions and Behaviors of Effective Teaching Faculty

This document is based on City University of Seattle's Best Practices in Teaching and, as stated above, is a list of observable behaviors that the school is emphasizing.

### 3. Other Professional Performance Indicators

This document concerns what goes on outside the classroom. It is broken down into two categories – “collegiality/cooperation” and “professional behavior” – which are briefly defined on the document. (For further definition, see the fourth attachment.) You will fill out this document before meeting with your manager for the program review. The academic manager will complete a similar sheet and both documents will lay the basis for discussion.

### 4. Professional Performance Indicators

This is a list of behaviors that you can address while filling out the above document.

### 5. Faculty Member Developmental Goals

This document will be used when you meet with your program manager to set goals for the coming year. It will be based on the above process and serve as the groundwork for the next review.

**Classroom Observation Form****Faculty Teaching Performance**

to be filled out by your academic manager

<b>Performance</b>	<b>Demonstrated Strengths</b>	<b>Areas for Additional Development</b>
Encourage active learning, including experiential, interactive, and collaborative learning experiences		
Establish and communicate high standards		
Provide meaningful, learning-focused and prompt feedback		
Individualize instruction, with appropriate support for learners		
Assess learner progress on learning outcomes		
Align curriculum, instruction, and assessment		
Follow best practices as outlined in the classroom/online guidelines		
Respect diverse talents and ways of learning		
Connect learners' real world experiences and knowledge to the course material		
Encourage and establish open and supportive interpersonal relationships		
Act upon ethical principles based on AAUP statement on Professional Ethics		

*\*This form has been minimized to fit on one page.*

*\*This document makes reference to the "AAUP statement on Professional Ethics." This document may be found at <http://www.aaup.org/statements/Redbook/Rbethics.htm>*

## **Actions & Behaviors of Effective Teaching Faculty**

Each of the elements of effective instruction have a number of associated specific, observable behaviors that the University uses to select, train, observe, coach, and develop effective Teaching Faculty. Effective instructors will demonstrate many of these behaviors most of the time, selecting them according to the context and situation.

### **Encourage active learning, including experiential, interactive, and collaborative learning experiences**

- Develop reciprocity and cooperation among the learners (cooperative instruction).
- Encourage dialogue between learners.
- Incorporate group discussion activities as part of each class session.
- Incorporate the appropriate use of technology into the course delivery (email, web-sites, etc.).
- Present viewpoints other than their own and integrate concepts from other fields.
- Ask for and the acts upon (with appropriate approval) learner suggestions for improving the course.
- Use multiple instructional techniques and learner assessment methods (exams, papers, projects, etc.).
- Are interactive with the subject concerning projects and case studies.
- Use group work that fits the course and benefits the concept of team.
- Use multiple instructional techniques and learner assessment methods (exams, papers, etc.).

### **Establish and communicate high standards**

- Communicate high expectations, both to acquire information and to sharpen critical thinking skills.
- Provide lectures, course materials and directions that are clear and well organized.
- Communicate instructor's expertise and knowledge of course material (i.e., providing a brief written biography).

### **Provide meaningful, learning-centered and prompt feedback**

- Collect learner feedback on a regular basis to monitor the learning environment by using Classroom Assessment Techniques (CATs).
- Give prompt feedback including specific and general praise.
- Provide relevant and substantial feedback to learners.
- Willingly discuss and provide honest, objective feedback.

### **Individualize instruction, with appropriate support for learners**

- Challenge learners to take risks because of the supportive classroom environment that has been developed.
- Give learners the opportunity to receive and integrate feedback before a final grade is given.

### **Assess learner progress on learning outcomes**

- Objectively evaluate learners' work.
- Assign relevant and useful homework/projects.
- Help learners prepare for exams with short review and study sessions.
- Clarify assessment methods and expectations (APA style, length of answers and papers, etc.).

*Align curriculum, instruction, and assessment*

- Provide learning objectives at the beginning of the course and each session, and summarizes frequently and regularly.
- Make the connections between learning activities and learning goals clear and explicit.
- Make the connections between assessing learner work and learning goals clear and explicit.

