



## **1. ABOUT VANDERCOOK**

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.

Although the curriculum has expanded, the college remains exclusively focused on music teacher education to this day, the only such institution in the United States. VanderCook alumni teach music to schoolchildren in most states of the country.

Today, VanderCook serves prospective and practicing music teachers through four programs:

- Bachelor of Music Education degree program
- Teacher Certification Entitlement program
- Master of Music Education degree program
- Master of Music Education and Certification degree option
- Music Education Center of America (MECA) continuing education program

Most teacher candidates (and prospective candidates) are enrolled in the undergraduate program and elect concentrations in band, chorus or orchestra. All candidates complete coursework in five areas: Applied Music Performance, Fundamentals and Theory, General Education, Professional Education and Music Education.

Rev. 7.31.11

### **MISSION STATEMENT**

The mission of VanderCook College of Music is to enrich the lives of present and future generations through the preparation of teachers in the instrumental, choral and general music disciplines.

Rev. 9.14.09

### **CORE VALUES**

Music is an integral part of the human experience. Consequently, high quality teaching of music is important. There exists a need for a place to develop the best possible music teachers and a single-purpose institution is a proper vehicle for the preparation of excellent music teachers.

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

The teaching constructs of H.A. VanderCook and H.E. Nutt represent elements of tradition and pride for students of the college and are of value to contemporary music education.

The educational environment toward which we strive is characterized by personal relationships among students, faculty and staff members; a high level of active student engagement in “hands-on,” studio-style classes; and the creation of authentic learning experiences.

Rev. 5.11.06

## **VISION**

VanderCook’s vision for the future incorporates the following 11 points:

1. **Curriculum: Prepare music educators to teach 21<sup>st</sup> century learners.**  
Building upon the history of our founders, we seek to provide an innovative curriculum that provides a portal to the teaching profession, preparing our candidates to become leaders in the music education community.
2. **Enrollment: Increase enrollment by attracting a diverse population of highly qualified candidates.**  
All aspects of the college, from the quality of performing ensembles and classroom discussion to the ability to attract and support a diverse faculty, are affected by enrollment. Even more importantly, future generations depend upon a well-trained corps of qualified candidates willing to provide them with excellent instruction.
3. **Facility: Create a physical environment to meet the 21<sup>st</sup> century instructional and performance needs of the band, choral, string and general music education programs.**  
A dignified, acoustically comfortable environment supportive of music activity is intrinsic to the music education process. The environment needs to accommodate our increasing enrollment and include flexible space for practice and rehearsal, instrument storage, library services, technology, general music, student life, instruments, applied instruction and concerts.
4. **Finances: Provide for the college’s future through financial stability.**  
The delivery of high quality music teacher education programs is expensive. Increased sources of funding are needed to preserve the college for present and future generations.
5. **Faculty and Staff:**  
**Develop a diverse faculty and staff committed to the mission of the college.**  
Faculty and staff members are responsible for the day-to-day realization of the



college's core values and curriculum. To this end, VanderCook seeks highly qualified individuals with experience in diverse educational and professional environments who are committed to contemporary music education.

6. **Technology: Advance the use of technology in music education.**  
Per the evolving needs of the teaching environment, technology must be integrated into all phases of the music teacher education process.
7. **Instructional Resources: Acquire 21<sup>st</sup> century instructional resources.**  
Recognizing that technology permeates all aspects of music making, we seek to provide our teacher candidates with knowledge and skills in “hands-on” settings so they will be able to share these innovations with future generations.
8. **Partnerships: Advance the quality of candidate preparation through partnerships with diverse K-12 schools.**  
We strive to strengthen the authentic experience of teaching and learning music in a variety of educational settings representative of urban, suburban and rural schools comprising diverse socio-economic status, ethnic makeup and educational philosophy.
9. **Student Life: Support collegial relationships among diverse students and promote public service values.**  
Recognizing that quality of life is deeply influenced by the quality of personal relationships, we seek to provide an environment that encourages collegiality and friendships among all students and allows for opportunities to contribute to the community.
10. **Communication: Use 21st century communication techniques to provide information about and among the VanderCook community.**  
Using all facets of communication technology, communicate with a public that is conditioned to receive and respond to well-crafted messages delivered in a salient fashion.
11. **Advocacy: Inspire children and adults to achieve excellence through music education.**  
Through coursework, outreach and professional development, advocate on behalf of three causes: inclusion of music in our schools, selection of music education as a profession and advancement of selected music educators to positions in higher education.

Rev. 5.11.06

## **HISTORY**

The origins of VanderCook College of Music date back to 1909, when Hale A. VanderCook opened his VanderCook Cornet School. Since its inception as a professional school for preparing music teachers in the late 1920's, VanderCook College's history has closely paralleled the history of the school band movement in this country. The college has



consistently produced music teachers who have achieved recognition in the music education field.

Dr. William D. Revelli, former director of bands at the University of Michigan, was a member of the first graduating class in 1931. Forrest L. Buchtel remains a well-known composer and arranger and Haskell W. Harr authored the famous Harr Percussion Method.

The original class also included H.E. Nutt, a future president of the college. Nutt was the driving force in establishing VanderCook's curriculum for the practical preparation of the music teacher through comprehensive training in all facets of music education.

In 1928, VanderCook became one of the first three institutions in the U.S. to offer a degree in instrumental music education. It remains solely devoted to the preparation of music teachers, both choral and instrumental.

VanderCook turns out a complete educator trained in both musical disciplines and general academic subjects. The college confers the bachelor and master of music education degrees and provides the options of earning a master's degree and certification, or completing the requirements for entitlement only. VanderCook also offers extensive continuing education classes for the working music teacher through the Music Education Center of America (MECA) program.

In 1946, VanderCook co-founded the Midwest Clinic, an annual gathering of over 11,000 musicians, band and orchestra directors, music students and vendors from around the world. The 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.

Rev. 8.10.07

### **CONCEPTUAL FRAMEWORK**

VanderCook's Conceptual Framework provides an articulated rationale that directs the programs, courses, teachings, candidate performance, faculty, scholarship, service and accountability of the college as a whole to its constituents. Our college mission drives this framework. The complete document can be found [here](#).

Rev. 9.04.07

### **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. VanderCook has always believed 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.

Rev. 9.06.07

## **DISPOSITIONS**

As an institution, VanderCook aspires to develop the following three dispositions in each of its candidates:

- Excellence in Music
- Professionalism in Teaching
- Strength in Character

Each disposition is aligned with the outcomes of the college, standards, coursework and the college's assessment system. Attributes of each disposition are as follows:

**Excellence in Musicianship:** VanderCook graduates are broad-based musicians who:

- Have personally performed and studied many styles of music;
- Understand music's structure, think in terms of sound and use standards of beauty and expressiveness to gauge music's quality; and
- Possess a mixed and unique set of musical skills and experiences that complement their particular interests and talents.

**Professionalism in Teaching:** VanderCook strives to produce candidates who:

- Respect the dignity of music education;
- Are adaptable, flexible and able to make the best out of any circumstance in which they find themselves;
- Are able to work with children of all ability levels and background;
- Are able to observe, analyze, reflect and grow throughout their professional careers;
- Are attuned to the need to "be concerned with music of the past (acculturation), the music of the present (the transition period between acculturation and innovation) and the music of the future (innovation)" (Yarbrough, 2000); and
- Will be lifelong learners.

**Strength in Character:** VanderCook graduates demonstrate:

- The need for cooperation, forgiveness, helpfulness, respectfulness and honesty in all situations;
- Unconditional respect for other human beings, treating them with dignity (Rogers, 1961, 1980);
- Respect for the property of others and the space in which he or she works, treating and caring for it well;



- Respect for the community, behaving in accordance with prevailing societal norms; and
- The ability to accept and deal with responsibility at increasingly greater levels throughout their careers.

Rev. 5.11.06

## **FACULTY AND STAFF ATTRIBUTES**

### **Staff Attributes**

Ideal staff members demonstrate the willingness to advance the mission of VanderCook and facilitate the educational experience of VanderCook's students, manifested through skills and attributes such as the following:

- Good citizenship
- Self-discipline and persistence
- Inter- and intrapersonal skills
- Flexibility and adaptability to changes in routine, schedule and needs
- Personal integrity
- Professionalism in action, word and experience
- Ongoing professional growth
- An appreciation for education
- A willingness to work with all students and other members of the college's constituencies
- Demonstrated commitment to college's mission
- Demonstrated dedication to their role in the college
- The ability to work as a member of a team
- Expertise in their field

### **Faculty Attributes**

Ideal faculty members demonstrate expertise within their discipline and a deep appreciation for music education, manifested through skills and attributes such as the following:

- A high level of musicianship
- Good citizenship
- Self-discipline and persistence
- Professional growth and dedication
- Inter- and intrapersonal skills
- Flexibility and adaptability to changes in routine, schedule and needs
- Personal integrity
- Cultivation of pragmatic links to diverse school music programs



- Organizational ability
- Professionalism in action, word and experience
- Values consistent with professional music teaching standards
- Service as a resource to students and the profession
- Desire and ability to teach
- Demonstrated commitment to the college's mission
- Demonstrated dedication to their role in the college
- A willingness to work with all students and other members of the college's constituencies
- The ability to work as a member of a team
- A willingness to facilitate the educational experience for VanderCook's students

### **STUDENT ATTRIBUTES**

Ideal students demonstrate the desire to be excellent music educators, manifested through continuous development of the following skills and attributes:

- A high level of musicianship
- Good citizenship
- Academic ability and diligence
- Self-discipline and persistence
- Continuous learning
- Inter- and intrapersonal skills
- Flexibility and adaptability to changes in routine, schedule and needs
- Personal integrity
- Building of pragmatic and diverse links to school music programs
- Organizational ability
- Professionalism in action, word and experience
- Values consistent with professional music teaching standards

Rev. 5.11.06

### **CANDIDATE OUTCOMES**

VanderCook graduates will demonstrate the institution's core dispositions through a series of eight candidate outcomes.

#### **1. A high level of musicianship.**

- Study a diverse and comprehensive music curriculum
- Accumulate extensive performance and pedagogical experience 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 the student's individual 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 certification
- Commits 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 skill to incorporate educational standards into the design of curriculum and instruction
- Recognize that all students have the ability to learn
- 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-term and long-term goals
- Persist in following a task to completion
- Regularly attend and participate in classes and rehearsals
- Plan and maintain an effective practice and study schedule

**5. Inter- and intrapersonal skills.**

- Engage in honest self-evaluation and seek feedback from colleagues and professionals
- Develop a global perspective and the skill of observing human behavior in the contexts of the community and school and classroom environments
- Be able to modify classroom instruction and feedback based on observation and evaluation

**6. Good citizenship and personal integrity.**

- Demonstrate respectfulness towards 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 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

Rev. 8.07.09

**ACCREDITATION**

VanderCook is fully accredited by:

- The Higher Learning Commission of the North Central Association of Colleges and Schools  
230 N. LaSalle Street, Suite 7-5400  
Chicago, IL 60602  
Tel. 800-621-7440 or 312-263-0456  
<http://www.ncahigherlearningcommission.org>
- The National Association of Schools of Music  
11250 Roger Bacon Drive  
Reston, VA 20190-5248  
Tel. 703-437-0700  
<http://nasm.arts-accredit.org>
- Illinois Board of Higher Education  
431 East Adams Street, 2nd Floor  
Springfield, IL 62701-2551  
Tel. 217-782-2551  
<http://www.ibhe.state.il.us>



- Illinois State Board of Education  
100 N. 1st Street  
Springfield, IL 62777  
Tel. 217-782-4321  
<http://www.isbe.state.il.us>

### **Higher Learning Commission of the North Central Association of Colleges and Schools**

The next comprehensive visit of the Higher Learning Commission is scheduled for the 2014-2015 academic year.

### **National Association of Schools of Music**

Reaccreditation is currently under review by the National Association of Schools of Music. The most recent site visit was conducted in April 2011.

### **Illinois State Board of Education**

To ensure reaccreditation, VanderCook is required to submit an annual self-study report addressing compliance with a set of 24 standards and criteria established by ISBE. These standards include coursework, teaching experiences, faculty qualifications, program resources, assessment and other areas.

Rev. 7.31.11

### **BOARD OF TRUSTEES**

The members of the Board of Trustees hold a fiduciary responsibility with respect to the college's management of all federal and state-funded student aid programs. The board is responsible for assuring that the college is in compliance with all requirements mandated by the U.S. Department of Education and the State of Illinois with respect to the receipt, disbursement, accounting and auditing of all funds. The Finance Committee of the board is responsible for reviewing the college's internal compliance with state and federal requirements with respect to these funds and report their findings and recommendations to the board on an annual basis.

A current listing of trustees and their affiliations can be found [here](#).

Rev. 7.31.11

### **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.

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.

Rev. 9.05



## **STANDARDS COMMITTEE**

The VanderCook Standards Committee is comprised of designated faculty members who serve to provide systematic, documented oversight of individual student performance. All teaching faculty regularly assess all students in the areas of musicianship, scholarship and citizenship. The committee meets with students to monitor progress and offer support. The committee may also play a role in addressing concerns that arise in a student's conduct or academic and musical performance.

Rev. 9.05

## **PUBLICATIONS**

### **VanderGrams**

VanderCook publishes periodic newsletters to parents, alumni and prospective students. These are circulated in both print and email versions. Each is used as a means of maintaining closer contact with the respective constituents.

### **Website**

The VanderCook [website](#) is regularly updated to inform constituents and site visitors of upcoming events, programs, concerts, recitals and other activities.

### **E-newsletters (Constant Contacts)**

VanderCook distributes periodic e-newsletters on varying topics including upcoming concerts and events, MECA classes, teaching tips and more. Faculty and staff are asked to assist in obtaining e-main addresses from parties who may be interested in these newsletters.

### **Annual Report**

VanderCook's Annual Report is the prime vehicle through which the college communicates the strengths and successes of its mission and graduates, as well as direction for the year ahead. It is published in the fall and distributed to all faculty, staff, alumni, professional contacts and friends of the college.

