

VanderCook College of Music

Faculty and Staff Handbook



2021-23

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SECTION I - ABOUT VANDERCOOK

MISSION

The mission of VanderCook College of Music is to enrich the lives of present and future generations by developing uniquely skilled music teachers who exhibit strong character, professionalism, and a commitment to excellence.

Rev. 9.14.09

10.24.2019

VANDERCOOK'S ROOTS

VanderCook College of Music traces its roots to 1909, when Hale A. VanderCook established the institution as a school where professional musicians could learn to function as public school band directors. In 1928, the college was incorporated as a not-for-profit educational institution, and a curriculum designed to prepare music teachers was recognized by the State of Illinois. Largely through the work of Hubert E. Nutt, co-founder of the college, VanderCook became one of the first three institutions in the United States to offer a degree in instrumental music teacher education.

The founders and faculty of VanderCook College of Music played a pivotal role in the development of band education in this country. Work such as *Expression in Music*, *Teaching the High School Band*, and correspondence classes in conducting and cornet performance, authored by Hale A. VanderCook, were widely read and adapted by leaders in music education. Examples include Dr. William D. Revelli, a member of VanderCook's first graduating class in 1931, and prominent member of the University of Michigan music faculty. Other notable alumni from the founding days of the college include Forrest L. Buchtel, who remains a well-known composer and arranger, and Haskell W. Harr, author of the *Harr Percussion Method*. Hale A. VanderCook's progressive set of trumpet/cornet solos remain in today's pedagogical literature, while his numerous marches continue to be performed by concert bands throughout the country. The VanderCook Summer Music Camp in Bridgman, Michigan offered a unique set of instructional programs for high school students and their teachers in a laboratory-style educational setting that provided a model for similar summer music camps such as its neighbor in Interlochen, Michigan. A digital collection of historical documents pertaining to the college's history may be accessed through the college's Harry Ruppel Library.

In 1946, VanderCook co-founded the Midwest Clinic, an annual gathering of thousands of musicians, band and orchestra directors, music students and vendors from around the world. To this day, VanderCook Symphonic Band performs annually at the clinic and has premiered more than 250 original compositions for band under the direction of some of the country's finest conductors.

CURRENT STATUS

Although the curriculum has expanded, the college remains as the only institution in the United States that is exclusively focused on music teacher education. VanderCook alumni teach music to schoolchildren in every state in the nation and internationally in over 15 countries. Over 10,000 future and practicing music educators have either graduated from one of the college's degree programs or completed advanced, graduate-level coursework through the college's continuing education program. The influence of the college resonates in schools and communities worldwide where graduates and continuing education participants strive to enrich the lives of children and community members through music performance, creation and listening.

Today, VanderCook serves prospective and practicing music teachers through the following academic programs:

- Bachelor of Music Education degree program (BMEd)
- Bachelor of Music (pre-certification) degree program (BMpc)
- Bachelor of Music in Performance and Pedagogy (BMPed) (under review for fall, 2021)
- Teacher Certification Entitlement Program (TCEP)
- Master of Music Education degree program (MMEd)
- Master of Music Education and Certification (MCert)

Students enrolled in undergraduate programs may also elect to earn a Performer's Certificate. This certificate, described in more detail in the College Catalog, is by audition-only.

VanderCook also offers an extensive series of graduate elective courses that are open to enrolled students and to any music educator holding a bachelor's degree in music education or related field and meets the prerequisites of the class. These courses are explicitly designed for practicing music educators and are offered under the umbrella of the **Music Education Center of America (MECA)** program for continuing education.

In addition, the College offers an **Outreach Program** that offers a series of opportunities for pre-collegiate students to develop their musicianship through programs offering day-long immersions on a particular instrument or area, e.g., Day of Percussion, Day of Guitar, Middle Level HonorFest, All-Catholic HonorFest; opportunities for ensembles to visit the college and receive feedback, e.g. BandFest, ChoralFest, OrchestraFest; summer programs, e.g., Vocal Arts Camp, Leadership Day, Summer Strings.

In 2017, a weekly program offering beginning instrumentalists enrolled in grades 5 - 8 the opportunity to learn an instrument and study jazz education was established. This program, named **One City**, serves around 80 children, mostly from under-served schools in the areas surrounding the College. The program meets weekly and provides qualified students enrolled in the College's teacher certification program the opportunity to gain invaluable experience teaching young children instrumental music under the mentorship of the College's professional faculty.

Outreach offerings are designed to provide instruction for children while also providing opportunities for VanderCook's students, all future music educators, to observe and practice teaching in structured

settings. Recently, the Outreach Program was extended to include the Near South Community Band, open to high school, college, and adult members from the community and from within the institution.

As a small music college, the educational environment and culture are characterized by:

- Small class sizes led by highly skilled faculty
- High personal interaction among students, faculty and staff
- One-on-one engagement in studio-style classes
- An emphasis on creating learning experiences where candidates continually develop and refine their professional and musical knowledge and skills.

When our undergraduate students earn the Bachelor of Music Education degree they are qualified to teach band, choir, orchestra and general music in schools throughout the country and internationally, at beginning through advanced levels. They have undergone rigorous performance and academic preparation, including intensive preparation to play and teach 19 instruments, to sing and to conduct. In so doing, they are able to help others experience the joy of musical performance in school and in their communities. This comprehensive, pragmatic and singular approach to preparing future generations of music educators is highly valued in the market, and unique to VanderCook College of Music.

The educational mission of VanderCook is extended at the graduate level where practicing teachers are able to focus and refine their education to a particular area of specialization. Our graduate students are prepared to function as music education leaders within their school and community.

Our mission is further extended through a series of non-degree but advanced, graduate-level coursework offered to practicing music teachers who seek to extend their knowledge and skill, remain professionally current, and fill gaps in their skill sets. We aspire to offer the most comprehensive, rigorous and valuable set of offerings available anywhere, specifically designed for working music educators.

As a result of these experiences, VanderCook graduates are uniquely qualified to provide leadership and high-quality instruction to children, with the utility of being able to serve all the music education needs of the entire population of grade school and high school students.

Every day, the faculty and staff of the college dedicate themselves to nurturing music teachers who exhibit musical excellence, professionalism, and strength in character. We do this through continuous development of the following skills and attribute which form the foundation of our core values:

- A high level of musicianship
- Academic ability and diligence
- Skill in the process of teaching
- Self-discipline and persistence
- Inter- and intrapersonal skills
- Good citizenship and personal integrity
- Building of pragmatic links with educational programs in diverse communities

- Professionalism in action, word and appearance.

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CORE VALUES OF THE COLLEGE

We believe that music is an integral part of the human experience, that high quality teaching of music education is critically important, and there exists a need for a place to develop the best possible music teachers.

We believe that a single-purpose institution is a proper vehicle for the preparation of excellent music teachers. Our singular purpose enables us to infuse our core mission into numerous daily experiences and activities without any diminution of the value and integrity of music education as a noble and worthy endeavor.

We believe that the lives of present and future generations will be positively enhanced through experiences structured by teachers in the instrumental, choral and general music disciplines.

We believe that excellent music teachers demonstrate:

- Value for the role of music in our culture (Mission)
- Strong character (Core Disposition)
- Skill in the process of teaching (Core Disposition)
- Musical knowledge and skill (Core Disposition)

We believe we best serve our students by helping them cultivate the College's core values by offering curricular and extra-curricular experiences that foster:

1. A high level of musicianship

- Study a diverse and comprehensive music curriculum.
- Accumulate extensive performance and pedagogical experiences in all phases of music education.
- Appreciate the aesthetic value of music's unique capacity to express human emotion and feeling.
- Understand that the arts in general and music specifically enhance a student's experience and the school environment.
- Develop the ability to think and speak intelligently about music.

2. Academic ability and diligence leading to a lifetime of learning

- Perform academically at or above the required minimum cumulative grade point average for regular academic status.

- Complete coursework and experiences required for licensure.
 - Commit to the continual development of personal, teaching and musical knowledge.
3. Skill in the process of teaching
 - Develop an understanding of the national and state standards for music, technology, language arts and professional teaching.
 - Acquire the skills to incorporate educational standards into the design of curriculum and instruction.
 - Recognize that all students have the ability to learn and dedicate themselves to bringing out the best in their students.
 - Become familiar with appropriate assessment tools and strategies.
 - Develop the sensitivity and knowledge to serve diverse communities and learners.
 4. Self-discipline and persistence
 - Demonstrate the ability to organize and plan successfully for both short- and long-term goals.
 - Persist in following a task to completion.
 - Attend and participate in classes and rehearsals regularly.
 - Plan and maintain an effective practice and study schedule.
 5. Interpersonal and intrapersonal skills
 - Engage in honest self-evaluation and welcome feedback from colleagues and professionals without being defensive
 - Develop the habit of being punctual and respectful of people's time
 - Develop listening skills in musical, personal and professional communications
 - Develop a global perspective and the skill of observing human behavior in the context of the community, school and classroom environments.
 - Modify classroom instruction and feedback based on observation and evaluation.
 6. Good citizenship and personal integrity
 - Demonstrate respectfulness toward people and environments.
 - Demonstrate law-abiding citizenship.
 - Acquire through reflection and demonstrate through action an understanding of honesty, trustworthiness and personal integrity.
 7. Building of pragmatic links with educational programs in diverse communities:
 - Develop a broad-based understanding of the range of educational systems and the role of music within those systems.
 - Acquire an appreciation for every phase and level of education through observation of and interaction with educators in diverse schools and communities.

8. Professionalism in action, word and appearance

- Behave, speak and dress in an appropriate and respectful manner in all interactions with children, colleagues, parents and community members.
- Understand the need to function as a positive role model for the school and local community in which they work.
- Demonstrate flexibility and adaptability to changes in routine, schedule and needs.
- Develop the ability to work with parents, the community and colleagues in an organized and professional manner.
- Acknowledge and seek to understand different approaches and points of view.

VISION FOR THE PRESENT & FUTURE

- To offer a college education that is singular in its dedication to excellence in music teacher education.
- To provide a curriculum that is comprehensive and pragmatic.
- To nurture graduates recognized for their musical excellence, professionalism, strong character and respect for the essential role of music in our culture.
- To prepare teachers able to instill a life-long love and appreciation for music in children and to empower the arts in our communities.
- To offer anyone with the dream and passion for sharing the gift of music the opportunity to develop the skills necessary to begin the journey, regardless of extensive prior training in the field.
- To provide a strong, supportive community to nurture the musicianship of each individual student.

10.06.18

The College's vision is articulated in greater detail in the VanderCook College of Music Strategic Vision, which is developed by the Board of Trustees in collaboration with the president of the college with feedback from all members of the VanderCook community.

11.23.2018

OUR STAND ON DIVERSITY

Since its origins in 1909, VanderCook has supported and embraced the concept of diversity. Our faculty, staff and student body come from a wide variety of backgrounds and from different parts of the world. We value the diverse perspectives and unique contributions each of our constituents brings to the VanderCook learning community. The VanderCook philosophy has always been that every student deserves a chance, and it is our policy to provide a working and learning environment that allows everyone to realize their full potential.

VanderCook is committed to equal opportunity and non-discrimination in its admissions and hiring policies. All qualified individuals are considered regardless of race, religion, color, age, national origin, gender, gender identity, sexual orientation, disability, applicable veteran status, or any other characteristic protected by applicable federal, state or local laws.

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ACCREDITATION

VanderCook is accredited by three entities, listed below. The college is required to submit annual reports, supplemental reports of numerous aspects of the college's educational programs, institutional controls, and administrative practices; and to prepare full-scale self-studies on a three-to-ten-year cycle. All faculty and staff are accountable at some level for providing the information needed to demonstrate our compliance with the standards developed by our accreditation agencies. At various times, individuals may be required to prepare reports, audits and commentary on their particular area of responsibility within the college.

The Higher Learning Commission
230 N. LaSalle Street, Suite 7-500
Chicago, IL 60604
Tel. 800-621-7440 or 312-263-0456
<http://www.hlcommission.org>

The National Association of Schools of Music
11250 Roger Bacon Drive, Suite 21
Reston, VA 20190-5248
Tel. 703-437-0700
<https://nasm.arts-accredit.org>

Illinois State Board of Education
100 N. 1st Street
Springfield, IL 62777
Tel. 866-262-6663 or 217-782-4321
<http://www.isbe.net>

ORGANIZATION OF THE COLLEGE

VanderCook College of Music is overseen by a diverse Board of Trustees who represent a wide array of backgrounds and skills. Bylaws of the college govern their work and are available upon request. The Board appoints a president, who is responsible for the execution of the Board's policies. The deans and various directors oversee aspects of these core areas. Because the college is small, many people assume multiple responsibilities. The College's Organization Chart and job descriptions may be found in Appendix A.

DESIRED ATTRIBUTES OF FACULTY, STAFF & STUDENTS

Consistent with the mission and core values of the college, it is desired that the faculty, staff and students possess the following ideal attributes:

FACULTY

- Cultivation of pragmatic links with diverse schools,
- personal integrity,
- service as a resource to students and the profession,
- professional growth and dedication,
- desire and ability to educate,
- well-developed interpersonal and intrapersonal skills,
- demonstrated commitment to the College's mission,
- demonstrated dedication to their role in the College,
- professionalism in action, word and appearance,
- a willingness to work with all students and all other members of the College's constituencies,
- the ability to work as a member of a team,
- flexibility and adaptability to changes in routine, schedule and needs,
- willingness to facilitate the educational experience for VanderCook's students.

STAFF

- Ongoing professional growth,
- an appreciation for education,
- willingness to work with all students and all other members of the College's constituencies,
- demonstrated commitment to the College's mission,
- demonstrated dedication to their role in the College,
- professionalism in action, word and appearance,
- the ability to work as a member of a team,
- expertise in their field,
- flexibility and adaptability to changes in routine, schedule and needs,
- personal integrity.

STUDENTS

- A high level of musicianship
- academic ability and diligence leading to a lifetime of learning

- skill in the process of teaching
- self-discipline and persistence
- interpersonal and intrapersonal skills
- good citizenship and personal integrity
- building of pragmatic links with educational programs in diverse communities
- professionalism in action, word and appearance.

ALUMNI ORGANIZATION

The mission of the VanderCook Alumni Association shall be to promote and support VanderCook College of Music. The Alumni Association shall encourage and stimulate loyalty to the college, as well as active participation and communication among VanderCook alumni. Members can further VanderCook's ongoing tradition of excellence by contributing to the Alumni Scholarship, recruiting and engaging with prospective students, and by supporting current student activities.

Periodically, the college mails a survey to alumni assessing their perceptions about the value of their education along with demographic data. Results from this survey are then used to refine the mission of the school and examine its overall program effectiveness.

Each year, two awards are given by the Alumni Association:

ALUMNI EXCELLENCE AWARD

Every year, VanderCook awards a junior student with the Alumni Excellence award. The purpose of this award is to recognize the student's demonstrated sense of purpose, commitment, and excellence. Aside from the honor of recognition, the recipient also receives a financial award.

DISTINGUISHED ALUMNI AWARD

The Alumni Association Board annually recognizes an alumnus who has established themselves within their particular field and has made significant contributions to the field of music education and VanderCook's legacy. Recipients also have a history of supporting VanderCook. This support can be demonstrated by: professional visibility and recognition in their field, service to the college, a sense of responsibility toward supporting VanderCook's goals and mission, and a sustained interest in promoting VanderCook to potential students and professionals.

SECTION II GENERAL POLICIES

In this section, general policies and procedures affecting both faculty and staff are outlined. Specific policies and procedures affecting faculty only and non-teaching staff only are outlined in Sections 3 and 4. Policies and procedures pertaining to benefits are described in Section 5.

All policies and procedures are designed with the goal of creating a positive, professional, caring environment in which all members of the VanderCook faculty and staff exemplify a high level of professionalism.

ATTENDANCE AND ABSENTEE POLICIES

GENERAL POLICY

All faculty and staff are expected to be present at VanderCook for the completion of their duties. If any faculty or staff member anticipates being absent due to illness or an emergency, they are expected to notify their department supervisor, the appropriate dean, or the college president by phone, email, or text.

Absences longer than three days for health, personal, or family issues should be discussed with the president. Employees may be subject to rules governing Family Medical Leave of Absence. (See the section on Benefits for more information.)

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Rev. 11.25.18

FACULTY FULFILLMENT OF TEACHING RESPONSIBILITIES

Although faculty members are encouraged to be professionally active, fulfillment of teaching obligations is regarded as a serious matter and must always be given priority. If a faculty member cannot be present for a class or lesson, the appropriate dean should be notified as early as possible, and a Leave Request Form should be completed. Leave Request Forms will be retained in the faculty members personnel file located in the Business Office. All lessons should be rescheduled at a time mutually agreeable to the faculty member and student so that each applied student receives the allotted number of lessons at an appropriately paced schedule. Provisions for missed classes should be made and approved in advance by the appropriate dean.

In general, if a class cannot be rescheduled at a reasonable time and place, the faculty member should arrange to have another qualified professional assume responsibility for the missed class and compensate them directly. If a class is missed because of illness, bereavement, or fulfillment of a professional responsibility for which there is no compensation, the college may pay for a substitute. If the absence is due to a personal commitment, or to fulfill a professional responsibility for which compensation is received, the faculty member is expected to pay the substitute.

Students should not be considered as a teaching substitute for any missed classes. Faculty will not be compensated for any missed class that is not approved, and salaries will be adjusted accordingly.

STAFF

All staff are to submit a Leave Request Form prior to an anticipated absence or directly following an unexpected absence. All absences must be recorded in Paylocity and approved by the president or the controller. Days missed are accordingly deducted from the employee's remaining allotment of vacation or sick days as appropriate.

LEAVE OF ABSENCE WITHOUT PAY

An employee may request a leave of absence without pay for any reason. Requests should be submitted in writing to the President's Office. In general, a leave of absence of longer than six months will rarely be granted. It should be noted that a voluntary Leave of Absence does not entitle the employee to Illinois State Unemployment Benefits.

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MEETINGS

Full-time faculty and staff are expected to attend all faculty and staff meetings as scheduled. In addition, faculty and staff are expected to attend all other scheduled meetings commensurate with their position.

All faculty and staff members are expected to apprise themselves of news and changes announced in faculty and staff meetings. Hourly employees will be paid at their hourly rate for attendance at meetings.

Faculty and staff form an integral part of the VanderCook community. Suggestions, creative solutions to problems, and involvement with other faculty and staff members and our student body are encouraged. Appointments with either the appropriate dean or the president can be arranged at any time.

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VCM SEMINAR

Each week at a regularly scheduled time, the entire VanderCook community comes together for performances, announcements, and review of policy. This time is important for building a sense of community within the College and communicating important information. All full-time faculty and staff should attend these important weekly gatherings to stay apprised of upcoming events, support students in their work, and maintain visibility as an intrinsic member of the VanderCook Community. Any

important message to be conveyed to students should be communicated in this forum. that Part time faculty and staff are welcome to attend and should avail themselves of this opportunity to convey information to students and staff relevant to the work of their offices.

CONCERTS, RECITALS & OTHER COLLEGE EVENTS

There are approximately 40 recitals and concerts presented in the evening hours and on weekends throughout the year by VanderCook students, faculty, and guest artists. In addition, commencement is held each May and July. In general, faculty and staff are expected to attend a portion of these events at a level commensurate with their level of employment with the college. In particular, faculty should make every effort to attend concerts and recitals of students and student groups with whom they work directly.

Except in unusual circumstances, attendance is required at the following VanderCook events and all may be asked to assist at some level:

- Fall Faculty & Staff Orientation meeting (typically Monday before the first day of the fall semester. TBD in the spring semester).
- Symphonic Band performance at the Midwest Clinic (generally mid-December)
- Undergraduate commencement (generally the first week of May)
- Summer Faculty & Staff meeting (generally mid-June)
- Graduate commencement and VIP reception (generally the last week of July)

Attendance is encouraged at the following VanderCook concerts and some level of event participation may be requested to help manage the smooth operation of the events.

- A Night at the Pops Concert. (Admission to this fundraising event is waived upon request in exchange for performance of some duties to help manage the event).
- Prism Concert (typically during the third week of September)
- Large Ensemble Fall Concert (typically the first week of October)
- Medium Ensemble Fall Concert (typically mid-November)
- Thanksgiving Dinner & Faculty Recital (*VanderGiving*) (typically the week before Thanksgiving) (Faculty and staff typically serve dinner to the students as a Thanksgiving gift to them.)
- Choir & Orchestra Concert (typically the first week of December)
- Large Ensemble Spring Concert (typically the first week of March)
- Medium Ensemble Spring Concert (typically the first week of April)
- Chamber Ensemble Concert (typically mid-April)
- Student Conductor Concert (typically late April)
- Graduate Welcome Breakfast and Orientation (typically mid-June)
- Undergraduate New Student Orientation Breakfast (typically late June)
- Graduate Ensemble Concerts (typically late June and mid-July)

Dates **ineligible** for vacation or leave requests:

- First week of fall semester
- Symphonic Band performance at the Midwest Clinic
- First week of spring semester
- Undergraduate commencement (typically the first Friday in May)
- First day of summer MECA sessions (typically mid-June) (business, registrar and IT)
- First week of summer graduate classes (typically mid-June)
- Open Houses (Audition, Junior, and Senior Days) as scheduled
- Graduate commencement and VIP reception (generally the last week of July)

Faculty and staff are also encouraged to attend student recitals. Specific dates for the above events are determined annually.