*Follow best practices*

- Emphasize and monitor "time on task" (respect the use of time by encouraging email communication and the electronic library, etc.).
- Are energetic and enjoy teaching.
- Make the course sessions both interesting and fun.
- Provide examples of superior work (previous exam answers and papers, etc.).
- Share class session agenda at the beginning of each class.
- Are organized and punctual in teaching and grading.
- Are dynamic in presenting course material.
- Speak, write, and deliver presentations in clean and clear English.
- Are enthusiastic (show positive energy) about the subject matter and about learning.
- Emphasize what is important in the lecture.
- Manage a classroom in order to make a better learning environment.
- Use class time effectively.
- Are willing to meet with learners.

*Act upon ethical principles*

- Demonstrate awareness of ethical standards and practices (including the appropriate codes of ethics associated with their professional disciplines).

*Respect diverse talents and ways of learning:*

- Build a bridge between theory and application to help learners appreciate the relationship between them and the value of both.
- Help create in each learner excitement for learning and for her/his personal development.
- Have the ability to explain complex material in a variety of ways for the different types of learners.

*Connect learners' real world experiences and knowledge to the course material*

- Build on the learners' knowledge from previous work experience and education.
- Supplement the textbook with additional sources and materials.
- Demonstrate the depth and breadth of knowledge of the course material.
- Share relevant work experience and real life examples in order to enhance the learning activity.
- Encourage the learners to visualize, and whenever possible, transfer their course learning to actual applications to the workplace and life.

*Encourage and establish open and supportive interpersonal relationships*

- Build a caring, professional rapport with the learners and provides advice and guidance through the use of coaching skills.
- Actively create an open, encouraging, and friendly atmosphere during class time.
- Demonstrate an open ear to listen to learners and their needs during the course.
- Demonstrate genuine interest in teaching learners in order to transfer knowledge.
- Use appropriate humor within the context of the course.



## **Professional Performance Indicators**

### **Collegiality & Cooperation:**

- Communicates effectively and positively with peers, staff and Academic Supervisors
- Cooperates with associates and supervisor in a proactive manner
- Takes a positive, constructive approach when working with others
- Works effectively and efficiently in group situations to complete tasks
- Proactively assists with academic administrative tasks (proctoring, sharing resources/materials, placement exams, etc.)
- Demonstrates flexibility in changing situations
- Seeks and accepts continuous feedback
- Maintains self-reflective posture regarding personal and professional development
- Willing to substitute teach and assist colleagues in other areas that are critical to the quality operations of City University

### **Professional Behavior:**

- Keeps supervisor regularly informed about missed classes and meetings, and make up classes
- Demonstrates timeliness: starts and ends classes on time; submission of lesson plans, exams, syllabuses, grades and faculty resource materials, and attends meetings on time
- Respects students and colleagues by not using sexist or racist language
- Demonstrates sound, professional judgment: avoids fraternizing with students
- Willing to meet and work with students outside of regular class hours
- Responds quickly and appropriately to work-related communications such as letters, emails and phone calls
- Exhibits a positive win-win attitude and behavior in relations with others in the university community
- Maintains professional appearance, so as to be a positive role model for all learners, peers, colleagues, staff and other professionals
- Works diligently in the implementation of changed or new procedures/methods

## **Faculty Member Developmental Goals**

*Note: Form was minimized to fit on one page.*

In the space below discuss your goals for the past year and the goals that you have for yourself for the coming year.

### *Goals for the Past Year*

Goal \_\_\_\_\_

Comment you progress toward that goal and what you learned/achieved in relation to the goal.

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Goal \_\_\_\_\_

Comment you progress toward that goal and what you learned/achieved in relation to the goal.

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### *Goals for the Coming Year*

Describe a professional goal that you have for the coming year.

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Describe a professional goal that you have for the coming year.

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Describe a professional goal that you have for the coming year.

