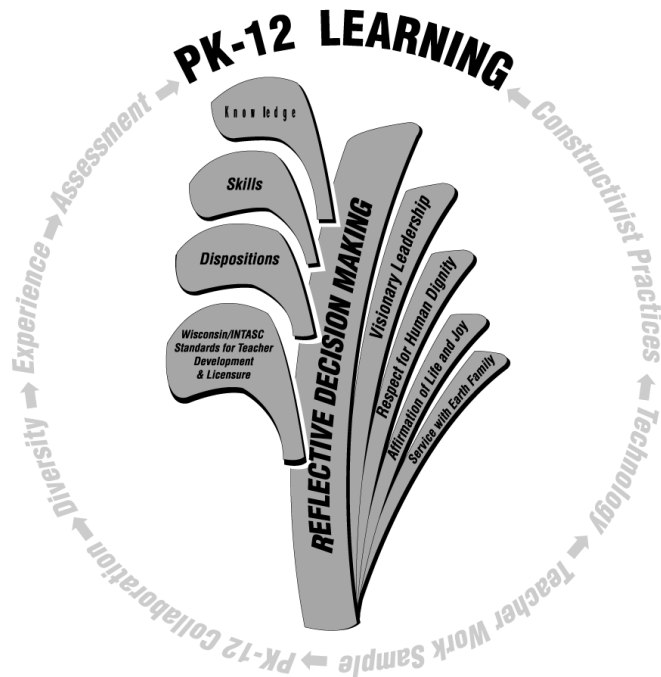


Viterbo University

Conceptual Framework Model



Natural Science	FSPA	History	FSPA	Religious Studies
Philosophy	FSPA	Social Studies	FSPA	Speech
FSPA	Mathematics	FSPA	Fine Arts	FSPA
Franciscan Values	FSPA	English	FSPA	Core Abilities
BASE OF LIBERAL STUDIES				

FSPA, Franciscan Sisters of Perpetual Adoration, The Founding Community

Viterbo University

Graduate Programs in Education

Faculty Handbook

Revised October 2011

The cover is a graphic representation of the Viterbo University Teacher Education Program depicted on a model of the sculpture, “Peace and Harmony,” located on the Viterbo campus. The School of Education views the teacher as a reflective decision maker who uses knowledge from all available sources when making decisions about teaching for optimizing the learning of PK-12 students. The mission of the School of Education is the preparation of teachers who are grounded in Franciscan values and who possess the knowledge, skills and dispositions to be effective classroom decision makers.

The classroom teacher is faced with constant decisions that are made after consideration of knowledge and experiences drawn from a number of sources:

Liberal Studies and Core Abilities (Thinking, Life Values, Communication, Aesthetic Sensitivity, Cultural Sensitivity, and Community Involvement): this base provides students with the knowledge skills, dispositions, and core abilities developed in each of the traditional liberal arts disciplines.

Wisconsin/INTASC Standards: these standards are immersed into every facet of the Teacher Education Program in both theory and practice (coursework, experiences, and performance assessment).

Content and Pedagogical Knowledge, Skills, and Dispositions: these essential bases which the teacher must use in making instructional decisions are developed through the teaching content area(s) and education courses.

Franciscan Values: these values are woven throughout the fabric of the university and the Teacher Education Program and serve as mortar for the liberal studies base. They are gained through observing institutional traditions and experienced through living and learning in the Viterbo environment. These values are: Visionary Leadership, Respect for Human Dignity, Affirmation of Life and Joy, and Service with Earth Family. Programs offered by the university reinforce these values through the overall philosophy that all members of the institution attempt to model.

Thus, the Viterbo model is one which includes liberal studies, core abilities, WI/INTASC Standards, and content and pedagogical knowledge, skills, and dispositions woven with Franciscan values. The specialty studies component of each of the teacher education programs is created by building on, enhancing or extending the knowledge skills and dispositions contained within the Wisconsin Standards for Teacher Development and Licensure.

Through the Wisconsin Standards for Teaching Development and Licensure and the Franciscan values inherent in the Viterbo experience, students develop reflective teaching practices which prepare them for the teaching profession. The field experience and student teaching provides the prospective teacher with the “real world” in which to observe, evaluate and practice what is learned in the other components of the program.

In addition, the graphic representation of the conceptual framework reflects emphasis on PK-12 collaboration, constructivist practices, field and clinical experiences, technology enhanced instruction, diversity, and evolving performance assessment methodologies such as developmental portfolios and Teacher Work Sample (TWS). These elements permeate the

philosophy and delivery of the Teacher Education Program and affect candidates' impact on positive PK-12 learning.

The goal of the Viterbo University Teacher Education Program is to prepare a beginning teacher/practitioner who is able to “think on his/her feet,” bringing together all his or her knowledge and experience to make the best classroom decisions to help all PK-12 students learn. Once those decisions are made and implemented, the teacher will continue to use that decision-making information and experience to inform future decision making. This process is referred to as **reflective decision making**.

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MISSION AND VISION OF GRADUATE PROGRAMS IN EDUCATION

Mission: To provide student-centered learning experiences that foster Franciscan values and 21st century skills.

Vision: A distinct program that promotes *leadership and learning for today and tomorrow*.

Core Values: In keeping with the tradition of our Franciscan founders, we hold the following core values:

- **Contemplation**, as we practice thoughtful reflection that invites us to uncover truth and meaning in our knowledge, actions, and decisions
- **Hospitality**, as we open ourselves to our guests, students, and co-workers with respect and reverence for each person's human dignity
- **Integrity**, as we embrace goodness, justice, and ethical conduct in all that we do, personally and institutionally
- **Stewardship**, as we practice prudent and responsible use of all resources in our trust
- **Service**, as we act and lead for the common good in the spirit of humility and joy

Twenty-first Century Skills:

- communication
- creativity
- problem solving
- team work
- technology

INTRODUCTION

Viterbo University is a coeducational, independent, Christian university, according to the Catholic tradition. Because of its location (western Wisconsin), the University serves the people in the surrounding tri-state area of Wisconsin, Minnesota, and Iowa through its academic and cultural programs. Teacher education has been an important part of professional education since its founding in 1890. Additionally, Viterbo University has a long tradition of combining a liberal arts education with career-oriented professional and pre-professional education. Viterbo University provides graduate and undergraduate education programs. Graduate courses for teachers have been offered since 1973. A Master of Arts in Education was introduced in 1988.

HISTORY OF VITERBO UNIVERSITY

Viterbo University began in 1890 as St. Rose Normal School, a preparatory school to train Franciscan Sisters of Perpetual Adoration as elementary school teachers. The accredited school evolved into St. Rose Junior College, 1932; Viterbo College, 1939; and Viterbo University, 2001. The university takes its name from Viterbo, Italy, home to the thirteenth-century Franciscan, Saint Rose of Viterbo, the patroness of the Franciscan Sisters of Perpetual Adoration (FSPA). Today, Viterbo University programs are accredited by the American Chemical Society, the Commission on Accreditation for Dietetics Education, the National Association of Schools of Music, the National Council for Accreditation of Teacher Education, the Commission on Collegiate Nursing Education, the Council on Social Work

Education, the Higher Learning Commission, North Central Association, the Association of Collegiate Business Schools and Programs, the Wisconsin Department of Public Instruction and the Wisconsin State Board of Nursing. The university is also approved by the Wisconsin Department of Public Instruction for the certification of teachers in the elementary and secondary schools, and graduate-level licensures in Principal (51), Early Childhood Education (70-777), Director of Instruction (10), Director of Special Education and Pupil Services (80), School Business Administrator (08), Superintendent (03), Reading Teacher (316), Reading Specialist (17). Viterbo University is approved by the Iowa State Board of Education for the K-12 Principal licensure (189) and is approved by the Iowa Board of Educational Examiners to offer the following endorsements: Early Childhood (106), Middle School (182), Reading Teacher (148, 149) and the Reading Specialist (176), and Talented and Gifted (107).

ACCREDITATION

Viterbo University received accreditation by the North Central Association of Colleges and Secondary Schools (NCA) for the undergraduate program in its initial application in 1954 and has maintained that accreditation continuously. Graduate education courses for teachers have been offered with approval of the NCA since 1973. The Master of Arts in Education degree was accredited in February, 1988 and renewed in 1999. In its initial application in 1954, Viterbo University also earned accreditation of its teacher education program by the National Council for Accreditation of Teacher Education (NCATE). The Master of Arts in Education degree earned accreditation in 1994 following the initial application. This accreditation was renewed in 2004, and again in 2011. All teacher education programs have the approval of the Wisconsin Department of Public Instruction and the Master of Arts in Education program, the graduate level reading endorsement programs, and the middle level educator endorsement program are approved by the Iowa Department of Education.

GRADUATE PROGRAMS IN EDUCATION

PK-12 educators provide one of our society's most vital services. They touch and influence the future of America. An educator's value, compassion, skills, knowledge, and competencies have a profound impact on the teaching and learning process.

The goal of the Master of Arts in Education degree program is the personal and professional development of master teachers. Course work for this program is divided into two components in the student's degree program. The first is the core area, which includes philosophical perspectives, educational research, and the mission of teaching. Research coursework is designed to provide teachers with skills in reading, evaluating, and conducting classroom action research. The second area consists of courses focusing on the art and science of teaching plus extending content knowledge. Courses emphasize the practical application of current research and educational principles and deal with teachers' daily classroom experiences.

