

INTERNATIONAL AMERICAN UNIVERSITY - ONLINE COURSES POLICIES

THE BASICS

Method of Instruction	Instruction is completed through distance learning methodologies only. These courses provide motivated students the opportunity to use an Internet-based course management system, which uses discussion forums, e-mail, written assignments, quizzes and a virtual classroom for interacting with the instructor and other students. Students can access these courses anytime, anywhere with an internet-connected computer. Computer literacy is required.
General Expectations	The outline and structure of this course creates a set of common expectations for your work. At the same time, each individual instructor has a personal style and way of working with learners that is unique. Your Online Professor may have expressed that style and manner of working.
Course Structure	The online course is intended to be completed within 1 academic term. IAU operates on a trimester calendar, so 1 trimester is 16 weeks. The course is broken into 8 Unit intervals to measure Satisfactory Academic Progress (SAP) and give opportunities for the Online Professor to guide, assist, and support your learning process. Within each Unit, you will be provided instructions and details as to how to complete the Unit. Specific Chapters are assigned to read, discussion questions to be completed, or case studies to be analyzed. They may be accompanied by publisher created PowerPoint Presentations videos or other instructional media to enhance the learning process.
Minimum Computer Requirements	<p>Access to and on-going use of a computer is required for all students to complete their degree programs successfully. International American University expects each student to acquire computer hardware and software appropriate to his or her degree program. Competency in the basic use of a computer is a requirement for graduation. Class assignments may require use of a computer, academic advising and registration can be done by computer, and official university correspondence is often sent via e-mail.</p> <ul style="list-style-type: none"> • Documents available for download throughout this site are offered in PDF format. If you do not already have Acrobat Reader installed on your computer, you may download it at http://get.adobe.com/reader. • Please see student handbook for "Minimum Computer Requirements".
Before Beginning Your Course	<p>In order to successfully complete this course, we recommend that you do the following before beginning:</p> <ul style="list-style-type: none"> • Be sure that you have the correct title and edition of the course textbook. • Become familiar with the contents of the textbook, beginning with the Table of Contents. The textbook usually includes supplementary material at the end of the text, such as a glossary and/or reference section, that will help you as you complete the course. • Many textbook publishers have developed web sites to accompany their textbooks. We recommend that you visit the web site for your text if you have access to the Internet. These sites can enrich your understanding of the course material.
APA Writing Style	American Psychological Association (APA) format is required for all individual and team papers. It is the student's responsibility to make sure all papers are properly formatted.

CONDUCT, BEHAVIOR & ETHICS

Confidentiality of Information	IAU does not guarantee the confidentiality of information shared by students in the course environment. Therefore, students should not share any confidential information.
Discussion Etiquette	<p>IAU is committed to open, frank, and insightful dialogue in all of its courses. Diversity has many manifestations, including diversity of thought, opinion, and values. We encourage all learners to be respectful of that diversity and to refrain from inappropriate commentary. Should such inappropriate comments occur, faculty will intervene as they monitor the dialogue in the courses. Faculty will request that inappropriate content be removed from the CourseRoom and will recommend university disciplinary action. Learners as well as faculty should be guided by common sense and basic etiquette. The following are good guidelines to follow:</p> <ul style="list-style-type: none">• Never post, transmit, promote, or distribute content that is known to be illegal.• Never post harassing, threatening, or embarrassing comments.• If you disagree with someone, respond to the subject, not the person.• Never post content that is harmful, abusive; racially, ethnically, or religiously offensive, vulgar; sexually explicit; or otherwise potentially offensive.
Academic Integrity	<p>Integrity is essential to your experience as a student and member of our larger society. Having academic integrity means you only submit work representing your original words and ideas. If any part of an assignment represents the words and ideas of others, you must cite those sources. Academic dishonesty includes, but is not limited to:</p> <ul style="list-style-type: none">• Asking a tutor or friend to complete a portion of your assignments.• Hiring a reviewer to make extensive revisions to your assignments.• Submitting work originally submitted by another student as your own.• Using information from online resources without properly citing your source.• Copying any portion of a word or idea from any other source you do not cite.