VanderCook welcomes suggestions from faculty or staff members for submission ideas for any of its publications or for the college's website. Faculty and staff should contact the director of communications with any suggestions or proposals.

Rev. 12.10

## **BUDGET**

The annual budget is compiled each year by the president in the early spring and finalized in September after the entering fall enrollment is determined. Faculty and staff members submit budgets in the spring and are notified of budget allowances in the fall. Expenditures must be approved in advance by the college controller. 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.

Rev. 5.17.06

## **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:

- Student persistence rates
- Student graduation rates
- Tuition and fees
- Campus law enforcement
- Reporting of campus crimes
- Campus crime statistics and awareness

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 Office as part of the application process.

Rev. 11.03



## 2. GENERAL POLICIES AND PROCEDURES

### BUILDING HOURS AND 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.

Access to the building and 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 nametag) and purpose of any person in the building with whom they are unfamiliar.

### Fall and Spring Sessions

Fall semester generally runs from the last week of August through the last week of December. Spring semester generally runs from the first week of January through the week of May.

|                   |                        |
|-------------------|------------------------|
| 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 * |
| Memorial Day                | CLOSED   |

\* Professional education classes are held as normally scheduled.

### Summer Session

Summer session generally runs from mid-June through the last week of July.

|                   |                        |
|-------------------|------------------------|
| 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



Summer MECA sessions generally run from the week before regular summer session until two weeks after 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

### **Interession 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

### **3120 S. Dearborn**

This building is currently used for scheduled classes and special events only. This building is off limits to general faculty, staff and students and should not be used for individual or group practice or recreation unless prior permission is given from the President's Office.

Rev. 8.12.08

### **IDENTIFICATION CARDS**

All faculty and staff members are required to obtain an IIT/VanderCook ID card from IIT's HawkCard Office, located in Room 201 of Hermann Hall. VanderCook's director of IT programs 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)
- Borrowing privileges at the Galvin Library and use of their electronic search facilities
- The McCormick Tribune Campus Center
- The IIT Shuttle Bus
- Entrance to any IIT-sponsored student activity with reduced admission price (where applicable)



HawkCards are non-transferable and remain the property of IIT. A replacement fee of \$20 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.

Rev. 5.16.05

## **KEYS**

Keys are issued by the president's assistant upon approval from the president. Classroom keys are issued to appropriate faculty or staff members at the start of the term. Keys must be submitted upon termination of employment. Adjunct faculty are expected to return keys at the end of each semester.

Rev. 9.24.07

## **COMPUTER, NETWORK, AND INTERNET POLICY**

All faculty and staff are provided with the following:

- Access to a computer
- Access to a printer
- A VanderCook email account
- 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 (see the MIDI Lab section in the Academic Policies and Procedures tab).

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.

- 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.
- Misuse of the computer or Internet access policies may result in disciplinary action.

In the event of a computer problem, employees should contact the director of IT.

Library users accessing the college network from within VanderCook are subject to the following policies:

- Ruppel Library's [Public Access to Electronic Information Networks](#)
- All applicable laws



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 email as an official form of communication and students will be held accountable for information disseminated this way. It is expected that students limit their use of this service to those activities that fulfill research and study needs.

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. Students, 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.

College computers are for official college use only. 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.

**Violation or abuse of any of these policies may result in revocation of user privileges or termination of employment.**

Rev. 8.19.08

### **Monitoring and 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.

Rev. 8.19.08

### **SEXUAL HARASSMENT**

Sexual harassment creates a discriminatory and negative educational and work environment that is not tolerated. Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitutes sexual harassment. This includes conduct that is sufficiently severe, persistent, or pervasive to limit a student's ability to participate in or benefit from the education program, or to create a





hostile or abusive educational environment for any member of the VanderCook community.<sup>1</sup>

Any student, staff, or faculty member experiencing or witnessing a hostile or abusive educational environment as a result of sexual harassment is urged to report or file a grievance with the appropriate dean or the college president. A Student Grievance Form is available on the VanderCook website; an Employee Grievance Form can be found [here](#).

Grievance forms should be signed before being submitted. All members of the VanderCook community are assured that such a report can be made without fear of reprisal and will be kept confidential. Upon the filing of a written report, an internal investigation from an independent or unrelated party will be followed by a recommendation and resolution.

It is incumbent upon the college to investigate and determine appropriate steps to end the harassment. Either a formal or informal process may be followed. Such steps might include directions for suspension of contact among the involved parties, required counseling, termination of scholarship or work-study opportunities, expulsion from school, termination of employment, restraining orders, or other actions deemed appropriate after consultation with appropriate authorities.

VanderCook is responsible for informing students, faculty and staff of the nature and unacceptability of sexual harassment; the recourses available to those who feel that they are being subjected to a hostile environment as a result of the behavior; and the range of consequences that may occur as a result of sexual harassment.

Approved by faculty and staff, November 24, 1997  
Approved by the Board of Trustees, December 19, 1997

Rev. 5.16.06

## **GRIEVANCES AND 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, the president, or a member of the Presidential Cabinet.

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. An Employee Grievance Form can be found [here](#).

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

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<sup>1</sup> Definition extracted from the document pertaining to peer-to-peer sexual harassment prepared by the Office of Civil Rights and circulated among educational institutions on August 14, 1996. *The Legal Deskbook for Administrators of Independent Colleges and Universities*, 2nd edition (K. Weeks & D. Davis, eds., 1999), was consulted for the language of this policy.



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

### **EMPLOYEE PROTECTION (WHISTLEBLOWER) POLICY**

If any employee reasonably believes that some policy, practice, or activity of VanderCook is in violation of law, he or she should file a written complaint with the president, controller, appropriate dean, or the chairman of the Board of Trustees.

The intent of VanderCook College of Music is to adhere to all laws and regulations that apply to the organization. The support of all employees is necessary to comply with various laws and regulations. The protection policy described below is only available to employees who bring an alleged unlawful activity, policy, or practice to the attention of VanderCook and provide the college with a reasonable opportunity to investigate and correct the matter.

VanderCook will not retaliate against an employee who, in good faith, has made a protest or raised a complaint against some practice of the college, or of another individual or entity with whom VanderCook has a business relationship, on the basis of a reasonable belief that the practice is in violation of law, or a clear mandate of public policy.

VanderCook will not retaliate against employees who disclose or threaten to disclose to a supervisor or a public body, any activity, policy, or practice of the college that the employee reasonably believes is in violation of a law, or a rule, or regulation mandated pursuant to law, or is in violation of a clear mandate of public policy concerning the health, safety, welfare, or protection of the environment.

### **SMOKING, DRUGS, AND ALCOHOL**

Smoking is 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 marijuana, 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 marijuana, 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 expulsion 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. **If convicted of such a crime, the individual may be barred for life from receiving certification to teach music in Illinois and most other states.**

Rev. 5.15.06

### **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.

### **COPY SERVICE**

VanderCook owns a copy machine that is available to faculty and staff members. The Copy Room is located on the second floor is across from the Business Office (Room 201). Students (including student workers and graduate assistants) are not authorized to use this machine.

Faculty and staff members are provided with a unique access code by the director of IT. Each code provides each user with a limited number of copies. Once a faculty or staff member's limit has been reached, they may request an additional limit from the director of IT.

**In the event of a paper jam or other malfunction, do not attempt to clear the jam yourself.** Please notify the president's assistant immediately; in the event that the president's assistant is unavailable, the graduate dean's assistant and the director of admissions have both been trained to service the copier and clear paper jams.

A coin-operated copy machine is also available in the Ruppel Library. This machine accepts cash and charges \$0.10 per page.

IIT's Office Services Department is also available for copying and printing. It is located in Room 41B in the basement of Perlstein Hall (see the [IIT Campus Map](#)). Large copy jobs (e.g., bound course packs), can be completed by Office Services. 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. A full explanation of services offered may be obtained directly from Office Services.

Rev. 7.31.11

### **MAIL SERVICES**

Boxes for incoming faculty and staff mail are located in the Front Office. Faculty and staff may place unstamped mail pertaining to school business in the outgoing mailbox, also located in the Front Office. Unstamped outgoing mail should be logged on the mail sheet next to the drop box. Personal outgoing mail can 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 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

## **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. 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.

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

### **“Who is VanderCook’s 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 (financial, leadership, goods and/or services, innovations, etc.)
- 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 state thanks for their support



### **Style Guidelines**

Trade Gothic font is to be used for all VanderCook correspondence and printed pieces. If not already installed on faculty or staff computers, it can be obtained from the director of IT.

Specific style guidelines for letters and letterhead can be found [here](#). Letterhead is generally stocked in the Copy Room on the second floor.

Rev. 9.24.07

### **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. Office hours should be turned in to the president's assistant for referral to students and faculty when necessary.

Administrative offices that serve students (e.g. Financial Aid, Business, Admissions, etc.) must be open and available to students when students are present in the building during normal business hours. Closure of an administrative office during normal school hours must be approved by the president.

Rev. 5.15.06

### **ABSENTEEISM POLICY**

#### **General**

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 or the appropriate dean as well as the college president by phone, email, or text.

Longer absences should be discussed in advance with the president. The president can be reached directly by cell phone at 312-771-1953 and by email at [cmenghini@vandercook.edu](mailto:cmenghini@vandercook.edu). The President's Office number is 312-225-6288, ext. 223.

#### **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 approved by the president and days missed are accordingly deducted from the employee's remaining allotment of vacation or sick days as appropriate.

#### **Faculty**

Fulfillment of teaching obligations is regarded as a serious matter at VanderCook. If a faculty member cannot be present for a class or lesson, the appropriate dean should be notified as early as possible and the appropriate paperwork should be completed. 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, the faculty member should arrange to have another qualified professional assume responsibility for the missed class and compensate him or her 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.

### **Leave of Absence With and 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, leaves of absence for longer than six months will rarely be granted.

Rev. 9.19.07

### **MEETING ATTENDANCE**

Full-time faculty and staff are expected to attend all monthly faculty and staff meetings as scheduled. In addition, faculty and staff are expected to attend committee meetings, curriculum meetings, applied faculty meetings, adjunct faculty meetings and any 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.

Rev. 9.19.07

### **Minutes of Meetings**

Minutes to the following meetings are recorded, distributed to appropriate parties and kept on file for review.

- Trustees
- Faculty and Staff
- Cabinet
- Undergraduate and Graduate Curriculum Committees
- Other (as applicable)

A schedule of required faculty and/or staff meetings is distributed at the beginning of the school year.

Rev. 9.19.07



## **CONCERT, RECITAL, AND EVENT ATTENDANCE**

There are approximately 50 recitals and concerts presented in the evening hours and on weekends throughout the year by VanderCook students and faculty. In general, full-time faculty and staff are expected to attend these events at a level commensurate with their level of involvement with the college. Faculty should make every effort to attend concerts, recitals and receptions, especially for students and student groups with whom faculty work directly.

Attendance is ***required*** at the following VanderCook events:

- **Faculty & Staff Orientation meeting** (Sunday before the first day of fall semester)
- **Symphonic Band performance at the Midwest Clinic** (generally mid-December)
- **A Night at the Pops Concert** (generally the last week of March)
- **Undergraduate commencement** (generally the first week of May)
- **Summer Faculty & Staff meeting** (generally mid-June)
- **Graduate commencement** (generally the last week of July)

Attendance is ***encouraged*** at the following VanderCook concerts:

- **Prism Concert** (generally during the third week of September)
- **Large Ensemble Fall Concert** (generally the first week of October)
- **Medium Ensemble Fall Concert** (generally mid-November)
- **Thanksgiving Dinner & Faculty Recital** (generally the week before Thanksgiving)
- **Choir & Orchestra Concert** (generally the last week of November)
- **Large Ensemble Spring Concert** (generally the first week of March)
- **Medium Ensemble Spring Concert** (generally the first week of April)
- **Student Conductor Concert** (generally mid-April)
- **Chamber Ensemble Concert** (generally mid-April)
- **Graduate Welcome Party** (generally mid-June)
- **Undergraduate New Student Orientation Breakfast** (generally late June)
- **Graduate Ensemble Concerts** (generally late June and mid-July)

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

- First week of fall semester (generally the last week of August)
- Symphonic Band performance at the Midwest Clinic (generally mid-December)
- First week of spring semester (generally the second week of January)
- Undergraduate commencement (generally the first Friday in May)
- First day of summer MECA sessions (generally mid-June)
- First week of summer graduate classes (generally mid-June)
- Visitation days (Audition, Junior and Senior Days) as scheduled



Staff are also encouraged but not required to attend student recitals. As VanderCook aligns its calendar with IIT's, specific dates for the above events are determined annually.

Rev. 8.12.08

## **LIBRARY FACILITIES AND 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, listening facilities and a browsable collection
- Usernames and passwords for off-campus access to the library's electronic resources, provided upon request

The Ruppel Library is an active member of 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, including print and electronic resources

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 seven days a week and staffed by a full-time professional music librarian. 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 maintains recordings of student performances over the course of their time at VanderCook, enabling them to create a portfolio of their recordings and programs in preparation for their future job search. Other archival recordings relevant to the history of music education in America are also contained in the archives.

Rev. 7.31.11

### **AUDIO-VISUAL EQUIPMENT**

Audio-visual equipment, including VCRs, DVD players, LCD projectors, slide projectors, overhead projectors, screens, sound systems and tape and digital recorders are available to all faculty and staff members. Most classrooms are equipped with Internet connection. Equipment is generally assigned to classrooms, individuals, or locations for a specific period of time as needed.

Requests to borrow equipment require submitting a completed [Audio-Visual Request Form](#) at least 24 hours in advance. Procedures for reserving and borrowing equipment are posted on the door of the Audio-Visual Room (Room 126A). Once the requested equipment is confirmed as available, a completed checkout form must be submitted to with the Ensembles Office.