The Viterbo program is unique in several ways. The emphasis of courses in the art and science of teaching area (graduate electives) is placed on instructional improvements which can be implemented in the teacher's classroom. The courses are offered in concentrated time frames and in teachers' local communities so that professional development is convenient and available to all teachers in our service area.

The program employs professional educators who are experts in their fields. Faculty members for the program include not only Viterbo full-time faculty but also outstanding part-time faculty

members who have unique skills and expertise as well as extensive background as teachers, curriculum directors, administrators, or staff developers.

Objectives: Because graduate students are licensed teachers and have already developed knowledge and experiential bases, the objectives of the Master of Arts in Education Program focus on the extension, expansion and deepening of those knowledge and experiential bases. Reflective decision making means students take the knowledge base (theory) and practice (experience) and develop a feedback loop or spiral; as a result, they are growing in making better and better decisions through theory development, practice, and reflection.

Graduate Programs in Education (GPE) courses address one or more of the Interstate New Teacher Assessment and Support Consortium (INTASC) standards. These standards, as applied to educators taking graduate level courses, are intended to provide the extension, expansion, and deepening of the knowledge and experiential bases developed in initial teacher preparation programs. The ten INTASC standards and 11th Viterbo Standard are:

1. The teacher understands the central concepts, tools for inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils
2. The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
3. The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
4. The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills.
5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
9. The teacher is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness and in an ethical manner.
11. **The Viterbo Standard:** The teacher demonstrates personal qualities and values which reflect the Franciscan values identified in the Viterbo University teacher education conceptual framework.

ROLES AND RESPONSIBILITIES

Viterbo University Personnel:

- Provide administration, accreditation, advisement and assessment of the total graduate program
- Assure high academic standards
 - ✓ Through approval of courses and instructors
 - ✓ Through instructor, course, and program evaluation
 - ✓ Maintains accreditation requirements, including but not limited to, approved site locations and minimum class hours and homework hours
- Maintain student records
- Provide transcripts of credits
- Organize courses, sites and instructors
- Publicize course offerings
- Recruit students and receive all registrations and fees
- Provide for physical arrangements and all necessary course materials
- Manage instructor contracts

Adjunct Instructor: Please note that GPE offers semester-based programming and general programming and the roles vary slightly between the two. The following requirements pertain to general adjunct:

1. Prepares an approved course syllabus
 - a) Requires an outside assignment which applies knowledge, skills, and dispositions gained in the class
 - b) Returns assignments to students in a timely manner
 - c) Evaluates each student on the basis of performance in meeting course requirements using qualitative and quantitative criteria (see attached sample rubrics)
 - d) Allows students two weeks after the end of the course to complete and submit written assignments
 - e) Assigns a letter grade in accordance with Viterbo University's grading policy and timelines
2. Serves as representative of Viterbo University and, in this role, may be the first Viterbo instructor contact with the student. Projecting a positive image is extremely important.
3. Organizes and provides a high quality course
 - a) Carries out classroom instruction as outlined in the syllabus
 - b) Teaches the course in a professional manner
 - c) Meets class at scheduled time
 - d) Conducts ALL classes for the times stipulated in the course offerings schedule. Abbreviating class times may jeopardize our accreditation. Adherence to published class meeting times **is expected** for continued appointment as a Viterbo adjunct instructor.
 - e) Checks Vitnet class roster against the names of the students who are present at first meeting. Viterbo will **not accept late registrations**. Students must be properly registered on the first day of class or they **will not receive credit**.

- f) Requires students to meet standards in completing assignments and requirements
4. Collects a registration form for Viterbo University from each student and returns the forms with payment to the appropriate off-campus office
5. Collects the tuition payment from each student and returns the payment with registration forms to the appropriate off-campus office
6. Enters student grades into the Viterbo grading system (VitNet) and submits an authorized, signed copy to the appropriate off-campus office in order to receive instructor payment and travel expense reimbursement as appropriate.

OFF-CAMPUS COORDINATION

The Wisconsin Coordinator and Iowa Coordinator of off-campus programs assist instructors by performing certain administrative functions including:

- schedule instructors and coordinating their development and evaluation;
- make recommendations to the Director of Graduate Programs in Education on continued employment
- receive/review course proposals and submitting them to the School of Education Graduate Committee for review;
- collaborate with school districts and educational agencies to promote and coordinate course offerings and to coordinate cohort and satellite programs;
- prepare course brochures/timetables and course catalogue information;
- reply to students' questions about locations, dates, and times of courses;
- coordinate registrations and tuition payments with Viterbo Business and Registrar's Office respectively;
- keep accurate course files including adds and drops;
- send pertinent and timely course information to instructors;
- keep records of registration information, instructor expense reports, and initial grade sheets;
- maintain a complete file for adjunct faculty including current resume, copy of transcript(s), certificate of completion for human subjects tutorial, and copy of current professional development plan
- maintain an up-to-date syllabus on each course offered; and
- support the philosophy and values of Viterbo University.

INSTRUCTOR ADMINISTRATIVE DUTIES DURING FIRST CLASS MEETING

General adjunct instructors receive instructions via a course packet each time they teach a course. These instructions arrive approximately 10 working days before the course begins. Please review all course-related instructions received and contact the coordinator with any questions or concerns.

Registration

Please distribute and collect the registration forms at the beginning of the first class meeting. Take time to review all registrations before the end of the first class meeting to be sure that all forms are complete and accurate. The information requested is critical to ensure an accurate official University transcript. All registrations, checks and charge card information should be returned to the Wisconsin or Iowa coordinator's office immediately following the first class session. If there is a question about a student's balance, please collect the amount he/she believes is owed. It is important to double-check the **Mastercard/Visa/Discover** entries to assure

accuracy. The registration forms and payments are submitted to the appropriate off-campus office.

Class Lists

Instructors are furnished with one copy of the class list. This list is for attendance checking and book keeping purposes only. Once official registrations are received in the registrar's office, **the instructor will be able to place letter grades into the VitNet grading system** (please allow one week for these to be processed and entered). A copy of the final grade sheet from the VitNet system must be submitted by the instructor to the appropriate off-campus offices to initiate payment of instructor, to reimburse instructor expenses, and to release student grades.

INSTRUCTOR COURSE EVALUATION

In order to ensure that all courses are of consistently high quality and meeting the needs of the students, courses are continually evaluated and reviewed. Course and instructor evaluation is done at two levels. The first level is an evaluation completed by students. The second is a site visit conducted by an outside evaluator.

Student Evaluations of Courses

Student course evaluations are administered at the end of each course. Each instructor will receive paper evaluation questions and scantrons for each student in the class. The instructor will invite one student from the class at-large to distribute, collect and submit course evaluations. The instructor **MUST** leave the room during the evaluation process. The student volunteer should seal the evaluation results, cover sheet which specifies the course title, dates, and location, and extra blank copies in the Viterbo University provided self-addressed, stamped envelope. If needed, the instructor will be reimbursed for any needed postage. Evaluation results are reviewed by program coordinators, the director of graduate programs in education and filed in the School of Education Office. A copy of results will be mailed directly to the course instructor.

Should an instructor receive a lower than satisfactory evaluation for any class, s/he will be contacted directly by the program coordinator. Review of subsequent evaluations will determine if an adjunct faculty member continues in this role or should be placed on probation.

Adjunct faculty members are cautioned not to discuss evaluation procedures with their classes. This only causes high levels of suspicion and anxiety among the students. If you feel you are having a problem with a specific class or student, please notify the program coordinator immediately for advice on handling the situation. Authentic feedback contributes to continuous course improvement and quality programming.

ATTENDANCE POLICY:

Class attendance is crucial. When it comes to absenteeism, the graduate programs in education allow little or no flexibility on this issue. Instructional practices and methodologies include considerable class interaction and collaboration as well as core content instruction. Due to the course format, it is almost impossible to replicate learning opportunities. Consequently, it is the philosophy of the program that students should not be absent.

We realize that emergencies do occur. Instructors will consider the emergency on a case-by-case basis and determine if options are available such as a) attending the same session at another time, b) taking a grade reduction, c) dropping the course, or d) other options.

Academic Integrity

Graduate program studies at Viterbo University have developed a policy on academic integrity with full details in the Graduate Catalogue. As members of the Viterbo University community, students are expected to conduct themselves in an ethical manner and adhere to the highest standards of academic integrity. Furthermore, Viterbo University students are expected to adhere to a standard of academic honesty befitting their enrollment in this ecumenical Catholic university. They will not engage in plagiarism, cheating, lying, or stealing, nor will they tolerate those who do so. Fundamental to the principle of independent learning and professional growth is the requirement of honesty and integrity in the conduct of one's academic life. Academic dishonesty in any form is a serious offense against the academic community. Each graduate program will review the standards of academic integrity and have students acknowledge their acceptance of the standards.

GRADING SYSTEM

A student's grade in each class is determined by the instructor according to evaluation methods provided by the instructor and published in each course syllabus. Results of examinations, quality of class work and project completion contribute to this grade. At the conclusion of each course final grades are submitted to the registrar via VitNet. It should be clear how the course assignments will contribute and result in the final course grade.