**Readings
Assignments**

The amount of reading required of a college student, a graduate student, or as a working student can often times seem daunting. Thus, you find yourself scrambling for time to read and comprehend those readings while staying awake or maintaining an interest. Since there are no lectures, you should do the reading carefully. This study guide will outline the main points of the reading and further explain any difficult topics. To avoid undue frustration, do all of the reading before attempting the self-graded quizzes and or assignments. We will follow the text closely, and all written assignments are taken from it. This text was adopted for the variety of examples it offers, and for its clear approach to many topics.

Have no fear, there are simple ways to combat the struggles of reading your textbook and make the most out of your efforts.

The lack knowledge on the subject/topic of your textbook can negatively impact your feelings about reading it, as well as your comprehension of the material in it.

- Purchase your textbooks early: You can email the University to get the titles and ISBN numbers for books.
- Preview your textbook: Read the table of contents and skim through the book itself to better understand the contents of it. Check for key terms that you might be responsible for.
- Read the required chapters: It will increase your comprehension of the textbook and required assessments.

Textbook chapters are long. Subsequently, they can be tedious to read and you risk losing interest over time.

- Utilize good time-management skills: Block out reading times and be aware of the upcoming reading assignments.
- Pace yourself: Read your chapters in blocks. For example, don't sit down with the goal of reading all of chapter 1. Read 10 -15 pages, take a break or do another assignment, and then return to your reading. This tactic will drastically increase your speed and comprehension of the material.

Textbooks do have valuable information, even when you think they do not. Make the information in those textbooks readily available to you by being a critical reader.

- Question the reading: How does this relate to course discussions and/or lectures? Creating links is helpful for staying focused.
- Analyze and synthesize the reading: What are the main concepts and supporting details? How are these concepts and ideas supported (facts, details, examples, etc...)? How can I pull individual concepts and ideas together as a whole?
- Evaluate the reading: Is this material objective? What value does this information have? What is the relevance to course lectures, labs, or other course materials?

Video Clips & Other Visual Media	If you are a visual learner, the use images, pictures, color and other visual media may help you learn. Video clips & other visual media bring training and teaching to life and help emphasize ideas and lessons, and promote discussion. These forms of media can lead students to higher-order thinking and appeal to auditory and visual learning styles.
PowerPoint Presentations	<p>The course may provide publisher created PowerPoint Presentations to enhance the learning process. They emphasize main points and key announcements. PowerPoint Presentations make class material more legible and interesting. Bulleted points can help emphasize main points while students fill in additional detail. PowerPoint Presentations</p> <ul style="list-style-type: none"> • Support lectures by highlighting key points • Present tips and outlines • Present examples • Provide pictures and other graphics supporting the material • Stimulate interest by use of clipart and cartoons

ASSESSMENTS & GRADING POLICIES

<p>Multiple Choice Online Exams</p>	<p>For undergraduate courses, Unit Exams will come at the end of each Unit. Each course consists of 8 Units, therefore, there will be 8 Units Exams. The Unit Exams are open book. In an open book exam, you are evaluated on understanding rather than recall and memorization. You will be expected to</p> <ul style="list-style-type: none"> ▪ To apply material to new situations ▪ To analyze elements and relationships ▪ To synthesize, or structure ▪ To evaluate using your material as evidence <p>Do not underestimate the preparation needed for an open book exam: your time will be limited, so the key is proper organization in order to quickly find data, quotes, examples, and/or arguments you use in your answers. Open Book Exams don't test your memory. They test your ability to find and use information for problem solving, and to deliver well-structured and well-presented arguments and solutions. Open Book exam questions usually require you to apply knowledge rather than just remember facts. They may be essay-style questions or involve problem solving or delivering solutions. The style of question depends on the faculty or school setting the exam.</p> <p>You will have 2 attempts at the exam under timed conditions. Once you hit "submit", the exam will self-grade and you will be provided your score. Your highest score shall be recorded.</p>
<p>Discussions Questions (DQ's)</p>	<p>Class participation is a graded part of your course work. An online class runs one full week from Monday through Sunday. Although an online class does provide more flexibility in terms of the exact days/hours you must attend class, please do not assume that you do not have to attend class. You should expect to be online or preparing for online postings at least 3 hours per week. Expect to log on a minimum of three (3) days per week. The group class Discussions Questions (DQ's) are based around the course text and other resource material applied against real-life business situations. These discussions are designed to improve the ability of students to critically analyze and discuss the relevant issues. The DQ's are located in our virtual classroom.</p> <p>All students are required to post an initial response to the discussion question(s) and to respond to classmates and to the instructor's follow-on question(s) as necessary. (Posting on Monday, Tuesday, and Wednesday, and then "disappearing" from class for the week severely limits the collaborative learning for you and your classmates.) If you make all of your posts on 1 or 2 days, you have little opportunity to either add to or learn from the full discussion. Participation will be measured in both the quantity and the quality of your postings in responses and interaction with your class members to the discussion questions.</p>
<p>Mid-Term and Final Papers</p>	<p>Many graduate level courses require a traditional academic Mid-Term and Final Paper. Halfway through the course and at the end of the course, you may be required to prepare a traditional academic Mid-Term and Final Paper. Remember to take the time to ensure that you have properly developed your thoughts. The Mid-Term and Final Paper represents a large portion of your grade so give it the time and effort that it deserves. A paper format template and other materials have provided for your use in the preparation of the paper in this course. Please refer to these resources. Should you need further assistance, contact the instructor.</p> <p>Grading is based on clear organization of material and completeness of information. Be sure to properly cite all information used in the paper such as articles, books, websites, texts, interviews, etc. The goal of the paper is not to do original field research, but to demonstrate your ability to apply our concepts in a situation.</p>