Rev. 5.16.06

### **LAPTOP CHECKOUT**



The Ruppel Library provides laptop computers for on-site use and has one laptop available for loan to VanderCook faculty and staff only. All laptops are equipped with wireless Ethernet cards for use within the college and are configured with the Microsoft Suite, Internet browsers, several accessory programs and to automatically recognize printers in Ruppel Library and the MIDI Lab.

All laptops provide access to Ruppel Library’s website and other web-based library resources. Laptop users are advised to save information to their own USB flash drives.

The laptop available for loan may be checked out for a 24-hour period at the library circulation desk. The laptop is available on a first-come, first-served basis and is renewable for another 24 hours if no one else is waiting for its return. Renewal requests can be submitted in person, or via phone or email, however all requests must be confirmed by the librarian or designated library worker. Laptops may be reserved up to two weeks in advance. The library does not guarantee availability of the laptop without a reservation.

The laptop must be checked out in person at the Ruppel Library circulation desk by the person requesting the loan. The laptop must be returned to the circulation desk within 30 minutes of the time it is due. If returned late, the borrower will be charged an overdue fine at the rate of \$5.00 for each half hour the laptop is overdue.

|               |        |         |          |  |
|---------------|--------|---------|----------|--|
| Time overdue: | ½ hour | 1 hour  | 1½ hours | Plus \$5 for every additional ½ hour, up to the replacement value of the laptop. |
| Late fee:     | \$5.00 | \$10.00 | \$15.00  |  |

**The borrower assumes all responsibility for loss or any damage incurred during the loan period.** If laptop equipment is returned damaged, the borrower will be charged the full repair or replacement cost plus a processing fee of \$30.00. If laptop equipment is lost or stolen while checked out, the borrower will be charged the full replacement cost of the missing equipment plus the processing fee.

Borrowers and users are prohibited from installing software on any library laptops. Additional software may only be added if approved by a Ruppel librarian and/or the college’s director of IT and may only be installed by the college’s director of IT.

Misuse of computer and/or network resources, or non-compliance with written usage policies, may result in loss of computer or network access.

In the event of a laptop malfunction, the library cannot be responsible for any information that is lost. Library staff does not troubleshoot application problems. It is expected that patrons are familiar with applications prior to borrowing a library laptop.

Rev. 8.19.08

**PURCHASES AND EXPENDITURES**

The annual budget is compiled each year in mid-spring and finalized in the fall after the entering fall enrollment is determined. Faculty and staff members should submit



budgets in the spring and will be notified regarding the status of the request. 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.

### **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 President's Office and approved prior to placing the order.** Only one Purchase Order should be used per vendor.

### **Equipment and Office Supplies**

Equipment and office supplies can be purchased through the Front Office. All requests should be submitted to the front office manager. All purchases of equipment over \$100 must be approved through the director of IT and/or the president.

Rev. 5.16.06

### **Reimbursement Requests**

For expenses incurred from college-related travel, employees are to submit a Reimbursement Request. Mileage, lodging and meal expenses incurred during travel are eligible for reimbursement. **All reimbursement requests must be approved in advance by the college president.** Reimbursement Request forms can be found in the hallway outside of the Business Office and only one Reimbursement Request should be used per trip.

Eligible expenses include:

#### **Transportation**

- Airfares reflecting lowest possible coach-class fares to and from Chicago.
- Rail fares reflecting lowest possible coach-class fares to and from Chicago.
- Mileage exceeding the cost of normal commute to work. Mileage to and from local airports are reimbursed only if longer than normal work commute.

#### **Hotel**

- For a single individual, for days contracted only.

#### **Meals**

- Food and beverages reimbursed up to a maximum of \$48 per day.
- Meals covered during those portions of the day when working or traveling on behalf of the college at the following rates:
  - Breakfast (7:00 a.m. – 11:00 a.m.) up to \$10.00
  - Lunch (10:00 a.m. – 2:00 p.m.) up to \$14.00
  - Dinner (4:00 p.m. – 8:00 p.m.) up to \$24.00



- 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**

- Office supplies
- Photocopying
- Entertaining
- Professional development

Rev. 5.16.06

### **FACILITIES, REPAIRS, MAINTENANCE, AND CLEANING SERVICE**

VanderCook is housed in a two-story building at 3140 South Federal Street, in the heart of the IIT campus, three miles south of Chicago's Loop. Designed by famed architect Ludwig Mies van der Rohe, the building contains a rehearsal hall, recital room, music library, classrooms, a music technology lab, practice rooms, an instrument repair laboratory and offices.

Resident students are housed in dormitory facilities on IIT's campus. A limited number of apartments are available on campus for married students. The campus offers cafeteria-style dining for both resident students and commuters.

Health care facilities are offered through the IIT Medical Office and Mercy Hospital is located within a short distance from campus. In cases where students require professional counseling, the IIT Counseling Center offers its services at nominal rates.

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 by IIT. Requests for these services should be made through the President's Office (or, if the President's Office is closed, through the Front Office). Major repairs (over \$50.00) require prior approval from the president.

Cleaning services are from Sunday to Thursday. Requests for small, specific cleaning duties can be posted on the desk in each office as needs arise. Requests for additional days of cleaning must be made through the President's Office two weeks prior to the requested date. Cleaning personnel will not move items left on desks and shelves.

Rev. 8.12.08

### **ENERGY CONSERVATION**

VanderCook currently resides in a building 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 president's assistant (or, for Rooms 100 and 130, to the Ensembles Office). *Under no circumstances should students adjust thermostat settings in any room in the building.*** In general, thermostats should be maintained at 60 degrees in the winter and 85 degrees in the summer when a classroom is not in use.

### **Air Conditioning**

Most rooms are equipped with an air conditioning unit. Air conditioning should only be used on 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 room.

### **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).



Any and all space heaters used by faculty or staff must be registered with IIT's Facilities Department.

Rev. 12.09

### **ROOM RESERVATION**

Faculty, staff and candidates can reserve a room at either VanderCook or IIT through the president's assistant. Rooms may be reserved for academic or business-related purposes only.

Rev. 9.24.07

### **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.

An Einstein's Bagels café is 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 as well as 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 also houses the Bog, a snack bar/pub in the building basement generally open from 5:00 p.m. until midnight, Thursday through Saturday.

For full-time VanderCook faculty and staff who are in need of special dining arrangements, the Pritzker Club (located in the MTCC) provides a separate dining area for lunch, Monday through Friday. Arrangements can be made through the president's assistant.

Rev. 5.16.06

### **PARKING**

Faculty and staff can apply for a parking permit sticker through the VanderCook Front Office. Permit applications for the academic year are due by the beginning of the fall semester. Permits are issued by IIT's Access, Card & Parking Services Office. A parking permit grants access to designated parking lots but cannot guarantee that a parking space will always be available.

The lot in front of VanderCook's main building, Lot B4, is generally reserved for faculty, staff and visitors only. On audition and visitation days or during special events, the lot may reach capacity. In these instances, faculty and staff are asked to park in one of the additional lots authorized for VanderCook, B2 or B3 (see the [IIT Campus Map](#)). ***Students may not park in the lot in front of the building, even for a few minutes.***

All faculty, staff and students must follow the parking policies established by the IIT Parking Services Office, located in Hermann Hall. Questions may be directed to the [IIT Parking Office](#) at (312) 567-8968.

### **Visitor Parking**



Visitors to VanderCook may purchase a temporary one-day guest-parking pass for \$2.00 at the Front Office. Guest passes permit parking in the VanderCook lot (B4) between 7:00 a.m. and 7:00 p.m., Monday through Saturday.

Faculty and staff members may request a guest pass free of charge to visitors on academic or administrative business. This policy does not apply to applicants or parents/guardians of applicants or currently enrolled candidates.

IIT will issue tickets to visitors who park without a guest-parking 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.

In addition, IIT has a designated visitor parking lot on the southeast corner of State and 31st streets, immediately north of the McCormick Tribune Campus Center. Visitors using this lot pay by meter or self-service paybox.

### **Parking and Traffic Enforcement**

All traffic and parking regulations are enforced at all times, including evenings, weekends, holidays and intersession, unless otherwise noted.

### **Parking for the Disabled**

There are two designated parking spots for the disabled in the B4 lot in front of VanderCook. These spots are reserved for faculty, staff, or visitors displaying a state-issued handicapped placard. Visitors parking in these spots must obtain and display a guest-parking pass in addition to the official state-issued placard.

### **Special Events**

Faculty and staff who are planning a special event requiring special parking accommodations should contact the Front Office receptionist and the president's assistant.

IIT reserves the right to close certain parking lots to accommodate parking needs during special IIT events. In those instances, IIT will temporarily re-assign those permit holders, who will be notified in advance of any parking lot closures.

### **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.

Rev. 5.16.06

### **SHUTTLE BUS**

IIT provides free round-trip shuttle bus service for students, faculty and staff. A valid IIT/VanderCook ID is required to use the shuttle and must be presented to the driver



upon request. The shuttle runs from the campus to downtown, making the following scheduled stops:

- HUB building
- 26<sup>th</sup> St. & Princeton
- 13<sup>th</sup> St. & Canal
- Canal & Adams (Union Station)
- Madison & Clinton
- Adams & Jefferson (Ogilve Station)

[Shuttle schedules](#) are available from the IIT Parking Office. Questions or comments about the shuttle should be emailed to the IIT Parking Office at [shuttlebus@iit.edu](mailto:shuttlebus@iit.edu).

Rev. 9.01.05

## **EMERGENCIES**

In the event that a message must be communicated immediately to staff and faculty, an email will be sent and all attempts will be made to call people directly.

### **Severe Weather**

In the event of severe weather warranting the school's closure, VanderCook's main phone number will be updated with relevant information. Faculty and staff may also contact the president at (312) 771-1953.

### **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 take the user through step-by-step procedures.
- CPR training is available to all faculty and staff members through the health education class and scheduled in service group appointments.

### **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 at home:

|                       |                                     |
|-----------------------|-------------------------------------|
| Dr. Charles Menghini: | 312-258-1953 or 312-771-1131 (cell) |
| Ms. Ruth Rhodes:      | 773-233-1258 or 773-320-7665 (cell) |
| Ms. Stacey Larson:    | 630-400-1416 (cell)                 |
| Mr. Kevin Lepper:     | 312-225-7287                        |
| Ms. Cindy Tovar:      | 773-972-6408                        |

### **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<br>2525 S. Michigan Avenue<br>312-567-2000 | Northwestern Memorial Hospital<br>251 E. Huron Street<br>312-962-2000 |
| Walgreens Drug Store<br>3000 S. Halsted Street<br>312-225-0607             | CVS Pharmacy<br>741 W. 31 <sup>st</sup> Street<br>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 911.

Rev. 9.17.07

### **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. The student should be informed that he or she is 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 police.

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: 312-567-3343

IIT Public Safety: 312-808-6363 (non-emergency)  
312-808-6300 (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

### **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.

Rev. 5.16.06

### **SECURITY AND ALARM CODES**

The VanderCook building has alarms located at multiple locations: the entrance lobby, the Ruppel Library, the MIDI Lab, the second floor copy room and various offices. Faculty and staff members working before or after regular hours should be aware that they may activate an alarm if an appropriate code is not entered. Alarm codes can be obtained from the director of IT.

Rev. 5.16.06

### **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 tamperproof 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.

Rev. 5.16.06

### **LOST AND 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 Ensembles Office.**

Rev. 8.23.11

### **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.

Rev. 5.16.06



### **3. FOR FACULTY**

#### **FACULTY ATTRIBUTES**

Ideal faculty members demonstrate expertise within their discipline and a deep appreciation for music education, manifested through skills and attributes such as the following:

- A high level of musicianship
- Good citizenship
- Self-discipline and persistence
- Professional growth and dedication
- Inter- and intrapersonal skills
- Flexibility and adaptability to changes in routine, schedule and needs
- Personal integrity
- Cultivation of pragmatic links to diverse school music programs
- Organizational ability
- Professionalism in action, word and experience
- Values consistent with professional music teaching standards
- Service as a resource to students and the profession
- Desire and ability to teach
- Demonstrated commitment to the college's mission
- Demonstrated dedication to their role in the college
- A willingness to work with all students and other members of the college's constituencies
- The ability to work as a member of a team
- A willingness to facilitate the educational experience for VanderCook's students

Rev. 5.11.06

#### **FACULTY RANKING SYSTEM**

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

- Instructor
- Assistant Professor
- Associate Professor
- Professor

Part-time faculty are ranked as:

- Adjunct Instructor



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

Faculty working three full days or less during the fall and spring semesters are given adjunct status. The honorary title of Professor Emeritus is awarded for long and significant service to VanderCook.

Faculty rank is determined through consideration of length of service as indicated on the table below and other influencing factors including scholarly activity, service to the college and quality of teaching performance.

|                     | 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.

Part-time 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. 9.04.07

**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.



In general, the following classification system is used as a guideline:

- A full-time faculty member is one teaching, rehearsing, or coaching 19-25 equated hours per semester.
- A three-quarter-time faculty member is one teaching, rehearsing, or coaching 13-18 equated hours per semester.
- A half-time faculty member is one teaching, rehearsing, or coaching 7-12 equated hours per semester.
- A quarter-time faculty member is one teaching, rehearsing, or coaching 1-6 equated hours per semester.

The following table distinguishes between equated hours, clock hours and credit hours. These elements are taken into consideration in determining a faculty member's load each semester.