The Viterbo grading system is as follows: A, AB, B, BC, C, CD, D, and F

Grades may *not* be issued retroactively. All grades are due to the coordinator within four weeks of the final course meeting.

Please be explicit in coursework expectations, in regard to quantity, quality and timing. Specific criteria and quality indicators set students up for success and ensure common understanding. Please do not state "all assignments completed" or "all assignments turned in" without a statement that informs the student how the assignment will be graded based on quality (or some qualitative component). The use of evaluation rubrics is recommended.

A grade of Incomplete will not be accepted for any course other than EDUC 602 Educational Research II. An incomplete is *only* to be used in extenuating circumstances. It is *not* used simply to extend the time in which to complete the work.

Students who audit a course will not receive a grade. A designation of AU is placed on the transcript rather than letter grade. The tuition and fees for audit credits are the same as for credit courses, as per the Registrar's Office website. We do not encourage registration in courses for audit.

Grade Meaning

A	Superior graduate work. High achievement plus high initiative.
AB	Above average graduate work
B	Satisfactory and average graduate work
BC	Less than average graduate work
C	Work is barely passing at the graduate level
CD, D, F	Failing graduate work

W	Withdrawal from course	
CR	Credit granted	
NC	No credit granted	
AU	Audit (no credit)	
I	Incomplete	Only available for extenuating circumstances. Please contact the Director prior to submission.

Grade Changes

Please check grades for accuracy prior to submission. Grades are due *no later than* four weeks after the ending date of the course. **GRADE CHANGES SHOULD BE AVOIDED** once grades are posted on VitNet. If needed, a grade change must be made using the appropriate form found on the Registrar's webpage under "forms":

<http://www.viterbo.edu/registrar.aspx?id=17848&terms=change%20of%20grade>

No other documentation will be accepted to process a grade change.

Student Grade Reports

Adjunct instructors will inform students of the timeline for grade reports. Students are allowed two weeks following the course to complete final projects or papers in order to satisfy homework assignment hour requirements of the Higher Learning Commission.

After this two-week period, instructors are allowed two weeks to review projects or papers, post grades, and submit those grades to the appropriate off-campus office. Processing grades to completion of registrar posting takes approximately two weeks. This means that, generally, grade reports are not available until six weeks after the last class meeting. Please place a priority on submitting grades as soon as possible. Please see attached rubrics for examples of course expectations for grades.

FACULTY PROFESSIONAL DEVELOPMENT

Professional development of faculty and networking meetings are essential to the success of any program and are now contractually required of all Viterbo faculty members. Viterbo University personnel will provide professional development opportunities, materials and networking meetings to adjunct faculty. Adjunct instructors are expected to stay current in their field. Effective for the 2010-11 academic school year, Viterbo University began specific focus on the scholarly activities of graduate faculty members. In following Boyer's Model for Scholarship, Viterbo will be looking for models of Discovery, Integration, Application/Engagement or Teaching/Learning.

Discovery contributes original or creative findings to a specific academic discipline. *Integration* is a synthesis of theories across disciplines. *Application* is service to problems that affect external societal areas. *Teaching* is an action research study on one's own teaching for increased student learning.

All graduate faculty members must apply for Affiliate Graduate Faculty membership and submit a five-year plan for professional development. The 2010 submissions are currently under graduate council subcommittee review. The director of graduate programs will contact these faculty members in 2013 to check-in on progress and to offer support. New faculty members will be contacted in the spring of each year to request application and scholarship plans. Following is the template used in 2010, which will most likely be modified and improved in 2012:

**Graduate Programs in Education (GPE)
Professional Development Scholarship Template
(5 year plan)**

GPE advocates the use of SMART goal setting (goals that are):

Specific Measureable Achievable Realistic Time-bound

Name:

Application Date:

1. Instructor for following GPE licensure and/or degree program:

2. Teaching these course(s):

3. *Scholarship Goal(s):*

4. *Anticipated Outcomes:*
 - a. *How will the goal impact your professional development?*
 - b. *How will the goal impact student learning?*

5. *How will you achieve the outcomes to reach your goal(s)?*
 - a) *What action steps will you take in your scholarship?*
 - b) *Who will help you along the way?*
 - c) *Timeline benchmarks to keep you progressing in your scholarship action.*

CRITERIA FOR APPROVAL OF ADJUNCT FACULTY

1. Expertise in the topic area of the course to be taught.
2. Recognition as a professional educator.
3. Experience with teaching adults/knowledge of teaching.
4. Extensive experience and/or training appropriate to the course topic.
5. Ability to relate to and to communicate with classroom teachers.

COURSE PROPOSALS AND SYLLABI (see course template below)

Course Proposal Development

A course proposal will be prepared for each course proposed to teach. The proposal must include a brief course description, a statement of course objectives, content (including a complete outline of course content), methodology, texts and readings, requirements and assignments, evaluation methods, and a supporting bibliography. The WI/INTASC standards addressed in the course should be identified. All objectives, assignments, and assessments should be aligned with these standards.

The course *syllabus*, used when teaching the course, is similar to the course proposal. However, it would also include exact times, dates, location, and other information needed by the students. The syllabus shall also describe both the course content and the teaching-learning process involved in the course and specifies expectations for students in the course. The syllabus must be updated each semester to reflect the course as it is currently taught and a copy sent to the Director of Graduate Programs in Education.

Viterbo University Graduate Course Proposal

Please complete (type) this form as thoroughly as possible. If you are submitting syllabi that already include the information requested, type "see attached" in the appropriate section (s). Send the completed form and appropriate attachments to:

Course Title _____

Credits _____

Check one Online course Blended course Face-to-face course

If you checked blended or online, have you attended a Viterbo University online instructor session?

Yes No

Instructor (legal name) _____

Home Address _____

Business Address _____

Home Phone _____ **Business Phone** _____

Email _____

Social Security Number (required) _____

Date of Birth (required) _____

*(SSN and birth date are **required** by the Business Office with each course proposal submission)*

Approved Viterbo Instructor **Yes** **No** (include vitae and transcripts showing graduate level degree completion)

Description: Give a brief description, in two or three sentences, of the course content as it would appear in a brochure or university catalog.

Objectives: List clearly defined objectives of the learning that is to occur.

WI Standards: List the Teaching Standard(s) addressed in this course (see attached list).

Outline of Content: Include a detailed outline of course content

Methodology: List methodologies used in course

Assignments and Requirements: The requirements will be commensurate with course requirements of a traditional one, two or three credit graduate level course. Include papers, journals, etc. State the due dates for all assignments. It is expected that class attendance will be one course requirement. [Must align with objectives, standard(s), and evaluation]

Evaluation Method: State the evaluation method(s) for *each* of the above-referenced assignments and include as an attachment to this proposal. **Please explain** how the assignments and requirements will result in the final course grade.

Please keep in mind that a number of evaluation tools are available: checklists, surveys, tests, rubrics, etc. The key is to develop the best evaluation tool to match the assignment, being cognizant of both quantitative and qualitative measures. Please know that Viterbo University uses the A, AB, B, BC, C, CD, D, F letter grade format for reporting purposes.

Grading criteria should also align with objectives and standard(s) addressed.

Texts & Readings: List the text(s) and/or readings used in the course, in APA format. **Please include ISBN** number for books that students must purchase and use the most current edition of the text.

Bibliography: Please attach a supporting bibliography which indicates the sources of concepts and materials presented in the class. Please use latest printed edition of text, keep bibliography current, and reference in APA format when possible.

Conceptual Framework: Please include the following statement in your course syllabus.

The Viterbo University Graduate Programs in Education has adopted a Teacher as Reflective Decision Maker Model and the Standards for Teacher Development and Licensure. Franciscan values permeate the program. The focus of every professional education course is on the learning of the PK-12 pupil. Viterbo education courses infuse constructivist practices, use of technology, PK-12 collaboration, awareness of diversity, traditional and authentic assessment, research, and real-world experiences into the professional development of the teacher.

Graduate Programs in Education courses address your professional state standards. These standards, as applied to teachers taking graduate level courses, are intended to provide the extension, expansion, and deepening of the knowledge and experiential bases developed in initial teacher preparation programs. Please list the Standard(s) this course addresses.

The **ten WI teacher standards** are:

1. **Teachers know the subjects they are teaching.**
The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
2. **Teachers know how children grow.**
The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
3. **Teachers understand that children learn differently.**
The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
4. **Teachers know how to teach.**
The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.
5. **Teachers know how to manage a classroom.**
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. **Teachers communicate well.**
The teacher uses effective verbal and nonverbal communication techniques as well as

instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. **Teachers are able to plan different kinds of lessons.**
The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
8. **Teachers know how to test for student progress.**
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
9. **Teachers are able to evaluate themselves.**
The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
10. **Teachers are connected with other teachers and the community.**
The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

Viterbo standard:

1. The teacher demonstrates personal qualities and values which reflect the Franciscan values identified in the Viterbo University teacher education conceptual framework.

Americans with Disabilities Act:

If you are a student with a disability and require auxiliary aids, services or other accommodations for this class, please see the instructor to discuss your accommodation needs.

Curricular Units Rubric “Sample Only”

This rubric will be utilized for four curricular units (one each day) to be submitted.