Case Study Analysis (CSA)

Many graduate level courses require a Case Study Analysis (CSA), instead of a traditional academic Mid-Term and Final Paper. Remember to take the time to ensure that you have properly developed your thoughts. The CSA represents a large portion of your grade so give it the time and effort that it deserves. The below case study format template and other materials have provided for your use in the preparation of the paper in this course. Please refer to these resources. Should you need further assistance, contact the instructor.

Grading is based on clear organization of material and completeness of information. Be sure to properly cite all information used in the paper such as articles, books, websites, texts, interviews, etc. The goal of the CSA is not to do original field research, but to demonstrate your ability to apply our concepts in a situation.

Case Study Analysis

1. Provide an overview of pertinent history and facts.

- Describe the background of the situation or business that is the subject of the case.
- Provide information that creates the context for your analysis.
- Incorporate relevant facts about the company or situation derived from other research. Provide appropriate citations for any sources of information.

2. State the problem.

- Identify a problem or key issue from the case that is relevant to course goals. Will an analysis of this issue allow you to demonstrate your comprehension and synthesis of course concepts?
- Clearly describe the problem or issue.

3. Offer alternative solutions and approaches to the problem.

- Using information or data found in the case study, as well as from course materials and your own research, offer two or more solutions or approaches to the problem.

4. Evaluate each alternative.

- Critically assess the alternatives defined in section 3. Describe the implications and key steps for implementation of each alternative. Consider external and internal factors and other relevant trends. Once again, utilize course materials and other resources when appropriate to enhance your assessment.

5. Offer your best recommendation.

- Based on your analysis in section 4, recommend one alternative. Support and justify your recommendation. Depending on the nature of the case, you may suggest management or leadership styles or commitments; describe the organizational structure, policies, and systems; or outline changes to the business model needed to successfully implement this recommendation.

6. Summarize the likely result and/or obstacles that may play into the execution of your solution.

- What outcomes might result from the implementation of the selected alternative? What internal or external trends may enhance or obstruct successful implementation?

7. Finally, review your paper as a whole.

- Does it demonstrate your comprehension and synthesis of course concepts?
- Have you presented the paper using an appropriate format, including correct citations and a list of references?