Rev. 8.12.08

Rev. 11.25.18

Rev. 11.16. 20

AUDIO-VISUAL EQUIPMENT

Audio-visual equipment, including LCD projectors, sound reinforcement systems, amplifiers, keyboards and recording equipment are available to all faculty, staff and students. Most classrooms are equipped with video projection and sound reinforcement

Requests to checkout equipment require submitting a completed Audio-Visual Request Form at least 48 hours in advance. Once the request is received, the Ensembles Office will coordinate the request with the faculty, staff or student. All requests must be made electronically.

To accommodate students who must access classes remotely, several classrooms are equipped with Zoom room capabilities. For more information please contact the Ensembles Office at ensembles@vandercook.edu.

Rev. 5.16.06

Rev.11.29.18

BACKGROUND CHECK

As a normal part of the hiring process, faculty and staff considered for employment will undergo pre-employment background screening that includes a Fingerprint Criminal Background check and Child Abuse Registry check.

Rev. 9.04.07

BUDGET AND PURCHASES

The annual budget is compiled each year by the president and controller in the spring and proposed to the Board of Trustees at the July meeting for preliminary approval. Faculty and staff members submit budgets in the spring to begin the process and are notified of the final budget allowances in the fall. Expenditures must be approved in advance through the purchase order procedure by the college's chief financial officer. Release of funds is contingent upon the current cash balance of the college. The budget is closely monitored and subject to change on a monthly basis.

CREDIT CARDS, PURCHASE ORDERS & CHECK REQUESTS

The president or controller approves the issuance of credit cards, as well as credit card expenses, purchase orders, and check requests. Purchases are to be sent in for approval using the appropriate form before orders are placed, with some exceptions for necessary or urgent expenses.

It is essential that all receipts for purchases, whether by credit card, check or purchase order be received and that the proper form be completed. Employees will be liable for any credit card expense for which a receipt is not received within ten days of the purchase. Failure to provide receipts or to follow procedures for requesting purchases may result in withdrawal of spending privileges, cancellation of credit card privileges or termination of employment.

Forms for all purchases are available on the college's website and in bins outside the Business Office.

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9.19.18

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Expenditures must be approved in advance through the purchase order procedure by the individual's manager, the college president, or controller. Release of funds is contingent upon the approved annual budget and the current cash balance of the college. The budget is closely monitored and subject to change on a monthly basis.

PURCHASE ORDERS.

A Purchase Order is required for all purchases and can be found [here](#), as well as in the hallway outside of the Business Office. All purchases must be submitted to the Business Office and approved prior to placing the order. Employees should attempt to place orders at least one week prior. In the event that a purchase is so necessary and urgent that it cannot wait for approval, the employee can make the purchase. However, this does not guarantee approval after the fact. Only one Purchase Order should be used per vendor, per order.

In the event of a recurring purchase, a Purchase Order may be completed in advance to cover the purchases.

9.24.18

CHECK REQUESTS.

A check request should only be used with a signed contract in which there will not be a directive to pay or an invoice will not be received at a later date.

If a check request is used in the case where prior approval was not obtained on a purchase order, payment may be delayed or denied. Check request forms can be found in the hallway outside of the Business office.

Rev. 9.24.18

REIMBURSEMENT REQUESTS

For expenses incurred from college-related travel, employees are to submit a Check Request. Mileage, lodging, and meal expenses incurred during travel are eligible for reimbursement at the annually approved federal rate. All reimbursement requests must be approved in advance by the college president.

Eligible expenses include meals, housing, and transportation.

TRANSPORTATION

- Airfares must reflect lowest possible coach-class fares to and from Chicago.
- Rail fares must reflect lowest possible coach-class fares to and from Chicago.
- Mileage exceeding the cost of normal commute to work is reimbursed at the current IRS rate.
- Mileage to and from local airports is reimbursed only if longer than normal work commute.

HOTEL.

Hotel rooms are reimbursed for a single individual, for days contracted only, unless otherwise negotiated.

MEALS.

Food and beverages are reimbursed up to a maximum of the federally approved rates and includes meals covered during those portions of the day when working or traveling on behalf of the college

Itemized receipts are required for all meal purchases. A credit card receipt reflecting only a total amount is insufficient for reimbursement.

Alcoholic beverages are not eligible for reimbursement.

MISCELLANEOUS EXPENSES

Miscellaneous expenses include items such as the following

- Office supplies
- Photocopying
- Entertaining (pre-approved)
- Professional development fees.

Rev. 5.16.06

BUILDING HOURS & ACCESS

General business hours are 8:30 a.m. to 4:30 p.m. Monday through Friday. The Front Office is generally open during these hours. Members of the VanderCook community are welcome to use the building during open building hours. The premises are surveilled via security camera and periodically inspected by IIT security personnel.

Access to VanderCook facilities is restricted to currently enrolled students and current faculty and staff members for academic and business purposes only. The main entrance is equipped with a security card reader. A valid IIT/VanderCook ID (HawkCard) is required for access to the building at all times.

All visitors must register with the Front Office. VanderCook faculty, staff, and students should never permit a stranger to enter the building. Faculty and staff are encouraged to request valid identification (a HawkCard or a current MECA name tag) and purpose of any person in the building with whom they are unfamiliar.

The building at 3125 S. Federal Street is partially renovated and used for classes, practice, faculty and staff member offices, recitals, concerts and other special events. The building is open for student use during regular business hours, and for recitals, concerts and special events.

In general, building hours are as follows:

FALL AND SPRING BUILDING HOURS

Monday – Thursday	7:00 a.m. – 11:00 p.m.
Friday	7:00 a.m. – 9:00 p.m.
Saturday	7:30 a.m. – 5:00 p.m.
Sunday	1:00 p.m. – 11:00 p.m.
Labor Day	CLOSED
Thanksgiving & day after	CLOSED
Christmas Eve and Day	CLOSED
Martin Luther King, Jr. Day	CLOSED

Labor Day	CLOSED
Memorial Day	CLOSED

MMED SUMMER SESSION

Monday – Thursday	7:00 a.m. – 11:00 p.m.
Friday	7:00 a.m. – 8:00 p.m.
Saturday	7:30 a.m. – 6:00 p.m.
Sunday	1:00 p.m. – 11:00 p.m.

MECA SUMMER SESSION

Monday – Thursday	7:00 a.m. – 7:00 p.m.
Friday	7:30 a.m. – 4:30 p.m.
Saturday	CLOSED
Sunday	CLOSED

INTERSESSION AND SEMESTER BREAKS

Mid-December – first week of January

First or second week in March

First week of May – second week of June

Last week of July – last week of August

Monday – Friday	8:30 a.m. – 4:30 p.m.
Saturday	7:30 a.m. – 4:00 p.m.
Sunday	CLOSED

CALENDAR

VanderCook events are posted on an internal Google calendar accessible from each staff member's VanderCook gmail account. This calendar is labeled VCM EVENTS CALENDAR. This calendar should be integrated with personal calendars. The College Receptionist in the Front Office is responsible for posting events and important dates to the calendar. Some senior administrative staff members also have permission to add dates.

Events that are open to or of interest to the public are posted on the College's website calendar.

COMPUTER NETWORK & INTERNET

COMPUTER SERVICES

All faculty and staff are provided with access to a computer and a printer, a VanderCook email account, and Internet access for work-related purposes.

In addition, the computer music lab (MIDI Lab) is available for personal use or may be reserved for meetings.

All computers and accompanying software should be used for work-related tasks. Any document stored on college computers is considered property of the college and should be treated as such.

INTERNAL DATABASE (CAMIS)

The College maintains a secure database that houses registration, billing, financial aid information, student enrollment, alumni information grades and a host of related data. Faculty and staff are granted access to portions of the database that are relevant to their work. It is incumbent upon each staff member to familiarize themselves with the software, respect established protocols, and communicate with the IT Systems Engineer and others when questions arise or if they need help in navigating the program.

COMPUTER SERVER

Shared files are maintained on a shared desktop that is backed-up continuously. Staff members are granted access to files relevant to their work. It is incumbent upon all employees to maintain files such that a successor would be able to access information relevant to one's work.

COMPUTER USE POLICY

- Users are prohibited from installing any software on the computers or run any other web-based programs. There will be no exceptions.
- Users are prohibited from changing the configuration of any settings or software on the computers.
- Users will be held responsible for costs to repair or replace computers they have damaged through misuse. (See the Damaged Computer Replacement policy, below.)
- Misuse of the computer or Internet access policies may result in disciplinary action.
- In the event of a computer problem, employees should contact the IT Department.
- Most computers in the college are equipped with Internet connectivity, and wireless access is available throughout the building. Contact the lab assistant or IT staff to help you configure your computer to use wireless Internet.
- Faculty and staff use of email is an official form of communication, and faculty and staff will be held accountable for information disseminated this way. It is expected that faculty and staff

limit their use of this service to those activities that fulfill official college business, research and teaching needs.

- Email accounts issued by VanderCook College of Music remain the property of the College. Any illegal or illicit activities including, but not limited to, sending harassing messages, introducing viruses or malware, and misrepresenting one's identity in electronic communication are strictly prohibited. The college may monitor access to any of these resources in order to ensure the security of its systems and networks, and to enforce these policies.
- VanderCook has no control over the information available through the Internet and cannot be held responsible for its content. As sources on the Internet can provide inaccurate, incomplete, or outdated information, users must be good consumers, questioning the source and validity of the information they find. Faculty and staff use the internet at their own risk.
- Users should be aware of state and federal laws governing the distribution and display of obscene materials. The distribution and/or display of any obscene materials is strictly prohibited.
- Violation or abuse of any of these policies may result in revocation of user privileges or termination of employment.

DAMAGED COMPUTER REPLACEMENT POLICY

In the event that a faculty or staff member damages a computer so that it is inoperable while engaged in legitimate school-related activities, the following conditions will apply:

First Incident – Pending investigation, the computer will be replaced with a certified, refurbished machine of comparable capacity.

Second Incident – The computer will be replaced with a certified, refurbished machine and the user will be responsible for 50% of the replacement cost.

Third Incident – The computer will be replaced with a refurbished computer and the responsible staff or faculty member will be responsible for 100% of the replacement cost. Note that the computer remains the property of VanderCook College of Music.

Rev. 8.19.08
03.05.20

MONITORING & INSPECTION OF ELECTRONIC RECORDS

Employees should not assume privacy on any college-owned computer. All content on a college owned computer, including email, is subject to inspection by administrative and IT personnel. VanderCook reserves the right to monitor or log all network activity of users without notice, including all email and Internet communications.

Resources covered by these guidelines include host computer systems, personal computers and workstations, computer peripherals, communications networks, software, removable media, and individual files.

COMMUNICATION GUIDELINES

VanderCook constituents encompass a wide variety of people in various capacities. As faculty and staff communicate with relevant contacts, the utmost care and attention should be exercised regarding message, tone, and representation of the college. In addition, all emails, texts and other correspondence should represent a high standard of grammar, spelling, punctuation and accuracy of information. Employees are strongly advised to proofread any written communication before it is sent, and to assess with the eyes of a recipient versus a sender. Any message being delivered to a large audience should be proofread by a second individual.

The following elements should be considered when communicating with any constituent outside of VanderCook:

Who is the VanderCook audience?

- Prospective students (bachelors, certification, masters, masters and certification, MECA)
- Parents
- Teachers
- Alumni
- Community
- Music education and industry professionals

What is VanderCook's message?

- The need to attend the college
- The need to respond to requests for action
- The need to support the college

How should the message be composed?

- It must speak to the recipient personally and respectfully
- It must be relevant
- It must affirm that they are valued as people
- It must affirm that VanderCook values their contribution (i.e., financial, leadership, goods and/or services, innovations)
- It must identify what VanderCook has to offer them
- It must show how VanderCook can benefit them
- It must place them in our environment
- When appropriate, it should make the "ask" (for attendance, a contribution, support, etc.)
- It should **always** include a thank you.

CONFIDENTIALITY

In many cases, VanderCook employees will have access to sensitive information related to students, faculty, alumni, staff, and the general business of the college. This information is confidential and proprietary. This includes billing and employment information, donor records, academic files, business plans, and any information on the day-to-day operations of the college. This information may only be shared in the context of work responsibilities and is not to be discussed with outside parties.

All employees are required to sign a Confidentiality Agreement stating that they agree to keep confidential all personal information pertaining to individuals and to VanderCook business. A breach of this confidentiality is a violation of law and could result in legal action. Additionally, a breach of confidentiality may subject employees to disciplinary action, up to and including termination.

As stated in the agreement, confidentiality of sensitive information is expected to continue beyond the period of employment by VanderCook.

Rev. 9.04.07

CONSUMER INFORMATION

The Higher Education Opportunity Act of 2008 (HEOA) requires that postsecondary institutions participating in federal student aid programs make certain disclosures available to enrolled and prospective students, parents, employees, and the general public.

Consumer Information disclosures are updated annually by VanderCook and include the following information:

- Graduation, retention and employment rates
- Admissions requirements
- Facilities and services for students with disabilities
- Costs and financial aid
- Campus law enforcement, campus crime logs, and crime reporting procedures

Consumer Information is published on VanderCook's [website](#) and given to all prospective students by either the Director of Admissions or the Director of Financial Aid as part of the application process.

COPYRIGHT COMPLIANCE

It is the goal of VanderCook to fully comply with the U.S. Copyright Act. Inappropriate use of copyrighted materials will not be tolerated. Information to provide clarification of what constitutes fair use of copyrighted material can be found in the Ruppel Library, including a copy of Copyright: A Complete Guide for Music Educators.

Rev. 8.12.08

COPY SERVICE

VanderCook owns a copy machine that is available to faculty and staff members. The Copy Room is located on the second floor, across from the Business Office (Room 201).

Faculty and staff members are provided with a unique access code by the IT Systems Manager

In the event of a malfunction, follow the instructions on the screen. In the event of a paper jam, do not attempt to clear it yourself. Please notify the registrar, business manager or director of admissions who have been trained to service the copier and clear paper jams.

A copy machine is also available in the Ruppel Library. This machine requires an access code and permission of the librarian.

OFF-CAMPUS PRINTING AND COPY SERVICES.

Large jobs requiring special print services not available on VanderCook's copy machines may be processed in [IITs Office Services Department](#) located in Room 41B in the basement of Perlstein Hall (see the [IIT Campus Map](#)). All such jobs must be pre-approved. Coursepacks to be used as textbooks may be prepared with the assistance of the front office staff. A minimum of 48 hours is advised for all jobs to be handled by Office Services, although one week is recommended, particularly during the summer months. Services available include cutting, stapling, velo and spiral binding, folding, and perforating. Large copy jobs (e.g., bound course packs), can also be completed by Office Services. Services are either priced by copy job or by page/linear foot. A full explanation of services offered and their pricing may be obtained directly from Office Services.

Rev. 7.31.11

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10.07.20

EQUAL OPPORTUNITY EMPLOYER

VanderCook is dedicated to the principle of equal opportunity for all. As such, members of the college community may not discriminate in hiring, admission to the college, or day-to-day practice based on age, race, creed, color, gender, sexual preference, or disability.

VanderCook is an equal opportunity employer. Standards and procedures for employment are based solely upon merit. In no case may race, creed, color, national origin, gender, sexual preference, age, or any physical or mental disability unrelated to the job be considered in determining job placement.

Rev. 5.15.06

EMERGENCIES

SEVERE WEATHER

In the event of severe weather warranting the school's closure, emails will be sent to all faculty, staff and students as soon as a decision is made. In addition, closure information will be forwarded to radio and television stations.

9.24.18

MEDICAL EMERGENCIES

In the event of a medical emergency, all are advised to call IIT Public Safety at (312) 808-6300. If circumstances warrant professional medical attention, 911 should be called first in addition to IIT Public Safety.

Faculty and staff are strongly advised against providing transportation and/or offering personal assistance, as doing so places any and all liability with the driver(s) or individual(s).

The college has an Automated External Defibrillator (AED) located on the first floor directly across from the Front Office. An AED is a portable defibrillator used to deliver an electric shock to a person suffering sudden cardiac arrest.

- The AED should only be used on someone who is unconscious, unresponsive, and unable to breathe. 911 and IIT Public Safety should always be immediately notified in event of an emergency.
- The AED unit should only be used by someone with certified CPR training. The State of Illinois' Good Samaritan Act protects anyone who uses an AED in an attempt to save someone's life from any liability.
- The AED procedure for children under 8 years old or weighing less than 55 pounds is different than that of an adult. When activated, the AED's voice recording system will instruct the user through step-by-step procedures.

IIT EMERGENCY ALERT

IIT Alert is an emergency alert notification system that Illinois Institute of Technology uses to broadcast important information via text, phone, and email in the event of severe weather or an ongoing situation that affects the safety of our campus communities. All VanderCook faculty and staff should avail themselves of this service by completing a short form here <https://web.iit.edu/iitalert/>

In general, VanderCook aligns its severe weather and campus security policies with those of IIT, our host campus.

OTHER URGENT COMMUNICATIONS / EMERGENCY CONTACT

In the event of serious emergencies only (e.g., a student is taken by ambulance to the hospital, or is a victim of a traumatic crime), the following individuals should be notified by calling the cell phone number:

Dr. Roseanne Rosenthal:	312-788-1152 or 630-337-3213 (cell)
Ms. Ruth Rhodes:	312-788-1145 or 773-320-7665 (cell)
Ms. Stacey Dolan:	312-788-1142 or 630-400-1416 (cell)
Dr. Robert Sinclair:	312-788-1139 or 773-636-1396 (cell)
Mr. Patrick Benson:	312-788-1144 or 773- 330-9765 (cell)
Dr. Bonnie Campbell:	312-788-1155 or 847-302-8165 (cell)
Ms. Cindy Tovar:	312-788-1122 or 773-972-6408 (cell)

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HEALTH SERVICES

Registered VanderCook students in good standing who have paid the IIT Student Activity Fee may utilize IIT Health Services. Other resources for hospitals, emergency rooms, and pharmacies are listed below:

Mercy Hospital & Medical Center	Northwestern Memorial Hospital
2525 S. Michigan Avenue	251 E. Huron Street
312-567-2000	312-962-2000
Walgreens Drug Store	CVS Pharmacy
3000 S. Halsted Street	741 W. 31 st Street
312-225-0607	312-567-9044

NON-MEDICAL EMERGENCIES/INCIDENTS

All non-medical emergencies or incidents should be reported to IIT Public Safety at 312-808-6363. A dispatcher may direct the caller to also call 311 or 911.

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EMPLOYEE PROTECTION (WHISTLEBLOWER) POLICY

REPORTING ILLEGAL OR UNETHICAL CONDUCT

VanderCook College of Music (“VanderCook”) is committed to lawful behavior in all of its activities and therefore requires its trustees, officers, deans, faculty members, employees, and outside consultants and suppliers, to conduct themselves in a manner that complies with all applicable laws and regulations.

Any time a VanderCook trustee, officer, dean, faculty member, or employee has a concern regarding the propriety or legality of any VanderCook policy or any action that may be taken or that has been taken or threatened to be taken by any VanderCook trustee, officer, dean, faculty member, or employee or by

an outside consultant or supplier to VanderCook, or believes that some action needs to be taken for VanderCook to comply with applicable laws or regulations, or to prevent any future occurrence of a similar nature, that person should promptly report such concerns to the President of VanderCook in writing. If the President is unresponsive or is the subject of the concern, the concern should be reported to the Chairperson of the VanderCook Board of Trustees in writing. If both the Chairperson and the President are unresponsive or are the subject of the concern, the concern should be reported to the Vice Chairperson of the VanderCook Board of Trustees in writing. Every effort will be made to fully investigate the concern as discreetly as possible. Because of the need to fully investigate the concern, correct a problem or policy, or prevent future problems, VanderCook cannot, however, promise complete confidentiality.

Rev. 9.24.18

ENERGY CONSERVATION

VanderCook currently resides in two buildings constructed prior to modern insulation methods. Consequently, room temperature is often difficult to regulate and faculty, staff, and students are forced to make adjustments to ensure a comfortable environment. Everyone is asked to make every effort to conserve energy in their use of the building.

Requests for classroom temperature adjustments should be made to the Front Office staff member who will forward the request to the Building Manager. *Please do not adjust thermostat settings in any room in the building.*

AIR CONDITIONING

Most rooms are equipped with an air conditioning unit. Air conditioning should only be used when a room is occupied and should be turned off when the room is vacated. The thermostat should be kept to a reasonable level (i.e., no less than 70 degrees on a 90-degree day) to conserve energy and not overtax the system.

WINDOWS

Windows should be opened only when necessary and should never be opened when an air conditioning unit is running. All windows must be closed when leaving a classroom.

LIGHTS

All lights should be turned off upon departure of a classroom or office.

SPACE HEATERS

IIT's Space Heater Management Policy permits the use of electric space heaters as a temporary measure, contingent upon notification to IIT's Facilities Department and compliance with the following:

- The heater will not overload the electrical circuit to be used.

- The need cannot be met by adjusting the HVAC system.
- There are no obvious violations of the following safety terms.
 - There are no open or “glowing” coils exposed.
 - The space heater is kept away from any combustible material by a distance of three feet or the manufacturer’s requirement, whichever is larger.
 - Nothing is placed on top of or touching the heater.
 - The heater is plugged directly into a wall outlet, never into an extension cord or power strip.
 - The heater is always turned off when the area is not being heated.
 - The heater is in plain sight (i.e., not behind any furniture).

FACILITIES, REPAIRS, MAINTENANCE & CLEANING SERVICE

VanderCook is housed in two buildings: 3140 South Federal Street and 3125 S. Federal Street. The buildings are located in the heart of the Illinois Tech campus, three miles south of Chicago’s Loop. Designed by famed architect Ludwig Mies van der Rohe, the buildings contain rehearsal and recital halls, a music library, classrooms, a music technology lab, practice rooms, an instrument repair laboratory, instrument storage space, and offices.