**Development of Faculty Load Equivalencies**

**Base:** 15-week semester (plus exams)  
1 lecture hour = 2 equated = 15 hours of instruction per semester

| FORMAT   | CLOCK HOUR | EQUATED HOUR |
|--|------------|--------------|
| <b>Lecture Class</b><br>(1 credit = 1 clock)   | 1          | 2            |
| <b>Lab Class</b><br>(1 credit = 2 clock)   | 1          | 1            |
| <b>Lesson</b><br>(1 credit = .5 clock)   | .5         | .5           |
| <b>Major Large Ensemble</b><br>(Band: 1 credit = 4.5 clock,<br>Chorus: 1 credit = 3 clock,<br>Orchestra: 1 credit = 3 clock) | 1          | 2            |
| <b>Major Small Ensemble</b><br>(VCM Singers, Jazz Band:<br>.5 credit = 2 clock)  | 1          | 1.5          |
| <b>Chamber Ensembles</b><br>(.5 credit = 1 clock)  | 1          | 1            |

| FORMAT   | CLOCK HOUR | EQUATED HOUR |
|--|------------|--------------|
| <b>Director of Student Teaching</b>            |            | 8            |
| <b>Master's Project Coordinator</b>            |            | 6            |
| <b>Student Teacher Observation</b>             | 8          | 1            |
| <b>Community Music Program Director</b>        |            | 5            |
| <b>Performance Comprehensive Exam Assessor</b> |            | 1            |
| <b>Audition Coordinator</b>                    |            | 2            |



**Other Expectations:**

- Participation in committee work and/or policy development
- Professional development
- Recruitment
- Support of values, mission, vision and outcomes of the college

**Note:**

- Equated hours do not represent the actual amount of time that may be allocated to a lecture or to grading. Each faculty member is allocated discretionary time.
- Maximum class size for lecture and lab classes is 30. Each additional five students add the equivalent of one equated hour to the faculty member's load.
- All equated hours above the maximum equated hours are compensated at the adjunct faculty rate.
- MECA classes are compensated in addition to normal class load.

Rev. 8.12.08

**PROFESSIONAL CONDUCT / CODE OF CONDUCT**

**General 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. In keeping with VanderCook's core values and beliefs, faculty and staff are expected to exemplify ethical behavior in the following areas:

- Good citizenship
- Academic ability and diligence
- Self-discipline and persistence
- Continuous learning
- Inter- and intra-personal skills
- Flexibility and adaptability to changes in routine schedule and needs
- Personal integrity
- Building of pragmatic and diverse links to school music programs
- Organizational ability
- Professionalism in action, word and experience
- Values consistent with professional music teaching standards



General 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.

Rev. 9.05

### **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, battery, emails, etc.) will not be tolerated.
- **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.
- **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 workday 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.

Rev. 9.04.07

## **FACULTY / STUDENT STUDIO PROTOCOL**

VanderCook College of Music takes issues regarding sexual harassment very seriously. The following are a set of guidelines concerning faculty/student studio protocol.

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 conform proper breathing;
- 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 he or she 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, he or she should do one of the following:

- Inform the professor that he or she is uncomfortable and ask him or her to discontinue the physical contact. If the student finds it difficult to verbalize this, he or she 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, he or she should talk to the appropriate dean or the college president.

Rev. 5.15.06

## **GRADING**

### **Grade Reports**

Grade reports are to be issued within three weeks of the close of each academic semester. Grades should be issued to all students except those with unresolved financial obligations. Grades are mailed to the student's permanent address on file with the college.

### **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 are:

| 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                  |

Rev. 9.05

**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.

**Criteria For Determining Ensemble Grades**

Grades for students participating in performing ensembles are based in large part on criteria common to all of the groups. Since the ultimate determination of grades is the responsibility of the ensemble director. The relative importance given to each criterion is likely to vary according to the philosophy and practices of each director.

A student assigned to a performing ensemble is expected to attend all rehearsals and performances of that ensemble and to be punctual. Students are responsible for



ensuring his or her presence at all rehearsals and performances as set forth in the printed schedule for the ensemble and for resolving schedule conflicts in a timely way. In exceptional circumstances, absences may be excused, but only by permission of the conductor and only when the conductor is consulted as far in advance of the absence as possible. In cases of emergency or illness, where prior approval is impossible, the student is expected to consult promptly with the ensemble director or conductor.

As with other college courses, the ensemble grade reflects exceptional effort, achievement and improvement. It is the further responsibility of each student in a performing group to:

- Strive to meet the expectations set forth by the director or conductor of the organization;
- Pursue the task of music-making to the best of his or her ability;
- Maintain a positive attitude and participate in a spirit of teamwork toward a common goal of musical excellence;
- Dress appropriately as required for concerts;
- Maintain high standards of self-discipline in concerts and rehearsals; and
- Properly care for and promptly return all parts, scores and other performance materials as issued.

Students who believe that they have been unfairly or inappropriately graded according to these criteria may appeal their grades to the ensemble director or conductor. If necessary, further appeal may be made to the dean of their division.

Rev. 5.19.06

## **COURSE SYLLABI**

All teaching courses 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 Conceptual Framework and ISBE Professional Teaching Standards and should outline materials, general expectations, grading policies and attendance policies for the course. 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 prior to the start of each semester. See the Course Syllabus Checklist below. (**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.)

### **Course Syllabus Checklist**

- Course number, title & semester
- Instructor name and contact information (including phone, email, office hours, website, etc.)
- Course objectives, outcomes, or overview paragraph
- Descriptive statement reflecting how course aligns with VanderCook's Conceptual Framework



- Alignment with ISBE Professional Standards:
  - Professional teaching standards (all MED and ED courses)
  - Music content standards (all FT, MED and MUS courses, all ensembles and the following General Education courses: Physics Of Sound, History Of Music I and II and World Music)
  - Core language arts standards (all courses)
  - Core technology standards (all courses)
- Required materials (textbooks, materials, supplies) including materials to be placed on reserve in the Ruppel Library or on reference websites
- Course calendar
- Assessment procedures, with dates if possible
- Attendance policy, including notification and make-up procedures
- Grading scale, including how attendance factors in to overall grade
- Outcomes
- Bibliography for student reference
- Disability statement: *“If a student has a disability which might interfere with his or her ability to function in this course, it is the responsibility of that student to notify the instructor(s) at the beginning of the course.”*
- Academic honesty statement: *“A student may be dismissed from the college if that student has improperly given or received aid on any assignment or examination. An instructor, detecting an academic irregularity, must drop the student from class with a grade of F and may recommend the student’s suspension or dismissal from the college.”*

Rev. 5.17.06

### **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 president’s assistant. In the event that the president’s assistant is unavailable and a classroom conflict arises, the faculty members involved should use their discretion to solve the problem. Special accommodations should be made for students whose previous commitments conflict with the schedule change.

Rev. 5.17.06



## **COURSE AND ENSEMBLE EVALUATIONS**

At the end of each semester, faculty must distribute [Course](#) and [Ensemble Evaluation](#) Forms to their students. Once completed and collected, the forms should be given to each appropriate division dean.

Faculty should use the information provided on these evaluations to modify course content, teaching/professional conduct and assessment methods as necessary. Administration will also use these evaluations when determining faculty contract renewals.

Rev. 5.17.06

## **APPLIED LESSONS PROCEDURES**

At the beginning of each semester, all applied faculty will receive an Applied Lesson Payroll Form for each student they are scheduled to teach privately. Each form should reflect the day and time of each lesson as well as the number of lessons scheduled for the course of the semester and have the appropriate dean's initials.

Once signed by both the student and the faculty member, completed cards should be submitted to the Front Office. **The applied faculty member should submit their card(s) in person. Cards should not be submitted by proxy or left at the front desk if unattended.** Cards may also be submitted to the director of applied studies in the event that they cannot be received in person at the front desk.

Submission deadlines:

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

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).

**Lessons should not be taught for any student for whom the faculty member does not have a card.** Faculty will not be paid for teaching any unauthorized or unapproved applied lessons.

Rev. 11.03.11

## **Applied Consultations for Prospective Students**

A prospective student may express interest in meeting their designated applied instructor prior to their audition. Regularly scheduled visitation days have these opportunities built into the event schedule for the day and times are assigned by consultation between the Admissions Office, the audition coordinator and the applied faculty member.

The process for non-visitation days is as follows:



- The Admissions Office gives the prospective student's information to the audition coordinator, who then contacts the appropriate applied faculty member about setting up an unpaid 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.

**Note:** Applied instructors are not to offer free “private lessons” to prospective students and are not to encourage prospective students to take paid private lessons with them to prepare for their audition.

Rev. 8.09.11

### **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 receive a letter grade for applied study at both the 411 and 412 (Senior Recital) levels. When taken concurrently, 411 is considered the recital performance component (60%) and 412 is considered the recital preparation component (40%) of senior recital grades. Students must pass the recital performance component in order to pass the recital requirement. If taken separately, 411 is a standard jury 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.

Rev. 5.29.06

### **PERFORMANCE COMPREHENSIVE EXAMINATION**

All instrumental master's and certification students must complete an examination in which they demonstrate basic competency on each instrument of the band and orchestra as well as piano, guitar and voice. Choral certification students must pass an examination on one instrument from each family.

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 and 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**

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.

### **Student Teacher Outcomes**

- Apply integrated concepts related to effective teaching and learning through direct teaching experience.
- Demonstrate satisfactory proficiency of teaching methods, planning, establishing a teaching and learning environment, class management and teacher-student interaction.
- Experience interaction with and design learning experiences for, students of diverse abilities and cultures.
- Demonstrate satisfactory proficiency of basic skills and command of the subject matter.
- Demonstrate the ability to establish learner outcomes, to enable the achievement of these outcomes, to evaluate learner achievement and to evaluate one's own performance as a teacher.
- Effectively interact with and utilize the support system within the school via:
  - Curriculum (e.g., curriculum specialist, resource center);
  - Instructional aides (e.g., principal, instructional specialist);
  - Student development (e.g., counselors, specialist).
- Access and utilize external systems that support the cooperating school's curriculum (e.g., state goals, professional standards).
- Effectively interact with other professionals.
- Actively participate in out-of-class activities that are directly supportive of instruction (e.g., grading papers, in-service faculty development), indirectly supportive of instruction (e.g. faculty meetings, related co-curricular activities) and expected of faculty (e.g., hall monitoring, homeroom).
- Exhibit personal and professional behavior which is in keeping with the code of ethics and which demonstrates the desire to improve.



- Perform the role of student teacher at a satisfactory or higher level.

Rev. 5.22.06

### **Nature of the Student Teaching Experience**

The student teaching experience involves only minimal amounts of directed observation and teacher aide roles. The student should actively participate in teaching activities as early as possible (usually by the second week).

The student teacher is expected to gradually increase the magnitude of his or her teaching responsibilities, until such time he or she assumes the total responsibility from cooperating teacher. Included in this responsibility are out-of-class activities. It is expected that the student teacher be responsible for at least one full week of the experience. It is strongly recommended that responsibilities be transferred prior to this, at the discretion of the cooperating teacher in consultation with the student teacher.

### **Duration**

Each student teacher will have a 15-week (50-day) experience. Those assigned to two schools will be placed in each school for a minimum of six weeks (30 days) each.

Student teachers may be required to participate in up to two college seminars, usually during the late afternoon or evening.

### **Student Teaching Schedule**

The student teaching experience occurs during the senior year, primarily in the spring semester. Students are eligible to be considered for student teaching after completion of the academic requirements outlined in the College Catalog.

It is expected that student teachers will devote their semester to the experience. Additionally, it is expected that students work within the calendar of the cooperating school, as well as follow its vacation schedule.

The final schedule is determined by the college in consultation with the student teacher and the cooperating teacher.

### **Attendance and Absence**

Student teachers are expected to be in attendance each day that school is in session, unless absence is necessitated for reasons of serious illness or emergency. Make-up days may be required if a student teacher falls below the 60-day minimum of student teaching.

For unplanned absences, the student teacher must notify the cooperating teacher and the college supervisor.

### **Participation in Other Activities**

In order to maximize potential for success in the experience, student teachers are expected to devote 100% of their time to the experience. Student teachers should free





themselves from work obligations and voluntary activities. Student teachers may not enroll in academic classes, extra curricular college activities, senior recitals, or any other VanderCook activities during the experience.

### **Supervision**

Qualified personnel, including college faculty and field site personnel, supervise all student teaching experiences. The standard for determining qualified personnel includes certification, expertise in the subject matter, knowledge of pedagogy and protocols of supervision, at least a master's degree or comparable professional development and teaching experience in the classroom setting. If the student is assigned to one school district, four supervisory visits by the college supervisor will occur. If the student is assigned to two districts, two visits will be made per school.

While the student may work with two individuals at the cooperating school (sometimes three in extenuating circumstances), it is expected that at least one of the individuals serve as the primary supervisor. The site supervisors are determined by the designated administrator of the cooperating school.

### **College Supervisor Visits**

Students should arrange for the initial visit by the college supervisor as soon as possible once student teaching has begun. The first visit should occur no later than the second week of the experience. Students should provide their college supervisor with:

- A copy of their schedule;
- The name and title of the cooperating teacher; and
- Directions to the school (incl. parking availability) and classroom.

Students should arrange all other visits by the college supervisor. During each visit, the student should be assuming an active role as a teacher. Each visit should be approved by the cooperating teacher.

For additional information about the student teaching experience, please refer to the [Student Teaching Handbook](#).

Rev. 5.22.06

### **CONCERT PROGRAM SUBMISSIONS**

Faculty are to submit concert program information for to the director of communications **no later than 14 days before the concert date**. Information submissions should be timely and complete, in compliance with the guidelines for concert program submissions, located in the [Guide to Recitals](#). Information should include the performance roster and repertoire. Every effort should be made to ensure accurate information and correct spellings and grammar.

Rev. 11.11

### **BOOK ORDERS**



Book orders for all classes should be placed four to six weeks prior to the beginning of each semester. Book orders are serviced through the IIT Bookstore located in the McCormick Tribune Campus Center (MTCC). Faculty are to complete the [Textbook Order Form](#) and submit them to the Front Office. Quantities are ordered based on an estimate of the enrollment for each class. Students can purchase books through a voucher system where they will be billed the same way they are billed for their tuition fee.

Rev. 5.16.06

### **BOOK PURCHASES**

Books and course packs required for courses such as instrument techniques, methods classes, Introduction to Graduate Study and instrumental conducting are available for purchase in the VanderCook Front Office. Books not available at VanderCook may be purchased at the IIT bookstore located in the MTCC.

A complete line of textbooks, supplies and general merchandise is offered at the MTCC Bookstore, which is normally open from 8:30 a.m. until 6:30 p.m. on weekdays and from 8:30 a.m. until 1:00 p.m. on Saturdays. Hours are extended at the beginning of each semester.