Name: _____ Date: _____ Unit # _____

Descriptors	Proficiency Levels	Your Score
Written description of action plan and/or curriculum unit plan: a. Goal(s)/Objective(s) b. Standards c. Assessment d. Timeline e. Collaboration/Reflection	5-thorough and complete 3-minimal information 0-incomplete	
Goals/Objectives of each action/plan or unit are SMART: 1. Specific 2. Measureable 3. Attainable 4. Realistic 5. Time-Bound	5-thorough and complete 3-minimal information 0-incomplete	
Action steps or strategies are developed to access each area listed above. (1 point per item)	5-thorough and complete 3-minimal information 0-incomplete	
Goals/Objectives of each action/plan or unit include collaboration and/or reflection.	5-thorough and complete 3-minimal information 0-incomplete	
Graduate quality of written work: Spelling, Grammar, Punctuation, Action plan is clear and direct, and Submitted on-time.	5-well written 3-few errors 0-many errors	
TOTAL SCORE	<i>Possible score: 25 points</i>	

Comments:

Grading Scales: 25-23....A
 22-21.....B
 20-19.....C
 18-15.....D
 14-.....F

**Class Discussion/Participation
Self-Evaluation Rubric
“Sample Only”**

Participant: _____ **Session #:** _____ **Date:** _____

Submit one form following each day to assess “active participation in all class sessions”.

Proficiency Levels	Description	Your Score
Advanced Proficient (5 points)	<ul style="list-style-type: none"> • Very attentive to classroom activities. • Highly engaged in the learning process. • Numerous efforts to answer questions posed by the instructor and others. • Consistent high participation in group discussion activities. • Demonstrates excellent quality in discussion activities. 	
Proficient (4 points)	<ul style="list-style-type: none"> • Attentive to classroom activities. • Engaged in the learning process. • Makes several efforts to answer questions posed by the instructor and others. • Strong participation in group discussion activities. • Demonstrates very good quality in discussion activities. 	
Basic (3 points)	<ul style="list-style-type: none"> • Somewhat attentive to classroom activities. • Minimally engaged in the learning process. • Makes a few efforts to answer questions posed by the instructor and others. • Minimal participation in group discussion activities. • Demonstrates adequate quality in discussion activities. 	
Minimal (2 points)	<ul style="list-style-type: none"> • Little attention to classroom activities. • Reluctant engagement in the learning process. • Efforts to answer questions posed by the instructor and others are rare. • Reluctant participation in group discussion activities. • Demonstrates poor quality in discussion activities. 	
Uninvolved (0 points)	<ul style="list-style-type: none"> • Indicates no interest in being involved in classroom activities. • Demonstrates no engagement in the learning process. • Makes no effort to answer questions posed by the instructor and others. • Demonstrates no quality in discussion activities. • Consistent absenteeism. 	

Comments:

Syllabus Template
Viterbo University
Course Title
Number of Credit Hours
Course Format (Online, Blended, Face-to-face)

Instructor:
(Name and Contact Information)

Office Hours:

Class Location:

Class Meetings: Include days/date AND exact times that course will meet

Required Texts: You may purchase these directly from the Viterbo University Bookstore by calling 1-800-482-8398 or purchase from any other retail outlet.

List texts with ISBN #s

Course Description:

Course Objectives: **Students in this class are expected to (numbered objectives follow in parallel form – refer to rubric where appropriate):**

Conceptual Framework:

Viterbo University Programs in Education have adopted the Wisconsin Standards for Teacher Development and Licensure, also known as INTASC (Interstate New Teacher Assessment and Support Consortium) Standards. Each course contributes to the development of one or more of the WI/INTASC Standards, and specific content standards where applicable.

Franciscan values permeate the program. The focus of every professional education course is on the learning of the PK-12 pupil. Viterbo education courses infuse constructivist practices, use of technology, PK-12 collaboration, awareness of diversity, traditional and authentic assessment, research, and real-world experiences into the professional development of the teacher. The course will utilize a blend of traditional and authentic assessments.

Graduate courses are intended to provide each learner with an opportunity to **extend and broaden** professional knowledge. The learner will use personal skills of listening, communication, collaboration, and inspiration to further deepen his or her knowledge and to extend his or her preparation for leadership.

INTASC Standards: The following standards are addressed in this course:

Standards are listed verbatim.

Requirements: **Student Assignments and Requirements:** (specific assignments and requirements for the course)

Grading Scale:

A	95-100%
A/B	90-94%
B	85-89%
B/C	80-84%
C	79-83%
C/D	74-78%
D	70-73%

Methodology: (What will students expect to DO in this course?)

Evaluation Method: (if by rubric, describe the assessment here and attach the rubric).

Americans with Disabilities Act (ADA): If you have a disability and require auxiliary aids services, or accommodations for this class, please inform this professor and Jane Eddy, the disability coordinator (located in the Academic Resources Center in MRC 322 or at 608-796-3194 to discuss your needs.

Academic Integrity: Viterbo students are expected to follow a policy of academic honesty. The willful violation of these standards will result in actions being taken against students who are caught engaging in such unethical conduct. Violations of that integrity may include cheating, plagiarism, falsification of information, and other similar or related conduct. Please visit the Master of Education website at <http://www.viterbo.edu/mae.aspx?id=11264&terms=academic%20honesty> for a detailed explanation of this policy.

Tentative Topic Outline: (best if listed by day or by weekend for graduate courses; for example, Day 1, 2,3,4,5 or Weekend One, Weekend Two, Weekend Three

Tentative Topic Outline:

Project Due Dates: (exact expectation for the submission of all assignments)

ONSITE EVALUATIONS:

On-site visits are made by Viterbo University faculty members, administrators, or outside evaluators. Written reports are prepared by the visitors and reviewed by the Director of Graduate Programs in Education and respective program coordinator. Instructors will receive a copy of the evaluation. (See site evaluator form below).

Graduate Programs in Education Documentation of Site Visit

Course Number and Title _____

Instructor _____

Course Location _____ **# of Student Enrolled/Present** _____

Purpose for Site Visits

Course visitations are conducted for two reasons, with the underlying theme being the desire to ensure high quality of graduate programming opportunities that are consistent with the mission of Viterbo University. These reasons are:

- To provide an on-site appraisal of the process by which the course work is being delivered, and
- To provide an on-site appraisal of the content that is being presented as it relates to the approved course description.

During the site visitation, the visitor will observe and report on the following statements using a Likert scale of 1-5 or NA when not observed or not applicable. Please circle the number that responds to your assessment with 1 being ‘Observed to a minimal degree’ and 5 being “Observed to the maximum degree”.

1. Students are actively engaged in the teaching and learning process. This can be evidenced by active listening, discussions of content, presentations, group work, or reading and responding to content materials.

1 2 3 4 5 NA
 Comments: _____

2. The classroom atmosphere conveys hospitality, as evidenced by a sense of respect for others, and a mood kindness, warmth and openness that is consistent with the Franciscan values.

1 2 3 4 5 NA
 Comments: _____

3. A sense of stewardship is evident in the classroom by way of the prudent use of all resources that contribute to the success of the students.

1 2 3 4 5 NA
 Comments: _____

4. The instructor models the value of service by leading for the common good in a spirit of humility and joy.

1 2 3 4 5 NA
Comments: _____

5. The instructor interacts with a sense of integrity that is framed with goodness, justice, and ethical conduct in and out of the classroom.

1 2 3 4 5 NA
Comments: _____

6. Excellent communication creates the foundation for the teaching experience as evidenced by:
Appropriate speaking rate and volume

1 2 3 4 5 NA
Comments: _____

Consistent eye contact

1 2 3 4 5 NA
Comments: _____

Proactive listening

1 2 3 4 5 NA
Comments: _____

Reinforcement of student voice

1 2 3 4 5 NA
Comments: _____

7. Teaching creativity was evidenced by a unique approach that enhanced the teaching and commanded student interest and participation.

1 2 3 4 5 NA
Comments: _____

8. The instructor models effective teaching
By identifying and defining appropriate concepts to the topic.

1 2 3 4 5 NA
Comments: _____

By providing clear explanations to student questions and/or comments.

1 2 3 4 5 NA

Comments: _____

By providing alternative perspectives that enhance the understanding for a range of learning styles.

1 2 3 4 5 NA

Comments: _____

9. The instructor encourages and models the use of collaboration by providing both the opportunity and the expectations for effective teamwork.

1 2 3 4 5 NA

Comments: _____

10. The instructor encourages and allows time for appropriate reflection in order for the learning to be maximized.

1 2 3 4 5 NA

Comments: _____

11. The instructor models the use of appropriate instructional technology.

1 2 3 4 5 NA

Comments: _____

12. The content of the class is appropriate to the objectives set forth by the course outline and pertinent and timely to the needs of the students.