The McCormick Tribune Campus Center is located on State Street, a short walk from VanderCook (see the [IIT Campus Map](#)). This building contains a convenience store, bookstore, dining facilities, meeting rooms, a post office, copy center, radio station, and recreational facilities.

Repairs, maintenance, and cleaning services are handled either by the College’s Building Manager or IIT. Requests for these services should be made through the President’s Office or, if unavailable, the Front Office. Our Building Manager will determine if it is necessary to contact Illinois Tech to secure their services.

Cleaning services are from Sunday to Thursday. Additional cleaning services are provided by our student staff. Requests for additional cleaning services may be made through either the Chief Operating Office or the President’s office. Cleaning personnel will not move items left on desks and shelves and may not clean those places unless the items are cleared away.

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11.21.20

FOOD SERVICES

A Faculty and Staff Kitchen with microwave and refrigerator is located on the second floor of the 3140 building. Vending machines are also located on the second floor in the Student Lounge. Students are prohibited from using the Faculty and Staff Kitchen.

Vending machines, including those offering fresh food, are located at the south end of the main floor of Hermann Hall. The McCormick Tribune Campus Center (MTCC) has a cafeteria called the Commons, which is available to all students, faculty and staff. Hours vary and are posted at the cafeteria. The MTCC also has a food court, Center Court, with hot and cold food options. Hermann Hall houses the Bog, a snack bar/pub in the building basement typically open for food from 6:00 p.m. until 10:00p.m., later on weekends. Check the schedule for exact hours.

A café serving drinks, snacks and lunches is also available inside the Kaplan Building, directly across from the College.

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11.21.20

FOUNDATIONAL DOCUMENTS AND PUBLICATIONS

The policies and procedures governing the College's programs and operations, its students, and faculty are delineated in a set of foundational documents. Each is a part of the whole and each is reviewed on a periodic schedule, published in PDF form on the College's website, and printed as needed by personnel, stakeholders and students. All employees of the College should be aware of each item and familiarize themselves with the content of each. Faculty, staff, and the trustees of the College each contribute to the currency, accuracy and consistency of each document.

They are as follows:

CONCEPTUAL FRAMEWORK.

This core document contains the mission statement, values and aspirations of the college, the knowledge base undergirding the programs offered by the institution, and the mechanisms by which the institution assesses its success in meeting its mission and purpose.

STRATEGIC PLAN

The short and long-term vision and goals of the College are articulated in the College's Strategic Plan, which is updated by the Board of Trustees annually.

COLLEGE CATALOG.

The College Catalog functions as the contract between VanderCook College of Music and its students. It includes background information about VanderCook, and specific information pertaining to the requirements for each degree or licensure program. Students who enter the College are responsible for meeting the requirements described in the Catalog at the point of their admission. Archival copies of the College Catalog are kept in the Deans' offices for seven years. After that, Catalogs are held in the College's archives. The College Catalog is reviewed each summer preceding the new academic year by

the deans of the undergraduate and graduate programs, controller, and faculty as needed to make changes to course descriptions. Revisions are ready around August 1, at the start of the new academic year.

FACULTY AND STAFF HANDBOOK

The Faculty and Staff Handbook (this document) provides an overview of VanderCook College of Music, the core expectations of faculty and staff, conditions of employment, and a compilation of policies and procedures that affect day to day life at the College. It is incumbent upon all who work at the College that they become familiar with the Handbook and rely upon it for matters of policy and procedure. The Handbook is reviewed and revised periodically by the College President, Controller, and others as pertinent to their program. Changes to procedures, questions about legal and accreditation compliance, and other matters may be addressed internally through the President's office. Questions regarding compliance with state or national laws and regulations, and accreditation may be addressed with legal counsel or with the advice of the College's institutional liaisons with various accrediting bodies.

STUDENT HANDBOOK

The deans of the undergraduate and graduate programs provide a Handbook to students enrolled in degree programs. The Handbook complements the College Catalog by providing specific information pertaining to the current academic year. In addition, policies and procedures affecting day to day student life at the College are delineated. While there may be some overlap between the College Catalog, FNS Handbook and the Student Handbook, the Handbook functions as the "go to" resource for students and others seeking answers to questions about events, grievances, policies pertaining to academic life, navigating the Illinois Tech campus and more. It is reviewed annually by the deans of the college, in conjunction with relevant staff members in preparation for the start of the new academic year on August 1.

STUDENT TEACHING HANDBOOK.

The Student Teacher Handbook is a compilation of the processes and procedures involved in the student teaching experience. This document is maintained by the Director of Student Teaching and reviewed prior to the start of each student teaching cycle,

FINANCIAL AID HANDBOOK.

The Financial Aid Handbook describes the process that prospective and current students should follow to maximize the financial assistance that may be available to them to defray the cost of their education. In addition, all of VanderCook's unique scholarships and awards are described. It is maintained and updated annually by the Director of Financial Aid.

MMED PROJECTS HANDBOOK.

The MMEd Projects Handbook provides an overview of the philosophy, process and procedures for completing and advising the Comprehensive MMEd Project. It is maintained by the MMEd Project Coordinator and reviewed each summer, prior to the start of each summer session.

RECITAL GUIDE

The Recital Guide describes the processes and procedures for planning and presenting student recitals.

COMMUNICATIONS AND STYLE GUIDE.

This Guide provides an overview of the fonts, colors and general writing style expected in all external communications prepared by the College. This is maintained and periodically updated by the individual appointed to be responsible for external communications.

GRIEVANCES & APPEALS

Grievances regarding formal and informal school policy, classes, harassment (including sexual harassment), or any other matter affecting the day-to-day academic, musical, or social climate of the college may be addressed in several ways.

Grievances may be discussed directly with the parties involved, a direct supervisor, a dean, or the president. Employees may file a formal grievance with a dean or the president. An Employee Grievance Form can be found [here](#).

Faculty and staff have the right to appeal any decision that they believe is unfair, arbitrary, or capricious. Appeals should be made to the president in writing within 15 days of notification of the disputed decision.

Based upon the circumstances of the situation, the president will establish a hearing procedure. If a formal appeal appears warranted, a hearing committee consisting of faculty and/or staff members (mutually agreed upon by parties involved) would be established to review the decision. The faculty or staff member and VanderCook have the right to representation by an attorney throughout the appeal process. Both parties must notify the other at least 72 hours prior to the time of the hearing if they intend to have legal representation at the hearing.

Rev. 8.12.08

HARASSMENT

Please see the College Catalog for a detailed description of VanderCook's Harassment Policy, which includes issues pertaining to sexual harassment. The following is a summary of those policies.

GENERAL HARASSMENT

General harassment is defined as any physical, verbal or written (including online social networking (e.g., Facebook, etc.), email or mobile phone networking (e.g., texting, Twitter, etc.) communication or action that targets a person based on race, religion, culture, beliefs, gender or gender identity, sexual orientation, mental or physical differences, or affective associations, which is persistent or severe enough to interfere with that person's work or academic performance. If actions or communications are deemed offensive, hostile or intimidating from the perspective of the person experiencing the action or communication, as well as from an objective (i.e., a reasonably uninvolved person's) viewpoint, a finding of harassment may result.

SEXUAL HARASSMENT

VanderCook seeks to ensure that all individuals feel safe from harassment and are able to interact with all constituents of the academic community without fear or concern. It should be noted that as VanderCook College of Music is located on the campus of the Illinois Institute of Technology (IIT), and as VanderCook students and employees are considered affiliates of IIT, and that VanderCook students and faculty use, in addition to common areas, spaces and facilities including those designed for recreation, food service, and housing, that VanderCook and IIT policies, procedures and resources will be in effect and used as appropriate to the situation.

VanderCook College of Music is committed to comply with the most recent rulings pertaining to the U.S. federal government's Title IX of the Education Amendments of 1972, which prohibits discrimination based on sex in education programs and activities. Furthermore, Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. All members of the VanderCook community are protected by Title IX – regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race or national origin – in all aspects of a recipient's educational programs and activities. (U.S. Department of Education, Office of Civil Rights, Title IX Resource Guide, April 2015).

The College's policies pertaining to sexual harassment and compliance are aligned with the most recent rulings pertaining to Title IX and are articulated in detail in the College Catalog. All faculty and staff members should familiarize themselves with this policy and be prepared to follow the prescribed procedures in the event that they are witness to or victims of sexual harassment.

In addition, the College Catalog identifies the college's current Title IX Coordinator, and provides resources in the event one is victim of, or witness to, sexual harassment.

IDENTIFICATION CARDS

All faculty and staff members are required to obtain an IIT/VanderCook ID card from IIT's ACaPS (Access, Card and Parking Services) Office, located in Room 201 of Hermann Hall. Upon receipt, VanderCook's Director of IT programs will validate HawkCards for access to VanderCook's building in coordination with

the cardholder's schedule. The HawkCard must be carried at all times and must be presented to VanderCook or IIT campus authorities upon demand.

HawkCards grant access to the following IIT services for VanderCook faculty and staff members:

- Keating Hall privileges (including the pool, free weight room, racquetball courts, basketball and volleyball courts, fitness center, and shower and locker room facilities)
- Paul V. Galvin Library
- McCormick Tribune Campus Center (bookstore, food service, post office, sitting and meeting areas, study carrels)
- Entrance to any IIT-sponsored student activity with reduced admission price (where applicable)
- myIIT
- IIT secure wireless
- myParking
- HawkLink.

HawkCards are non-transferable and remain the property of IIT. A replacement fee will be charged for damaged, lost, or stolen cards. Lost or stolen cards must be reported immediately to both the HawkCard Office and VanderCook's director of IT.

5.16.05

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KEYS

Keys are issued by front office personnel upon approval from the president. Classroom keys are issued to appropriate faculty or staff members at the start of the term. Keys must be relinquished upon termination of employment. Adjunct faculty are expected to return keys at the end of each semester unless their employment is continuous.

Rev. 9.24.07

Rev. 8.19.08

LIBRARY FACILITIES & ARCHIVES

The Ruppel Memorial Library provides resources and services to support the education and preparation of music teachers at VanderCook. The Ruppel Library's collection currently consists of 16,728 volumes, including:

Books on general music, music and general education, educational psychology, and music therapy;

- Musical scores;
- Sound and video recordings, including classical, world music, jazz, popular, and concert band recordings;

- Electronic resources, such as online music encyclopedias, electronic journals, and streaming music databases; and
- More than 100 journal and magazine subscriptions (both online and print) focusing on music education or specific instruments.

The library's catalog can be searched by visiting <http://vcm.ipac.dynixasp.com>. Library services include:

- Reference assistance by a professional music librarian available 40 hours a week
- Quiet study areas, computer and Internet access, and a browsable collection
- Usernames and passwords for off-campus access to the library's electronic resources, provided upon request.

Active membership within in-state (CARLI) and nationwide (OCLC) library consortia. These memberships provides the library with the following resources:

- Interlibrary loan services, which make the resources of participating libraries available for reciprocal borrowing
- Reference and information services, utilizing all available library resources
- Delivery of library materials and the transmission of documents by the most appropriate mechanisms
- Use of IIT's Galvin Library (access to print and electronic resources is pending).

Faculty may place personal items on reserve, or request that items from the Ruppel collection be placed on reserve each semester. At the end of each semester, reserve items will be returned to the main collection unless the librarian is notified in advance.

The Ruppel Library is open six days a week and staffed by a full-time professional music librarian or his or her student assistant. The library is located in Room 113 on the first floor of the 3140 building. The library's hours, policies, and other information can be found [online](#).

In addition to the Ruppel Library, VanderCook has several large ensemble score libraries containing band, choral, and orchestra works.

VanderCook faculty and staff also may use IIT's [Galvin Library](#), which maintains resources to support general academic courses. The Galvin Library is located two blocks south of VanderCook at 35 W. 33rd Street. Materials may be borrowed using a valid IIT/VanderCook ID Card (HawkCard).

The Harold Washington Public Library, the main branch of the Chicago Public Library, is located a short bus or subway ride from campus, and houses a world-class collection of materials of interest to VanderCook students.

[THE H.E. NUTT ARCHIVES](#)

The purpose of the H.E. Nutt Archives is to collect, preserve, and make available for research those materials documenting the history of the college through papers, photographs, and audio recordings.

The archives also present materials related to the role of the college and its members in the field of music education through the personal papers of the college's co-founder and former president H.E. Nutt, administrative records of the college, original creations of music, methods of teaching, and the writings of individuals associated with the college.

The archives also maintain recordings of student performances over the course of their time at VanderCook. Other archival recordings relevant to the history of music education in America are also contained in the archives.

Rev. 7.31.11

9.24.18

11.21.20

LOST & FOUND

Any item found on the premises believed to have been lost or misplaced by its owner should be deposited with the Front Office. An email notification will be circulated to faculty, staff, and students when a lost item is found. Unattended instruments or equipment should be brought to the Ensembles Office.

Rev. 8.23.11

MAIL SERVICES

Mailboxes for incoming faculty and staff mail are located in the Front Office. Faculty and staff are asked to remember that mail services are primarily for business purposes. If a faculty or staff member would like to receive a personal package at work, they are asked to alert the Front Office staff that it is expected, and plan to pick it up immediately. VanderCook College of Music cannot be held responsible for the storage of personal packages, nor is it liable for its contents if lost or stolen.

The outgoing mailbox is located in the Front Office as well. Faculty and staff may place unstamped mail pertaining to school business in the outgoing mailbox. Unstamped outgoing mail should be logged on the mail sheet next to the drop box. Personal outgoing mail may also be placed in the outgoing box but must already be stamped. School-related mail is then sent to Office Services where it is metered and billed to VanderCook.

Student mailboxes (for incoming mail only) are located on the second floor of the 3140 VanderCook building. Packages received that are too large for the student mailboxes will be kept in the Front Office for student pick-up.

Rev. 9.24.07

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NIGHT CHECK

Security personnel perform security checks on all doors, windows, and lights nightly upon closure of the building. Anyone remaining in the building at that time will be recorded in the night check report. Faculty and staff members present in the building should assist security personnel if so requested.

ONBOARDING PROCEDURE

Authorized personnel will review the following items with each new full time and permanent part-time faculty or staff member.

Foundational documents:

- Faculty and Staff Handbook

- College Catalog

- Student Handbook

- Conceptual Framework

- Financial Aid Handbook

Website

Academic schedule

Internal calendar

Room assignments and uses

Outreach program

Illinois Institute of Technology

- IIT student enrollment

- ID cards

- Parking

- Student Activities

Building access

Benefits

Committees

Confidentiality Agreement

OFFICE HOURS

All full-time faculty members are required to post two hours each week during the academic terms when they will be available for student counseling, guidance, and tutoring.

Administrative offices that serve students (e.g. Financial Aid, Business, Admissions, IT) must be open and available to students when they are present in the building during normal business hours. Business hours and contact information for making an appointment should be posted.

Administrative office doors should remain open for a portion of every day to convey the welcoming atmosphere that is part of the College's culture. However, student, faculty and staff confidentiality should always be respected and given primacy over the open-door policy.

Closure of an administrative office during normal school hours, or deviations from the normal business hour schedule, must be approved by the president.

Rev. 5.15.06

OUTREACH EVENTS

VanderCook hosts outreach events for high school and middle school performing groups annually such as Middle Level HonorFest, Day of Percussion, Day of Guitar, Band Fest, Choral Fest and Orchestra Fest. These events serve a dual purpose, providing an opportunity for visiting students to improve their musicianship with VanderCook faculty while increasing awareness of VanderCook's programs among students, teachers and the broader Chicago community. Specific dates are announced at or near the beginning of each academic year and may affect the class schedules. Some events are considered co-curricular educational opportunities and may involve all students, faculty and staff.

CLINICS

VanderCook and its faculty also host a number of clinics throughout the year. Clinics are a part of VanderCook's recruiting process, introducing middle school and high school students to the college and highlighting the work of VanderCook's faculty.

Faculty and staff may be affected by the influx of students using VanderCook's facilities, classrooms, equipment, etc., when clinics are scheduled. Faculty and staff are asked to be patient and flexible with the incoming clinics, as space is at a premium. Any requests for clinics should be directed to the designated clinic coordinator. Select faculty may be called upon to act as clinicians and will be compensated accordingly.

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PAYLOCITY

Payroll at VanderCook is administered using Paylocity. At the time of employment, all employees are assigned a Paylocity portal. This portal must be used to log hours worked (if an hourly employee). It may also be used to track payroll and tax deductions. Those faculty and staff supervising hourly employees must use the portal to approve hours worked. Employees must log in and out of Paylocity each day they work. Immediate supervisors must sign off on hourly employees by 12:00 pm of the Monday after the pay period. Employees needing assistance using Paylocity should contact the Business Office.

All full-time administrative staff employees, particularly those working from home in part or in full, may be asked to log hours worked.

Rev. 10.01.19

11.26.2

PHONE POLICY

Full-time faculty and staff are provided with a dedicated phone and extension, pending line availability. VanderCook phones should be used for business purposes only. Personal business should be conducted using a personal cell phone.

PARKING

Parking is available to all faculty, staff and students on the Illinois Tech campus. As an affiliate of Illinois Tech, VanderCook personnel and students are subject to the same rules and conditions as IIT personnel and staff. Full-time faculty and staff can apply for a parking permit through the VanderCook Business Office at the start of the fall semester.

Part-time staff and adjunct faculty may qualify for half price day passes that must be purchased through Illinois Tech's Access, Card & Parking Services ([ACaPS](#)) office. VanderCook employees need a valid Illinois Tech ID card to access the reduced rates. Details on how to purchase parking passes is available [here](#).

A parking permit grants access to designated parking lots, but cannot guarantee that a parking space will always be available in a lot adjacent to the VanderCook building. See the map posted below or download a copy [here](#).

On audition and visitation days or during special events, lots closest to VanderCook may reach capacity. The lot on 31st Street, A3, just east of State Street, typically has vacant spots even during the busiest hour of the day. A valid IIT Hawk Card (ID card) is required.

Questions may be directed to the [IIT Parking Office](#) at (312) 567-8968.

Rev. 9.24.18

Rev.12.01.18

VISITOR PARKING

Visitors to VanderCook may purchase temporary guest-parking passes from Pay Stations located throughout the campus. The lots most convenient to VanderCook are those directly in front of the 3140 Building or Hermann Hall. Pay station parking rates can be found on the IIT Visitor and Event Parking page.

<https://web.iit.edu/acaps/parking/visitor-and-event-parking>

Rev. 9.24.18

PARKING AND TRAFFIC ENFORCEMENT

All traffic and parking regulations are enforced by Illinois Tech security at all times, including evenings, weekends, holidays, and intersession, unless otherwise noted. IIT will issue tickets to visitors and others who park in a lot without the appropriate pass. VanderCook has no jurisdiction with IIT parking tickets or IIT's guest-parking policy. Cited visitors are responsible for paying any and all fines directly to IIT Parking Services.

PARKING FOR THE DISABLED

There are two designated parking spots for individuals with a handicap that prevents them from walking from a regular parking lot in the lots in front of both VanderCook buildings and Hermann Hall. These spots are reserved for faculty, staff, or visitors displaying a state-issued handicapped placard. Visitors parking in these spots must obtain and display an IIT parking pass in addition to the official state-issued placard. The disabled person must either be the driver or accompany the driver of any vehicle parked in a spot designated for a person with a handicap.

SPECIAL EVENTS

Faculty and staff who are planning a special event requiring special parking accommodations should contact the Chief Operating Officer.

Illinois Tech reserves the right to close certain parking lots to accommodate parking needs during special Illinois Tech events. In those instances, Illinois Tech will temporarily re-assign those permit holders.

APPEAL OF PARKING VIOLATION NOTICES

Parking tickets may be appealed if issued incorrectly or if there are extenuating circumstances. Parking tickets may be appealed to the IIT Parking Office using their online form. Appeals must be made in writing and may not be made in person. All appeals must be submitted (or postmarked if mailed) within seven (7) days of the date the citation was issued.

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PERSONAL PROPERTY

All personal property should be marked with owner identification. The College cannot assume responsibility for loss, theft, or damage of personal property. It is strongly advised to never leave personal or college property unattended (office, car, etc.) at any time. A fire- and tamper proof safe may be requested to store valuable school property.

Staff members should lock their office doors, file cabinets, and drawers routinely. A computer password can be requested in order to protect inappropriate use of the computer in offices.

5.16.06

PROFESSIONAL CONDUCT / CODE OF CONDUCT

ETHICAL STANDARDS

All those associated with the college share a major concern for the welfare and personal development of each student. Those responsible for the operation of the college recognize and affirm the value of personal responsibility and accountability, and seek to provide an atmosphere where personal and professional growth can thrive. All faculty and staff members, and guests of the college, are expected to honor VanderCook's core values and beliefs, as outlined in Section 1 – About VanderCook.

- General ethical standards of professionalism at VanderCook include:
- Behavior that is in keeping with an atmosphere of dignity and mutual respect for all individuals, regardless of status, at all times;
- Utmost discretion in discussing matters pertaining to student department, finances, academic and musical capabilities, social status, and any other personal matter;
- Willingness to help and cooperate with one another in the mutual pursuit of a dignified, respectful environment; and
- Willingness to assist in devising strategies to solve the problems that arise within the college.

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SPECIFIC STANDARDS

Student Interaction.

Faculty and staff must interact with students in a manner commensurate with their role. Faculty and staff are to have only professional relationships with students. Faculty and staff are not to socialize with students (including dating). At no time should a faculty or staff member provide alcohol to an underage student. Harassment in any form (sexual, verbal, written, assault, emails or other form) will not be tolerated. All faculty are required to abide by the Sexual Harassment policies described in Section 2 - General Policies section of this Handbook and further delineated in the College Catalog.

Conversations.