To ensure ample time for the ordering of textbooks and supplies required for their courses, faculty are responsible for requisitioning materials six to eight weeks prior to the start of the semester.

Rev. 5.16.06

### **COURSE PACKS**

VanderCook students are expected to pay for 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

### **PERSONAL RECORDS**

All full-time faculty and staff members must provide a résumé at the time an Employment Agreement is issued. All employees should retain current information regarding education, accomplishments, presentations, etc. Faculty and 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](#) 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 résumé, all teaching faculty (including all full-time, part-time and adjunct faculty members) must submit a copy of up-to-date college transcripts for inclusion in their personnel file. If faculty have attended numerous colleges or universities, they are to submit a transcript from each.

Transcripts should be sent to:

President's Office  
VanderCook College of Music  
3140 S. Federal Street  
Chicago, IL 60616

Rev. 10.24.07

### **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 his or her employment. Employment agreements for full-time faculty and staff run concurrently 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:** 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:** 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.
- **Independent Contractor:** Applied and part-time faculty are considered independent contractors and must complete the Independent Contractor Form. Taxes are not withheld from contractor salaries.

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

### **MATERNITY, PATERNITY, AND MEDICAL LEAVE**

Class I, II and III staff (working more than 24 hours per week) and full- and part-time faculty (working more than 24 hours per week) are eligible for benefits under the Family and Medical Leave Act (FMLA). Eligible employees are entitled to up to 12 weeks of



unpaid, job-protected leave during which group health benefits will be maintained. This time may be used for the following circumstances:

- The birth and care of a newborn child of the employee
- 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 college 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.
- Notify VanderCook of any change in the circumstances for which leave is being taken.

Rev. 9.18.07

## **FACULTY REVIEW PROCESS**

All full- and part time faculty participate in a professional review process. The intent of this process is to improve the educational product and operations of the college.

### **Full-time faculty:**

- Complete and submit a Professional Development Plan by October 1.
- Submit written update of Professional Development Plan progress prior to the meeting with the college president.
- Participate in the Academic Collaboration Team process (see below).
- Meet with the president for a performance review between March 15 and April 15.

### **Part-time faculty:**

- Participate in the Academic Collaboration Team process (see below). The dean or director of applied studies may also request a joint meeting with the president.

## **Academic Collaboration Team (ACT)**

The purpose of the ACT is to improve instruction and provide support to colleagues through the observation of classroom instruction, focusing on objective data relative to the instructional process with an end result of improving student learning.



**Format:**

- Full-time faculty will ask a colleague to serve as their ACT partner.
- Applied faculty will be assigned a colleague to serve as their ACT partner.
- Adjunct academic faculty must arrange a time with the appropriate dean.
- Adjunct applied faculty must arrange a time with director of applied studies.
- A faculty member can serve as ACT partner for more than one person.
- It is not required that the partnership roles be reversed.

**Full-time faculty who have taught for *less than three full years*** at VanderCook are required to have two ACT observations per academic year, one during the fall and one during the spring semesters. If a full-time faculty member also teaches applied lessons, one observation should be for classroom and one observation for applied teaching duties.

Deadlines:      First observation by November 15  
                         Second observation by February 28

**Full-time faculty who have taught for *three or more full years*** at VanderCook are required to have one ACT observation per academic year. If a full-time faculty member also teaches applied lessons, they may choose whether to have the observation reflect classroom or applied teaching duties.

**Adjunct faculty** (including applied-only faculty) will have one ACT observation per semester.

Deadlines:      Fall semester observation by November 15  
                         Spring semester observation by February 28  
                         Summer semester observation by July 1

**ACT process:**

- **Pre-observation meeting**  
Faculty member and observer meet to discuss format and composition of the class and to identify the aspect(s) of instruction the observer will assess.  
It is important to remember that planning and analysis should be based on the aspects of teaching being observed. Aspects that may be included in the observation are the number of questions asked, eye contact, use of white/chalk board, number of students engaged during the class, etc. Elements of direct teaching style (lecture, giving directions, etc.) or indirect (asks questions, acknowledges students' ideas, etc.) may also be included.
- **Lesson plan**  
Faculty member provides the observer with a lesson plan outline at least one day prior to the observation.
- **Observation**



Partner observes and records agreed-upon objective data. While there is no standardized form, partners are encouraged to develop observation rubrics as appropriate.

- **Post-observation conference**  
Faculty member and observer discuss the data. This session is not meant to be a counseling session or about curriculum support. The conversation should focus directly on the observable events of teaching.
- **Self-assessment**  
Partner writes a self-reflection paper on the process that will be placed in the faculty member's professional file.
- **Performance review(s)**  
Full-time faculty must schedule a performance review with the college president between March 15 and April 15.  
  
Adjunct faculty must schedule a performance review with either the appropriate dean (academic adjunct faculty) or the director of applied studies (applied adjunct faculty) within the following periods:
  - Fall semester: between November 15 and December 1
  - Spring semester: between March 1 and April 1
  - Summer semester: between July 1 and July 15

Rev. 8.12.08

## **PROFESSIONAL DEVELOPMENT**

VanderCook faculty are expected to stay current in their field. Faculty are encouraged to serve as guest conductors, lecturers, clinicians, judges, etc. and to attend professional meetings and conferences applicable to their position. Faculty are also expected to contribute to the development of the music and music education professions as well as to their own professional development through writing, composing, advanced study and other media. Faculty may accept compensation for such activities from third-party sources. Both the appropriate dean and the college president must approve in advance any absences from regular teaching duties due to outside professional engagements.

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.

Rev. 9.25.07

### **Professional Development Plan**

Faculty are expected to submit a [Professional Development Plan](#) annually. The plan should address the following elements:

- **Quality of teaching responsibilities** as measured by the following criteria:
  - Course goals, objectives, assignments and materials



- Observable student outcomes (e.g., performance skills, concert quality, teaching skills, etc.)
- Student evaluations
- Adherence to teaching schedules
- **Quality of service** to VanderCook and the community as measured by:
  - Assuming work on faculty committees;
  - Individual counseling of students (as appropriate within the context of job responsibilities);
  - Assistance in recruitment and development activities;
  - Attendance at college concerts and special events;
  - Support of the college's mission of excellence in music teacher education; and
  - Other actions that contribute to the welfare of the college and its students.
- **Professional growth.** Short-term professional goals that may include:
  - Guest conducting, adjudicating and performance
  - Presentations and performances at conventions or other professional gatherings
  - Other creative activities
- **Personal Growth.** Long-term career goals that may include:
  - Original research, writing, or musical composition
  - Pursuit of an advanced degree or coursework
  - Continued scholarship and creative activity

Rev. 9.25.07

## **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
- **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. A 5% salary increase will be granted to the recipient at the start of the second full-time year of service after the sabbatical is concluded.

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.

Rev. 1.07





## **4. FOR STAFF**

### **STAFF ATTRIBUTES**

Ideal staff members demonstrate the willingness to advance the mission of VanderCook and to facilitate the educational experience of VanderCook's students, manifested through skills and attributes such as the following:

- Good citizenship
- Self-discipline and persistence
- Inter- and intrapersonal skills
- Flexibility and adaptability to changes in routine, schedule and needs
- Personal integrity
- Professionalism in action, word and experience
- Ongoing professional growth
- An appreciation for education
- A willingness to work with all students and other members of the college's constituencies
- Demonstrated commitment to college's mission
- Demonstrated dedication to their role in the college
- The ability to work as a member of a team
- Expertise in their field

Rev. 5.11.06

### **CLASSIFICATION OF ADMINISTRATIVE STAFF**

- 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 working 1,550 to 1,999 hours annually and are paid on an hourly basis.
- Class III: Part-time staff working 1,000 to 1,499 hours annually and are paid on an hourly basis.
- Class IV: Part-time staff working up to 999 hours annually and are paid on an hourly basis.
- Class V: Students working for the college who are employed on an hourly basis are considered Class V employees. In addition, students who work as apprentices or graduate assistants are considered Class V employees.

Rev. 11.03.11



## **STAFF WORKWEEK**

Normal office hours are 8:30 a.m. to 4:30 p.m. Staff members are permitted to establish alternative hours pending advance approval by the college president.

- **Salaried 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 and decided by the college president.

- **Hourly 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.

- **Timesheets**

Timesheets must be kept and submitted as requested for all hourly employees. Timesheets should be rounded to the nearest five minutes. Timesheets must be submitted to the immediate supervisor by 12:00 p.m. of the Monday after the pay period. [Blank timesheets](#) and a timesheet schedule can be found outside of the Business Office.

- **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 the 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 will be terminated.

Rev. 11.08.11

## **WORK LOGS**

All staff members are expected to maintain and submit a monthly [Work Log](#) documenting work completed, related professional activities and hours on the job. This log is to be submitted to the President's Office monthly and will be used as data in the employee's annual performance review.



An employee who fails to maintain a Work Log or submit timesheets as required above may be ineligible to **take or earn** vacation, sick days, or other leaves of absence.

Rev. 11.03.11

## **PROFESSIONAL CONDUCT / CODE OF CONDUCT**

### **General 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 in which personal and professional growth can thrive. In keeping with VanderCook's core values and beliefs, faculty and staff are expected to exemplify ethical behavior in the following areas:

- Good citizenship
- Academic ability and diligence
- Self-discipline and persistence
- Continuous learning
- Inter- and intra-personal skills
- Flexibility and adaptability to changes in routine, schedule and needs
- Personal integrity
- Building of pragmatic and diverse links to school music programs
- Organizational ability
- Professionalism in action, word and experience
- Values consistent with professional music teaching standards

General 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, or 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.

Rev. 9.05

### **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 and 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, battery, emails, etc.) will not be tolerated.

- **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.
- **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 workday 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.

Rev. 9.04.07

## **PERSONAL RECORDS**

All full-time faculty and staff members must provide a résumé at the time an Employment Agreement is issued. All employees should retain current information regarding education, accomplishments, presentations, etc. Faculty and 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 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.

Rev. 10.24.07

## **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 his or her employment. Employment agreements for full-time faculty and staff run concurrently with the college's fiscal year, August 1 to July 31.

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 15<sup>th</sup> and the last workday of each month.

Employees are encouraged to take advantage of the benefit 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

## **PAID TIME OFF**

### **Emergency Absences**

The president 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. (See also *General Absenteeism Policy* in the Benefits section.)

### **Personal Days**

Each full-time (**Class I**) staff member is eligible for 10 personal days each fiscal year to be used for illness (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 (see the Benefits Table in



the *Benefits* section of this handbook). 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 according to their employment classification.

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 partners, parents, grandparents, parents-in-law, children, grandchildren, spouse's siblings, employee's siblings and legal guardians. Documentation of the illness or treatment (e.g., a doctor's note) is required for any sick leave beyond three days.

Rev. 11.03.11

### **Paid Holidays**

All **Class I** employees (salaried and hourly) are eligible for full pay for the following 13 holidays:

- New Year's Day
- January 2
- Martin Luther King, Jr. Day
- Friday before Easter Sunday
- Memorial Day
- July 4
- Labor Day
- Thanksgiving Thursday
- Thanksgiving Friday
- December 24
- Christmas Day
- December 26
- New Year's Eve

**Class II, III and IV** employees will receive holiday pay prorated according to the number of hours worked annually.

Rev. 11.03.11

### **Vacation**

**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.
- 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.
- 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.
- 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.

Rev. 11.03.11

### **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
- 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.

Rev. 11.03.11

### **Jury Duty**

Employees will be paid for jury duty lasting up to six days as a part of their personal days, but must sign over to VanderCook the payment they receive for serving as a jury member. For jury duty assignments lasting longer than six days, VanderCook will provide a job-protected leave of absence during which time group health benefits will be maintained.

Rev. 9.17.07

### **PROFESSIONAL STAFF REVIEW PROCESS**

All full- and part-time staff will participate in a professional review process. The intent of this process is to improve the educational product and operations of the college.

#### **Full-time staff:**

- Complete and submit a Professional Development Plan by October 1.
- Submit a written update of Professional Development Plan progress prior to their performance review with the college president.
- Schedule a performance review with the president between February 1 and March 15.

#### **Part-time staff:**

- Meet with their supervisor for a performance review. The supervisor may request an additional meeting with the president.

### **PROFESSIONAL DEVELOPMENT**

Staff members are required to stay current in their field. Staff members 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.

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.

### **Professional Development Plan**

Staff are to complete a [Professional Development Plan](#) annually, which should address the following elements:

- **Quality of administrative responsibilities** as measured by the following criteria:
  - Submission of monthly work log
  - Ability to meet project deadlines
  - Accuracy and quality of work
  - Feedback from constituencies (faculty, other staff, students, parents, visitors, etc.)
  - Adherence to work schedules
- **Quality of service** to VanderCook and the community as measured by:
  - Support of the college's mission of excellence in music teacher education
  - Attendance at college concerts and special events
  - Assistance in recruitment and development activities
  - Other actions that contribute to the welfare of the college and its students
- **Professional growth.** Short-term professional goals that may include:
  - Involvement in professional organizations
  - Attendance at workshops and in-services
- **Personal Growth.** Long-term career goals that may include:
  - Learning a new computer program
  - Pursuit of an advanced degree or coursework
  - Continued scholarship and creative activity

Rev. 9.25.07



## **5. EMPLOYMENT POLICIES**

### **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

### **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

### **RECRUITMENT FOR EMPLOYMENT**

#### **Staff Recruitment**

Staff are recruited through job postings in local newspapers and job banks and submitted résumés are reviewed by members of the Presidential Cabinet. Selected candidates are interviewed by the college president, cabinet and the direct supervisor of the position (as appropriate).

#### **Faculty Recruitment**

Part-time faculty are recruited through a local search. For the recruitment of full-time faculty, a Search Committee is established and the job description created or revised (whichever is appropriate). A nationwide search is conducted via advertisements and job listings in the Chronicle of Higher Education and the College Music Society. Announcements are also posted locally and on VanderCook's website and emailed to current faculty, staff and alumni as appropriate.