Class Projects (CPR)	<p>Many graduate level courses require a class project. The class project is designed to provide a meaningful balance between theoretical and practical learning. Class projects provide students an opportunity to learn to define a problem, conduct research, analyze it, make recommendations, and write and present a final plan. The class project increases students' business competency through guided hands-on business experience, while also introducing them to the challenges of real business. Students will learn mainly from their practical creative projects that constitute the largest proportion of the final grade.</p>
Writing Level	<p>Undergraduate Level Writing</p> <p>For online courses, the University requires undergraduate students to demonstrate the ability to think and write critically about the current subject under study. This affords students the opportunity to demonstrate a level of understanding of the subject. Writing should possess a clearly stated and well argued conclusion, showing the ability to range over appropriate areas of the subject matter with acuteness of analysis, intelligent challenges to the question set, and an abundance of appropriate authority or evidence intelligently applied.</p> <p>Graduate Level Writing</p> <p>The following principles of writing must be addressed in order for the work to be of "graduate level." By adhering to these principles and ensuring that these guidelines are met, the student's work is much more likely to be considered graduate-level.</p> <ol style="list-style-type: none"> 1. Separate and identify your beliefs from that of your research – One major difference between graduate and undergraduate writing is that, at the graduate level, writing assignments are rarely expected to be just a rehashing of previous research. Instead, graduate-level writing is meant to be an exercise in critical thinking and personal analysis on the part of the student. Be sure to state very clearly your own ideas and beliefs on the writing topic, and separate them from those found in your research. Even if they happen to be identical, you must still differentiate them within the writing. 2. State the reasons for writing early – It is important that the reader understand what the writer is trying to accomplish early on. Do not spend too much space building up to a thesis statement. Rather, state your purpose early on and use as much space as possible solidifying that statement. 3. Define all ambiguous or potentially confusing terms – Whether this applies to a difficult word or technical jargon that can only be understood by experts in a specific field, make sure to define all terms that your reader may have difficulty with. Assume that the reader has zero knowledge on the subject, and that it is your job to make sure he or she walks away from reading your paper with a full understanding of the topic. 4. Use quotes correctly – Too many academic writers depend far too heavily upon quotations to flesh out their writing and make their points. Graduate-level writing uses quotes in such a way that they enhance the writing, not carry it. When using quotes, be sure to state your own ideas in relation to the quote, introduce the person who is being quoted and what qualifications make his or her quote worth considering, and document the quote in whatever academic style of writing you are using. 5. Transitions are essential – A graduate-level piece of writing should flow smoothly from start to finish. To achieve this, the writer must use transitions to connect ideas together and also to connect each paragraph to the one that follows it. 6. Form a strong conclusion – The writer must form a strong conclusion for the writing to be considered anywhere near graduate-level.

Satisfactory Academic Progress	<p>To better measure Satisfactory Academic Progress, the course has been broken into 8 Units. Each Unit is comprised of various assessments to measure your level of mastery of various subject areas.</p> <p>Online students must complete each course with a satisfactory grade average and must complete the course within specific time limits. Satisfactory Academic Progress is measured by submitting and receiving satisfactory points on each assignment.</p>			
Participation	<p>An online class runs one full week from Monday through Sunday. Although an online class does provide more flexibility in terms of the exact days/hours you must attend class, please do not assume that you do not have to attend class. You should expect to be online or preparing for online postings at least 3 hours per week. Expect to log on a minimum of three (3) days per week. The DQs are located in our virtual classroom.</p> <p>All students are required to post an initial response to the discussion question(s) and to respond to classmates and to the instructor's follow-on question(s) as necessary. You need to participate in total on at least 3-5 days throughout the week (Posting on Monday, Tuesday, and Wednesday, and then "disappearing" from class for the week severely limits the collaborative learning for you and your classmates.) If you make all of your posts on 1 or 2 days, you have little opportunity to either add to or learn from the full discussion.</p>			
Timely Submission	<p>Assessments must be submitted or completed by the due date - no exceptions. Late work will not be accepted. If you foresee reason that you will not be able to complete an assignment on its due date, submitting an assignment early is acceptable.</p>			
Grade Scale	95% + = A	87 - 89% = B+	77 - 79% = C+	67 - 69% = D
	90 - 94% = A-	83 - 86% = B	73 - 76% = C	63 - 66% = D
		80 - 82% = B-	70 - 72% = C-	60 - 62% = D-
				0 - 59% = F
	A B C D F	<p>The student exceeded expectations, work above what is required, superior</p> <p>The student met all expectations as specified for the class in a professional manner.</p> <p>The student met minimum class requirements.</p> <p>The student did not meet minimum requirements.</p> <p>The student did not meet minimum requirements and must repeat course.</p>		

COURSE EVALUATION

Near the end of your course, you will receive the opportunity to complete your course evaluation. In addition to the course evaluation, you will receive a survey from the MBA program. Your feedback is valuable to us as we continue to improve courses, programs, and services. Responses remain confidential, as summary results are shared with faculty after grades have been submitted.

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