Faculty and staff are required to keep their conversations professional. College business, student information, and information about faculty and staff is highly confidential and should not be discussed in common areas. Faculty and staff should never discuss students or colleagues in front of students or student workers.

Reliability.

All administrative staff and faculty members must maintain regular, posted office hours to remain available to students and colleagues. These hours should occur at times when students are likely to be available (i.e., avoid times when most or all of the student body is in a regularly scheduled rehearsal). Staff working from home must clearly and regularly communicate their availability to the VanderCook community.

In addition, the College relies on each individual employed by the college to carry out the full scope of his or her assignment(s) in a timely, professional manner.

Appearance.

Professional dress and grooming in keeping with the status and position of the individual is expected during working hours and at all college-related events and activities. Administrative personnel are expected to dress in a manner appropriate to their stature, which dignifies their position and enhances their role as a model before the students and community. Neatness is expected at all times.

Punctuality.

Faculty and staff are expected to be punctual to work day schedules, as well as all classes, meetings, concerts, and other events. In the event that a faculty or staff member will be unavoidably late or absent, every effort should be made to contact the affected colleague(s) and/or student(s).

Loyalty.

All faculty and staff are expected to behave in a manner that reflects positively on the college at all times.

Failure to adhere to the general or specific standards may result in consequences up to and including termination of employment.

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ROOM RESERVATIONS

Faculty, staff, and candidates can reserve a room at either VanderCook building through the Front Office. Rooms may be reserved for academic or business-related purposes only. Rooms will be assigned and posted to the CAMS Room Reservation portal, which is available for perusal.

Faculty and staff using rooms not assigned may need to move if an event scheduled through the Front Office and posted on the CAMS Portal is assigned.

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SAFETY REGULATIONS

Faculty and staff members should be thoroughly familiar with all equipment and operations under their control, and should insist that accepted safety standards are maintained. Absence of adequate safeguards or any other condition that may endanger life or property should be reported to the President's office immediately.

The College's [floor plan](#) and Disaster Manual is available at the front office and in the library. An emergency kit is located in the H.E. Nutt Archives, Room 104 and Front Office.

Rev. 5.16.06

SECURITY

All faculty and staff members must assume a role in maintaining a safe and secure environment. It is expected that faculty and staff members will exercise due diligence in monitoring student behavior whenever they are on the premises. Immediate action is expected in cases of inappropriate behavior. Students should be informed that they are violating policy, and the incident should be reported to a dean. Serious disruptive behavior, such as threats or harassment, may warrant a call to IIT Public Safety or the Chicago Police Department.

Faculty and staff members should question unfamiliar or suspicious individuals as to their identity and business in the building. Individuals whose presence is unrelated to official academic or administrative business should be immediately escorted out of the building. IIT Public Safety should be contacted immediately in the event of any questionable situation.

IIT Facilities: 312-567-3320

IIT Public Safety: 312-808-6363 (emergency)

312-808-6300 (non-emergency)

Chicago Police: Chicago Police Department, District 9
3510 S. Michigan Avenue
3120 S. Halsted Street

312-746-6000

312-747-8227

All faculty and staff should notify the Front Office of any guest they are expecting.

Rev. 9.17.07

9.24.18

SECURITY & ALARM CODES

The VanderCook building has security alarms located at multiple locations throughout the school: entrance lobby and second floor copy room for access to various offices. Faculty and staff members working before or after regular hours should be aware that they may activate an alarm if they open a door without entering an appropriate code or scanning the card to deactivate the alarm. Alarm access for Hawk cards can be obtained from the IT Department.

Rev. 5.16.06

Rev. 12.10.18

SEMESTER CALENDARS

FALL AND SPRING SEMESTERS

Fall and spring semesters are typically 17 weeks in the fall (the last week is devoted to the Midwest Clinic), and 16 weeks in the spring. The fall semester usually begins two weeks prior to Labor Day, around the last week of August, and runs through the Friday in December occurring before December 25. The last day of the semester coincides with the date on which the Symphonic Band performs its annual concert at the Midwest Clinic. Spring semester runs from the first week of January, when students enrolled in Student Teaching begin classes, through the end of May, when student teachers complete their clinical experience. The regular academic calendar generally runs from the second or third week of January through the second week of May.

DISTANCE LEARNING

Distance learning courses at the undergraduate level are offered concurrently with the regular semester schedule. Distance learning courses at the graduate level run for 12 weeks during the fall and spring semesters, and for eight weeks during the summer session. The start and stop dates for graduate courses are published annually.

Calendar dates are posted on the college's website.

SKILLS AND PROFICIENCY / GENERAL QUALIFICATIONS

The person employed must have sufficient language, mechanical, computer, organizational, and clerical skills to perform his or her basic tasks without close supervision. In addition, the employee must be able to develop a clear understanding of their job within the broader scope of the college's mission.

Rev. 9.04.07

SMOKING, DRUGS & ALCOHOL

- Smoking and vaping are prohibited throughout VanderCook or within 15 feet of the front door.
- The legal drinking age in Illinois is 21. Consumption of alcoholic beverages is prohibited in the building at all times with the exception of college-sponsored special events.
- The college maintains a drug- and alcohol-free environment. Students and their guests may not purchase alcoholic beverages with college-approved fees or any other funds that are collected or administered by a student organization or club. Violation of this policy will result in disciplinary action.
- All members of the college community are subject to federal, state, and local laws. Illinois law prohibits the possession or use of narcotics, or hallucinogenic drugs either in the refined or crude form, except under the direction of a licensed physician or dentist. The possession, use, distribution, or sale of narcotics or hallucinogenic drugs is prohibited.
- Violations of these regulations may result in disciplinary action, ranging from a written statement or an official warning, up to and including legal civil actions and termination from the college. Individuals convicted of unlawfully possessing or distributing illicit drugs and/or alcohol face misdemeanor or felony charges that are punishable by sanctions up to and including imprisonment. Policies pertaining to smoking and the use of drugs or alcohol as they pertain to students are articulated in the College Catalog.

Rev. 5.15.06

Rev. 11.25.18

STUDENT RECRUITMENT

All faculty and staff members are responsible for assisting the college in recruiting and retaining diverse, talented, and qualified students.

VanderCook recruits students by several means including, but not limited to:

- Outreach events
- Continuing education classes
- Personal visits to the college (i.e., admissions days, clinics, festivals, etc.)
- State and national music educator in-services and conventions
- Social media and other forms of digital material
- Mailings of print materials
- Word of mouth/referral

- Phone calls and similarly personalized outreach efforts
- VanderCook's website

Faculty and staff must be available to assist with recruitment events, particularly during open houses and other on-site or online events. Faculty and staff should adhere to an open-door policy on days when visitors are present.

STYLE GUIDELINES

The identity of VanderCook College of Music is represented with the College logo, seal and letterhead:

Marketing materials, signage, and documents should contain the logo. More contemporary design elements may be used but for the sake of consistency and branding, the logo should appear on the item. An electronic file containing acceptable design elements is available. Please request this from the president's office.

Letterhead is generally stocked in the Copy Room on the second floor.

Rev. 9.24.07

Rev. 11.25.18 RKR

VIOLATIONS OF VANDERCOOK POLICIES AND PROCEDURES

Failure to adhere to any of the policies and procedures described in this Handbook or the current College Catalog may result in consequences up to and including termination of employment.

WORK FROM HOME POLICY

Work-from-home is possible when a staff or faculty member is able to complete their responsibilities and access by students and colleagues is unimpeded. A Work From Home application must be completed by any administrative staff member seeking to work at-home on a part or full-time basis, post-pandemic. The arrangement is not official until the employee receives a signed agreement letter. The agreement will be placed in the employee's personnel file.

SECTION III FACULTY

This section contains policies and procedures most relevant to the faculty teaching in our undergraduate and graduate degree programs.

The faculty of VanderCook College of Music are highly valued members of the College community. Each member performs a critical and pivotal role in creating a culture that is consistent with the mission, values, dispositions, and learning outcomes towards which the members of the VanderCook community aspire.

In the broadest sense, members of the faculty:

- Represent VanderCook to our students, alumni, prospective students, stakeholders, and the public at large.
- Assume responsibility for the design, development, implementation and assessment of its curriculum, programs of study, instructional delivery, and faculty.
- Plan, deliver and evaluate coursework that is professionally rigorous, intellectually grounded, and representative of best professional practice.
- Work with the College's stakeholders and its staff to assure that the mission and vision of the College is realized and continually renewed.
- Contribute to the welfare and reputation of VanderCook through service, professional engagement, research and performance, and exemplary teaching.

In addition, faculty members should become familiar with the structure of the College's website, recruiting materials, and yearly calendar.

ATTRIBUTES

Ideal faculty members demonstrate expertise within their discipline and a deep appreciation for music education, manifested through skills and attributes defined by the College's mission and core values. These are described in detail in the Section 1 – General Policies and in the College Catalog, Student Handbook, and Conceptual Framework.

In addition to the traits expected of all staff members, faculty members should also demonstrate a desire and ability to teach as manifested by deep knowledge of subject matter, professional activity, and ability to work effectively with the students enrolled in VanderCook College of Music's programs of study.

Rev. 5.11.06
12.13.18

COMMITTEES

Each full-time member of the faculty should expect to participate in at least three ongoing committees or ad hoc committees over the course of the year. Committees meet on a regular basis.

Ongoing committees include:

ACADEMIC POLICY COMMITTEE

The purpose of this committee is to review or develop academic policies and procedures reflecting best practices in higher education while also fulfilling accreditation requirements defined by the Higher Learning Commission, National Association of Schools of Music, and the Illinois State Board of Education. Permanent members include the College's Deans, Chief Academic Officer, Director of Continuing Education, and the President. Additional faculty members may be appointed on an annual or ad hoc basis.

CONCERTS AND EVENTS COMMITTEE

The purposes of the Concert Committee are to 1) organize the annual concert series consisting of large and medium ensembles, chamber concerts, and guest artists; 2) assign an artistic director to each event, and 3) assess the effectiveness of each event. This committee consists of its Chair, directors of all performing ensembles, the director of applied studies, and the chief operating officer. Staff involved in event promotion and communication may also be included.

CURRICULUM COMMITTEE.

The Curriculum Committee reviews program assessment data, course assessment data, new course proposals and recommendations from faculty sub-committees. Members of this committee will recommend curricular changes and degree alterations to the Faculty Committee, who makes a final decision. The Curriculum Committee is chaired by the Dean of the Undergraduate Division and includes the Dean of the Graduate Division and the chairs of the five areas of the curriculum: General Education, Fundamentals and Theory, Music Education, Professional Education, and Applied Music.

FACULTY COMMITTEE

The purpose of the Faculty Committee is to bring all full-time faculty together to review and approve committee recommendations and goals, share information about current projects, and provide strategic direction and assessment to be used in the College's Strategic Plan.

FACULTY ASSESSMENT COMMITTEE

The Faculty Assessment Committee oversees the three components of faculty assessment: 1) the Annual Faculty Portfolio Assessment; 2) the Faculty Promotions Committee; and 3) convening of Academic Collaboration Teams on an as-needed basis. This committee oversees the process and procedures.

FACULTY AND STAFF COMMITTEE OF THE WHOLE.

The purpose of this committee is to provide an opportunity for all members of the College community to communicate with each other regarding the status of current projects, provide input into the College's Strategic Plan, and to otherwise participate in the continuous quality improvement of the College. All full-time and part-time faculty and staff are asked to participate in an extended meeting to be held at the start of each academic year and periodically thereafter. Adjunct faculty and part-time staff are compensated for their participation.

RECRUITMENT AND RETENTION COMMITTEE.

The purpose of the Recruitment and Retention Committee is to plan and evaluate a strategy to recruit students to the undergraduate and certification programs at the college. The committee is chaired by the Director of Admissions, other members of the admissions staff, Deans of the Undergraduate and Graduate Divisions, Director of Applied Study, and faculty representing the major ensembles and areas of the College.

SCHOLARSHIP AND AWARDS COMMITTEE.

The Scholarship and Awards Committee determines scholarship award levels for incoming students and determines recipients of awards reserved for upper-level students. The purpose of scholarships and awards is to help those in need afford the cost of their education, recognize student achievement, and cultivate a diverse student body. The members of this committee include the Director of Admissions, Director of Financial Aid, Controller, and Dean of the Undergraduate Division or Graduate Division, depending upon the academic level of the individual under consideration.

STAFF COMMITTEE

The purpose of the Staff Committee is to bring all staff members together on a regular basis to share progress in meeting area goals, provide strategic direction to the College, and share information about current projects and upcoming events. All members of the full-time administrative staff are members of this committee. Part-time staff members are invited to attend all meetings, and may be asked to attend specific meetings that address areas of the college in which they are involved. The deans of the college are invited to all staff committee meetings.

STANDARDS COMMITTEE.

The Standards Committee is comprised of designated faculty who provide systematic, documented oversight of individual student performance. The committee meets at least once a semester to monitor progress and offer support to students, and may also play a role in addressing other concerns that arise. A course of action is recommended to the appropriate dean for students who are 1) on probation; 2) identified by faculty as at-risk for either musical, academic, or social reasons; or 3) have violated a policy outlined in the College Catalog or Student Handbook.

HIRING PROCEDURE

VanderCook College of Music prides itself on a faculty that embodies the attributes listed in the College's mission and core values. Therefore, the hiring procedure for all faculty members is executed with care and with those attributes in mind.

FULL-TIME POSITIONS

The following process is followed once a full-time position has been approved by the Board of Trustees:

- When a position opens, a Search Committee is established to oversee the process.
- A job description is prepared and published both internally and nationally in sources such as the Chronicle for Higher Education and the College Music Society. The job description may also be sent to higher education institutions so that qualified graduating candidates might apply.
- Job descriptions provide information about the position, time commitment (expectations for working during the fall, spring and summer sessions), outreach expectations; expectations for recruitment; date of appointment; other professional responsibilities; information about the college; required qualifications; and salary determinants.
- Applicants are asked to send a curriculum vitae and at least three references. Qualified applicants are offered online and phone interviews. Unless there are extenuating circumstances, final interviews are conducted in person.
- During the final interview at VanderCook, candidates are interviewed by the appointed search committee in addition to a group of students and the president. If the position entails applied teaching, candidates will be asked to perform a short recital, typically during a VCM Seminar meeting, but as appropriate to the timing of the search. Performances are prepared prior to the interview. Lastly, candidates either teach a class or conduct a rehearsal.
- At the end of the interviewing process, the search committee reviews the candidate's strengths and possible weaknesses in addition to their performance and teaching style. Consideration is given to the candidate's commitment to the College's core values and evidence of desired attributes of faculty members. Most importantly, the search committee considers the potential compatibility between candidates and the student body. The committee then either recommends one candidate in particular for the president to consider, or recommends other eligible candidates in rank order.
- A search typically takes between four and six weeks

ADJUNCT POSITIONS

The procedure for hiring an adjunct faculty member is scaled down considerably. VanderCook will post part-time positions on its website and conduct a more localized search for such openings. Generally, the dean of the affected program, or both if needed, seek referrals from known sources, contact individuals who have applied for positions in the past, or call colleges in the area to gauge interest in the position.

RANKING SYSTEM

Full-time faculty are ranked on a four-tiered system:

- Instructor
- Assistant Professor
- Associate Professor
- Professor

Adjunct faculty are ranked as:

- Adjunct Instructor
- Adjunct Assistant Professor
- Adjunct Associate Professor
- Adjunct Professor
- Visiting Professor

Faculty rank is determined through consideration of length of service as indicated on the table below, and by other influencing factors including scholarly activity, service to the college, and quality of teaching performance. The Faculty Assessment Committee is charged with the responsibility of determining the academic rank of the full-time faculty. (See the section titled Faculty Evaluation.)

DETERMINING LENGTH OF SERVICE

	Master's degree (or equivalent)	Master's degree +30 (or equivalent)	Doctorate (or equivalent)
Instructor	No experience	No experience	No experience
Assistant Professor	Three years (or equivalent)	Two years (or equivalent)	One year (or equivalent)
Associate Professor	11 years, 8 as Assistant (or equivalent)	8 years, 6 as Assistant (or equivalent)	5 years, 4 as Assistant (or equivalent)
Professor	Only in exceptional cases	15 years, 7 as Associate (or equivalent)	12 years, 7 as Associate (or equivalent)

DETERMINATION OF YEARS OF SERVICE.

One year of service at VanderCook includes the fall, spring, and summer sessions. Full-time service at other colleges and universities is evaluated on a one-to-one basis. Public school teaching is evaluated on a two-to-one basis. Other types of experience are evaluated on an individual basis.

Adjunct faculty experience at VanderCook is evaluated on a fractional basis (e.g., two years of half-time teaching equals one year of experience). Part-time experience at other institutions is evaluated on an individual basis.

Rev. 9.04.07Rev.

12.18.18Rev.

10.12.20

EMERITUS FACULTY

The honorary title of Professor Emeritus is awarded for long and significant service to VanderCook. Designation of emeritus status is recommended by the president of the college and approved by the Board of Trustees.

FACULTY WORKLOAD

In developing workloads, there is an attempt to balance the nature of the classes (lecture versus laboratory), the expectation for preparation and assessment, administrative loads carried by the individual, expertise, and the professional objectives of the faculty member.

DEFINITION OF TERMS USED TO DETERMINE WORKLOAD

Credit Hours

A mathematical way of calculating the hours of student work, tuition and fees associated with a particular class. In general, one credit hour is equivalent to one hour of instructional time and two additional hours of outside work on the part of the student.

Clock Hours

The number of contact hours per course per week. Each clock hour is equivalent to 50 - 60 minutes of instruction. A 30-minute lesson is equivalent to .5 clock hours.

Equated Hours

A way of calculating a faculty member's pay and load. At VanderCook, equated hours are calculated as follows:

1 lecture hour = 2 equated hours

1 lecture class involving practica (e.g., most methods courses) = 1.5 equated hours

1 laboratory hour - 1 equated hour. At VanderCook, laboratory is a broad term used to refer to time spent in techniques classes, ensembles, and lessons.

CLASSIFICATION OF FULL TIME AND ADJUNCT FACULTY LOADS

A full-time faculty member is one teaching, rehearsing, or coaching 19-25 equated hours per semester during the academic year and summer session.

A three-quarter-time faculty member is one teaching, rehearsing, or coaching 13-18 equated hours per semester and summer session.

A half-time faculty member is one teaching, rehearsing, or coaching 7-12 equated hours per semester and summer session.

A quarter-time faculty member is one teaching, rehearsing, or coaching 1-6 equated hours per semester and summer season.

DEVELOPMENT OF FACULTY LOAD EQUIVALENCIES

The following table distinguishes between credit hours, clock hours, and equated hours. These elements are taken into consideration in determining a faculty member's workload each semester. This table is based on a 15-week semester plus a final exam week. In general. (See definitions, above.)

Academic Year Loads (Fall and Spring Semesters)

FORMAT	CREDIT HOUR	CLOCK HOUR	EQUATED HOUR	EXPLANATION	EXAMPLES
Lecture Class	2 -3	2 - 3	4 – 6*	2 Equated Hours per Clock Hour	Psychology, Music Theory, Music History, Education Psychology, English
Methods Class	1 – 2	1 – 2	1.5 - 3*	1.5 Equated Hours per Clock Hour	Methods of Teaching I, Brass Methods
Lab Class	.5 - 1	1 or 2	1 or 2*	1 Equated Hours per Clock Hour	Piano Techniques, Clarinet Techniques
Lesson	1	.5	.5	1 Equated Hour per Clock Hour (.5 per credit hour)	All applied lessons
Major Large Ensemble	1	3 – 4.5	4.5 – 6.75	1.5 Equated Hour per Clock Hour	Symphonic Band, Concert Choir, Philharmonic Orchestra
Major Small Ensemble	.5	2	3	1.5 Equated Hour per Clock Hour	Chorale, Jazz Band, Percussion Ensemble I

Chamber Ensembles	.5	1	1	One Equated Hour per Clock Hour	Clarinet Ensemble, Brass Ensemble
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In some instances, MCert students may be added to classes and may require additional assignments and grading. Such instances will be handled on a case by case basis.

Administrative or Ancillary Responsibilities (Fall/Spring)

1 clock hour implies approximately one hour of work per week. Therefore, 8 clock hours implies one full day of work per week during the semester in which the activity is carried out.

FORMAT	CLOCK HOUR	EXPLANATION	EQUATED HOUR
Director of Student Teaching	12	1 Equated Hour per Clock Hour	12
Master's Project Coordinator	2	1 Equated Hour per Clock Hour	2
Student Teacher Observation (One student).	1	1 Equated Hour per Clock Hour	1
Community Music Program Director	tbd	1 Equated Hour per Clock Hour	tbd
Comprehensive Exam Assessment*	.5 - 2	1 Equated Hour per Clock Hour	.5 - 1
Executive Director, One City			
Artistic Director, One City			
MECA Class	1 - 3	If a full-time faculty member's load is below full-time, they may be asked to teach a course through the MECA program.	
Visiting Clinics	0	Clinics are independently contracted. Faculty receive payment directly from school or district.	0
Dean, Undergraduate Division	12	1 Equated Hour per Clock Hour	12
Dean, Graduate Division	8	1 Equated Hour per Clock Hour	8
Chief Academic Officer	12	1 Equated Hour per Clock Hour	12
Director, MECA & Distance Learning	16	1 Equated Hour per Clock Hour	16

Director, Outreach Program	4	1 Equated Hour per Clock Hour	4
Outreach Class	0	Outreach events are independently contracted. Faculty receive additional pay.	0
Recruiting Clinics & Workshops	.5		

* Comprehensive Exam Assessment involves approximately 15 minutes per student. To receive .5 Clock Hour credit, one would expect to listen to 7.5 hours of exams, or 30 tests.