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## 7. Important CU/VŠM Policies

Some of the most important CU/VŠM policies which you should be aware of are reprinted here. If you have questions about them, contact David Griffin, [dgriffin@vsm.sk](mailto:dgriffin@vsm.sk)

### Class Cancellation Policy

To: CU/VŠM Faculty  
 Fr: David Griffin, Academic Affairs Dean for Central Europe  
 Dr. Branislav Lichardus, Rector of VŠM  
 Re: Class Cancellation Policy  
 Da: 2009-10 Academic Year

As you know, we are obligated to provide the contact hours our students have paid for and expect: 50 academic hours in the IEP, Bc., BSBA, and Mgr. programs, and 30 in the MBA program. The *City University of Seattle Faculty Handbook* states that faculty must:

- teach for the proper contact hours
- cover planned absences from class

It goes without stating that you should immediately notify your academic supervisor, preferably in writing, that you will be unable to attend a class session. This will allow your supervisor the opportunity to post a sign so your students are not waiting endlessly for you to appear.

Please follow these guidelines in dealing with unavoidable absences from the classroom:

- In case of *illness*, please do not come around if you are sick - you will only give whatever you have to the rest of us! However, at the first available opportunity, please let your supervisor know your plan to make up missed contact hours.
- In case you have some pressing *personal business* and need to rearrange your teaching schedule, please do so well in advance with the cooperation of your supervisor. You will be expected to provide a plan to cover the missed classes (which may include having another instructor “cover” for you with your lesson plans, rescheduling class meeting times, or extending future class sessions).
- In case of *unforeseeable circumstances*, please let your supervisor know immediately. Again, you are expected to provide a plan to cover the missed classes.

Finally, in the interest of maintaining academic integrity, we must endeavor to meet student expectations for instructor presence in the classroom. If you have the good fortune not to be sick or miss class for any reason, your record will be appreciated and will serve as an example for all of us!

## Early Finals Policy

To: Mgr., BSBA, Bc. and IEP Students in Slovakia  
 Fr: David Griffin, Academic Affairs Dean for Central Europe  
 Dr. Branislav Lichardus, Rector of VŠM  
 Re: Final Exam Schedule  
 Da: 2009-2010 Academic Year

As you may know, we are required to have a certain number of classroom contact hours for each Mgr., BSBA, Bc., and IEP course. It is not uncommon for students, particularly during the spring term, to request to take their exams earlier than week 10. Not only does this prevent students from receiving the required number of course hours, but it also places a great inconvenience on instructors who must prepare multiple versions of exams for early test-takers. Therefore, **final exams cannot be taken before Monday of week 10**. If you have an exam scheduled for later in week 10 that you would like to take earlier in the same week, then you must make this request to your instructor by Friday of week 7. Your request is up to the discretion of the instructor.

For those students whose summer travel schedule conflicts with this policy, an Incomplete grade may be requested if all the criteria are met.

## Closure Week

To: CU/VŠM Faculty  
 Fr: David Griffin, Academic Affairs Dean for Central Europe  
 Dr. Branislav Lichardus, Rector of VŠM  
 Re: "Closure Week"  
 Da: 2009-10 Academic Year

Our academic managers and many faculty members have expressed interest in reserving the last week of classes for various activities related to the close of each academic quarter.

Consequently, an unofficial *Closure Week* has been established, which will be the 10<sup>th</sup> week of each quarter. Thus, the last week of classes will be reserved for:

- administration of final exams
- a reading and preparation period for students
- review sessions, as required
- make-up classes

This arrangement will remain unofficial as instructors can teach normal classes if they wish during the 10<sup>th</sup> week of classes.

## Religion and CU/VŠM

To: CU/VŠM Slovakia Employees  
 Fr: David Griffin, Academic Affairs Dean for Central Europe  
 Dr. Branislav Lichardus, Rector of VŠM  
 Re: Religion and City University of Seattle  
 Da: 2009-10 Academic Year

City University of Seattle feels it is important that employees be able to exercise their personal religious beliefs. However, it is also important that religious activities be conducted outside regular working hours and off-site from the campuses of Trenčín and Bratislava.

It is equally important to the University that there is no indication that faculty and staff use their positions to influence fellow employees or students to convert to any specific religion. Everyone must have the freedom to believe as they choose without undue influence, direct or subtle. City University of Seattle cannot be perceived as endorsing any specific religion over another. Faculty members must remain aware that they exercise considerable sway over the impressionable minds of our students. Relationships with students are generally characterized by a power imbalance, given your positions as experts in the subjects you teach. We must be continuously sensitive to any perceived abuse of that power relationship.

The purpose of City University of Seattle's presence in Slovakia is to provide an American-style educational opportunity. We have been a welcome guest in this country for over a decade, and for many Slovaks our institution is representative of the USA and American higher education in general. Observing the following points will help us guarantee that the experiences Slovaks have with City University of Seattle will continue to be positive:

- All school publications should conform to the professional standards expected of all City University of Seattle communications. Details are available in the *Faculty Handbook*. Guidelines have been adopted for student newspapers and are available for your perusal.
- Given the heavy focus of our limited range of programs, CU/VŠM is essentially a business school. Please remember that our students are primarily interested in business-related issues.
- The nature of assignments given to students and the content of class discussions should follow the syllabi of the course being taught. Enhancement should add to the course objectives and definitely should not reflect the personal opinion of the instructor unless explicitly identified as such.
- All meetings utilizing CU/VŠM resources should be addressing a CU/VŠM objective and not a personal one -- it does not matter when the meeting takes place.

## Use of Phones in Class

To: City University of Seattle/Vysoká škola manažmentu Students and Faculty  
Fr: David Griffin, Academic Affairs Dean for Central Europe  
Dr. Branislav Lichardus, Rector of VŠM  
Re: Mobile Phones in Classrooms  
Da: September 2007

The use of mobile phones in the classroom is very disruptive to the learning process. It is also disrespectful to your instructor and fellow students. For these reasons, we have developed a **no-phones policy for the classroom**.

Students and faculty members should put their phones away and not use them during class time. Phones should also be turned off or on silent, not in the vibrate mode. If you are expecting an emergency call, do not enter the classroom until your call has been completed and your mobile phone turned off.

**Teachers have the right to immediately expel students from class who are unable to comply with these requests, and students should bring these rules to the attention of faculty members who do not follow them.**

## Non-Fraternization Policy

To: All City University of Seattle/VŠM employees  
Fr: David Griffin, Academic Affairs Dean for Central Europe  
Dr. Branislav Lichardus, Rector of VŠM  
Re: Non-Fraternization Policy  
Da: September 2007

All employees (staff and faculty) must refrain from fraternizing with students, male or female. No action or communication may ensue between employees and students that in any way manifests (or suggests to manifest) favoritism and/or preferential treatment. No relationship may be established between an employee and a student that is overly familiar (no employee may entertain or date a City University of Seattle student while that employee is in our employ).

It must be consistently apparent to employees and students that every student has equal opportunity to learn and succeed in the classroom at City University of Seattle. No action on the part of any employee that impedes this objective will be tolerated.

(This policy is reprinted from the Employee Handbook.)

## CU/VŠM Dress Code

To: City University of Seattle/Slovakia Employees  
 Fr: David Griffin, Academic Affairs Dean for Central Europe  
 Dr. Branislav Lichardus, Rector of VSM  
 Re: Dress Code  
 Da: 2009-10 Academic Year

We are a school by and for professionals. All employees represent not only themselves but the university through their work attire. Employees should wear business clothing to work, such as slacks, shirts and ties (optional) for men, and dresses, skirts, slacks and suits for women. Inappropriate dress may include, but is not limited to: informal clothing such as overly-casual denim blue jeans, clothing that is overly revealing and shoes that are normally worn for recreation and other items as determined by the supervisor, vice president, or the President.

## School Sponsorship of Conference Attendance

1. Conference attendance and related research activities are of prime importance to Vysoká škola manažmentu. Thus VŠM is dedicated to fostering these sorts of activities among our faculty members. VŠM has sponsored many faculty members in recent years who have attended various conferences; however, we would like to make this opportunity more transparent. To that end, we would like to outline the sponsorship application process in detail.