The Search Committee reviews all submitted résumés. At least three candidates are invited for a daylong interview consisting of an observation of teaching, interviews by individual faculty or staff members and other activities as appropriate to the position. The committee will rank prospective candidates and make a recommendation to the president, who will make the final decision.

Rev. 9.04.07

### **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

## **PROFESSIONAL CONDUCT / CODE OF CONDUCT**

### **General 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 in which personal and professional growth can thrive. In keeping with VanderCook's core values and beliefs, faculty and staff are expected to exemplify ethical behavior in the following areas:

- Good citizenship
- Academic ability and diligence
- Self-discipline and persistence
- Continuous learning
- Inter- and intra-personal skills
- Flexibility and adaptability to changes in routine, schedule and needs
- Personal integrity
- Building of pragmatic and diverse links to school music programs
- Organizational ability
- Professionalism in action, word and experience
- Values consistent with professional music teaching standards

General 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 deportment, 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.

Rev. 9.05

### **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, battery, emails, etc.) will not be tolerated.

- **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.

- **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 workday 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 general and specific standards may result in consequences up to and including termination of employment.

Rev. 9.04.07

### **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

### **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.

Rev. 9.04.07

### **CONFIDENTIALITY**

In many cases, VanderCook employees will have access to sensitive information related to students, faculty, alumni, staff and 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

### **PERSONAL RECORDS**

All full-time faculty and staff members must provide a résumé at the time an Employment Agreement is issued. All employees should retain current information regarding education, accomplishments, presentations, etc. Faculty and 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](#) 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.

Rev. 10.24.07

### **GENERAL RESPONSIBILITIES**



### **Involvement**

All full-time faculty and staff members are expected to attend all Faculty Committee Meetings and Faculty & Staff Meetings. Part-time faculty and staff have an open invitation to attend Faculty Committee meetings. Faculty and staff are expected to attend and participate in college events including concerts, recitals and special events, commensurate with the level of each individual's teaching, administrative, or job responsibilities.

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 expected, commensurate with the level of each individual's responsibilities. Appointments with either the appropriate dean or the president can be arranged at any time.

### **Student Recruitment**

Each faculty member is responsible for assisting the college in recruiting diverse, talented and qualified candidates, primarily by making phone calls to prospective students and encouraging applications and visits to the college. In particular, applied faculty are encouraged to ask prospective students to visit the college and receive a private lesson or assessment session. Such visits should be pre-approved and coordinated through the Admissions Office and the college's audition coordinator.

Full-time faculty members carry greater responsibility. Full-time faculty are required and adjunct faculty are encouraged to participate in auditions and visitations in conjunction with regularly scheduled audition/visitation days.

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
- Mailings of print materials
- Word of mouth/referral
- VanderCook's website

Failure to attend faculty meetings, attend and participate in college events, or participate in student recruitment activities as described above will be reflected in the employee's annual review and may result in consequences up to and including termination of employment.

Rev. 9.04.07

### **Orientation**



It is the responsibility of the president (or his or her designee) to plan and provide orientation and in-service training for all new employees. All faculty and staff are required to attend Orientation Day at the beginning of the fall semester. Employees hired during the calendar year between orientation days will be oriented individually.

### **Clinics**

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

**Everyone will 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.

### **Visitation Days**

The Admissions Office coordinates a number of admissions days where prospective students are invited to tour the college, ask questions, receive program information and audition for admission. **Everyone will be affected by the influx of students on admissions days.** Faculty and staff are asked to be patient and flexible with these days and to assist in whatever way possible. Select faculty may be called upon to work with the attending students and are expected to assist however possible.

Rev. 9.19.07

### **Event Calendar and Vacation Days**

There are approximately 50 recitals and concerts presented in the evening hours and on weekends throughout the year by VanderCook students and faculty. In general, full-time faculty and staff are expected to attend these events at a level commensurate with their level of involvement with the college. Faculty should make every effort to attend concerts, recitals and receptions, especially for students with whom they directly work.

Attendance is ***required*** at the following VanderCook events:

- **Faculty & Staff Orientation meeting** (Sunday before the first day of fall semester)
- **Symphonic Band performance at the Midwest Clinic** (generally mid-December)
- **A Night at the Pops Concert** (generally the last week of March)
- **Undergraduate commencement** (generally the first week of May)
- **Summer Faculty & Staff meeting** (generally mid-June)
- **Graduate commencement** (generally the last week of July)

Attendance is ***encouraged*** at the following VanderCook concerts:

- **Prism Concert** (generally during the third week of September)
- **Large Ensemble Fall Concert** (generally the first week of October)



- **Medium Ensemble Fall Concert** (generally mid-November)
- **Thanksgiving Dinner & Faculty Recital** (generally the week before Thanksgiving)
- **Choir & Orchestra Concert** (generally the last week of November)
- **Large Ensemble Spring Concert** (generally the first week of March)
- **Medium Ensemble Spring Concert** (generally the first week of April)
- **Student Conductor Concert** (generally mid-April)
- **Chamber Ensemble Concert** (generally mid-April)
- **Graduate Welcome Party** (generally mid-June)
- **Undergraduate New Student Orientation Breakfast** (generally late June)
- **Graduate Ensemble Concerts** (generally late June and mid-July)

Dates *ineligible* for vacation or leave requests:

- First week of fall semester (generally the last week of August)
- Symphonic Band performance at the Midwest Clinic (generally mid-December)
- First week of spring semester (generally the second week of January)
- Undergraduate commencement (generally the first Friday in May)
- First day of summer MECA sessions (generally mid-June)
- First week of summer graduate classes (generally mid-June)
- Visitation days (Audition, Junior and Senior Days) as scheduled

As VanderCook aligns its calendar with IIT's, specific dates for the above events are determined annually.

Rev. 9.14.11

### **Violations of VanderCook Policy**

Failure to adhere to any of the policies described above may result in consequences up to and including termination of employment.

### **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





## **6. BENEFITS**

**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.**

### **ELIGIBILITY**

All Class I, II and III employees are eligible for the following benefits, consistent with the plan currently approved by VanderCook's Board of Trustees:

- Health insurance (individual or family)
- Dental insurance (individual or family)
- Disability insurance
- Life insurance
- College contribution of 4% of annual salary to the employee's 403b retirement plan (see below)

Class I and II employees 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 prorated bases, as outlined in this section, based upon their level of employment.

Rev. 11.03.11

### **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 30 hours per week may also be eligible for insurance coverage.

Blue Cross/Blue Shield is the health insurance provider for VanderCook. Dental insurance is provided through Principal Insurance. For an additional cost, employees may add additional insurance coverage for their spouse or children, provided they are not eligible for insurance coverage under a different program.

A summary of current health benefits may be found [here](#). A summary of current dental benefits may be found [here](#).

### **EMPLOYEE BENEFIT TABLE**

**Faculty:** All full-time faculty receive the full benefit package. Part-time faculty qualify to participate in the retirement plan after three consecutive years of service (fall, spring and summer terms).



**Staff:** The following benefits are accrued after successful completion of the 90-day probation period:

|   | Class I | Class II                                 | Class III                                | Class IV                                 | Class V                |
|---|---------|--|--|--|------------------------|
| Months per year   | 12      | 12                                       | 12                                       | 12                                       | 12 mos. or seasonal    |
| Hours per year  | 2,000+  | 1,500 – 1,999                            | 1,000 – 1,499                            | 1 – 999                                  | 9 or less; or seasonal |
| VCM contribution to 403b retirement plan (eligible after 12 mos. of employment) | Yes     | after 1,000 hrs                          | after 1,000 hrs                          | No                                       | No                     |
| Medical insurance   | Yes     | Yes                                      | No                                       | No                                       | No                     |
| Dental insurance  | Yes     | Yes                                      | No                                       | No                                       | No                     |
| Accidental death & dismemberment, life, long-term disability insurance          | Yes     | Yes                                      | No                                       | 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                     |

Rev. 11.03.11

**DISABILITY INSURANCE**

All full-time faculty and staff may elect to receive long-term disability insurance. Compensation is 60% of full-time salary, with a maximum of \$7,500 per month. Short-term disability insurance is not available.

**LIFE INSURANCE AND ACCIDENTAL DEATH & DISMEMBERMENT INSURANCE**

All full-time faculty and staff receive life and accidental death and dismemberment insurance. This is a one-time payment up to the full value of the annual salary, with a maximum payment of \$100,000.

Rev. 11.03.11

**RETIREMENT BENEFITS**

Participation in the college’s 403b retirement plan is available to all eligible Class I, II and III employees (working more than 1,000 hours a year), full-time faculty and eligible part-time faculty (after accrual of 1,000 documented hours). Eligible employees



can choose to contribute a portion of their annual salary to this program (called elective deferral).

After 12 months of continuous, successful employment (more than 1,000 hours annually), the college will contribute 4% of the employee's annual salary to their retirement account on a monthly basis.

The college's contribution is a discretionary program and is not based upon an employee's participation in elective deferral. Contribution percentage is reviewed annually and subject to change pending decision by the Board of Trustees.

The college's 403b plan is with TIAA-CREF. Additional information about investment options can be found in the Business Office or on the TIAA-CREF [website](#).

Rev. 11.03.11

### **EDUCATION BENEFITS**

Full-time staff (Class I and II), full-time faculty spouses and their dependent children are eligible for a tuition waiver when registered as full- or part-time students at VanderCook. All qualifying students must apply for outside aid to help reduce the cost to VanderCook. Additional information is available from the President's Office.

Class I and II staff and part-time 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.

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.

Rev. 11.03.11

### **PAID TIME OFF (STAFF ONLY)**

#### **Emergency Absences**

The college president 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.

#### **Personal Days**

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**

All **Class I** employees (salaried and hourly) are eligible for full pay for the following 13 holidays:

- New Year's Day
- January 2
- Martin Luther King, Jr. Day
- Friday before Easter Sunday
- Memorial Day
- July 4
- Labor Day
- Thanksgiving Thursday
- Thanksgiving Friday
- December 24
- Christmas Day
- December 26
- New Year's Eve

**Class II, III and IV** employees receive holiday pay prorated at a rate of one hour of holiday pay for each 25 hours worked.

Rev. 11.03.11

### **Vacation**

**Class I** staff members are eligible for paid vacation days, which may 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 non-cumulative from year to year, with the exception that employees may petition the president to bank five (5) vacation days from the current fiscal year to be used in the following fiscal year, as outlined below.

The following schedule defines the eligibility for vacation for **Class I** employees:

- 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, for 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 who have completed one year of service prior to July 31 of the previous fiscal year and are beginning their second year of service will be allotted 10 paid vacation days.
- Employees who have completed five years of service prior to July 31 of the previous fiscal year and are beginning their sixth year of service will be allotted 15 paid vacation days.
- Employees who have completed 10 years of service or more prior to July 31 of the previous fiscal year and are beginning their eleventh year of service will be allotted 20 paid vacation days.
- 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 to that date during the fiscal year.
- 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.

**Class II, III and IV** employees will receive holiday pay prorated at a rate of one hour of holiday pay for each 25 hours worked.

Rev. 11.03.11

### **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.

Rev. 11.03.11



## **7. ACADEMIC PROGRAMS**

The following section provides an overview of the general structure and requirements of VanderCook's offerings. More detailed information and specific policies can be found in the Student Handbook and current College Catalog.

### **COURSE CREDIT HOUR FORMULA, GUIDELINES, AND SUBMISSION PROCEDURES**

#### **Credit Hour Formula**

Semester credit hours for the undergraduate and graduate degree programs are calculated using the 50-minute academic hour or Carnegie Unit (750 minutes per unit). The fall and spring college semesters are a minimum of 15 weeks of instruction plus a week designated for examinations and performance juries. The summer semester is six weeks in length.

#### **Guidelines**

Courses offered range from .5 to 3.0 credit hours. Each course implies that a certain amount of time should be required for out-of-class work, study, practice and other course-related activities. Because of the rigor of the VanderCook program and the fact that many courses have multiple class meetings for 1.0 or .5 credit hours, faculty should use the following for guidance as they design, develop and modify their course syllabi.

##### **Lecture Classes**

One to two hours of out-of-class work per week for each credit hour.

##### **Lab Classes**

One half hour of out-of-class work for each hour of class.

##### **Applied Lessons**

Major instrument study: a minimum of one hour of out-of-class work per day.

Secondary instrument study: a minimum of one-half hour of out-of-class work per day.

##### **Ensembles**

A minimum of one-half hour of out-of-class work for every hour of rehearsal.

#### **Course Submission Procedures**

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

1. Meet with appropriate dean to discuss the idea.
2. 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.
3. The dean will then present the submission to the Curriculum Committee for review.



4. The committee may ask for additional information or clarification and upon receipt, will make a recommendation to the president.
5. The president will have final authority to act on the recommendation of the Curriculum Committee.

### **BACHELOR OF MUSIC EDUCATION (B.M.Ed.) DEGREE PROGRAM**

Candidates seeking a B.M.Ed. degree complete a four- or five-year program that includes study in an area of applied instrumental or choral music, coursework in all areas of music education and a traditional core of general education courses. Upon completion, the graduate will have fulfilled all academic requirements necessary to receive a teaching certificate valid in the state of Illinois. (Candidates must also pass all required ISBE certification tests before receiving entitlement for certification.)

#### **Program Objectives**

The objectives of the B.M.Ed. program are dynamic and form the basis for decision-making, evaluation and long-range planning. Objectives fall into five main areas: Applied Music Performance, Fundamentals and Theory, General Education, Professional Education and Music Education. These areas are integrated into the college's Conceptual Framework in a variety of ways within the choral and instrumental tracks at both the undergraduate and graduate levels. They are subject to annual review and revision.