Summer Session

FORMAT	CREDIT HOUR	CLOCK HOUR*	EQUATED HOUR	EXPLANATION	EXAMPLES
Lecture and Methods classes.	2	6	12	2 Equated Hours per Clock Hour	Introduction to Graduate Study, Curriculum & Instruction, Survey of Music History I, II or III
Techniques Classes	2	6	9	1.5 Equated Hours per Clock Hour	Piano Techniques, Clarinet Techniques
Lesson	1	.5	.5	1 Equated Hour per Clock Hour	All applied lessons
Major Large Ensemble	.5	1 - 4	4.5 – 6.75	1.5 Equated Hour per Clock Hour	Symphonic Band, Concert Choir, Philharmonic Orchestra
Major Small Ensemble	.5	1 - 2	3	1.5 Equated Hour per Clock Hour	Chorale, Jazz Band, Percussion Ensemble I

A clock hour is equivalent to 50 minutes of class time for all classes except lessons which require 60 minutes.

Additional Summer School Ancillary Responsibilities

FORMAT	CLOCK HOUR/WEEK	EXPLANATION	EQUATED HOUR
Director of Student Teaching	4 - 8	1 Equated Hour per Clock Hour	4 - 8

Master's Project Coordinator	8	1 Equated Hour per ClockHour	8
Community Music Program Director	2	1 Equated Hour per ClockHour	2

Notes Regarding Equated Hours

Equated hours do not represent the actual amount of time that may be allocated to a lecture or to grading. Each full time faculty member is allocated discretionary time.

Maximum class size for any lecture or methods class is 30. Maximum class size for a techniques class is 12. Each additional five students add the equivalent of one equated hour to the faculty member's load, or a fraction thereof.

All equated hours above the maximum equated hours are compensated at the adjunct faculty rate.

MECA classes may be compensated in addition to normal class load when the faculty member is carrying a full-time load.

FACULTY / STUDENT STUDIO PROTOCOL

VanderCook College of Music takes issues regarding sexual harassment very seriously. Each faculty member should become familiar with the College's Title IX Policy.

The following are a set of guidelines concerning faculty/student studio protocol in applied music settings.

- During applied music lessons, pedagogical concerns often dictate that some amount of physical contact will take place between the teacher and the student. If the pedagogical need for physical contact arises, the teacher will ask permission to touch the student. The teacher will explain beforehand exactly what will be done and why so that the student can understand the actions being taken. Specifically, such physical contact might include:
 - Placing a hand on the student's back, sides, or abdomen to confirm proper breathing; or
 - Placing a hand on the face or jaw to assess facial tensions; or
 - Placing hands on the shoulders to establish appropriate posture.

Everyone has different comfort levels for physical contact, and it is impossible to predict those levels for each person. Likewise, some professors believe they are more effective and efficient using physical contact as part of their teaching. If a student has questions or concerns about such physical contact, it is important that they inform the professor immediately. Asking questions or expressing concerns will not affect a student's grade in any way.

If the student is uncomfortable with physical contact in the instructional context outlined above, they should do one of the following:

- Inform the professor that they are uncomfortable and ask them to discontinue the physical contact. If the student finds it difficult to verbalize this, they should give the professor a written request.
- Ask to have another person present in the studio during the lesson, such as an accompanist or friend.
- If the student still feels uncomfortable, or needs assistance or clarification, they should talk to the appropriate dean or the college president.
- If the student is not successful in communicating their discomfort to the professor, the student may report the situation to the college's Title IX Coordinator.

Rev. 5.15.06

9.24.18

12.28.20

GRADING

GRADE REPORTS

Typically, grade reports are issued to students within three weeks of the close of the fall and spring semesters. Summer session grades are required within one week of the close of the session. Grades are issued to all students except those with unresolved financial obligations. Grades are posted to the student's portal in CAMS and are available as they are submitted. Students are required to complete and submit course evaluations before grades are available to them.

Faculty have an obligation to submit grades in a timely fashion at the culmination of each semester so that students may be certified as eligible for financial aid or, in the case of summer session, eligible for pay increases. The Dean of the respective program, in consultation with the Registrar and Director of Financial Aid, determines the date when grades are due each semester.

GRADING SYSTEM

Grades indicate the quality of work done in the classroom or studio. A grade should not be recorded for a course for which the student has not been properly registered. Grade interpretations and point values can be found in the [College Catalog](#).

Percentage Grade	Letter Grade	Point Value	Interpretations
95-100 %	A	4.00	Excellent
90-94 %	A-	3.75	
87-89 %	B+	3.25	
83-86 %	B	3.00	Good

80-82 %	B-	2.75	
77-79 %	C+	2.25	
73-76 %	C	2.00	Fair
70-72 %	C-	1.75	
67-69 %	D+	1.25	
63-66 %	D	1.00	Poor but passing
60-62 %	D-	0.75	
0-59 %	F	0.00	Failure
	P	no effect on GPA	Pass
	WP	no effect on GPA	Withdraw Pass
	WF	no effect on GPA	Withdraw Fail
	IW	no effect on GPA	Involuntary Withdrawal
	I	no effect on GPA	Incomplete
	TR	no effect on GPA	Transfer
	AU	no effect on GPA	Audit

ACADEMIC HONESTY AND PLAGIARISM

Details on these policies, as mandated to enrolled candidates, may be found in the Academic Policies and Procedures section of this handbook.

5.19.06

COURSE SYLLABI

Faculty are responsible for developing and distributing a course syllabus to all students for every class that they teach. All syllabi must align with VanderCook's Assessment Framework, NASM standards and ISBE Professional Teaching Standards (as appropriate) and should outline materials, general expectations, grading policies, and attendance policies for the course. (See Appendix D.) A Syllabus Template is provided each semester for graduate and undergraduate coursework, which must be used by faculty members as they design their courses. Faculty should avoid giving assignments (especially papers) late in the term. All syllabi are to be updated each semester.

A copy of each syllabus needs to be submitted to the appropriate division dean or their designate, and to the librarian for posting on the library's web page, prior to the start of each semester. (Note: a multicultural component must be included in the syllabi for Elementary General Music Methods K-5 and High School Methods of General/Choral Music.)

STUDENT ATTENDANCE POLICY

Faculty members determine their own attendance policy for each class, which must be communicated to students at the beginning of each semester and included in course syllabi. The administration of the college will support all faculty decisions in this matter, provided that the faculty member assumes responsibility for monitoring the day-to-day attendance of students.

Rev. 5.19.06

CLASS TIME / PLACE CHANGES

In general, changes in the time and place of a class are discouraged. Any changes must be approved by the dean of either the undergraduate division (fall and spring semesters) or graduate division (summer session). In the event a classroom conflict unexpectedly arises, the faculty members involved should use their discretion to solve the problem. If a schedule change is necessary, special accommodations must be made for students whose previous commitments conflict with the schedule change.

5.17.06

STUDENT EVALUATIONS OF COURSES & ENSEMBLES

At the end of each semester, faculty must direct students to complete course and ensemble evaluations, located on their student portals. Faculty should use the information provided on these evaluations to modify course content, teaching/professional conduct, and assessment methods as necessary. Full-time faculty members should identify areas of strength and weakness as part of the Annual Faculty Portfolio Review.

5.17.06

9.24.18

APPLIED LESSON PROCEDURES

Following the Add/Drop Period near the beginning of each semester, all applied faculty members will be asked to examine the registration records of their students in the portal and, using that information, complete an online form. The information to be listed on this form includes each student's applied course number, credit hours, lesson date and time, as well as their lesson length. The appropriate dean and the director of applied studies will verify this information.

The forms are due according to the following schedule:

- Fall semester lessons by September 15
- Spring semester lessons by February 15
- Summer session lessons by July 1

Part-time applied faculty will be compensated for lessons four times during both the fall and spring semesters (September, October, November, and December in the fall, and February, March, April, and May in spring) and once for the summer (July).

Adjunct faculty will not be paid for teaching any unauthorized or unapproved applied lessons.

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11.25.2020

APPLIED CONSULTATIONS FOR PROSPECTIVE STUDENTS

A prospective student may express interest in meeting their designated applied instructor prior to their audition. These opportunities are made available to prospective students during open houses and are assigned by consultation between the admissions office staff, and the applied faculty member.

The process for other days is as follows:

- The Director of Admissions (or their appointee) contacts the appropriate applied faculty member to determine their availability for a consultation with the prospective student.
- The applied faculty member contacts the prospective student and schedules a consultation time.
- The applied faculty member then communicates the consultation date and time to the Admissions Office and the audition coordinator
- Prospective students check in with the Admissions Office upon arrival for their consultation and check out with Admissions at the end of their visit

Applied instructors may not offer free “private lessons” to prospective students nor encourage prospective students to take paid private lessons with them to prepare for their audition.

Rev. 8.09.11

Rev. 12.18.18

RECITAL GRADING PROCEDURE

Junior recital grades are given by the applied instructor and should reflect 60% of the recital performance and 40% of the recital preparation. Students must pass the recital performance component in order to advance to the next level.

Students completing their senior recital receive a letter grade for applied study at both the 411 and 412 (Senior Recital) levels. When taken concurrently, 411 is considered the recital preparation component (40%) and 412 is considered the recital performance component (60%) of senior recital grades. Students

must pass the recital performance component in order to pass the recital requirement. If taken separately, a standard jury is required at the 411 level and the 412 recital grade will consist of 60% recital performance and 40% recital preparation.

Rev. 8.01.06

Faculty attending the recital will note strengths and weaknesses on the Recital Performance Assessment Form; the applied teacher, however, determines the final grade. Completed forms are to be submitted to the student's applied teacher, who will then review them with the student.

The student's applied teacher must be in attendance at the recital. If a student is performing in a secondary area of current applied study, the secondary applied teacher is encouraged to be in attendance. For more information about recitals, please refer to the Recital Guide.

Rev. 5.29.06

11.23.20

COMPREHENSIVE EXAMINATIONS

All instrumental students seeking licensure must complete an examination in which they demonstrate basic competency on each instrument of the band and orchestra in addition to piano, guitar, voice, and conducting. Choral students seeking licensure must pass an examination on one instrument from each family plus conducting and must demonstrate a higher level of competency on piano.

Students may begin the examination process at Level 3 (i.e., junior year status), and must successfully complete the exams prior to the deadlines established by the director of student teaching. Failure to complete the Performance Comprehensive Examinations will result in cancellation of the student teaching assignment and forfeiture of any and all tuition and fees associated with student teaching. It is the student's responsibility to make an appointment with the appropriate faculty member to schedule their comprehensive examination.

All faculty teaching instrumental, vocal, keyboard techniques, and applied classes should be cognizant of the content of these exams and provide instruction that will enable students to pass the exam. Faculty teaching classes in instrumental techniques may request that the comprehensive examination be modified but must do so in a timely manner. The undergraduate dean can provide copies of the exam and discuss their content upon request.

Rev. 8.17.11

STUDENT TEACHING

Student teaching is a capstone experience for BMEd, MCert and TCEP students enrolled in the certification programs. Coursework and related professional experiences have been designed to prepare teacher education candidates for success during this semester. The student teaching experience takes priority over all other work at VanderCook, and faculty should never expect Student Teachers to

participate in any school-related event. More detailed procedures for the student teaching experience are provided in the [Student Teaching Handbook](#), which is distributed to appropriate faculty members prior to the student teaching semesters.

Rev. 5.22.06

CONCERT AND RECITAL PROGRAMS

Faculty are to submit concert and recital program information to the individual assigned to program creation (this may differ from semester to semester) no later than 14 days before the concert date. Information submissions should be timely and complete and in compliance with the guidelines for concert program submissions, located in the Recital Guide. Information should include the performance roster and repertoire. The person undertaking the concert or program is solely responsible for the accuracy of information and correct spellings and grammar.

BOOKS, COURSE PACKS & OTHER MATERIALS

Effective 2020, students procure most books independently using online sources. Supplies such as music, reeds, and independently produced course-packs may be purchased through VanderCook's Front Office. Other books may be serviced through the IIT Bookstore located in the McCormick Tribune Campus Center (MTCC). Faculty are to complete a [Textbook Order Form](#) for each required textbook and submit them to the Front Office four to six weeks prior to the beginning of each semester. Required books and supplies will be posted in course portals and emailed to students.

5.16.06

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COURSE PACKS

Some faculty may elect to assemble a course pack for their class that may include notes, articles, and other materials. When possible, these should be assembled into a PDF or other digital format and made available to students on the CAMS Portal for the course. VanderCook students are expected to pay for hard copies of course packs and extensive handouts. Packets to be sold through the Front Office should be prepared before the start of the semester. Faculty are to submit packets at least a week before the start of each semester so that copying and/or binding can be completed before the start of the class. Faculty should not plan extensive copying once classes have begun.

Rev. 5.16.06

12.19.18

PERSONNEL RECORDS

Documents pertaining to each faculty member's employment are kept in two places: 1) All business related information pertaining to salary and payments are kept in the Business Office; 2) All matters

pertaining to a faculty members' credentials and professional development are maintained in the president's office.

EMPLOYMENT AGREEMENTS

At the time of employment, each faculty member is issued an employment agreement outlining the policies governing their employment and the nature of the particular responsibilities to be assumed by the faculty member. The employment agreement may be periodically updated.

Adjunct faculty are issued an employment agreement covering their workloads for each semester in which they are employed.

CURRICULUM VITAE (CV)

All full and part time faculty and staff members must provide a CV at the time an Employment Agreement is issued. All employees should record current information regarding education, accomplishments, presentations, and so on, and retain proof of such. Faculty and staff members will be asked periodically to provide updated copies of their CV with their position at VanderCook included. Full time faculty are required to submit an updated copy of their portfolio each year to correspond to the Annual Portfolio Review (see the section on Faculty Assessment for a detailed description of the contents of the portfolio).

Rev. 12.19.18

Rev. 10.12.20

EMERGENCY CONTACT INFORMATION

A [Personal Data Sheet](#) will be kept on file for every faculty and staff member at VanderCook. This should include emergency contact information. Personal information will be considered confidential unless a consent form/letter authorizing the college to release/share information is on file in the President's Office. Faculty and staff are responsible for keeping personal data and emergency contact information current. Both the President's Office and the Business Office should be notified of any changes in address, phone, name, or emergency contact information.

TRANSCRIPTS

In addition to their curriculum vitae, all teaching faculty (including all full-time, part-time, and adjunct faculty members) must submit official college transcripts for each college or university they attended for inclusion in their personnel file. Copies are not acceptable.

Transcripts should be sent to:

President's Office
VanderCook College of Music

3140 S. Federal Street
Chicago, IL 60616

10.24.07

05.06.19

EQUIVALENT EXPERIENCE

If a faculty member does not have a college degree at the master's level or above in the area in which they are teaching, they are required to demonstrate equivalent experience through one or more of the following mechanisms: 1) performance audition; 2) recordings; 3) arrangements or compositions; 4) a record of other creative accomplishments. Members of the search committee will review and authenticate the quality of the equivalent experience and so state in a note to be placed in the candidate's personnel file.

06.06.19

CAMS FACULTY PORTALS

Faculty members are expected to use the CAMS Portal, the college's classroom management system, for communicating information about class requirements and submitting grades to the registrar. Passwords and Usernames are assigned by the Director of IT. There are additional features available to faculty such as test development, assignment submission, student groups, and more. Faculty are encouraged to explore the various features and to contact the Registrar for additional information.

In spring, 2020, Schoology was adopted as the College's Learning Management System.

01.10.21

COMPENSATION / PAYROLL / PAYMENT POLICY

A salary will be recommended for each employee by the college president. The Board of Trustees has final approval of salaries.

An employment agreement is drawn up with each full-time faculty and staff member at the time of their employment. Employment agreements for full-time faculty and staff run concurrent with the college's fiscal year, August 1 to July 31.

Part-time faculty are issued employment agreements for services to be rendered on a per semester or term basis.

Full-time faculty receive compensation payments on the last day of each month. Full-time faculty are compensated according to salary negotiations determined by rank and responsibility.

Part-time faculty are compensated according to the pay schedule prepared each year, standardizing compensation for all courses, ensembles, and lessons taught on a part-time basis.

Part-time faculty receive compensation payments on the last day of each month. Some applied and part-time faculty and most MECA instructors are considered independent contractors and not employees of the College. Independent contractors must complete the Independent Contractor Form W-9. Taxes are not withheld from contractor salaries, provided a form W-9 is on file with the business office. Please verify with the business office prior to creating contracts.

Employees are encouraged to receive their paycheck through direct deposit. Information about how to enroll for direct deposit is available in the Business Office.

Rev. 10.24.07
9.25.18

FACULTY EVALUATION

The faculty evaluation process for full-time faculty includes three components, as follows:

ANNUAL FACULTY REVIEW.

This system is used to reward excellence on an annual basis, provide feedback to faculty, and to maintain a record of faculty engagement for promotion and periodic review by the Academic Promotions Committee. Full time faculty are required to participate every year.

ACADEMIC PROMOTIONS COMMITTEE.

This committee reviews a faculty member's performance after either a three or five year period. It is up to this committee to recommend a faculty member for promotion in rank, and for either non-renewal, three, or five-year contract renewal. (Note: The parameters of this committee are modified from the previously used Academic Collaboration Team (ACT) approach used in the past.)

ACADEMIC COLLABORATION TEAM (ACT)

An ACT approach will be used to support faculty members who appear to be struggling, based upon the results of the Annual Faculty Review. The purpose of the ACT is to provide professional support and development opportunities to individuals so that they are able to achieve success at the college.

ANNUAL FACULTY REVIEW

PURPOSE

The purposes of the Annual Faculty Review process are to: 1) Reward professional excellence; 2) provide feedback to faculty regarding their performance; and 3) maintain a record of faculty engagement for promotion and periodic review by the Faculty Promotion Committee.

Each year, faculty are expected to update their professional curriculum vitae; submit evidence of their work in the areas of teaching, service to the college, and their personal and professional growth; and prepare a self-assessment that includes a Professional Development Plan for the coming year; and meet with a member of the academic administrative staff to review their work.

The annual timeline (subject to modifications)

September 1- Portfolio is due.

October 30 – Portfolio reviews will be completed.

Late fall/winter – Faculty review meetings.

PORTFOLIO CONTENTS

The contents of the portfolio should reflect the work undertaken during the previous academic year (August 1– July 31). Earlier work should be reflected on the individual's CV. Anticipated work should be indicated in the Professional Development Plan. Portfolios may be submitted in electronic or hard copy and must contain the following:

Background Information

- Updated Curriculum Vitae
- Official transcript(s) showing any new coursework completed.

Teaching Responsibilities –

- List of classes and lessons taught, organized by semester. Provide class size.
- Syllabi for each class.
- Summary of student evaluations for each class/ensemble/lesson taught. Include a plan to remediate any area in which students voice a consistent concern.
- At least one student work sample for each course taught.
- Up to three teaching artifacts (e.g., test, video, handout, slide presentation, lecture notes).
- Optional: Teaching observation by a peer with a response, if desired.
- Optional commentary.

Service to the VanderCook Community

- List all committees on which you served or administrative responsibilities you assumed during the previous academic year. Provide examples of any work product for which you were responsible.

- List any of the following:
 - MMEd Projects that you advised during the previous year.
 - Student teachers you observed and evaluated.
 - Indicate if you served as a Comprehensive MMEd Project Cohort Leader during the previous summer.
 - Indicate if you listened to Comprehensive Performance Tests on any instruments and approximate number.
 - List the names of all students who presented a Junior or Senior recital presented by a student you taught. Either submit a copy of each student's program or provide a link to the VCM Library's Recital Program archive.
 - List juries (by area) that you adjudicated on which you were not the faculty of record.
 - Concerts and recitals on which you performed or directed. Submit programs.
 - Other, e.g., extra tutoring, extra performances outside of the school calendar that you oversaw.
- Describe activities in which you engaged that were intentionally designed to recruit students to VanderCook, e.g., calling specific students, writing notes or e-mail messages, visiting specific students at high schools, home visits, sitting on audition panels, attending or presenting at Open House days, hearing auditions, and so on.
- List all VanderCook concerts, recitals or seminars that you either presented or were directly involved in developing during the previous year.
- List all recitals, concerts and approximate number of All-School seminars you attended in support of our students. Place an asterisk next to any recital you attended as a member of the Recital Panel.
- Describe other activities that contributed to the welfare of the college and its students not listed above.

Personal and Professional Growth.

- List all instances in which you served as a guest conductor, adjudicator, performer, or presenter e.g., solo performance, all-state conductor, presentation at a state or national conference. Use an asterisk to designate that the presentation involved the preparation of new information, research or music. Please provide programs.
- List any articles, books, compositions, arrangements or other creative or scholarly products you published within the past academic year. Provide a copy (or excerpt).
- List any courses or degrees you completed or workshops you attended. Provide official transcripts of college work, certificates or letters of invitation, as appropriate, for other activities.
- Optional: List "gigs" such as private teaching in a home studio or school, directing or performing church services, accompanying students, performance as a musician in an ensemble, serving as a tour company clinician offered to children or young adults.
- List any other element of professional growth that may not have been covered in the list above, e.g., travel, independent study.

Provide an updated Professional Development Plan containing at least one goal in each of the three areas described above.

Complete the self-assessment component of the Annual Faculty Assessment form.

EVALUATION PROCESS

Each year, the faculty member, a member of the full-time faculty, and one member of the administrative staff (either the president, undergraduate dean, or graduate dean) will review each faculty member's portfolio and provide a confidential assessment using the Annual Faculty Assessment form. Each faculty member's assessment will be averaged to form an overall rating in each category.

The president (or designate) will collate the individual assessments for each faculty member and provide a copy to the faculty member.