1 2 3 4 5 NA

Comments: _____

General comments and/or recommendations:

Site Visitor

Signature _____ Date _____

PLEASE SUBMIT THIS REPORT TO THE GRADUATE PROGRAMS IN EDUCATION OFFICE WITHIN TEN (10) DAYS OF THE SITE VISIT

Function

- To establish policies regarding the Master of Arts in Education program and all license related programs, including admission requirements, the curriculum, and program requirements
- To monitor the quality of course offerings by reviewing and evaluating proposed courses, instructors and sites
- To review the operational procedures of the program
- To serve as the School of Education Graduate Academic Advising Committee
- To make recommendations concerning tuition and other fees
- To review marketing and advertising of the Master of Arts in Education program

Members

- Director of Graduate Programs in Education
- School of Education Dean
- Director of Graduate Research
- Coordinators, WI Education Leadership Licensure Program
- Coordinator, WI Post-Baccalaureate Teacher Licensure Program
- Coordinator, WI Reading Licensure Program
- Coordinator, WI Early Childhood Program
- WI Off-Campus Coordinator
- IA Administrator
- IA Program Specialist
- IA Marketing and Recruitment Specialist

SUPPORTING STUDENT RESEARCH

- The Institutional Review Board is required by government regulations to review and approve all research with human subjects. Any faculty member, student or staff planning or conducting research that involves human subjects in any way, whether it involves interviews, surveys, or medical procedures, must submit a research proposal to the IRB. When introducing the research process and/or proposal to your class, please direct your students to the IRB homepage at <http://www.viterbo.edu/irb/> for an overview of what is expected when students engage in research as a part of a university course.
- A complete copy of the Viterbo University IRB Policies can be accessed at http://www.viterbo.edu/uploadedFiles/about/policies/IRB_Handbook.pdf. Please know that *this document is in the process of being revised*, and will soon be replaced with a new, and updated handbook. You will be notified to replace the old with the newer version as soon as it becomes available. This is another important resource that all instructors who support student research should become familiar with. Faculty members should expect that students are also familiar with the contents.
- One of the first topics covered in the Handbook is that of Ethical Research. All faculty members who support student research, as well as all students who participate in research as a part of their course of study, are required to submit a certificate of completion for the Protecting Human Research Participants tutorial on the National Institute of Health website. The tutorial can be accessed at <http://phrp.nihtraining.com/users/login.php>. The first time you visit the site, you will need to set up an account by identifying a user name and a password. You may complete the tutorial in a series of visits, but you must be sure to have your user name and password handy each time you visit the site. Students should be instructed to include the copy of their certificate with their IRB protocols. Faculty members are required to

recertify **EACH YEAR**. Once you have completed the tutorial and passed each of the modules, download your certificate and scan it Linda Hinkley at lhinkley@viterbo.edu for your employee file. This is a new regulation at Viterbo that became effective 9/2011, and will be enforced for all faculty members who support either undergraduate or graduate student research.

SUPPORTING THE SCHOLARLY WRITTING PROCESS:

- All members of the graduate faculty in education are expected to support **the scholarly writing** of their students. It is generally expected that this requires the faculty member to carefully read and assess each piece of assigned writing, as well as providing detailed feedback, when necessary, to support the development of sound, academic writing skills in our graduate students. A sample writing rubric follows on page 33.

CONTACT INFORMATION:

Questions regarding the Wisconsin programs should be referred to:

Christine Valenti, WI Off-Campus Coordinator
2323 S. 109th Street, Suite 375
West Allis, WI 53227
414-321-4210 or 1-800-234-8721 or
Fax: 414-321-9113 or
E-mail: cavalenti@viterbo.edu

Karen Sandblom, WI Administrative Assistant
2323 S. 109th Street, Suite 375
West Allis, WI 53227
414-321-4210 or 1-800-234-8721 or
Fax: 414-321-9113 or
E-mail: kmsandblom@viterbo.edu

Questions regarding the Iowa program should be referred to:

Helene Grossman, Iowa Administrator
4949 Westown Parkway, Suite 195
Des Moines, IA 50266
515-224-4811 or 1-888-235-2200 or
Fax: 515-224-4862 or
E-mail: hjgrossman@viterbo.edu

Tracy Bainter
Iowa Marketing & Recruitment Specialist
4949 Westown Parkway, Suite 195
Des Moines, IA 50266
515-224-4811 or 1-888-235-2200 or
Fax: 515-224-4862 or
E-mail: tabainter@viterbo.edu

Anne E. Kruse, Iowa Program Specialist
4949 Westown Parkway, Suite 195
Des Moines, IA 50266
515-224-4811 or 1-888-235-2200 or
Fax: 515-224-4862 or
gradiowa@viterbo.edu

Kathy Westcott, IA Administrative Assistant
4949 Westown Parkway, Suite 195
West Des Moines, IA 50266
515-224-4811 or 1-800-235-2200 or
FAX: 515-224-4862 or
E-mail: kkwestcott@viterbo.edu

Linda Hinkley, Administrative Assistant
Murphy Center Room 401
608-796-3090
Fax 608-796-3091
lhinkley@viterbo.edu

Vickie Schaefer, Administrative Assistant
Murphy Center Room 401
608-796-3380
Fax 608-796-3091
vlschaefer@viterbo.edu

Rhonda M. Rabbitt, Assistant Dean
Director of Graduate Programs in Education
Murphy Center Room 419
608-796-3384
Fax 608-796-3091
rmrabbitt@viterbo.edu

Susan R. Hughes, Assistant Professor
Director of Educational Research
Murphy Center Room 421
608-796-3394
srhughes@viterbo.edu

James Bagniewski, WI Educational Leadership
Murphy Center Room 439
608-796-3093
Fax 608-796-3091
jrschroeder@viterbo.edu

Bernie L. Ferry, WI Educational Leadership
Murphy Center, Room 439
608-796-3096
Fax 608-796-3091

Lisa Valentini-Lilly
WI Reading Licensure Program
Murphy Center Room 441
608-796-3395
Fax 608-796-3091
lrvalestinililly@viterbo.edu

Ruth Badciong, WI Early Childhood Program
Murphy Center Room 443
608-796-3388
Fax 608-796-3091
rebadciong@viterbo.edu

Betty Pfaff
WI Post-Baccalaureate Teacher Licensure Program
Murphy Center Room 441
608-796-3287
Fax 608-796-3091
bjpfaff@viterbo.edu

The address for La Crosse Campus is:
Viterbo University
900 Viterbo Dr.
La Crosse, WI 54601

To facilitate effective communication please consider the following suggestions:

If a student has a question regarding **COURSE PAYMENT INFORMATION**, s/he should call the appropriate Off-Campus Office (WI: 800-234-8721) (IA: 888-235-2200).

If a student has a question regarding **A GRADE NOT RECEIVED**, s/he should call the appropriate Off-Campus Office.

If a student has a question regarding **A REFUND** s/he should call the Business Office at Viterbo University (608) 796-3850.

If you would like to check our online listing of courses offered in Wisconsin and Iowa go to:
www.viterbo.edu/gpe

OTHER INFORMATION HELPFUL TO ADJUNCT FACULTY MEMBERS:

Payroll: Viterbo University employees are paid twice monthly, on the 6th and 21st of each month. When payday falls on a weekend or holiday, the checks will be issued on the closest working day. The normal pay period begins on the 1st and 16th of each month. New employees must have a completed W-4 and I-9 and direct deposit forms on file in the business office before a payroll check can be processed. New employees must provide the appropriate documentation to verify employment eligibility (INS regulations).

If you have questions about your pay contact the payroll clerk at 608-796-3854, in the business office at Viterbo University. If you have other questions about financial issues that might affect you, contact the director of human resources at Viterbo – 608-796-3930.

Travel Expense Report: Viterbo University will reimburse employees for travel and meal expenses incurred for out of town travel. Such travel must be for an approved university purpose, and must be properly documented in regard to date, time, place and purpose by completing the approved travel expense report (TER) found at the end of this handbook.

Reimbursement for individual meals—when teaching away from your home base— will be made at an amount NOT TO EXCEED the following rates: Breakfast - \$6; Lunch - \$9; Dinner - \$15.

To be eligible for breakfast, travel must occur prior to 7am and for dinner, return home must be after 7pm.

Faculty members may be reimbursed for other teaching expenses, as appropriate, if receipts are furnished.

Please utilize the Viterbo tax for all Wisconsin Viterbo expenses:

<http://www.viterbo.edu/uploadedFiles/about/offices/busoff/Tax%20Exempt%20Certificate.pdf>

According to university policy, you will receive 46 cents per mile to travel to your off-campus teaching location, provided it is outside of your homebase. If your class required an overnight stay, the university will reimburse you for hotel and food. The standard rate for hotel accommodations in most areas of Wisconsin and Iowa is \$70/night. In Milwaukee, Wisconsin Dells and Des Moines the rate is a maximum of \$90 per night. Please see the Business Office webpage for further city listings and reimbursement details:

<http://www.viterbo.edu/travel.aspx>

Please ask your off-campus coordinator for an electronic copy of this reimbursement form for your convenience. *Please discard older versions of this form.* These reports must be submitted, with receipts, to the off-campus offices for approval and reimbursement.

E-mail accounts: All employees should use their Viterbo e-mail for university business. Email accounts are automatically set up for faculty. Please respond to all student concerns within 48 hours or post what your

standard response time will be on your syllabus or on your Blackboard site. Contact the help desk at 608-796-3870 for information or e-mail helpdesk@viterbo.edu

Blackboard: Blackboard is an e-educational course management system. Your Viterbo email and personal password provide entry into Blackboard. An extensive online tutorial is available at: http://www.viterbo.edu/bb_tutorial/. Training is also available through the Instructional Technology Support Specialist at 608-796-3867 or through the Viterbo help desk at 608-796-3870 or e-mail at helpdesk@viterbo.edu Viterbo asks that adjunct faculty members who use the system have a course of at least 3 graduate credits in order to use the Blackboard system.