#### **1. General Education:**

- Demonstrate an understanding of the major principles, theories and modes of inquiries in the following areas:
  - Mathematics
  - Biological science
  - U.S. history and government
  - Socio-political geography
  - Music history and culture
  - World music
  - English I-III (writing, literacy/reading comprehension, literature)
  - Health
  - Public speaking
  - Psychology
- Demonstrate college-level critical thinking and analytical reasoning skills through written and oral communication.
- Demonstrate an understanding of the developments in and characteristics of the range of written literature in Western and non-Western cultures.
- Demonstrate the ability to use the norms of science in the pursuit of knowledge.





- Demonstrate the ability to use the standard and technological reference tools of the library in the pursuit of knowledge and information.

## **2. Professional Education:**

- Demonstrate an understanding of factors that contribute to the academic and psychological growth of children enrolled in elementary and secondary schools.
- Demonstrate skills for working within school settings that reflect diversity in socio-economic conditions, ethnic and cultural make-up, organizational structure and geographical locations.
- Describe, analyze and apply general principles of educational psychology to the teaching of music.
- Demonstrate sufficient skill to work with children from special populations, including children with diverse physical and mental abilities, behaviors and learning styles.
- Demonstrate an understanding of the principles of measurement and evaluation as applied to instruction, assessment and program evaluation.
- Design, implement and evaluate appropriate curricula for use in elementary and secondary school music classrooms.
- Articulate a personal philosophy of general and music education.
- Demonstrate the ability to select, develop, administer, score and interpret a variety of educational assessment methods.
- Demonstrate the ability to use assessment data and information to promote student achievement as it relates to educational planning and school improvement.

## **3. Applied Music Performance:**

- Perform appropriate band, orchestra, choral, jazz and chamber ensemble repertoire of various styles, periods and difficulty at the highest possible level of performance quality.
- Demonstrate high quality tone production, advanced rhythmic and technical ability, musical expression and performance ability of a representative body of literature on a single instrument (or voice).
- Demonstrate characteristic tone production and technique on secondary instruments (voice, piano, strings, woodwinds, brass and percussion).
- Identify and demonstrate knowledge of stylistic performance practices for vocal and instrumental music.
- Demonstrate an understanding of the principles and methods of sound production.
- Demonstrate the ability to conduct and rehearse instrumental and choral ensembles including the following:
  - Use common beat patterns to indicate duple, triple and mixed musical meter.



- Indicate entrances and cut-offs, dynamics and other expressive elements of music.
- Maintain a controlled tempo in accordance with the music.
- Maintain an organized and disciplined rehearsal environment.
- Analyze ensemble music to develop sequenced and orderly rehearsal plans.
- Detect errors in an ensemble's performance and provide feedback or instruction designed to reduce or eliminate the error.
- Develop knowledge of the musical repertoire suitable for elementary, middle/junior high school, high school and advanced musical performance in the following areas:
  - Symphonic Band
  - Concert Choir
  - String Orchestra
  - Instrumental and Vocal Chamber Ensembles (multiple and single instruments)

#### **4. Fundamentals and Theory:**

- Analyze written notation to identify the following:
  - Clefs and musical symbols
  - Key signatures and scales
  - Melodic structure, devices and intervals
  - Time signatures
  - Tempo and dynamic markings
  - Expressive terms and symbols
  - Choral structures
  - Harmonic function
- Sight-read music in major and minor keys.
- Transcribe the following elements of music into written notation:
  - Clefs and musical symbols
  - Key signatures and scales
  - Melodic structure, devices and intervals
  - Time signatures
  - Tempo and dynamic markings
  - Expressive terms and symbols
  - Chordal structures
- Aurally and visually identify the following in a musical excerpt and its score:
  - Melodic elements



- Harmonic elements
  - Rhythmic elements
  - Dynamic and tempo indications
  - Compositional form
  - Vocal and instrumental tone color
  - Texture changes
- Identify types and characteristics of compositional forms.
  - Identify techniques used in composing and arranging.
  - Identify the historical periods and composers of Western vocal and instrumental music.
  - Identify a variety of styles of and influences on the music of the United States.
  - Identify a variety of styles of music from various regions of the world.
  - Demonstrate the ability to score and arrange music for choral, instrumental and jazz ensembles.

#### **5. Music Education**

- Describe the characteristics of and demonstrate the ability to perform music appropriate for elementary general music classes on non-orchestral classroom instruments.
- Demonstrate the ability to teach children to sing and to play wind, percussion, keyboard and string instruments within the context of elementary and secondary choral and instrumental music programs.
- Demonstrate the ability to teach music reading, writing, composition and listening skills within the context of elementary and secondary general music classes.
- Demonstrate the ability to develop and administer a successful school music program.
- Demonstrate the ability to manage and instruct students while maintaining a positive classroom environment.
- Demonstrate an understanding of the types, characteristics and applications of technology in a school music setting.
- Articulate the relationship of music to other art forms.
- Articulate ways of integrating music into other areas of the educational curriculum.
- Articulate the meaning of the mission of VanderCook College of Music.
- Articulate the role of the music educator within the organizational structure of the school.
- Describe the professional organizations serving the music and music education professions.



- Articulate a personal plan for professional development beyond the termination of one's degree program in music education.

### **Program Structure**

#### **Degree and Declaration of Emphasis:**

Upon admission to the college, students must declare an instrumental or choral emphasis.

#### **Sessions:**

The B.M.Ed. degree is conferred on students completing 137.5 or more credit hours of required coursework during the course of study. Two semesters of 16 weeks each constitute the regular academic year.

#### **Full- and Part-time Enrollment:**

A student is considered full-time when enrolled in at least 12 credit hours of course work per semester.

#### **Degree completion:**

Undergraduate students are expected to complete all degree requirements within 10 years from the date of first enrollment at VanderCook. Students may petition the dean of undergraduate studies for exemption from this rule.

### **Classification of Undergraduate Students**

|           |  |
|-----------|--|
| Freshman  | = 0–35 completed credit hours          |
| Sophomore | = 35.5–70 completed credit hours       |
| Junior    | = 70.5–105 completed credit hours      |
| Senior    | = 105.5 or more completed credit hours |

### **Undergraduate Distributive Requirements**

Bachelor's degree candidates must complete 137.5 credit hours (a credit hour equaling a minimum of 15 class hours) with a minimum grade point average of 2.5 (C+) on a 4.25 scale.

Courses are distributed among the five areas described below. Specific classes required in each area are listed in the Bachelor of Music Education Course of Study section of the College Catalog.

- **General Education (38 credit hours)**  
These courses provide the student with a broad-based, liberal education in communication, science, mathematics, social studies, the humanities and health.
- **Fundamentals and Theory (18 credit hours)**  
These courses provide the student with in-depth study of the principles of music theory, harmony, arranging/composition, aural perception and formal musical analysis.
- **Professional Education (19-29 credit hours)**  
These courses provide the foundations, philosophy and scientific



underpinnings of the processes of teaching and learning.

- **Music Education** (22.5 credit hours)  
These courses provide a thorough study of the methods of teaching used to work with children of all ages in instrumental, general music and choral settings. Courses also address the organization and administration of the music program within the context of the public school, including mechanisms for incorporating computer technology into the school music program.
- **Applied Music Performance** (40 credit hours)  
Courses in applied music performance are grouped into three areas:
- **Ensemble Performance**  
Ensembles (Symphonic Band, Concert Choir, Philharmonic Orchestra and chamber ensembles) provide the setting in which students develop knowledge of musical repertoire as well as performance and rehearsal techniques.
- **Applied Music Study**  
Applied, individual musical study provides the opportunity for the student to achieve a high level of personal musical accomplishment.
- **Techniques Courses**  
These courses are designed to provide the student with the basic skills needed to play the full range of brass, woodwind, percussion and stringed instruments (including piano) and the proper use of the voice.

All requirements in these five areas must be satisfactorily met before entitlement.

Students must also have passed or completed the following:

- VanderCook Teacher Candidacy Skills Assessment (TCSA)
- Illinois Board of Education (ISBE) Test of Academic Proficiency
- ISBE Music Content-Area Test
- ISBE Assessment of Professional Teaching (APT)
- VanderCook Performance Comprehensive Exams
- All required observation hours and clinical experience
- Student teaching

### **Minimum Grade Point Average (GPA)**

Students must have a minimum cumulative GPA of 2.5 (A = 4.0) to graduate. A GPA of less than 2.5 will result in placement of the student on Academic Probation. All grades of A+ through F are counted toward calculating GPA. Grades of Incomplete (I), Withdraw Pass (WP), Withdraw Fail (WF) and Involuntary Withdrawal (IW) are not included in GPA calculation.

### **Admission to Teacher Education and the Teacher Candidacy Skills Assessment (TCSA)**

All students are required to complete and pass the Teacher Candidacy Skills Assessment (TCSA) in order to be formally admitted to the teacher education program and to begin the final two years of coursework. The TCSA is designed to assess students'



musical and academic readiness for further work in music education. It also provides an opportunity for students to assess whether they want to continue working toward a career in music education. The TCSA includes the following components:

- **Musicianship**  
Students take an expanded Jury Examination in addition to tests in Aural and Written Theory and Piano Technique that include rhythmic reading, sightreading and melodic sightsinging.
- **Academic Readiness**  
Students must fulfill two requirements in this area:
  - Maintain a cumulative GPA of 2.5; and
  - Pass the ISBE Test of Academic Proficiency measuring proficiency in language arts, reading, writing and mathematics. Passing this test is also required for licensure as a music teacher by ISBE.

### **Admission to Student Teaching**

Students must **formally apply** for placement in student teaching. An application, biography and résumé must be on file. The following items must be completed prior to student teaching:

- **Comprehensive Examination**  
The Comprehensive Examination assesses a student's competence on all instruments and in conducting. All students, regardless of major, must demonstrate proficiency in conducting and rehearsal techniques.
- **Junior and Senior Recitals**  
Junior and senior level recitals must be completed prior to the start of the student teaching semester. Recitals may not be scheduled during finals week, the student teaching semester, or outside of the academic year.
- **Pre-Clinical Experience Hours**  
Candidates must complete a minimum of 100 observation hours in varied educational settings.
- **Academic Standing**  
A cumulative 2.5 GPA is required. All coursework must be completed before student teaching begins.
- **Certification Exams**  
Students applying for admission to student teaching must have passed ISBE's Test of Academic Proficiency and Music Content-Area Test.

### **Illinois State Teacher Certification**

Students may submit an application to the ISBE to receive the Illinois Special K-12 Type 10 in Music upon completion of the following:

- All required coursework, student teaching and comprehensive examinations
- Recommendation for certification submitted to the state office by



VanderCook

- Successful completion of the three pertinent Illinois teacher certification examinations: ISBE's Test of Academic Proficiency, Music Content-Area Test and the Assessment of Professional Teaching

Certification is subject to renewal based on ISBE requirements.

### **Alternate Sources of Credit**

Students may obtain credit for areas in which they are competent under the following restrictions:

- No more than 18 credit hours may be applied toward the B.M.Ed. degree.
- Requests for credit from an alternate source are subject to approval by the appropriate dean. Students may apply the following specific sources of alternate credit:
  - **Advanced Placement**  
VanderCook participates in the Advanced Placement Program of the College Entrance Examination Board, allowing both college credit and placement for courses successfully completed by secondary school students. Scores between 3 and 5 as reported by the College Board, with review and approval by the appropriate dean, will entitle the secondary school graduate to apply the credit awarded for a similar course offered on campus.
  - **Internal Placement Examination**  
Undergraduate students take a placement test in written theory during the admissions process. This ensures placement at the appropriate level. At the discretion of the appropriate dean, college credit can be awarded for classes in which a student demonstrates proficiency.
  - **College Level Examination Program**  
VanderCook gives credit for successful completion of the College Level Examination Program sponsored by the College Entrance Examination Board. The student must earn a passing grade on both the objective and essay portions of the test.

### **Transfer Credit and Graduation Requirements**

- **General Policy**  
Courses may be accepted in transfer under the following circumstances:
  - If earned at an accredited college or university
  - If they are comparable to courses offered at VanderCook
  - If they were completed within seven years prior to enrollment

All official transcripts must be submitted to the college within the first term of enrollment at VanderCook to be granted transfer credit.

- **Transfer Credit**



Grades below C are not acceptable for transfer to the B.M.Ed. program. A student may transfer no more than 68 hours into the program. All credit given for work done at another institution is tentative; final acceptance depends on the subsequent work of the student. Only classes taken at VanderCook are counted in the VanderCook cumulative GPA.

- **Concurrent Enrollment and Transfer Credit**  
Students enrolled at VanderCook may wish to enroll in courses at other institutions and apply transfer credits earned toward their degree at VanderCook. Written permission of the appropriate dean must be obtained before such registration at other institutions.

### **TEACHER CERTIFICATION ENTITLEMENT PROGRAM**

The Teacher Certification Entitlement Program (TCEP) was designed for candidates who hold a degree in music and wish to earn a certificate to teach in public schools. To be admitted to the TCEP at VanderCook, a candidate must have:

- Earned a minimum of a baccalaureate degree in music from an accredited college or university;
- Graduated with a cumulative GPA of 3.0 or higher;
- Passed the ISBE Test of Academic Proficiency; and
- Completed VanderCook's admission process (application, application fee, three professional references, written essay, résumé, audition and interview).