CRITERIA FOR FACULTY ASSESSMENT

The elements listed below are also listed on the Annual Faculty Assessment Form.

Section I. Teaching responsibilities

- Syllabi are complete, containing all required parts (see list of required elements).
- Course goals, learning outcomes and competency levels are appropriate to college level work and deliberately linked to student learning outcomes
- Student learning outcomes are defined, measurable and appropriate to college level work.
- Assessments are designed to provide feedback to students and evidence to others regarding student success in meeting the course learning outcomes and competencies.
- Work samples provide evidence that students are meeting expected outcomes and competency levels, and that feedback is provided to students.
- Student evaluations of the courses offered by the instructor are, in general, supportive. If a pattern of student concern is identified in student course evaluations, the faculty member has identified a reasonable plan to remediate that area.
- Evidence presented suggests a commitment to helping all students learn in a way that is personalized, culturally sensitive, and aware of contemporary technologies.

Section II. Service to the VanderCook Community.

- Participation and attendance on committees is appropriate and, at a minimum, commensurate with the work of all full-time faculty members.
- Engagement in required student activities, e.g., concerts, juries, comprehensive exams, other assessments, that are part of the degree program is appropriate and "shares the load" with the work of all full-time faculty members.
- Participation in recruitment activities is consistent and results-driven.
- Overall participation and attendance at events and school activities is supportive and consistent.

Section III. Personal and Professional Growth.

- Personal and professional growth is evident through participation in local, state, national and international musical, music education, and related events.
- Professional growth is evident through production of creative or scholarly products, advanced coursework, new skill acquisition, curriculum or course development, or other product.
- Progress towards previous goals is evident and a new Professional Development Plan suggests a commitment to professional growth and contribution to the VanderCook community.

ACADEMIC PROMOTIONS COMMITTEE.

This committee reviews a faculty member’s performance after either a three or five year period and bears two important responsibilities: 1) Recommending a faculty member for promotion in rank, and 2) recommending that person for either non-renewal, or a three or five-year contract renewal. (Note: The parameters of this committee are modified from the previously used Academic Collaboration Team (ACT) approach used through 2019.)

This committee reviews the following items in making its decision:

- The portfolios presented by the faculty member for the Annual Faculty Review in addition to the outcomes of the review;
- A teaching evaluation prepared by a peer;
- An updated self-assessment presented by the candidate;
- If seeking promotion, three letters of recommendation: two from a colleague and an outside reviewer.

In general, the committee reviews will occur no later than February of each academic year, with decisions made no later than April 1. The faculty member will be notified of the committee’s decision by April 15 and decisions will become effective in the next academic year beginning on August 1.

Exceptions may be made if, in the course of the annual review process, it is recommended that the process be accelerated. This might occur in the event of a below average review, or an overdue promotion in rank.

Faculty members due for contract renewal and promotion bear the following responsibilities:

- Assure that their portfolio and CV are up to date
- Submit a peer review of their teaching
- Submit a statement addressing each of the four areas described in the Faculty Review Domains, below, providing supplementary evidence as needed.

<u>1. INSTRUCTION</u>	<u>2. EXPERTISE</u>
Instructional Delivery Skills	Musical

<p>Student growth</p> <p>Student evaluations</p> <p>Meeting learning objectives</p> <p>Syllabus execution</p> <p>Transfer of knowledge from other coursework</p> <p>Use of technology in instruction</p> <p>Differentiating instruction</p> <p>Instructional Design Skills</p> <p>Providing authentic experiences</p> <p>Includes writing component</p> <p>Setting learning objectives</p> <p>Evidence of planning</p> <p>Syllabus design</p> <p>Alignment with Illinois Professional Teaching Standards</p> <p>Uses formative and summative assessment in student evaluation</p>	<p>Strength of subject area content</p> <p>Publishing</p> <p>Performances</p> <p>Conducting honor ensembles</p> <p>Recordings</p> <p>Adjudicating</p> <p>Exploring and presenting unfamiliar music in creative ways</p> <p>Scholarly</p> <p>Presenting at professional conferences</p> <p>Collaboration with other professionals</p> <p>Research and writing</p> <p>Developing new professional presentation sessions</p> <p>Continuing professional development</p> <p>Curricular contributions</p> <p>Other creative endeavors</p>
<p>3. PROFESSIONALISM</p> <hr/> <p>Course Management</p> <p>Use of the Faculty Portal and Learning Management System</p> <p>Keeping careful records</p> <p>Arranging for course resources</p> <p>Processing paperwork on time.</p> <p>Modeling Professional Behavior</p> <p>Effective and prompt communication</p> <p>On-time attendance</p> <p>Maintaining membership in professional organizations</p> <p>Timeliness of paperwork</p> <p>Organized classroom and office space</p> <p>Flexibility and adaptability</p>	<p>4. SERVICE TO THE COLLEGE</p> <hr/> <p>Support</p> <p>Concert attendance</p> <p>Recital attendance</p> <p>Participation in fundraising endeavors</p> <p>Meeting attendance</p> <p>Committee participation and work</p> <p>Evaluating student auditions and jury exams</p> <p>Service</p> <p>Providing outreach activities to school-age students, e.g., on-line clinics, guest conducting, for the purpose of recruiting students to the college</p>

Respectful interaction with others	Engagement in retention activities, e.g., mentoring, extra tutoring.
Engages in honest self-evaluation	Serving as a student organization faculty advisor
Respects confidentiality of students and colleagues	Community engagement
Provides up to date work samples and evidence of student performance	Other activities that promote the health and welfare of the students and strengthen the quality of the College environment
Models professional attire	

ACADEMIC PROMOTIONS COMMITTEE RESPONSIBILITIES.

The members of the Academic Promotions Committee bear the following responsibilities:

- Carefully reviewing the candidate's portfolio, the results of up to five years of the annual faculty reviews, peer teaching review, and personal statement;
- Providing a recommendation to the president of the college regarding contract renewal and promotion;
- Providing a rationale for both decisions;
- Submitting this information by April 1 of the current academic year.

SABBATICAL LEAVE

PURPOSE

VanderCook seeks faculty who possess up-to-date knowledge and expertise in their field. Although faculty are expected to keep track of all advancements in their field, a sabbatical leave grants the recipient with the opportunity to acquire a new skill, update existing skills, conduct research, further education, or travel.

ELIGIBILITY

Full-time faculty members may apply for a sabbatical leave of absence after seven years of full-time teaching (defined as 21 consecutive terms consisting of fall, spring, and summer semesters). Sabbatical leave will generally be granted for one term at full pay and full benefits, or two terms at half pay and half benefits. The faculty member, in consultation with the college president and deans, may request the fall, spring, or summer terms for the sabbatical leave.

APPLICATION AND CONDITIONS FOR GRANTING THE LEAVE

An eligible faculty member shall notify the president of their intention to apply for a sabbatical no later than six months prior to the term(s) being requested. A written outline of activities to be pursued must

be presented at the time of the application. The president shall recommend those candidates deemed eligible and worthy of a sabbatical to the members of the Board of Trustees, who will grant final approval.

No more than one individual may be granted a sabbatical during any term.

If more than one application for a sabbatical is received, the recipients shall be determined by rank order according to the following criteria:

- Length of service to the institution
- Value of the sabbatical activities to VanderCook and its students
- Value of the activities for personal and professional development
- Value of the activities for the music education profession

Sabbatical leave will only be granted when the college as a whole is experiencing sufficient financial surpluses so that the impact of replacing an individual on sabbatical leave does not produce an undue burden on the financial reserves of the institution.

RETURN FROM SABBATICAL

It is assumed that the faculty member will return to VanderCook and continue teaching for at least two years (six consecutive terms) upon conclusion of the sabbatical. The faculty member will return at their same rate of salary. Within the first term after return, the faculty member will submit a report to the president and trustees describing their experience and accomplishments.

If a faculty member fails to return to VanderCook directly following the sabbatical, or fails to fulfill the two-year (six consecutive term) commitment, they will be required to reimburse VanderCook for the full value of their pay and benefits received during their sabbatical.

Adopted by the Board of Trustees April 23, 2004

Amended by the Board of Trustees July 28, 2007

Rev. 8.12.08

TENURE POLICY

VanderCook's Board of Trustees, after lengthy discussion with senior faculty, officially adopted a no-tenure policy for the faculty of the college. Faculty will be contracted on a one-year basis. Should a faculty contract not be renewed, the faculty member will be notified by April 15 of non-renewal for the following academic year.

1.07

SECTION IV - STAFF

Staff members play a vital role shaping day to day life at VanderCook College of Music. It is they who maintain the infrastructure of the College, solve the myriad day to day problems that arise during the school day and between academic semesters, and set a professional and welcoming tone as they greet guests, answer their questions, and help them navigate life at VanderCook.

The services offered by staff to students and faculty affects the satisfaction of students, faculty, and guests at VanderCook. Ideal staff members demonstrate expertise within their discipline and a deep appreciation for music education, manifested through skills and attributes defined by the College’s mission and core values. These are described in detail in Section 1 – General Policies, and in the College Catalog, Student Handbook, and Conceptual Framework.

The items in this section apply specifically to hiring, classification, work week, and related policies and procedures that affect members of the non-teaching, administrative staff.

Rev. 5.11.06
9.20.19

CLASSIFICATION OF ADMINISTRATIVE STAFF

Members of the staff are classified into one of five levels, which determines aspects of their pay schedule and the benefits offered to them.

PROFESSIONAL STAFF.

Professional staff assume a shared responsibility for the essential business and managerial tasks crucial to the operation and sustainability of the College such as accreditation, governance, finance, teaching, and delivery of the college’s music education programs. Each member of the professional staff is a member of the team that refines policies and procedures governing the college’s operations.

Administrative positions that are considered to be professional include those listed below. Other positions may be classified as professional at the time of hiring.

President	Director of Financial Aid
Deans	Director of Development (Unfilled)
Chief Financial Officer (unfilled)	Development Associate
Controller	Director of Admissions
Accountant	Admissions Associate

Business Manager

Information Technology Manager

Registrar

Systems Engineer

Director, MECA, Outreach and Continuing Education/COO

STAFF CLASSIFICATIONS

Class I. Full-time staff employed on a 12-month basis, working approximately 40 hours per week. Class I employees may be salaried or paid on an hourly basis.

Class II. Part-time staff employed on a 12-month basis working 1,500 to 1,999 hours annually and are paid on an hourly basis.

Class III. Part-time staff employed on a 12-month basis working 1,000 to 1,499 hours annually and are paid on an hourly basis.

Class IV. Part-time staff working annually or seasonally up to 999 hours and are paid on an hourly basis.

Class V. Students working for the college who are employed on an hourly basis in addition to those who work as apprentices or graduate assistants.

Rev. 11.03.11
12.23.18

STAFF WORKWEEK

Normal office hours are 8:30 a.m. to 4:30 p.m. and assumes a 30-minute break for lunch. Staff members are permitted to establish alternative hours pending advance approval by the college president and in consultation with the staff members who may be affected by the decision.

EXEMPT EMPLOYEES

A 40-hour workweek should be established and considered the norm. It may be necessary for professional, salaried staff to work beyond normal hours in order to fulfill the responsibilities of their position.

Salaried employees who work an extensive number of job-related hours on assignments related to their job descriptions may be eligible for compensatory time. Each case will be evaluated on an individual basis with regards to the Fair Labor Standards Act, and decided by the college president in consultation with either the Financial Controller or members of the college’s Board of Trustees.

NON-EXEMPT EMPLOYEES

A 15-minute break is allowed for every four-hour period worked. On those days when a full eight hours of work are completed, the employee may take either two 15-minute breaks or one 30-minute lunch break. If a longer lunch break or additional morning and afternoon breaks are desired, these times should be subtracted from the daily total hours worked, and the work day extended to 5:00 p.m. Deviations of the normal 8:30 a.m. to 4:30 p.m. schedule should be arranged and approved in advance.

Rev. 9.25.18

11.27.20

HIRING PROCEDURES (STAFF)

VanderCook understands the importance of staff members who are committed to meeting the values of the College. As such, the College employs full-time, part-time and seasonal employees. Student work-study positions are also available during the academic year.

FULL-TIME POSITIONS

When a full-time staff opening arises, a search committee, consisting of personnel with knowledge of the position, is appointed and a job description is generated and posted onto online job boards. Interviews are offered to qualified candidates and are conducted on campus with the search committee. If a candidate proves to be a good fit for VanderCook in their interview, references are requested of the candidate and a final decision is made by the committee.

In some cases, an employment agency is used to facilitate the placement.

PART-TIME POSITIONS

The general recruitment procedure is the same for part-time positions. However, instead of a search committee, the position's particular office takes initiative in the search, as well as the interview.

10.01.18

STUDENT WORKERS

Either prior to or near the start of each semester, including summer session, open student worker positions (paid and work-study) are reviewed. Announcements are made to the students and all students may apply.

In some instances, students have been offered a work-study that requires they work a certain number of hours each week.

Student workers are treated as employees of the College and must adhere to all expectations required of any staff member.

OVERTIME

Salaried employees in executive, professional, and administrative positions are exempt from the overtime provision of Illinois Department of Labor law, and thus do not receive overtime pay for their work. Those working on an hourly basis should, in general, adjust their workweek so that overtime hours are not worked or earned. Except in emergency situations, all overtime hours must be approved in advance by either the financial controller or college president.

Hourly employees working in excess of 40 hours per week are eligible for overtime pay at 1.5 times their hourly rate. Employees requesting pay for unauthorized overtime will be appropriately paid for the hours worked and their employment may be terminated.

Rev. 11.08.11

PERSONNEL RECORDS

All full-time staff members must provide a résumé and proof of credentials at the time an Employment Agreement is issued. All employees should retain current information regarding education, accomplishments, presentations, etc. Staff members will be asked periodically to provide updated copies of their résumé with their position at VanderCook included.

PERSONAL DATA SHEET – EMERGENCY CONTACT INFORMATION

A [Personal Data Sheet](#), including emergency contact information, is to be kept on file for every faculty and staff member at VanderCook. Personal information will be considered confidential unless a consent form/letter authorizing the college to release/share information is on file in the Business Office.

Faculty and staff are responsible for keeping personal data and emergency contact information current. The Business Office should be notified of any changes in address, phone, name, or emergency contact information. The Business Office should then share that information with the registrar, president, dean and development offices who will adjust their records accordingly.

10.24.07

11.27.20

PROBATIONARY PERIOD

At the time of employment, all administrative and staff personnel will be placed on 90-day probation. Employees may be released at any time during this period at the discretion of the college president, or may resign their position without notice.

Employees are ineligible for vacation days, sick days, or personal days during the probationary period, and will not be compensated for any accrued benefit days should employment be terminated within the 90-day probation.

COMPENSATION / PAYROLL / PAYMENT POLICY

A salary will be recommended for each employee by the college president. The Board of Trustees has final approval of salaries.

An employment agreement is drawn up with each full-time staff member at the time of his or her employment. Employment agreements for full-time staff members run concurrently with the college's fiscal year, August 1 to July 31 and remain current unless the employee is notified in advance.

Part-time staff are issued employment agreements for services to be rendered as agreed upon at the time of employment.

SALARIED STAFF

Compensation payments are issued on the last workday of each month.

HOURLY AND PART-TIME STAFF

Compensation payments are issued on the 15th and the last workday of each month.

Employees are encouraged to take advantage of the option to receive their paycheck through direct deposit. Information about how to enroll for direct deposit is available in the Business Office.

Rev. 11.08.11

STAFF REVIEW PROCESS

All full- and part-time staff will participate in an annual review process to be conducted in Spring of each year. The intent of this process is threefold: 1) Reward professional excellence, 2) provide feedback to staff regarding performance, and 3) maintain a record of staff effectiveness for purposes of pay increase, continued employment, and professional development.

The Annual Review consists of a meeting with the president and/or her designate. The individual's self-assessment, productivity, work quality, and professional goals will be reviewed during the meeting.

01.11.21

FULL-TIME STAFF SELF-ASSESSMENT

Each full-time administrative staff member (Class I and II) must prepare a written self-assessment answering each of the following points. This statement will form the foundation for an annual review to be conducted during April of each year.

1. What do you see as your most significant accomplishments over the past year or the start of your employment at VanderCook?
2. What are you most proud of doing over the past year? If possible, provide examples of your work.
3. What do you see as hurdles for yourself?
4. What do you need to work on to do your job better?
5. What can you do better to help develop a strong sense of teamwork among those with whom you work?
6. What do you see as hurdles for the College?
7. How could you help the College overcome its hurdles?
8. What are your professional goals?
9. What have you done to grow professionally over the past 6 – 12 months?

01.11.21

PART-TIME STAFF:

Part-time staff (Class III) should also prepare a self-assessment but will meet with their supervisor to review their performance. The supervisor may request an additional meeting with the president.

9.24.18

1.11.21

SECTION V—BENEFITS

BENEFIT ELIGIBILITY

All VanderCook employees must complete an Employee Benefits Form at the time of hire, indicating whether they elect to accept or reject each available benefit for which they are eligible.

BENEFIT TABLE

The table that follows summarizes the benefits that are available to employees with respect to their status as either a full or part time employee.

FACULTY

All full-time faculty receive the full benefit package.

STAFF

The following benefits are accrued after successful completion of the 90-day probation period.

	Class I (FT/salary)	Class II (FT/hourly)	Class III (PT/hourly)	Class IV (PT/hourly)	Class V (PT/hourly)
Months per year	12	12	12	12	12 mos. or seasonal
Hrs per week	2,000+ (i.e., 40 hrs/wk)	1,500 – 1,999 (i.e., 31 – 39 hrs/wk)	1,000 – 1,499 (i.e., 20 – 30 hrs/wk)	1 – 999	9 or less; or seasonal
Benefit Eligibility					
Medical insurance (co-pay required)	Yes	Yes	No	No	No
Dental insurance (co-pay required)	Yes	Yes	No	No	No
Basic Life and Accidental Death & Dismemberment	Yes	Yes	No	No	No
Long-term Disability (co-pay required)	Yes	Yes	No	No	No

Voluntary Short Term Disability (co-pay required)	Yes	Yes	Yes	No	No
Voluntary Vision (co-pay required)	Yes	Yes	Yes	No	No
Voluntary Life (co-pay required)	Yes	Yes	Yes	No	No
Voluntary Critical Illness/Accident (co-pay required)	Yes	Yes	Yes	No	No
Paid time off (vacation days, personal days and holidays)	Yes	1 hour for every 25 hours of time worked	1 hour for every 25 hours of time worked	1 hour for every 25 hours of time worked	No

9.20.19 RKR

LABOR LAW COMPLIANCE

VanderCook College of Music adheres to current federal and Illinois state labor laws. For a complete listing of labor laws, visit the Department of Labor's website. Updated labor laws are posted on the second floor of the 3140 building across from the Business Office.

Rev. 9.04.07

9.25.18

HEALTH, MEDICAL, DISABILITY AND DEATH

Blue Cross/Blue Shield is the current health insurance provider for VanderCook. All other benefits (except time off) are managed by Principal Insurance. Plan details are available during the annual open enrollment period which typically occurs 10 – 14 days prior to October 1 of each year. Benefits are available to Professional and Administrative Support staff at a level commensurate with their position classification:

Medical (co-pay required)

Dental, Basic (co-pay required)

Life/AD&D (offered free of charge to eligible employees)

Voluntary Long Term Disability (LTD) (co-pay required)

Voluntary Short Term Disability (STD) (co-pay required),

Voluntary Vision (co-pay required)

Voluntary Life

Voluntary Critical Illness/Accident.

Professional and Class I and II employees may elect to receive full benefits, which requires that they contribute monthly towards their health, dental, and long-term disability premiums.

Class III employees who work in excess of 1,000 hours annually are eligible for retirement benefits only.

In addition, employees receive paid vacation and leaves of absence on a prorated basis, as outlined in this section, based upon their level of employment.

Rev. 11.03.11

11.29.20

HEALTH AND DENTAL INSURANCE

Class I and II employees and full-time faculty are eligible to receive health and dental benefits. Employees must contribute towards a monthly premium. Part-time employees working at least an average of 30 hours per week may also be eligible for insurance coverage.

For an additional cost, employees may add insurance coverage for their spouse or children, provided they are not eligible for insurance coverage under a different program.

Detailed information regarding current health and dental benefits are available from the business office.

EDUCATION BENEFITS

Full-time staff (Class I and II), full-time faculty, their spouses and their dependent children are eligible for a tuition waiver when registered as full- or part-time students at VanderCook. Tuition credits are non-cumulative. Tuition for applied music study and semester fees are not covered by this benefit. Staff and faculty are not eligible for Dean's List or other institutional award benefits. All qualifying students must apply for outside federal, state and private aid for which they are eligible to help defray the VanderCook's cost of providing the waiver.

Adjunct faculty (excluding continuing education faculty) may receive tuition reductions proportional to their workload or teaching load. To qualify for this benefit, a staff or faculty member must be currently employed by the college, have completed at least one full year of employment, and submit a request to the appropriate dean or program director.

MATERNITY, PATERNITY & MEDICAL LEAVE

Class I, II, and III staff (working more than 1,200 hours per year or the average of 24 hours per week), full-time faculty, and eligible part-time faculty (working more than 24 hours per week) qualify for benefits under the Family and Medical Leave Act. Eligible employees are entitled to up to 12 weeks of unpaid, job-protected leave, during which all group health benefits will be maintained. This time may be used for the following circumstances:

- The birth and care of the newborn child of the employee
- Placement with the employee of a child for adoption or foster care
- Care for an immediate family member (spouse, child, or parent) with a serious health condition
- Medical leave when the employee is unable to work because of a serious health condition

All eligible employees are required to:

- Provide 30 days notice when the leave is foreseeable;
- Submit a [Leave Request Form](#) to the president indicating whether leave is to be taken intermittently or on a reduced-leave schedule basis;
- Provide medical certification for leave taken as a result of a serious health condition;
- Comply with arrangements to make group health benefit co-payments;
- Periodically notify VanderCook of their intent to return to work at the conclusion of leave; and
- Notify VanderCook of any change in the circumstances for which leave is being taken.

11.03.11

PROFESSIONAL DEVELOPMENT

Faculty and staff members are required to stay current in their field and are encouraged to participate in professional organizations relating to their primary field and to attend specialized workshops and conferences as appropriate. Work missed for professional development activities must be approved in advance by the college president, appropriate dean or supervisor.

The college allocates a limited amount of money to support professional development activities for both faculty and staff. Written requests for professional development support must be submitted in advance to the president and should indicate the name and focus of the event, date(s), relevant costs, and any work that may be missed. If approved, the college will support up to 50% of the activity attendance costs, up to a maximum of \$500 to be used for registration, travel, meals, and lodging.

TERMINATION OF EMPLOYMENT

Employees may be terminated for unsatisfactory performance or lack of adherence to any of the college's policies.

Rev. 9.04.07

PAID TIME OFF

EMERGENCY ABSENCES

The college president and the employee's supervisor or work team should be notified as early as possible about an anticipated absence and may be called at home if necessary. Provisions for missed working days should be made and approved as part of the request. As a courtesy, staff members should always send an Out-of-Office (OOO) email to the entire staff (staff_vcm@vandercook.edu) so that others can adjust their work accordingly.

PERSONAL DAYS (STAFF ONLY)

Each full-time (**Class I**) staff member is eligible for 10 personal days each fiscal year to be used for sickness (see definition below), bereavement, jury duty, religious observations and other personal business. These days should be used for emergencies only and should not be construed as additional vacation days.

Personal days are non-cumulative from year to year. All staff are required to submit a [Leave Request Form](#) prior to an anticipated absence or directly following an unexpected absence. All absences must be approved by the college president. Approved absences are deducted from the total number of allotted personal days for the current fiscal year.

If days are missed beyond the allotted 10 days in any fiscal year, the staff member's salary and benefits will be reduced for the days missed. Exceptions may be approved for extended illness or convalescence, contingent upon circumstances. Requests for extended leave, paid or unpaid, are approved on a case-by-case basis by the college president.

Class II, III and IV employees are eligible for paid personal days (hours) prorated at a rate of one hour of benefits for each 25 hours worked.

All employees are ineligible for paid personal days during the initial 90-day probationary period of employment.

SICKNESS

Sickness is defined as personal illness, or serious illness within the immediate family or household. Immediate family includes spouse, domestic partner, parents, grandparents, parents-in-law, children, grandchildren, spouse's siblings, employee's siblings and legal guardians. Documentation of the illness (e.g., a doctor's note) is required for any sick leave beyond three days.

Rev. 11.03.11

PAID HOLIDAYS (APPLICABLE TO PROFESSIONAL AND SUPPORT STAFF)

Holiday pay is a fringe benefit of VanderCook College. All Class I, II and III employees are eligible for holiday pay. To be entitled to a paid holiday off, an employee must be regularly scheduled, i.e., work hours that are scheduled in advance of the week in which they are worked. If you are not regularly scheduled to work on a holiday, you will not be paid for the holiday, i.e., if you normally are off on Monday and the holiday falls on a Monday, you will not be eligible for holiday pay.

Intermittent employees, student workers, and part-time employees who do not have regularly scheduled work hours are not entitled to paid holidays.

- Eligible employees who meet the criteria above can qualify for holiday paid hours and it will be allocated to the pay-period time-sheets as below.
- Regular EXEMPT salaried employees will be paid their ongoing regular salary for holidays.
- NON-EXEMPT hourly employees will be paid for holidays on the chart below
- Staff that have regularly scheduled work hours of 15 - 25 hours will be paid for 4 holiday hours.
- Staff that have regularly scheduled work hours of 25 - 35 hours will be paid for 6 holiday hours.
- Staff that have regularly scheduled work hours of over 35 hours will be paid for 8 holiday hours.

Holiday pay applies to the following 13 holidays:

New Year's Day

January 2nd

Martin Luther King's Day

Friday before Easter Sunday

Memorial Day

July 4th

Labor Day

Thanksgiving Day

Thanksgiving Friday

December 24

Christmas Day

December 26th

New Year's Eve

1.1. 2019

VACATION (APPLICABLE TO PROFESSIONAL AND SUPPORT STAFF)

Class I employees are eligible for paid vacation days (hours) to be used at one time or distributed throughout the year. Vacation days must be approved in advance by submitting a [Leave Request Form](#) to the president.

In general, employees should refrain from taking vacation days during the start and finish of the academic semesters, including summer session, as well as any time when urgent business or important school events are scheduled.

Vacations days are not cumulative from year to year. The following schedule defines the eligibility for vacation for Class I employees only.

- Employees having completed less than one year of service will receive credit for one vacation day with pay for each month of service completed prior to July 31, with a maximum of 10 days.
- Vacation days are not granted during the 90-day probationary period. However, those months may be applied toward vacation credit upon successful completion of the probationary period. Pay will be reduced for all days missed during the probationary period.
- Employees having completed one year of service prior to July 31 of the previous fiscal year and beginning their second year of service will be allotted 10 paid vacation days, **to be accrued** over the course of the year
- Employees having completed five years of service prior to July 31 of the previous fiscal year and beginning their sixth year of service will be allotted 15 paid vacation days, **to be accrued** over the course of the year.
- Employees having completed 10 years of service or more prior to July 31 of the previous fiscal year and beginning their eleventh year of service will be allotted 20 paid vacation days, **to be accrued** over the course of the year.
- If employment is terminated prior to July 31, the employee will receive payment for the unused vacation time earned prior to termination. Payment will be prorated based on the days worked up to the date of termination during the current fiscal year. This policy does not apply to personal days.
- Employees may request to bank a maximum of five (5) vacation days from the current fiscal year for use in the next fiscal year. A written request must be submitted to, and approved by, the college president. Requests must be submitted prior to June 1 of the current fiscal year.

MATERNITY, PATERNITY, AND MEDICAL LEAVE

Class I, II and III staff (working more than 1,200 hours per year or the average of 24 hours per week), full-time faculty, and eligible part-time faculty (working more than 24 hours per week) qualify for benefits under the Family and Medical Leave Act. Eligible employees are entitled to up to 12 weeks of unpaid, job-protected leave, during which all group health benefits will be maintained. This time may be used for the following circumstances:

- The birth and care of the newborn child of the employee
- The placement of a child for adoption or foster care with the employee

- Care for an immediate family member (spouse, child, or parent) with a serious health condition
- Medical leave when the employee is unable to work because of a serious health condition

All eligible employees are required to:

- Provide 30 days' notice when the leave is foreseeable;
- Submit a [Leave Request Form](#) to the president indicating whether leave is to be taken intermittently or on a reduced-leave schedule basis;
- Provide medical certification for leave taken as a result of a serious health condition;
- Comply with arrangements to make group health benefit co-payments;
- Periodically notify VanderCook of their intent to return to work at the conclusion of leave; and
- Notify VanderCook of any change in the circumstances for which leave is being taken

SECTION VI – ACADEMIC POLICIES AND PROCEDURES**ACADEMIC HONESTY**

Students are expected to maintain the highest standards of integrity in their academic work. Failure to do so will jeopardize a student's success in the program. Examples of academic dishonesty include:

- Presenting another's words, music, or concepts as one's own by failing to acknowledge or properly cite the source;
- Communicating or receiving answers or information to/from another in a testing situation;
- Consulting notes or any other source of answers/information in a testing situation unless the instructor explicitly authorizes such access;
- Making available or accessing tests or assignments from current or previous classes unless explicitly authorized by the instructor;
- Bringing, by any means, answers or information into a testing situation except as explicitly authorized by the instructor; and
- Collaborating or submitting jointly produced work on any test or assignment that is intended to reflect individual effort.

Students should not expect to receive a passing grade on any test or assignment that reflects dishonesty or academic irregularity. Cheating in any form may result in failure of the class and academic expulsion.

Any faculty member observing instances of academic dishonesty should immediately notify the appropriate dean.

AUDITION POLICY

Students' technical and musical skills are assessed prior to entrance to the College or, in a small number of cases, during the first week of classes. A team of faculty members evaluates student performances and makes recommendations regarding musical readiness for admission (admit, admit on musical probation, or reject). The averaged audition score determines the amount of the institutional talent award scholarship.

The nature of the audition process, the quality of student attracted to VanderCook, and the expectations for entering college as a music student are discussed regularly among the faculty.

Rev. 5.17.06

COURSE CREDIT HOUR DETERMINATION**CREDIT HOUR POLICY**

VanderCook College of Music offers degree and licensure programs for prospective and practicing teachers, as follows:

Undergraduate Level

Bachelor of Music Education (BMEd)

Bachelor of Music in Performance and Pedagogy (BM-Ped)

Bachelor of Music (pre-certification) (BM-Precert)

Graduate Level

Master of Music Education and Certification (MCert)

Master of Music Education (MMEd)

Note: The MMEd program includes the Music Education Center of America Continuing Education (MECA) and Distance Learning Program. This program offers elective options to candidates enrolled in the MMEd program and is also open to qualified music educators seeking advanced, non-degree educational opportunities.

Teacher Certification Entitlement Program (TCEP) - This is a non-degree program leading to licensure to teach.

Credit hours awarded for work within programs varies and spans traditional, distance, hybrid, clinical, and compressed formats.

UNDERGRADUATE COURSE FORMATS AND CREDIT ALLOCATION

The degrees BMEd, BM Performance & Pedagogy (fall, 2021), and BM-Pre-certification are offered at the undergraduate level. All programs are designed to provide in-depth preparation for work as a practicing music teacher either in a school or within the community. With the exception of the 20-week senior-year professional semester, undergraduate coursework is offered over a 15 or 16-week semester, one week of which is allocated for final examinations. Fall semesters typically add an additional week of clinical experience when students work and perform at the Midwest Clinic International Band and Orchestra Conference.

Instruction at the undergraduate level is offered in lecture courses, performance-based techniques or laboratory courses that meet for either ½ or a full semester, methods courses, performing ensembles, one-on-one applied music lessons, and clinical experiences. Independent Study options are occasionally available to students. Instruction is complemented by required performance seminars, professional development expectations, recitals, and practicums, some of which are connected to classes. Finally, some lecture courses are offered using a distance learning format.

Credit hours are assigned by balancing instructional time, outside work expectations, and activities or projects that demonstrate stated learning outcomes and competency levels. Credit hour assignments for new coursework may be proposed by the Dean of the Undergraduate Division. They are then accepted, rejected, or amended by the Faculty Committee.

Table 1a provides a comprehensive list of all types of coursework offered during the traditional fall and spring semesters, with the protocol for assigning credit hour to clock hour and outside work expectation given for all scenarios.

Table 1a. Semester (15 – 20 week) BM Ped, BMEd and BM (pre- certification) Programs

Course Format	Credit Hour:Clock Hour	Explanation	Examples
Lecture	1:3	1 credit hour assumes one hour in class and two hours of homework each week for 15 or 16 weeks. Students demonstrate competency using traditional formats such as tests, projects, essays, or presentations.	MATH 101 Introduction to College Mathematics; HIST 202 US History & Government
Methods Classes	1:3	1 credit hour assumes either one or two hours in class and one or two hours of additional work outside of class for a total of three clock hours of work per week. Competency is typically demonstrated by: 1) preparing a notebook for future reference as a teacher; and 2) completing teaching or rehearsal practica in class or in a K-12 school.	MED 412 Brass; Conducting; MED Elementary General Music Methods K-5
Techniques Classes	.5 or 1:1.5 – 3	A course offered for .5 credits typically meets for one/half of a semester for two hours per week. An additional one hour of outside practice, either alone or in an ensemble, is expected. A techniques class offering one credit hour meets twice a week for the full semester. Competency is typically demonstrated by completing a performance test on an instrument.	MUS 111 Flute/Saxophone Techniques; MUS 215 Piano Techniques II
Applied Lessons	1:7	One credit hour equates to a 30-minute lesson each week and the expectation that the student will practice a minimum of one hour per day, or	AM 111 Trumpet

		seven hours per week. Competency is demonstrated by 1) completing a jury on their major instrument each semester; 2) performing in front of their peers each semester (after their first semester) during VCM Seminar; 3) performing in large and small ensembles.	
Large Ensemble	1:3 or 4	Performing in a large ensemble requires participation in all rehearsals and outside practice as needed to be able to perform their part. Attendance at all concerts and extra rehearsals is expected.	BAND Symphonic Band; CHOIR Concert Choir
Chamber Ensemble	.5:1 – 2	Performing in a chamber ensemble requires participation in all rehearsals and outside practice as needed to perform their part. Competency is assessed through observation of students' performance in rehearsals and in sectionals while playing alone and with others. Attendance at all concerts, extra rehearsals, and assistance in ensemble logistics is expected.	CE Chamber Ensembles/Sectionals
Distance and Hybrid Courses	1:3	Undergraduate coursework offered on-line is identical or nearly identical to the same course offered on-site: The class calendar is congruent with the undergraduate calendar and is self-paced within a weekly structure. Bachelor level coursework offered through a distance learning format typically contains in-person components. Competency is demonstrated in the same way that is used in lecture, techniques, and methods classes.	SOC 301 Social Justice & the Community; PSY 101 Introduction to Psychology
Compressed Format	1:7.5	Candidates typically complete seven credit hours of course work during a compressed, six-week academic session that precedes the BMEd student's clinical teaching experience (i.e., student teaching). The spring semester is lengthened to 20 weeks for one semester. This typically occurs during the candidate's final semester before	ED 401 History & Philosophy of Education; ED 404 Teaching the Special Student

		graduation. Candidates complete assignments during the six-week session or during the 15-week clinical experience that immediately follows this session. Competency is demonstrated through in-class tests, projects, practicums, or presentations; or, through projects designed to be completed during student teaching.	Music and the Special Learner
Independent Study	.5 - 1:1.5 - 3	Students enrolled in Independent Study have one half-hour weekly meeting with an assigned instructor per credit hour. Independent Study classes are typically project based and may involve clinical experiences, research projects, or development of instrumental competency equivalent to what would be attained if the course were completed in a typical 15 – 16 week semester. Most Independent Study classes parallel equivalent classes described in the College Catalog, and are arranged in special situations, e.g., a transfer student, where scheduling issues may arise, or when a student has a special interest in a topic.	Improvisation (Independent Study); Methods of Teaching Strings (Independent Study)
Clinical Experience (Student Teaching)	9 – 12 credit hours: 12 – 15 weeks of full-time student teaching at approximately 35 – 50 clock hours per week	Candidates seeking licensure complete either a 12-week or 15-week clinical experience during which time they observe, assist, and teach in at least two levels of K – 12 music education. Students are also expected to complete, document and reflect on 75 hours of pre-student teaching clinical experiences (observation, mentored teaching). Candidates receive ongoing feedback from cooperating and supervising teachers, in addition to at least four formal assessments.	ED 412 Student Teaching

GRADUATE COURSE FORMATS AND CREDIT ALLOCATION

Courses offered at the graduate level are explicitly designed for working music educators who possess a degree and licensure in music or music education and teaching experience. For the typical enrollee, time is precious but learning is valuable. They are not - and because of their professional responsibilities, typically cannot be – traditional students. Thus, the graduate programs are designed to provide a high

quality, performance-based experience that could either be achieved or best achieved in the various compressed and distance-learning formats in which the classes are offered.

Credit hours are assigned by balancing instructional time, outside work expectations, and activities or projects that demonstrate stated learning outcomes. Credit hour assignments may be proposed by the Dean of Graduate Studies or the Director of Continuing Education and Distance Learning. They are then accepted, rejected, or amended by the Faculty Committee prior to course offering publication.

RATIONALE FOR THE POLICY

Students enrolled in compressed classes typically bring a unique set of experiences characterized by individualized musical strengths, professional experiences, and personal goals. Additionally, students represent different types of schools, regions of the country, foreign nations, cultural contexts, and values.

The opportunity to work with and receive feedback from colleagues from diverse backgrounds is an intrinsic and unique attribute of coursework offered at the graduate level. Students are expected to collaborate actively with their classmates as part of all learning experiences offered within the compressed formats.

STUDENT LEARNING OUTCOMES

Student learning outcomes are defined for each class and must be equivalent to what would be expected of students enrolled in a traditional 15 week academic semester. Student achievement of learning outcomes can be demonstrated in traditional ways or in ways conducive to professional practice, such as curriculum development, lesson plans, videotaped rehearsals or classes, development of assessment systems, development of an in-service project for teachers, playing tests, written exams, projects, or papers. Learning may be demonstrated during face to face class meetings or, in the case of one-week and weekend MECA classes, the two weeks preceding or following the on-site portion of the class. This allows for students (all of whom are practicing teachers) to apply newly developed competencies in real-life instructional settings.

FORMAT OVERVIEW

Graduate credit is offered for courses in the following formats: Compressed one-week, two-week, and week-end courses; eight and 12-week distance learning courses; and six-week on-site courses. Table 1b – 1d provide a list of all types of coursework offered in compressed formats with the protocol for assigning credit hour to clock hour and outside work expectation given for all scenarios.

One-week, Two-week and Weekend Compressed Format Courses. All courses offered in one-week, two-week, and weekend formats function as hybrid courses that combine online activities with an on-site learning experience. Effective August 2019, a course site is developed for all courses offered in these formats using the college's learning management system (currently *Schoology*). All students are

provided access to the course site for two weeks in advance of the course and two weeks after, and are responsible for attaining pre and post-course learning outcomes during that time span.

Table 1b. One-week and Weekend Compressed Format Courses

Course Format	Credit Hour: Clock Hour	Explanation	Examples
One-week, two-week, and weekend	1: 3	Between 14 and 15 50-minute clock hours are spent on-site in a structured class per credit hour offered for the class. Between 12 - 15 hours of additional time may be spent in pre-course and post-course activities, per credit hour, as needed to prepare assignments and demonstrate learning outcomes. These sessions are typically intense and require evening homework in addition to pre-and post-course work.	6589 Teaching Music to Students with Special Needs

8 AND 12-WEEK DISTANCE LEARNING COURSES.

Distance learning courses offered at the graduate level are presented in synchronous and asynchronous formats throughout the academic year and during the summer months. Distance learning classes require workloads equivalent to the rigor that would normally be offered in an on-site, 15 week semester class. Courses are delivered using *Schoology*, the college's current learning management system. They typically contain a blend of readings, video, on-line discussions, and listening requirements.

Table 1c. Eight-week and Twelve Week Distance Learning Programs

Course Format	Credit Hour: Clock Hour	Explanation	Examples
12 weeks	1:3.75	1 credit hour earned assumes approximately 3 $\frac{3}{4}$ clock hours of work, on average, per week of combined seat-time and independent work/practice. For example, a student enrolled in a three-credit hour course offered over twelve weeks should expect to spend, on average, 11.25 clock hours working on the class	7729 Sound Decisions About Quality Middle Level Band Literature

		each week. Courses running for 12 weeks are offered during typical fall and spring semesters.	
8 weeks	1.5.6	1 credit hour earned assumes approximately 5.6 hours of work, on average, per week. For example, a student enrolling in a three-credit hour course offered over eight weeks should expect to spend approximately 16.6 hours of work per week for the duration of the class. Courses running for eight weeks are offered during typical fall and spring semesters. Clock hours may be modified slightly if projects or assignments are due during an optional, post-course component.	7999 Relational Pedagogy: Community, Culture & Leadership in Your Program

SUMMER PROGRAM.

Courses offered during the six-week program are explicitly designed for music educators admitted to the MMed degree. In addition to coursework, structured activities bring students together throughout the day and evening hours. Courses are compressed and, as part of the program, students are expected to apply, analyze and evaluate what they learn in the following activities: 1) ensembles where they may play on primary or secondary instruments, conduct, perform and study musical compositions composed or arranged by others or by themselves; 2) when completing the Comprehensive Review Project, an independent project that requires high level creativity, analysis and synthesis; and, 3) during the academic year when students (all teachers) are expected to apply their learning in their personal teaching. (The required Comprehensive Review Project provides a mechanism for monitoring this.)

All six-week graduate level classes open one - two weeks prior to the start of the summer session so that students may begin the process of building competency.

Table 1d. MMed Summer Program Course Formats.

Course Format	Credit Hour: Clock Hour (per week)	Explanation	Examples
Lecture Classes	1:2.5 – 7.5	1 credit hour assumes 2.5 hours* of in-class instruction per week for six weeks. Lecture classes are typically allocated two credits and meet a minimum of five hours per week. Competency is developed and demonstrated in traditional	562 Introduction to Graduate Study; 543 Curriculum &

		formats, through the Comprehensive Review Project, concerts, and application in real school settings.	Administration; 566 Survey of Music I
Methods Classes	1:2.5 – 7.5	1 credit hour assumes 2.5 hours* of in-class instruction per week for six weeks. Competency is typically demonstrated through one or more of the following: 1) preparing a notebook for future reference as a teacher; 2) teaching or rehearsal practicums; 3) in-school practicums during the academic term between summers.	552 Advanced Woodwind Methods; 556 Secondary General Music Methods 6 - 12
Techniques Class	1:2.5 – 7.5	1 credit hour assumes 2.5 hours* of in-class instruction per week for six weeks. Competency is typically demonstrated through one or more of the following: 1) completing a performance test on an instrument; 2) performing on secondary instruments in an ensemble.	514A High Brass Techniques; 511 Piano Pedagogy
Applied Lessons	1:7	One credit hour equates to a 30-minute lesson each week and the expectation that the student will practice a minimum of one hour per day, or seven hours per week. Competency is demonstrated by performing in large and small ensembles, and completion of exercises and repertoire in lessons.	580 Applied Lessons (all instruments)
Large Ensemble	.5:6+	Performing in a large ensemble requires participation in all rehearsals and outside practice as needed to be able to perform their part. Attendance at all concerts and extra rehearsals is expected.	503 Concert Choir; 501 Symphonic Band; 506 Philharmonic String Orchestra

FOR INTERNAL USE IN CALCULATING CREDIT HOURS

Basic equation

Traditional “Seat Time” Calculation – based on a 15-week semester

1 cr hr = 3 hrs of work per week, some in class, some outside = 45 total hours per credit hour per semester. (Clock hours refer to 50 minute hours, or 2250 minutes = 37.5 actual hours per credit per semester.)