VitNet: Viterbo uses VitNet to access class lists, student information prior to your class and to post grades. Your user ID and password are the same as your log-in for email. Assistance is available at <http://www.viterbo.edu/vitnetguides/> or through the help desk at 608-796-3870 or email helpdesk@viterbo.edu You may also contact the registrar's office representative at 888-484-0111.

Class Lists: A class list will be provided in your registration packet information. However, you may want to contact your students BEFORE the course begins to inform them of books that they need to purchase, pre-class homework, or other class details. Class lists for enrolled students are available on VitNet. If you have difficulty accessing your class list, please notify the registrar's representative at 888-484-0111 for assistance.

Online Courses: All online instructors need to set up and activate their Blackboard site *at least two weeks prior* to class. Each semester a new site should be established and the old site made unavailable or archived. Blackboard sites should be uniform. WI and IA off-campus offices make certain that 10 days prior to class-time all of your students are registered in the course. If you have a question regarding the Viterbo Blackboard sites please contact the Instructional Technology Support Specialist at 608-796-3867. The online tutorial will also provide you with some assistance, http://www.viterbo.edu/bb_tutorial/. You may also contact the help desk at helpdesk@viterbo.edu or 608-796-3871.

Books and Classroom Materials: The federal government requires complete disclosure of all educational costs (including textbooks). Therefore, faculty must list the books required for their classes by the time of student registration. Viterbo must have text information, including ISBN numbers, included in course proposals and on record with the University Bookstore to meet federal reporting regulations.

Classroom Behavior: You have a right to expect Viterbo students to behave in a mature fashion. They must respect the rights of others and may not disrupt the classroom environment. You have an obligation to all students to stop any behavior that would disrupt learning. Be prudent; be professional; be discreet in handling such problems. If problems do arise, please contact one of the off-campus coordinators in Wisconsin or Iowa or Dr. Rhonda Rabbitt, director of the graduate program at 608-796-3384.

Faculty Attendance: Adjunct faculty members are expected to meet all of their classes. An instructor who is to be absent from class should report the anticipated absence, or unexpected absence, to the off-campus coordinator in Wisconsin or Iowa as soon as possible. It is recommended that adjunct faculty off-campus have a student from the class serve as a contact person who will build a contact "tree" so that other students can be notified of delays or the absence of an instructor for a course.

All faculty members are expected to begin class on time, conduct class for the scheduled amount of time on the scheduled days, and provide teaching services in accordance with accepted professional standards, including outside class assistance. The university retains the right to terminate an adjunct faculty member for recurrent or unacceptable absences, for whatever reason.

Student Attendance: Viterbo University assumes that attendance is mandatory in our off-campus coursework. Students are expected to attend all classes. Students who are absent from class not only miss a part of the

subject matter of the course but also diminish the opportunities for contributing to the learning environment. Excessive absence should be reported to the off-campus coordinator.

Inclement Weather/Class Cancellations: Classes may be cancelled when conditions warrant. It has been the off-campus policy that if an instructor makes it to the class site, the class will be held. If a student feels that s/he will be in jeopardy in traveling to the site, s/he is asked to attempt attendance to the next day's class. If a student misses a full weekend, s/he will need to be dropped from the course if the class was held. The off-campus centers will notify students by individual phone calls and e-mails if the class needs to be postponed or cancelled because of inclement weather. If you, as the instructor, make the decision to cancel the class on short notice due to weather, emergency, illness or some other reason, the off-campus coordinator must be contacted.

Off-Campus Policy: Viterbo University has a policy of NOT providing beverages or food for students. Hotels where classes are held are responsible to provide ice water only. It is the policy of these establishments to NOT allow food to be brought in. Please do not violate these policies by arranging for students to bring their own food in.

Each classroom at the off-campus sites are equipped with or has available a whiteboard or flip chart, TV, VCR, overhead projector, DVD and LCD projector (you must request these in advance).

GENERAL POLICIES:

Implementation of Family Educational Rights and Privacy Act (FERPA):

The department of Health, Education and Welfare has published the regulations regarding implementation of the Family Educational Rights and Privacy Act of 1974. In light of these regulations, Viterbo University has adopted the FERPA policy. Students are entitled to review those records, files, documents and other materials which contain information directly related to them which are maintained by the university. Any information other than the directory information designated by Viterbo University should not be released to anyone outside of the university without the specific permission of the student. This would include any grades given for the courses you are teaching within the university, personally identifiable information will be released only to school officials who have a legitimate educational interest.

Affirmative Action Statement:

Viterbo University is an Affirmative Action/Equal Opportunity Employer and is in compliance with Title IX of the Education Amendments of 1972. The University is committed to taking all reasonable steps to achieve a balanced workforce representing the labor market from which job applicants are recruited.

There shall be no discrimination against any student and/or employee or applicant for admission or employment, because of age, race, religion, color, handicap, gender, physical condition, developmental disability, sexual orientation, national origin, marital status, arrest and conviction record, military reserve duty, and use or non-use of lawful products. This policy pertains to all persons within the Viterbo University community. The university bases its employment decisions on bona fide job-related criteria, and ensures that all personnel decisions and actions, responsibilities, and benefits fully comply with the non-discrimination and affirmative action requirements of equal opportunity. In addition, the university ensures that all educational and auxiliary programs, facilities, and services are accessible to all students on a non-discriminatory basis, and are staffed, developed and promoted in full compliance with the University's policies.

Sexual Harassment Policy:

Viterbo University is committed to maintaining a learning and work environment which respects the dignity of all individuals, and is free from sexual harassment. Accordingly, Viterbo University will not tolerate the sexual harassment of one member of the university community by another, or by external parties/individuals providing services to Viterbo University. Sexual Harassment is defined by the university policy as "unwelcomed sexual advances, requests for sexual favors, and other physical conduct and verbal or expressive behavior of a sexual nature." Sexual harassment is considered a serious violation of the ethical standards of Viterbo's community.

Academic Integrity Policy:

Viterbo students are expected to adhere to a behavior of academic honesty befitting their enrollment at this ecumenical catholic university. Students and faculty are responsible for promoting such behavior. Cheating and plagiarism, among other forms of academic dishonesty, are violations of the ethical standards of the university. The willful violation of these standards will result in actions being taken against students who are caught engaging in such unethical conduct. Faculty members should explicitly state the penalty to be exacted for such behavior.

To assist students and faculty with adhering to the academic integrity policy Viterbo has activated the *Blackboard Safe Assignment* tool which will check student homework submissions in Blackboard against other papers at our institution and elsewhere on the web. Instructions for the Safe Assignment anti-plagiarism tool can be found on the Blackboard tutorial website. The website is available at www.viterbo.edu/bb_tutorial. The Safe Assignment guide is found under part 12 “Safe Assignment Anti-plagiarism Tool”. The direct link to the document is:

<http://www.viterbo.edu/uploadedFiles/about/offices/iit/Blackboard%20Safe%20Assignment%20Guide.pdf>

Alcohol, Tobacco, and Other Drug Policies:

Viterbo University is committed to providing a safe and healthy learning environment free of illicit drugs, tobacco, and the unlawful use of abuse of alcohol. The university recognizes that the use or consumption of alcohol, tobacco and other drugs can adversely impact academic achievement, personal development, health and safety. Individuals who violate university policy, local, state or federal regulations are subject to arrest and/or disciplinary sanctions including, but not limited to, required assessment, treatment, restrictions or expulsion.

Please note that Viterbo Graduate Programs in Education have adopted APA scholarly writing as the model for our graduate student work. Following are sample rubrics and scholarly expectations to promote continuity across all graduate coursework.

Sample Course Rubric

Criteria	4 (A)	3 (A/B)	2 (B)	1(B/C)
Attendance	Participant attends all class sessions for the entire time the class is in session. Or, participant misses a portion of one session and completes all assigned make-up work.	Participant misses all or most of one session and completes all assigned make-up work.	Participant misses portions of two sessions and completes all assigned make-up work.	Participant misses portions of more than two sessions and completes all make-up work. **If assigned make-up work is not completed the student will be unable to complete the course.
Effort	Participant works on tasks until completed and continues work when difficulties arise and views difficulties as opportunities to strengthen his/her understanding. Participant is focused and on-task through the duration of each task/activity.	Participant works on tasks until complete and continues working on the task even when difficulties arise. Participant is frequently focused and on-task through the duration of activities and requires little redirection to complete tasks.	Participant puts some effort into the task but stops working when difficulties arise. Participant is generally focused and on-task through the duration of activities and requires a noticeable level of redirection to complete tasks.	Participant puts very little effort into the task and/or is not focused and/or needs frequent redirection in order to complete tasks.
Participation	Participant actively engages in all opportunities for interaction, including classroom participation, Web CT activities, and small and large group interactions and views these learning experiences as an opportunity to strengthen his/her understanding of the content.	Participant actively engages in opportunities for interaction, including classroom participation, Web CT participation, and small and large group participation.	Participant occasionally engages in opportunities for interaction, including classroom participation, Web CT participation, and small and large group participation.	Participant does little to engage in opportunities for interaction, including classroom participation, Web CT participation, and small and large group participation.
Homework	Participant completes homework and meets or exceeds the expectations of the assignment, seeks clarification when s/he does not understand the assignment and uses comments/feedback to improve future work.	Participant completes homework and meets all expectations for the assignment and seeks to understand the purpose(s) of the assignment.	Participant's homework is incomplete and s/he does little to understand the purpose(s) of the assignment.	Participant does little to complete or turn in homework.