1.1 The following priorities are those that the administration will assess to determine the level of sponsorship for conference attendance:

- Full-time employment with VŠM
- Degrees of prof., doc., PhD, PhD candidate, or others with a research curriculum
- Presenting at the conference (not just attending )
- Publishing in the proceedings of the conference (or any document that comes out of the conference) or, preferably in a peer-reviewed scientific journal
- Explicitly recognizing their employer in the program of the conference, whether the author is presenting orally or being published (i.e., Vysoká škola manažmentu in Trenčín (Slovakia) – City University of Seattle Programs)

1.2 Sponsorship may be granted for conference registration and related fees, travel and hotel expenses, as well as *per diem* (daily allotment for purchasing food). The sponsorship committee (B.Lichardus, D.Griffin and J.Hvorecký) will need the following information:

- General conference information and call for papers (link)
- Location of conference
- Abstract of presentation/paper
- Acceptance letter from conference organizers
- Conference fees
- Travel and hotel costs

Please send your requests for attending conferences to either Rector Lichardus [blichardus@vsm.sk](mailto:blichardus@vsm.sk), Professor Hvorecký [jhvorecky@vsm.sk](mailto:jhvorecky@vsm.sk), or Dean Griffin [dgriffin@vsm.sk](mailto:dgriffin@vsm.sk), including all the details above.

Bratislava, 09-09-2009

Prof. B.Lichardus, rector of VŠM



## 8. Academic Calendar



### FALL QUARTER 2009/10

SEPTEMBER	25	FRI	LAST DAY FOR LATE REGISTRATION
	28	MON	FIRST DAY OF CLASSES
OCTOBER	1	THU	LAST DAY FOR CHANGES IN REGISTRATIONS (NO NEW REGISTRATIONS)
	4	SUN	LAST DAY FOR 100% REFUND
	25	SUN	LAST DAY FOR 50% REFUND
NOVEMBER	6	FRI	OPEN DAY
	17	TUE	HOLIDAY: THE DAY OF STRUGGLE FOR FREEDOM AND DEMOCRACY
	22	SUN	LAST DAY TO OFFICIALLY WITHDRAW FROM CLASS
DECEMBER	6	SUN	LAST DAY OF FALL QUARTER
	17-18	THU-FRI	VŠM STATE EXAMS (PRELIMINARY DATE)
	18	FRI	LAST DAY FOR LATE REGISTRATION

### WINTER QUARTER 2010

JANUARY	4	MON	FIRST DAY OF CLASSES
	6	WED	HOLIDAY: THREE KINGS DAY
	7	THU	LAST DAY FOR CHANGES IN REGISTRATIONS (NO NEW REGISTRATIONS)
	8	FRI	VŠM STATE EXAMS (PRELIMINARY DATE)
	10	SUN	LAST DAY FOR 100% REFUND
	31	SUN	LAST DAY FOR 50% REFUND
FEBRUARY	5	FRI	OPEN DAY
	28	SUN	LAST DAY TO OFFICIALLY WITHDRAW FROM CLASS
MARCH	14	SUN	LAST DAY OF WINTER QUARTER
	26	FRI	LAST DAY FOR LATE REGISTRATION
	25-26	THU-FRI	VŠM STATE EXAMS (PRELIMINARY DATE)

### SPRING QUARTER 2010

MARCH	29	MON	FIRST DAY OF CLASSES
	31	WED	LAST DAY FOR CHANGES IN REGISTRATIONS (NO NEW REGISTRATIONS)
APRIL	2	FRI	HOLIDAY: EASTER FRIDAY
	4	SUN	LAST DAY FOR 100% REFUND
	5	MON	HOLIDAY: EASTER MONDAY
	9	FRI	OPEN DAY
	25	SUN	LAST DAY FOR 50% REFUND
MAY	23	SUN	LAST DAY TO OFFICIALLY WITHDRAW FROM CLASS
JUNE	6	SUN	LAST DAY OF SPRING QUARTER
	16-22	WED-TUE	VŠM STATE EXAMS (PRELIMINARY DATE)
	26	SAT	COMMENCEMENT (PRELIMINARY DATE)