2 cr hr = 6 hrs/week (five 50-min hrs) = 90 total hours (75 50-min hrs)

3 cr hrs = 9 hrs/week = 135 total hours

A student completing 12 credit hours during the summer should expect to spend as much as 12 hours a day, either in class or preparing assignments, throughout the duration of the program or during the two weeks preceding the start of the course.

COURSE SUBMISSION PROCEDURES

Faculty members desiring to submit an idea for a new course should:

- Meet with the appropriate dean to discuss the idea.
- Prepare and submit to the dean a course rationale, course outline, course objectives and any prerequisites necessary for enrollment. If the proposed course will replace a current course offering, explain the benefits to the student and how it strengthens the overall college curriculum.
- The dean will present the submission to the Curriculum Committee for review.
- The committee may ask for additional information or clarification and upon receipt, will make a recommendation to the Faculty Committee.
- The president will have final authority to act on the recommendation of the Curriculum Committee.

DISTANCE LEARNING POLICIES

Distance learning coursework is delivered using synchronous, asynchronous and hybrid approaches, alone or in combination. All coursework offered in an online format must adhere to the principles and standards listed below.

1. Mission driven. All coursework offered in an online format is appropriate to the mission and purpose of VanderCook College of Music. It is designed either for the future music educator or for practicing music teachers seeking to advance their knowledge, skill and capacity. In so doing we fulfill our broader mission of enriching the lives of future generations through music education.

2. Planning. Online coursework is planned at the course, program, and institutional levels. At the course level, instructors plan using the College's Learning Management System (currently *Schoology*). The appropriate undergraduate or graduate syllabus must be used and student learning outcomes appropriate to the course are addressed and defined. Faculty plan coursework using technologies suitable to the desired student outcomes. At the program level, planning involves determining coursework that may be efficiently delivered online and is separated from that which is

best achieved in collaborative, live student settings. Instructional resources, training, and recruitment of faculty are considered. At the institutional level, planning involves goal assessment; timeline management; and allocation of resources for technology, training, support, marketing, and software. Online coursework is also considered as part of the annual strategic planning process.

3. Governance. All online coursework is reviewed by either the appropriate deans or the Director of Continuing and Online Instruction. In the case of a significant change, the matter is reviewed by the College's Faculty Committee, Academic Policy Committee, and Curriculum Committee.

In addition, the deans of the undergraduate and graduate programs review online coursework schedules so that synchronous and hybrid courses are scheduled in the appropriate sequence so that students may fulfill degree requirements in a timely and balanced fashion.

All degree programs, the college's online elective program (MECA), and any proposed change in the traditional programs of the College are subject to review by the Board of Trustees' Academic Oversight Committee.

4. Academic rigor. The MEd online program and individual courses offered at the undergraduate and graduate levels are coherent, cohesive, and comparable in academic rigor to programs offered in traditional formats. The credit hours offered for the courses align with the credit hour policy defined in the [Course Credit Hour Determination](#) policy. Syllabi adhere to the same standards established for all coursework. All syllabi are evaluated to assure that the integrity of instruction is equal to what would be reasonably expected in an equivalent on-site course. Student expectations for engagement must be clearly defined.

5. Course and curricular effectiveness. The effectiveness of a course is assessed by examination of the quality of knowledge, skill, and capacity developed by the learner as a result of the course. A variety of assessment tools are used, depending on the course and its purpose, such as student self-assessments, course tests and projects, work samples, or student demonstration of competency through live or video-recorded mechanisms.

In addition, students complete course evaluations at the conclusion of every course that are reviewed by the deans or director of online learning. At the undergraduate level, depending on their program, students complete a Sophomore Review, junior and senior recitals, comprehensive examinations, edTPA, and Illinois State Music Content Examination. At the graduate level, students complete a Comprehensive Master's Project. These curricular and program level assessments provide data to help the faculty and deans determine course and curricular effectiveness.

Finally, any student who is dissatisfied with the quality of a course or is concerned about the qualifications of a faculty member, may file an informal or formal complaint. This process is clearly in place on the College's website and in the College Catalog.

6. Faculty qualifications and support. All instructors teaching online coursework are contracted by VanderCook and are duly credentialed to meet the same standard as those contracted to teach on-site

coursework. Students are asked to complete course evaluations at the conclusion of each course. Faculty are supported in online instruction through access to a self-paced course to familiarize themselves with Schoology, the College's Learning Management System. The program director and IT staff are available to answer specific questions and provide one-on-one assistance to online faculty. Faculty meetings periodically include opportunities to share effective strategies. VCM IT staff may be able to provide video support services to aid in the preparation of musical demonstrations.

In addition, the college's librarian provides support by making course instructional and resources materials available to faculty.

7. Student support services. Online orientations are provided to all students in the program. Deans and the program director are available for academic counseling. Our IT Systems Manager is available for questions pertaining to technology. The college's librarian is available full-time to provide support by making course instructional and resources materials available to students. The librarian is also able to make arrangements for delivery of materials to students if needed.

8. IT resources. The college's IT infrastructure is maintained at a high level of security and capacity to ensure privacy, data integrity, and easy access to resources. Faculty have access to tools to use video to record lessons and to provide student feedback, Zoom subscriptions, and the range of tools available through Schoology are all maintained in their most current iteration.

9. Assurance of integrity. It is essential that all work completed in an online course is completed by the individual who registers for the course and that the personal identity of all students is safeguarded at all times.

- All students enrolled in online coursework are issued a secure login and password to their course. This must be used each time the student participates in the course.
- All video representations by and for students are private, password protected, and may not be posted in public or online where it may be viewed by anyone, other than the instructor and course participants, without the explicit permission of the student.
- Faculty and student intellectual materials, e.g., syllabi, videos, slides, and the like may not be used in any context other than that of the course without the explicit permission of the individual who produced the work.
- Students submit a photo at the time of registration, which is visible on the instructor's student roster and attendance records.
- In addition, a scan of a student's photo ID may be required at the time of registration. This document may need to be visible during online testing for certain courses in order to provide an extra layer of identity protection.
- When possible, faculty should strive to provide assessment in online courses focused on authentic demonstrations of competency (e.g., video submissions, camera-on presentations and discussions, live teaching demonstrations or playing exams) in which there is little doubt as to the identity of the student.

- Some coursework, e.g., math courses, may require that the students complete a proctored exam. If an online proctoring system is required, the instructor is required to notify either the appropriate dean or the Director of Continuing and Online Instruction prior to the time the course is advertised so that students are prepared to pay a surcharge for the added security protection. This information is required to be made available to students prior to registration.

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ENROLLMENT POLICY

Students are considered registered for classes after satisfying the criteria described below. Final enrollment remains contingent upon payment of tuition.

BMED, BM-PED, TCEP, MMED AND MCERT

- All admissions criteria are fulfilled
- Deposit has been received
- A pre-registration form has been signed by both the appropriate dean (verifying course selections) and the controller (verifying that financial obligations are or will be met)

STUDENT-AT-LARGE

- Permission of the appropriate dean
- No more than 12 credit hours are registered for any session
- A pre-registration form has been signed by both the appropriate dean (verifying course selections) and the controller (verifying that financial obligations are or will be met)

ILLINOIS INSTITUTE OF TECHNOLOGY STUDENTS

A pre-registration form has been signed by both the appropriate dean (verifying course selections) and the controller

MECA PROGRAM

- A completed application form has been submitted
- Deposit is received
- Tuition is received in full prior to the start of the first class

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ENROLLMENT PROCEDURES

- Fall enrollment begins the week before classes begin; early enrollment begins about six weeks before classes begin for the spring semester.
- Late enrollment begins the first day of classes and ends on the following Friday. A \$100 late fee will be assessed to all late enrollments.
- Adding and dropping of courses are permitted during the first week of classes without penalty, provided the student has already registered for the current semester. Partial or full tuition is assessed to all courses dropped after this date.
- After the student receives the enrollment packet, he or she should select courses for which they wish to enroll and complete the enrollment form (see Appendix).
- Full-time students may enroll for 12-19 credit hours.
- Students enrolling for more than 19 credit hours will require special permission from the dean. A GPA of 3.5 or higher is required to enroll for more than 19 credit hours.
- Probationary students may not enroll for more than 12 credit hours.

The student then schedules an appointment with the appropriate division dean to review their academic program and for approval of their enrollment form.

Once approved by the appropriate dean, the enrollment form must then be submitted to the Business Office. All financial arrangements are to be made with the Business Office at this time. Once arrangements have been made, the controller will sign the enrollment form.

Once approved by the appropriate dean and the controller, the enrollment form is sent to the Registrar's Office for inclusion in the student's file.

Rev. 5.17.06

MECA CONTINUING EDUCATION PROGRAM

The Music Education Center of America (MECA) program is a component of the graduate division in which graduate level courses designed to fill the practical needs of band, choral, string, and general music educators are offered. Courses are structured in a variety of formats ranging from concentrated one-week blocks during the summer, and over a series of all-day Saturday sessions during the academic year.

All courses offered in the MECA program qualify as electives toward the master's degree at VanderCook. Classes are structured to meet for 12.5 clock hours (or 15 academic hours) per graduate credit. Strict attendance and participation policies are in place, and each instructor assigns an exit requirement used to evaluate each participant.

The majority of continuing education classes are held at VanderCook or on the IIT campus. Several courses are offered off-campus for the convenience of our students. The MECA faculty includes VanderCook faculty members, visiting professors from major colleges and universities, well-known clinicians, and leading professionals in music education, composition, and performance.

Students eligible for the MECA program must have previously earned a music degree from an accredited college or university, or have a bachelor's degree in another discipline and a minimum of 60 hours of music or music education credits at the undergraduate level.

All MECA courses are structured to comply with VanderCook's academic policies and standards for graduate study, and meet all requirements set forth by ISBE. Up to 12 hours of graduate credit earned through the MECA continuing education program may be applied as elective credits to the master's degree at VanderCook. Separate catalogs are published each semester for fall, spring, and summer MECA courses.

MIDI LAB

The college maintains a computer music center, commonly referred to as the MIDI Lab, equipped with Macintosh computers, keyboards, a scanner, and a printer. Faculty are encouraged to visit and use the lab, and assign tasks requiring the use of the computers. Faculty should ascertain that students are familiar with the hardware and software on MIDI Lab computers before assigning such assignments.

The MIDI Lab is available for student use during regular business hours. Any changes in the hours shall be clearly posted outside the lab. There are 21 workstations that contain an iMac and a MIDI controller keyboard. Each computer is loaded with productivity application software (Microsoft Office, AppleWorks, Safari, Firefox), MIDI and music programs (Sibelius, Finale), and multimedia development programs (QuickTime Pro, GarageBand, iLife, Dreamweaver, Fireworks, Flash).

Some classrooms and practice studios also contain computers, which should be used only for practice with SmartMusic software. These computers should not be used for any other purposes.

USERS AND THEIR RESPONSIBILITIES

Access to the MIDI Lab is limited to currently enrolled candidates only. Users are responsible for ethical use of the computer resources, including both honesty in their academic pursuits and respect for others who share these resources. If requested, users should be prepared to sign in or may be required to present a valid VanderCook picture ID upon entering the lab.

GUIDELINES FOR USE

Computer and networking resources are limited; first priority should be the fulfillment of academic or instructional objectives for candidates using the computer facilities. Users may be asked to justify the academic legitimacy of their activities to lab attendants.

Attendants may ask candidates engaged in non-academic pursuits to relinquish computers or equipment for candidates who need to do work for their classes. Certain computers are reserved for specific purposes because of special features such as an attached scanner or specialized software. Candidates requiring those resources for fulfillment of a curricular assignment or project shall be given priority over candidates using them for extracurricular purposes.

Users should be aware of state and federal laws governing the distribution and display of obscene materials. The distribution and display of obscene materials is prohibited. Usage privileges may be revoked if candidates are found to be abusing these policies.

Much as in a library, a professional and academic environment should be maintained at all times as a courtesy to other lab users. Disruptive candidates will be asked to leave immediately. The lab attendant may summon IT Security if a candidate refuses to leave. Additionally, campus security may be summoned to the facility if a user poses a threat to the safety of the facility or to other users.

Candidates are prohibited from sending harassing messages, introducing viruses or malware, or misrepresenting one's identity in electronic communication. Repeated incidents of disruptive or harassing behavior will result in loss of computer use privileges.

CARE OF COMPUTER RESOURCES

The consumption of foods and beverages, including bottled water, is strictly prohibited in the MIDI Lab.

Malfunctioning equipment should be reported immediately to the lab assistant in charge of the facility.

Computers are configured according to the needs of candidates and faculty. Candidates are prohibited from adding or installing hardware or software configuration or settings. Candidates who have suggestions for a hardware or software changes should speak to IT staff.

Users are expected to exercise good judgment when submitting printing tasks and to take proper care of the computers, printers, and all other equipment found in the facilities.

USE OF PAPER AND PRINTING SUPPLIES

Print resources are reserved for purposes of academic relevance or curricular significance only.

Users are expected to be conservative in their use of paper and to exercise discretion when printing documents to prevent waste of expensive printing materials. As ink cartridges are costly, users should be prudent when printing.

Users should allow adequate time to ensure a successful print job before resending a print command. Users who need multiple copies of a document should use a photocopying machine for duplication of documents. A coin-operated photocopier is available in the Ruppel Library during regular library hours.

Users are urged to use the "print preview" command before submitting a print job. This will identify pages that may not be necessary. Unnecessary pages that appear in the "print preview" result should be removed from the print job before it is sent to the printer. Alternately, users can print specific pages only as opposed to the entire document.

Users should notify the lab attendant if the printer has failed to respond correctly after the first print command. If users have submitted an incorrect print job, they should notify the lab attendant so that the attendant can attempt to cancel the job.

Users should save personal email, web pages, and any personal materials to removable media such as flash drives/memory sticks, floppy disks, or CD-R/CD-RW disks.

SKILLS NEEDED TO USE COMPUTER FACILITIES

The MIDI Lab is primarily a self-service facility. Users are responsible for learning the skills necessary to use the computer applications. Software documentation and manuals may be made available upon request.

A lab attendant is available during MIDI Lab hours. The lab attendant primarily ensures that users sign in and out, troubleshoots hardware issues and printer malfunctions, and enforces all MIDI Lab policies. In addition to these primary responsibilities, attendants may be able to provide limited assistance to users based on the attendant's knowledge of specific software.

SOFTWARE AND DATA ON COMPUTER LAB FACILITIES

Software on all lab computers is restricted to programs owned by or licensed to VanderCook. All applicable copyright laws and licenses must be observed.

All users are prohibited from installing any software or "freeware" on any lab computer without express permission from the IT department.

FRIVOLOUS USE

Network bandwidth and storage have a finite capacity, and all users are expected to be responsible in their use of these resources. Users are not permitted to monopolize these resources. Examples of this include, but are not limited to, sending mass email or chain letters, or using applications that create excessive loads on network traffic.

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PLAGIARISM

Plagiarism is defined as presenting another person's words, ideas, data, or work as one's own. Plagiarism includes but is not limited to the exact duplication of another person's work, or the incorporation of a substantial or essential portion of another person's work without proper citation. Other examples of plagiarism include the acts of appropriating creative works in such fields as art, music, and technology, or portions thereof, and presenting them as one's own.

All work submitted must be properly credited to the original source(s) of the information. In written work, direct quotations, statements that are paraphrased, summarizations of the work of another, and

other information that is not considered common knowledge must be cited or acknowledged, usually in the form of a footnote. Quotation marks or a proper form of identification should be used to indicate direct quotations.

Failure to adhere to these guidelines and definitions in academic assignments represents cheating and carries appropriate penalties.

RIGHT TO PRIVACY

VanderCook adheres to the Family Educational Rights and Privacy Act of 1974, which establishes the privacy rights of parents and candidates with regard to candidate records. Candidates may review all official records, files, and data related to them, and may challenge the accuracy of the contents of such records. Further, the act prohibits colleges and universities from releasing personally identifiable information about candidates without their prior written consent.

VanderCook respects the rights to privacy of its candidates, and acknowledges the responsibility to maintain confidentiality of personally identifiable educational records. The following policies and procedures will be followed in regard to such records.

ACCESSIBILITY OF EDUCATIONAL RECORDS

VanderCook will not disclose any personally identifiable information, other than directory information, from the educational records of a candidate without their prior written consent. Personally identifiable information will only be disclosed in the following instances:

- To school officials, including teachers, within the VanderCook community who have a legitimate educational interest.
- To officials of another school at which the candidate intends to enroll, provided a documented attempt has been made to notify the candidate of intended disclosure prior to submission of such information.
- To certain authorized representatives of federal and state agencies who require such information to carry out lawful functions in connection with the candidate's application for, or receipt of, financial aid.
- To organizations conducting studies for, or on behalf of, educational agencies or institutions. These studies must be conducted in a manner that will guarantee the anonymity of candidates, and that the information will be destroyed when no longer needed for the purpose for which it was requested.
- To accrediting organizations in order to carry out accreditation functions.
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate parties in health or safety emergencies.
- To parents of dependent VanderCook candidates, as defined in Section 152 of the Internal Revenue Code of 1986.

For the purposes of this section, all candidates enrolled in the college shall be deemed to be independent of their parents. Any parent may challenge this assumption by presentation of evidence that the candidate does qualify as a dependent for federal income tax purposes.

For the purposes of this section, school officials shall include members of VanderCook's faculty and administrative staff with a legitimate educational interest in such records, and other personnel whose duties involve establishment and maintenance of such records and development of institutional reports.

For the purposes of this section, a legitimate educational interest shall be defined as having a direct involvement in establishing or reviewing a candidate's academic record or performance.

Candidates and former candidates of VanderCook shall be granted access to all of their personally identifiable educational records originated at, or submitted to, VanderCook in connection with their admission, employment, or the granting of financial assistance, with the following exceptions:

Notes or records of instructors, advisors, or counselors that would not be shown to any other individual except another faculty member or advisor.

Records involving other individuals (e.g., course grade lists) that only disclose the portion(s) applicable to the respective candidate.

Records or statements submitted by individuals within or outside VanderCook and other educational institutions or agencies under the assumption of confidentiality in connection with the admission, employment, or provision of financial assistance (including financial statements provided by parents for purposes of supporting the candidate's application for financial aid).

Letters of recommendation for which the candidate has signed a waiver of the right to inspect the letter.

Records of medical or psychological tests or treatment. In such cases, the candidate nevertheless has the right to obtain a professional explanation of information in such records, and to request the records be referred to another qualified professional of the candidate's choice.

For records originating at VanderCook, any person or organization having the right of access to any educational record may also obtain a copy of that record for a reasonable fee.

In general, VanderCook will not provide copies of any items in a candidate's educational record that have been submitted by outside individuals or organizations to anyone other than authorized faculty and staff at VanderCook. Such copies should be requested from the source from which the record originated. An exception can be made in instances when the candidate can demonstrate that the original record has been lost, destroyed, or is otherwise unavailable (e.g., international candidates from schools no longer in existence, the death of a person from whom a reference was obtained, etc.).

A cumulative record of all individuals or organizations (other than the individual candidate and authorized faculty and staff at VanderCook) who are granted access to and/or copies of a specific educational record will be maintained along with that record. Upon request, a candidate may inspect

the cumulative list of all who have been granted access to his or her educational record. The right to inspect educational records does not apply to applicants for admission until such time as the applicant has been admitted to and completed registration at VanderCook.

Candidates and former candidates of VanderCook may make an appointment to inspect individual educational records during regular office hours.

Candidates have the right to petition to amend educational records. If a petition is denied, the candidate has the right to request a hearing.

DIRECTORY

VanderCook reserves the right to release, at its own discretion, the following items of directory information about any candidate registered for at least one credit hour during the academic year in which such directory information is provided. Within three weeks after the close of registration, the candidate may file a written request with the registrar to withhold any item of directory information the candidate does not wish to have released.

Directory information includes:

- Name of candidate
- Date and place of birth
- Dates of attendance at VanderCook
- Local address, phone number, and email address
- Permanent address and phone number
- Position(s) held, place(s) of employment, and extension number(s) of candidates employed by VanderCook
- Department of specialization and educational level (undergraduate candidate, graduate candidate, or non-degree-seeking student) and prior institution most recently attended
- Membership in officially recognized campus organizations and offices held in such organizations
- Degree(s) earned, special awards and recognition given, and photograph of the candidate

Such directory information, available from educational records kept by VanderCook, may also be released concerning former candidates relative to the time during which they were registered at VanderCook.

APPENDIX A ORGANIZATION CHART

APPENDIX B INSTITUTIONAL ASSESSMENT PLAN

APPENDIX C STRATEGIC PLAN

APPENDIX D JOB DESCRIPTIONS

APPENDIX E – FORMS

APPENDIX F – CONCEPTUAL FRAMEWORK