Evaluation of EDUC 601 & 602 Research Paper 6-2011

Note that page one is used for EDUC 601 and that page two is used for EDUC 602

Student Name: _____ **Instructor Name:** _____

Date: _____

Category	Exceptional (A)	Average (AB/B)	Below Average (BC-F)
Front Matter	<u>Title and Abstract</u> appropriate to content of the research paper. All APA guidelines followed.	<u>Title and Abstract</u> somewhat appropriate to content of research paper. Some APA guidelines followed.	<u>Title and Abstract</u> inappropriate to content of paper. APA guidelines not followed
Introduction	Included a stimulating introduction clearly setting forth the need for this study; research problem and research question/s clearly stated limitations are appropriate to research project; terms properly defined; changed all verbs to past tense. All APA guidelines followed.	Adequate introduction; some rationale for study expressed; research problem and research question/s were somewhat clear; most limitations to this study were identified; most terms defined; changed most verbs to past tense. Some APA guidelines followed.	Introduction was flat; rationale for study importance not apparent; research problem and research question/s were vague; limitations incomplete or incorrectly identified; few terms defined; few or no verbs changed to past tense. APA guidelines not followed.
Literature Review	Literature review is properly introduced; well organized review; thorough review of pertinent research; articles are current and relevant to the research; at least 15 primary sources are summarized. Avoided personal bias or opinions. All APA guidelines followed.	Some parts of literature review lacked organization, clarity, conciseness, and logical sequence; some articles were not current and/or relevant to research; fewer than 15 primary sources summarized; interjected some personal bias and/or opinions. Some APA guidelines followed.	Review of literature was deficient in organization, clarity, conciseness, and logical sequence; not thoroughly discussed; most articles did not pertain to research topic; outdated sources; fewer than 10 primary sources summarized; frequently expressed own bias/opinions APA guidelines not followed.
Followed Directions	Followed all instructor/course directions and/or timelines; submitted drafts in a timely manner; revised and edited according to instructor's directions.	Followed most instructor/course directions and/or timelines; the majority of drafts were submitted in a timely fashion; most edit suggestions were followed.	Followed few instructor/course directions and/or timelines; drafts were not submitted in a timely fashion; ignored edit suggestions;
Method	Experimental design is clear and appropriate for the objectives; research design is correctly identified; selection of methods, participants, and materials explained clearly; and procedures are adequately described; presented in a logical sequence; timeline is thorough and realistic; changed all verbs to past tense. All APA guidelines are followed.	Some parts of the research design incorrectly identified and/or inappropriate for this study; some confusing sections on explanation of methods, participants, materials, procedures and/or data analysis; some sections not thoroughly presented or explained; changed most verbs to past tense. Some APA guidelines are followed.	Most of the research design is incorrect and inappropriate to the study; Many sections are confusing and not thoroughly discussed, such as, methods, participants, materials, procedures, and/or data analysis; few or no verbs changed to past tense. APA guidelines not followed.
Total Score 601			

Results	Results presented in logical sequence; necessary graphs, charts, and/or tables are included; graphics are embedded in the body of the text, are clearly and correctly labeled, data are thoroughly reported and analyzed; all research questions or hypotheses posed in Introduction are addressed. All APA guidelines are followed.	Some results are logically sequenced; most necessary graphs, charts, and/or tables are included and embedded in text; most labeling is clear and correct; most data are thoroughly reported and analyzed; questions and/or hypotheses are addressed but not all are easily understood. Some APA guidelines are followed.	Lacks logical sequencing; many necessary graphs, charts, and/or tables are missing; graphics are not embedded in text and are not clearly or correctly labeled; data are not thoroughly reported or analyzed; does not align with questions/hypotheses from Introduction and/or are difficult to understand. APA guidelines not followed.
Discussion	Logical sequence of discussion and limited to results presented in Results Section; conclusions are drawn logically and supported by data; generalities are avoided; implications and limitations are thoroughly discussed; includes logical suggestions for future research; includes a well written conclusion to the study. All APA guidelines are followed.	Most of discussion is logically sequenced and refers to results presented in Results Section; most conclusions are logical with some supporting data; some generalities; most implications and limitations are discussed; most suggestions for future research are logically presented; conclusion to study is good. Some APA guidelines are followed.	Discussion is not logically sequenced and does not refer to results from Results Section; several generalities; implications and limitation not thoroughly addressed; future implications are missing or inappropriate to the study; conclusions are not logically written and lack supporting data; conclusion to study is poorly written or absent. APA guidelines not followed.
Back Matter	<u>Appendices:</u> understandable without referring to text; necessary; complete <u>References:</u> current; primary sources; all written in APA format.	<u>Appendices:</u> some not clear; more needed; some unnecessary. <u>References:</u> some current; some secondary sources, some written in APA format	<u>Appendices:</u> confusing, most unnecessary, incomplete.. <u>References:</u> outdated references and/or secondary sources, not written in APA format.
Writing style	Strict adherence to Viterbo writing style and APA format	Some writing style and APA errors	Frequent writing style and APA errors
Followed Directions	Followed all instructor/course directions and/or timelines; submitted drafts in a timely manner; revised and edited according to instructor's directions.	Followed most instructor/course directions and/or timelines; the majority of drafts were submitted in a timely fashion; most edit suggestions were followed.	Followed few instructor/course directions and/or timelines; drafts were not submitted in a timely fashion; ignored edit suggestions;
Overall Quality	Clearly, concisely written; few spelling or mechanical errors; exemplifies thorough understanding and application of conventions of research and APA format; logical progression of ideas; generalities, jargon, and clichés are avoided.	Some sections not clear and concise; some spelling and/or mechanical errors; Some sections logically presented; understanding and application of conventions of research and APA guidelines included some generalities, jargon, and/or clichés.	Most explanations were unclear and wordy; frequent spelling and/or mechanical errors; Not presented logically; not written in APA format, contained frequent generalities, jargon, and/or clichés.
Total Score 602			

SAMPLE WRITING RUBRIC			
• Performance Element	Excellent	Adequate	Inadequate
<p>Structure</p> <p>See examples:</p> <ul style="list-style-type: none"> • Excellent • Adequate • Inadequate 	<p>Thesis clearly defines scope and purpose</p> <p>Body supports thesis with evidence from authoritative sources</p> <p>Conclusion summarizes main idea and shows why it matters</p>	<p>Thesis defines purpose, although it may be too broad or too narrow for the length of the paper</p> <p>Body supports thesis with evidence from reliable sources</p> <p>Conclusion restates main idea</p>	<p>Thesis is missing or paper does not cover the idea stated in the thesis</p> <p>Evidence is not sufficient to prove thesis or is based on unreliable sources</p> <p>Ending does not tie paper together</p>
<p>Flow</p> <p>See examples:</p> <ul style="list-style-type: none"> • Excellent • Adequate • Inadequate 	<p>Ideas are arranged in a clear, logical order that is easy to follow</p> <p>Transitions guide the reader smoothly from one idea to the next</p>	<p>Ideas are arranged logically</p> <p>Transitions give the reader some help in following the argument</p>	<p>Movement between ideas is abrupt or illogical</p>
<p>Depth</p> <p>See examples:</p> <ul style="list-style-type: none"> • Excellent • Adequate • Inadequate 	<p>Paper shows extensive knowledge of standard works and terms in the field</p> <p>Readers' questions and objections are anticipated and answered</p> <p>Writer provides new information, clarity, or a unique perspective to scholarly discussion of topic</p>	<p>Paper shows familiarity with standard works and terms in the field</p> <p>Readers may be left feeling that an important aspect of the subject has not been explored</p> <p>Paper reviews what others have written about the topic</p>	<p>Paper appears to be hastily written</p> <p>Arguments are unsupported</p> <p>Exploration of the topic is superficial or contains numerous inaccuracies</p>
<p>Use of sources</p> <p>See examples:</p> <ul style="list-style-type: none"> • Excellent • Adequate • Inadequate 	<p>Material from other authors is smoothly integrated into text</p> <p>Quotations are limited to statements that are particularly striking or examples in which the source's precise wording is important</p> <p>All quotations are acknowledged according to APA style</p>	<p>Material from other authors is credited and used as supporting evidence</p> <p>Material from sources is introduced, but order of ideas depends on the original</p>	<p>Material is plagiarized</p> <p>Material from other authors appears to have been cut-and-pasted into text</p>
<p>Conventions</p> <p>See examples:</p> <ul style="list-style-type: none"> • Excellent • Adequate • Inadequate 	<p>Writing follows the grammatical and spelling conventions of standard English</p> <p>Diction is formal, avoiding "I" and "we," slang, and contractions [for exception, see APA 2.04]</p>	<p>Writing generally follows the grammatical and spelling conventions of standard English</p>	<p>Writing is difficult to follow because of numerous errors in spelling and grammar</p>

ADDITIONAL INFORMATION FOR FACULTY MEMBERS TEACHING RESEARCH:
Institutional Review Board Information and Procedures: Information is subject to change per the IRB Committee that is currently working to revise the submission forms and procedures.