### **Requirements**

Candidates must complete the following General and Professional Education requirements, as well as two semesters in their major ensemble, the Chamber Ensemble for their major instrument or voice and VanderCook Seminar:

#### **General Education:**

- English I, II and III
- Public Speaking
- Introduction to College Math
- Cellular Neural Biology
- Introduction to Psychology
- Socio-Political Geography
- U.S. History and Government
- Music History & Culture I and II
- World Music
- Health Education

#### **Professional Education:**

- Methods of Teaching I, II and III
- Educational Psychology





- History and Philosophy of Education
- Teaching the Special Student
- Student Teaching
- Clinical Observation (100 hours)
- Comprehensive Performance Exams
- ISBE Test of Academic Proficiency
- ISBE Music Content-Area Test
- ISBE Assessment of Professional Teaching Test

TCEP candidates will choose either the choral track or the instrumental track and complete the following courses and requirements:

**Choral Track (31.5 credits):**

- Technology in Music Education I and II
- Woodwind Methods
- Brass Methods
- Percussion Methods
- String Methods
- Methods of Teaching K-5 Music
- Middle School Choral/General Music Methods
- High School Choral Methods
- Jazz/Show Choir Methods
- Musical Theater Workshop
- Flute/Saxophone Techniques
- Low Brass Techniques
- Percussion Techniques I and II
- Low String Techniques
- Vocal Techniques
- Beginning Conducting
- Clarinet Techniques
- Guitar Techniques & Resources
- Oboe/Bassoon Techniques
- High Brass Techniques
- High String Techniques
- Piano Techniques IV
- Vocal Diction **OR** IPA I and II
- Piano Techniques V
- Advanced Conducting & Rehearsal Techniques



**Instrumental Track (31.5 credits):**

- Technology in Music Education I and II
- Marching Band Methods
- Woodwind Methods
- Brass Methods
- Percussion Methods
- String Methods
- Methods of Teaching K-5 Music
- Middle School Choral/General Music Methods
- Instrument Repair
- Flute/Saxophone Techniques
- Trombone/Tuba Techniques
- Percussion Techniques I and II
- Low String Techniques
- Piano Techniques II and III
- Vocal Techniques
- Beginning Conducting
- Clarinet Techniques
- Guitar Techniques & Resources
- Oboe/Bassoon Techniques
- High Brass Techniques
- High String Techniques
- Advanced Conducting & Rehearsal Techniques

**MASTER OF MUSIC EDUCATION DEGREE PROGRAM /  
MASTER OF MUSIC EDUCATION DEGREE AND CERTIFICATION OPTION**

VanderCook offers the master of music education (M.M.Ed.) degree to experienced and certified music teachers. For those individuals who possess a bachelor's degree in an area of music other than music education, we offer the master of music education degree and certification ("master's and certification") option.

**Program Objectives**

The graduate curriculum is driven by the career goals of the students and by the college's mission. All graduate students may choose a course of study with emphasis in band, choral, or string music education. Students are able to immediately apply the methods and techniques learned to everyday teaching situations.

The goal of the graduate program is to serve the educational needs of music teachers through a pragmatic approach oriented towards school music. It is the intent of the graduate program that every student acquires the knowledge and skills necessary to



become an excellent music educator. To ensure this outcome, M.M.Ed. students are required to complete and show proficiency in a rigorous course of study which includes:

- A set of core requirements to develop competence in musical performance and scholarly evaluation of musical knowledge and to develop the potential to solve contemporary problems in various aspects of music.
- Both required and elective classes organized for a particular course of study in either band, choral, or string music education to develop professional competence in communicating and disseminating knowledge.
- A completed Master's Project, Lecture/Recital, or Lecture/Demonstration to develop individual philosophies and interests in music and to preserve and extend our cultural heritage.
- Passing of a Written Comprehensive Examination that evaluates the student's knowledge of the major area of study as well as an elective area in music education, or completing a Professional Teaching Portfolio that reflects their professional growth and development over the time taken to complete the M.M.Ed degree program. The teaching portfolio may be in either a physical or electronic format and should be organized around the professional teaching standards and VanderCook's Conceptual Framework.

Graduate students who have chosen the master's and certification option are required to complete and show proficiency in a rigorous course of study which includes:

- A set of core requirements to develop competence in musical performance and scholarly evaluation of musical knowledge;
- Required courses organized for study in band, choral and string music education to develop professional competence in communicating and disseminating knowledge;
- Professional education requirements as specified by VanderCook and ISBE to develop the potential to solve contemporary problems in various aspects of music;
- General education courses as specified by VanderCook and ISBE to develop scholarly competence in the organization, interpretation and evaluation of knowledge;
- A completed Master's Project, Lecture/Recital, or Lecture/Demonstration to develop individual philosophies and interests in music and to preserve and extend our cultural heritage;
- Passing a Written Comprehensive Examination that evaluates the student's knowledge of the major area of study as well as an elective area in music education, or completing a Professional Teaching Portfolio that reflects their professional growth and development over the time taken to complete the master's and certification option. The teaching portfolio may be in either a physical or electronic format and should be organized around the professional teaching standards and VanderCook's Conceptual Framework.

### **Entrance Proficiencies**

Each applicant for the M.M.Ed degree program must submit official transcripts indicating graduation from an accredited college or university. Applicants must have earned



a bachelor's degree in music education with a minimum of 60 credit hours in undergraduate music and music education coursework. Each candidate must also have completed one year of teaching music or its equivalent. Three letters of recommendation showing proof of the candidate's success in teaching are required.

Applicants for the master's and certification option must have passed the ISBE Test of Academic Proficiency prior to admission. Master's and certification applicants must also submit official transcripts indicating graduation from an accredited college or university. Applicants must have earned a bachelor's degree in music performance, composition, musicology, music therapy, or a related field. Three letters of recommendation attesting to professional competence in music are required. In addition, all master's and certification applicants must complete an audition on an instrument or voice.

International applicants (non-native English speaking) must submit scores from the Test of English as a Foreign Language (TOEFL). A minimum score of 500 on the paper test or 173 on the computer-based test is required. The Internet-based TOEFL test (IBT) measures the areas of reading, listening, writing and speaking; VanderCook requires a minimum score of 70 on the IBT. The EIKEN test can be considered in lieu of the TOEFL; VanderCook requires a minimum grade of 2A, but admission is dependent on an interview. All international applicants must show proof of total financial support before an I-20 will be issued.

VanderCook does not require completion of the Graduate Records Examination (GRE), but reserves the right to request such if deemed necessary.

### **Research and Professional Tools**

VanderCook requires that each graduate student complete a Master's Project, Lecture/Recital, or a Lecture/Demonstration before being granted the M.M.Ed. degree. Credit is not assigned for the Master's Project, Lecture/Recital, or Lecture/Demonstration.

### **Project Review**

All graduate students are required to present the results of their research at the Annual Poster Session scheduled during the summer semester. A poster succinctly summarizes the important points of the research and is accompanied by an abstract and a complete copy of the research paper. Candidates must be prepared to verbally explain their research findings and answer questions posed by college administrators, faculty and graduate students in attendance.

### **Final Project Requirements**

The faculty and administration of VanderCook recognize and promote the importance of research by our graduate students. All master's degree candidates, including master's and certification candidates, must complete a Master's Project, a Lecture/Recital or a Lecture/Demonstration. All projects, recitals and demonstrations are expected to meet standards of graduate-level scholarship and musicianship.

The Master's Project should represent a serious, scholarly effort to create a product that is of benefit to the music teaching profession and is applicable to a music educator's life and work. The project may take one of several forms: a traditional, scholarly paper; an



experiment; a curriculum or teaching manual; a review of music or educational resources in a particular area; an original composition, arrangement, or method book; or a computer-assisted instructional program.

A scholarly, referenced paper must accompany the Lecture/Recital and Lecture/Demonstration. The paper must include extensive research on the composers, events surrounding the compositions, analyses of each piece, suggestions for teaching the selections being performed and any other information deemed appropriate. Written and oral program notes should be prepared from this paper.

### **Professional Teaching Portfolio**

Candidates will have the choice of sitting for the Written Comprehensive Exam or completing the Professional Teaching Portfolio. The Written Comprehensive Exam is an essay-style examination that will test their knowledge of educational foundations, their major area of study and two elective areas in music education.

The Professional Teaching Portfolio reflects their professional growth and development over the time taken to complete the M.M.Ed degree. The portfolio may be in either a hard or electronic format and should be organized around the professional teaching standards and the VanderCook Conceptual Framework.

### **Results of the Program**

The results of the graduate program are determined through course evaluations completed by graduate students at the end of each semester, by the success rate of the students and by the rate at which we continue to attract enrollment to the college.

- Student evaluations are reviewed by the president of the college, the dean of graduate studies and the appropriate faculty member(s) to determine the success rate of the program's goals and objectives. Evaluations are distributed to each faculty member for their personal records.
- A master's degree candidate must complete 36 graduate credit hours with a minimum cumulative GPA of 3.0 on a 4.25 scale, with no more than 20% of all credits earned at VanderCook below a B level.
- A master's and certification candidate must complete 39 graduate credit hours and 61 undergraduate credit hours with a minimum cumulative GPA of 3.0 on a 4.25 scale, with no more than 20% of all credits below a B level.

### **M.M.Ed. Degree Program Structure**

A graduate student who has not completed any coursework at VanderCook by the end of the second summer term following their date of admission will be required to reapply to the master's degree program. Students who have matriculated but have not enrolled or responded to inquiries for three consecutive summers will be notified of their involuntary withdrawal from the program. In these cases, students may apply for admission at a future date.

- **Degree and Declaration of Emphasis:**  
Upon admission to the graduate program, students must declare a band, choral, or string emphasis.



- **Sessions:**  
The master's degree is conferred on students completing 36 semester hours of credit (one credit hour is equivalent to 15 academic hours). Normally, most or all of this work is completed over the course of several summer sessions. The summer graduate session consists of six weeks of instruction.
- **Exit Requirements:**
  - *Master's Project, Lecture/Recital or Lecture/Demonstration* – All students must complete a Master's Project, Lecture/Recital or a Lecture/Demonstration in order to graduate. Students are assigned to an advisor by the master's project chairperson. Student works are published in the annual Master's Project Collection.
  - *Written Comprehensive Examination or Professional Teaching Portfolio* – All students must pass the Written Comprehensive Exam, which tests knowledge in four areas: foundations, the student's major area of study and two minor areas chosen by the student; or complete a Professional Teaching Portfolio to reflect their professional growth and development over the time taken to complete the M.M.Ed degree program.
- **Degree completion:**  
Students are expected to finish the program within seven years of initial registration.
- **Graduate Credit:**  
A master's degree candidate must complete 36 credit hours with a minimum of 3.0 on a 4.25 scale, with no more than 20 percent of all credits below a B level.

### **Transfers**

Students who have completed course work at another college or university (or students who have completed course work at VanderCook but have not been admitted to the degree program) and wish to transfer the credit to a VanderCook degree program must supply official transcripts of their college records. A transfer applicant is expected to be in good standing at the previous college. A maximum of four semester hours of transfer credit from another institution will be considered, with all grades above a B level.

All official transcripts must be submitted to the college prior to the first term of enrollment at VanderCook to be considered for transfer. For master's and certification candidates, please see the Transfer Credit paragraph below.

### **Master's and Certification Option Structure**

In planning a program of study, potential master's and certification students should note the distinction between degree tracks, the master's degree program and the MECA continuing education program.

- **Degree Tracks and Declaration of Emphasis:**  
Course requirements are detailed in the master's and certification section of the College Catalog. Upon admission to the program, the student must declare a band, choral, or string emphasis.



- **Admission to Teacher Education:**  
A master's and certification candidate is admitted to the teacher education program upon admission to the M.M.Ed. degree program.
- **Sessions:**  
Candidates attend the summer residency program and fall and spring semesters.
- **Admission to Student Teaching:**  
Master's and certification students must successfully complete the Performance Comprehensive Examinations, pre-clinical experience requirements and all professional and music education coursework prior to admission to student teaching. Students must also meet the state testing requirements.
- **Certification:**  
All requirements for teacher certification as described earlier apply to master's and certification students.
- **Transfer Credit:**  
Transfer credits to be applied to the portion of the master's and certification option that focuses on the master's degree are governed by the policies of the M.M.Ed. program. Transfer credits to be applied to the portion of the program focusing on certification requirements are governed by the policies of the B.M.Ed program. Master's and certification candidates may not apply MECA credits toward the degree without the permission of the dean of graduate studies.

### **MECA CONTINUING EDUCATION PROGRAM**

The Music Education Center of America (MECA) program is a highly successful continuing education program operated by VanderCook. A component of the graduate division, the MECA program offers graduate level courses designed to fill the practical needs of band, choral, string and general music educators. Courses are structured in 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.

### **CLINICS AND FESTIVALS**

VanderCook hosts over 200 high school and middle school performing groups annually. These all-day events serve a dual purpose, providing an opportunity for visiting students to improve their musicianship with VanderCook faculty and acting as a recruiting mechanism in the process. Specific dates are announced at the beginning of each academic year.

Rev. 7.31.11





## **8. ACADEMIC POLICIES AND PROCEDURES**

The following overview presents the general policies and procedures to which VanderCook students are expected to adhere. More detailed information and regulations can be found in the Student Handbook and current College Catalog.

### **ACADEMIC HONESTY**

Candidates are expected to maintain the highest standards of integrity in their academic work. Failure to do so will jeopardize a candidate'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.

Candidates 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.

### **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.



## **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*. [Copyright guidelines](#) for the Ruppel Library are posted on the website.

Rev. 8.12.08

## **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

## **ENROLLMENT POLICY**

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

- **Bachelor of Music Education**
- **Teacher Certification Entitlement**
- **Master of Music Education**
- **Master of Music Education with Certification**
  - 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 and Shimer 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

Rev. 8.12.08

### **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

### **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.

- For records involving other individuals (e.g., course grade lists), only the portion(s) applicable to the respective candidate will be disclosed.
- 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 Information**

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.

Rev. 5.15.06

### **EDUCATIONAL PLACEMENT OFFICE**

VanderCook assists graduates in finding a teaching position upon graduation through the Educational Placement Office. During their senior year, students will be asked to establish a Educational Placement Office File. This will consist of their résumé and a minimum of three letters of recommendation to be obtained from faculty members, student teacher supervisors and other professionals familiar with their work.

Materials and specific directions for establishing students' files, creating their résumés, requesting transcripts and submitting their credentials to schools where they are applying for teaching positions may be obtained from the director of educational placement.

Rev. 5.17.06

### **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.

Rev. 8.19.08

## **CONCLUSION**

VanderCook encourages all faculty, staff and students to participate fully in the academic and ancillary experiences offered at the college, on the campus of the Illinois Institute of Technology and by the city of Chicago. In addition to this handbook, VanderCook expects its faculty and staff to be informed about college regulations and academic requirements as defined in the College Catalog and the Student Handbook.

Rev. 9.05