All student research involving human participants, even studies that are exempt from the full or expedited IRB review, must maintain an adequate standard of informed consent and confidentiality of data. The researcher **MUST** complete an application and submit it to the Program Director, Department Chairperson or their designated representative for review. No faculty member or student researcher may review applications. If the instructor has been designated as a department review representative, he or she may have the applications of his or her students reviewed by an IRB Committee member. One copy of the application and supporting documents that make up the protocol will be kept on file with the School Dean or Designee.

All students are required to complete the IRB protocol as a part of EDUC601. When teaching EDUC601, please walk your students through the IRB process just as you would do for any other new piece of learning. As the faculty of record supporting the student research, you are required to read and approve the protocol prior to sending it to the Director of Educational Research. Your signature, along with your student's signature on the 'Screened for Exempt Status Form' indicates that you have **read and support** the research as presented in the protocol. Please check these protocols carefully prior to submitting to ensure that they are approved in a timely manner. Students are not permitted to begin collecting data until they receive a letter stating that the research has been approved by the IRB.

Please refer to the sample IRB protocol that follows in the appendixes. Research protocols should be scanned as **ONE PDF** document and forwarded via email to Susie Hughes, Director of Educational Research at Viterbo srhughes@viterbo.edu. **In the subject line of the email, please follow this format: student last name_first name_instructor name_semester_year** – for example, my students' work would be submitted as James_Smith_Hughes_Fall_2011. This will provide easy electronic filing for all of the necessary people who will eventually need access to this file. What seems like a simple, albeit unnecessary, detail such as this can save hours of time when needing to find or file a protocol.

Due to the volume of research protocols that must be reviewed each semester, please allow adequate time for review, and for changes, if necessary, prior to the opening of the research window. All student research must be submitted and approved **PRIOR** to any research activity – this includes sending out consent letters and collection of any data that relates to the research study. In the Association for the Accreditation of Human Research Protection Programs 2010 Performance Report, it is stated that the **AVERAGE** number of **WORKING DAYS** required for the review of Exempt Protocols was 16.9 days. Although it is expected that the process at Viterbo will require less time, it is important that faculty members convey to students that this time should be **BUILT INTO** the research preparation process.

For most educational research, the special vulnerability of children makes consideration involving them as research participants important. In most situations, parental consent is required if the research involves minors (children under the age of 18). A parent or legal guardian must sign a letter of informed consent, which is then kept on file by the researcher throughout the duration of the study. The letter of informed consent must include an explanation of the research study in language that is understandable to the parent. A sample letter of informed consent can be accessed at <http://www.viterbo.edu/uploadedFiles/centers/ethics/irb/MODEL%20INFORMED%20CONSENT%20FORM.pdf>

Required Materials to Submit (incomplete protocol documentation will be returned).

Each application should contain the following materials:

1. Application cover sheet – access at <http://www.viterbo.edu/uploadedFiles/centers/ethics/irb/IRB%20Cover%20Sheet.pdf>
2. IRB questionnaire – access at [http://www.viterbo.edu/uploadedFiles/centers/ethics/irb/IRB%20QUESTIONNAIRE\(1\).pdf](http://www.viterbo.edu/uploadedFiles/centers/ethics/irb/IRB%20QUESTIONNAIRE(1).pdf)
3. The appropriate Request for Approval Form (screened for exempt status) – access at <http://www.viterbo.edu/uploadedFiles/centers/ethics/irb/Exempt%20Form.pdf>
4. Researcher’s Assurance Statement – <http://www.viterbo.edu/uploadedFiles/centers/ethics/irb/Assurance%20Statement.pdf> access at
5. Informed Consent form that will be used for the study – the letter written by the researcher
6. All formal data collection measures (interview questions, surveys, etc.)
7. A copy of the certificate of completion from the NIH
8. A letter from the researcher’s school district (written on district letterhead) stating that the principal, director of curriculum and instruction, or the superintendent is both aware of the research study and grants approval for the study to be completed as proposed. Note: there are a few school districts that will not provide this letter until the study has IRB approval.)

Questions: For questions regarding the research process or particular questions about the IRB process, please contact Susie Hughes at srhughes@viterbo.edu or by telephone at 608.796.3394.



VITERBO
UNIVERSITY

Request for Withdrawal

Viterbo University; 900 Viterbo Drive; La Crosse WI 54601

TO BE COMPLETED BY THE STUDENT (Please complete ALL portions.)

I wish to withdraw from Viterbo University. I have discussed my intentions to withdraw with the director of student success (or official serving in that capacity), or graduate program director.

Student ID Number _____ Social Security Number _____ - _____ - _____

Last Name Birth/Maiden Name First Name Middle Name

Home Mailing Address Street City State Zip

Home Phone Number, including area code Non-Viterbo e-mail account, if available

Major Advisor

____ Undergraduate Student ____ Graduate Student ____

Fall Spring Year

I am registered in the following course sections:

Subject	No.	Sec.	Cr.	Title	Instructor	Last Date of Attendance	Office Use

Please attach a drop form.

Last Date of Attendance/Intent: _____

(please initial) I acknowledge that I am responsible for any outstanding balance I may have at Viterbo University and that no transcript will be issued until those encumbrances are satisfied. I am aware that there may be financial implications to my withdrawal from school and that I may speak with the director of financial aid/director of student billing about these implications before I submit this form for filling.

I understand that by signing this form, I am withdrawing from classes for the semester. If I decide to resume my studies, I must reapply for admission through the Office of the Registrar.

Student's Signature

Date

TO BE COMPLETED BY VITERBO UNIVERSITY OFFICIALS

VERIFICATION OF WITHDRAWAL

I have completed the exit interview with _____ and I hereby accept the student's withdrawal from Viterbo University.

Director of Student Success or Graduate Program Director

Date

FILING OF WITHDRAWAL FORM

The official institutional withdrawal date will be determined upon receipt and processing of this form by the Office of the Registrar.

Registrar

Date



VITERBO
UNIVERSITY

Adjunct Faculty Expense and Salary Voucher (use additional sheets if necessary)

Name: _____	Business Office Use Only
Date: _____	
Mailing Address: _____	
City, State ZIP: _____	
Viterbo ID #: _____	
Budget # WI Grad 10-18140-7201 _____	Business Officer _____
Dates of Course: _____	No. of Credits: _____

Course Title: _____ Location of Course: _____

	Date	Date	Date	Date	Date	Date	Date	TOTAL
breakfast (\$6.00 max)								
Lunch (\$9.00 max)								
Dinner (\$15.00 max)								
*Lodging (\$77 in WI, \$95 in Milw only)								
Miles Driven								
Destination (To/From)								
Auto @ .46/mile								
Miscellaneous								
Daily Totals								

*Note: Attach receipts (required for lodging and miscellaneous) Total Expenses:

Instructor Salary: (enter correct amount)

Instructor Salary:

3 cr. - \$3,000, 2 cr. - \$2,000, 1 - cr. \$1,000 (Do not include expenses in this amount.)

I certify that the above expenses were incurred for Viterbo University business:

Signed: _____ Date: _____

Approved: _____ Date: _____



VITERBO
UNIVERSITY

Adjunct Faculty Expense and Salary Voucher (use additional sheets if necessary)

Name: _____	Business Office Use Only
Mailing Address: _____	
City, State ZIP: _____	
Viterbo ID #: _____	
Budget # Iowa Grad 10-18120-7301 _____	Business Officer
Dates of Course: _____	No. of Credits: _____

Course Title: _____

	Date	Date	Date	Date	Date	Date	Date	TOTAL
Breakfast (\$6.00)								
Lunch (\$9.00)								
Dinner (\$15.00)								
*Lodging (\$77 in Iowa, \$83 in DSM)								
Miles Driven								
Destination (To/From)								
Auto @ .46/mile								
Miscellaneous								
Daily Totals								
*Note: Attach receipts (required for lodging and miscellaneous)								Total Expenses:

Instructor Salary: (enter correct amount) CORE - \$3,000, 3 cr. - \$2,800, 2 cr. - \$1,860, 1 - cr. \$933	Instructor Salary:	<input type="text"/>
Advising: \$150 X _____ Number of students (enter number of students)	Advisor Fee:	<input type="text"/>
(Do not include expenses in this amount.)	Total Salary:	<input type="text"/>

I certify that the above expenses were incurred for Viterbo University business:

Signed: _____ **Date:** _____

Approved: _____ **Date:** _____

Revised September 7, 2011

Viterbo University

Graduate Programs in Education

September 2011

Statement of Receipt of Handbook

PLEASE NOTE: THIS FORM IS TO BE SIGNED AND RETURNED AS A STATEMENT OF YOUR RECEIPT OF THE REVISED FACULTY HANDBOOK

This handbook will be published on the Graduate Programs in Education website.

By my signature below, I indicate that I have read in full the 2011 revised Graduate Programs in Education Faculty Handbook and fully understand the information and the policies within. My signature indicates an agreement to abide by all policies within.

Faculty Name (please print full name): _____

Faculty
Signature: _____

Date of
Signature _____

Notes: