DUQUESNE UNIVERSITY
SCHOOL OF EDUCATION
Department of Counseling, Psychology and Special Education

2016-2017 Handbook

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Department of Counseling, Psychology and Special Education Mission Statement:

The mission of Duquesne University’s Department of Counseling, Psychology and Special Education is to prepare ethical leaders, distinguished by their academic and professional expertise, who respect the uniqueness and promote the well-being of individuals, families, and communities through teaching, scholarship, and service.

I. DEPARTMENT OFFICE
Department Staff and Office
The Chair has responsibility for overseeing the department office as well as hiring and evaluating staff. The overarching goal is to establish and maintain a professional, business-like work environment that is conducive to serving the department’s faculty and students effectively and efficiently. The Chair will conduct regularly scheduled meetings with the department staff for purposes of sharing information, developing and reviewing office policies and procedures and problem–solving. Program Directors will coordinate the assignments and tasks to be completed by each program assistant. They will also monitor and provide formative feedback regarding the staff member’s completion of the work assignments and contribution to a professional work environment. The Chair will submit annual staff appraisals with input from the respective Program Director.

Department Office Hours
The Department Offices will be open according to the following schedule:
  Monday – Thursday  8:00 AM to 6:00 PM
  Friday  9:00 AM to 5:00 PM
Schedule changes will be circulated for planning purposes.

Department Staff
The following staff will have primary clerical responsibilities as follows:
  **Assistant to the Department Chair** – Anthony Previte
  **Assistant to the Counselor Education Program** – Beverly Sughrue
  **Assistant to the School Psychology Program** – Audrey Czwalga
  **Assistant to the Special Education Program** – Lisa Chir

Assistant to Department Chair is responsible for:
  • Assisting the Department Chair in budget and office matters
  • Serves as the Office Manager (e.g., scheduling office hours, office functions)
  • Processing SESs and Part-time faculty midterm teacher evaluations
  • Posting office hours for department faculty each semester
  • Processing contracts for part-time faculty and graduate assistants
  • Generating Tuition Remission list of GAs for Financial Aid Director
  • Maintaining records for and balancing the Department procurement card
  • Signing the timesheets of the GAs and student aide and monitoring their assignments
  • Ordering general office supplies, forms and printer cartridges for the department
• Maintaining records of faculty conference and vacation days, and weekly Who’s In & Who’s Out
• Maintaining records of department faculty and staff professional development funds and expenditures
• Printing rosters and typing up Credit Hours Taught by professor for Summer, Fall and Spring Semesters
• Recording and typing minutes for the Department Faculty meetings
• Co-chairing Department Staff meetings
• Attending Staff Council meetings
• Attending Budget Manager meetings at the University

The Graduate Assistants in the Department Office are responsible for:
• Ordering textbooks and desk copies of textbooks for faculty
• Collecting, cataloging and maintaining the course syllabi for each faculty member
• Printing requests
• Typing University business forms
• Collecting, cataloging and maintaining class and office hours for each faculty member
• Maintaining the inventory for printer cartridges and ordering new cartridges as needed
• Preparing service requisitions and work requests through Maximo
• Maintaining students’ files and databases through JED and Blackboard
• Updating files on Einstein for department and programs
• Cataloging and maintaining video camera, playback equipment and digital camera
• Making travel reservations using the procurement card
• Notifying the Parking Office for guest parking
• Reserving rooms for meetings
• Attending Department Staff meetings
• Additional clerical tasks as needed

Assistant to Counselor Education Program Directors is responsible for:
• Assisting the Counselor Education Doctoral and Master’s Program Director in all program matters including budget planning and monitoring
• Maintaining records of faculty professional development funds and expenditures for the Counselor Education program
• Assisting Program Director(s) in preparation for PDE and CACREP accreditation and input of data in JED
• Recording and typing minutes for master’s and doctoral program meetings and advisory council meetings
• Maintaining records of all professional development funds (e.g., ExCES students, program faculty)
• Video camera, playback equipment and the digital camera
• Clerical support to student organization (Chi Sigma Iota and Counselor Education Research Network Association; CERNA).
• Maintaining records of CEU’s awarded by the Program for NBCC
• Preparation of all program handbooks
• Maintaining records for student practica and internships and processing stipends
• Attending Department Staff meetings
• Attending Staff Council meetings

Assistant to School Psychology Program Director is responsible for:
• Assisting the School Psychology Program Director with all program and budget matters (e.g., helping maintain the website, oversee prospective student application process, and annual student evaluation process)
• Maintaining records for and balancing School Psychology program procurement card
• Maintaining records of faculty professional development funds and expenditures for the School Psychology program
• Overseeing book orders for the School Psychology Program faculty
• Recording and typing minutes for program meetings
• Manual preparation and data input in JED
• Assisting Program Director in preparation for NASP approval and APA accreditations
• Maintaining a log for testing kit check out and maintaining test kit protocols for student field experiences
• Preparation of program handbook
• Purchasing specific to the program or faculty member (e.g., professional development)
• Attending Department Staff meetings
• Attending Staff Council meetings

Assistant to Special Education Program Director is responsible for:
• Assisting the Special Education Program Director with all program and budget matters
• Maintaining records of faculty professional development funds and expenditures for the Special Education Program
• Overseeing book orders for the Special Education Program faculty
• Recording and typing minutes for program meetings
• Manual preparation and data input in JED
• Assisting Program Director in preparation for CEC and PDE program approval
• Maintaining log for testing kits, protocols for student coursework, practica and internship
• Preparation of program handbook
• Purchasing specific to the program or faculty members (e.g., professional development)
• Attending Department Staff meetings
• Attending Staff Council meetings
**Staff Overtime**
Staff contracts are based on hourly salaries. Additional work beyond the 35-hour workweek will be compensated at overtime straight (36-40 hours) and overtime 1.5 (over 40 hours). Approval of overload payment is in consultation with the department chair prior to accepting such duties.

**Staff Vacation / Sick Days**
Staff have vacation and sick days accrued according to their years of service. Staff should also file a Vacation/Conference log with the Department Chair at least one week prior to the date requested.

**Graduate Assistants – Graduate Students**
It is anticipated that each program will assign a graduate student as a Graduate Assistant to work at least 10 hours in the department office (109 Canevin Hall). Scheduling hours, verifying hours, and assigning duties is primarily the responsibility of the Department Office Assistant in the role of Office Manager. As determined by each program director, the remaining 10 hours per week may be assigned to program tasks or alternative location. Note that at the time of this writing, program and department tasks are undertaken by GAs and program assistant(s). This schedule is intended to provide support to the department staff and the overall functioning of the Department. The priority for the work of the Graduate Assistants during their office work hours is: a) department tasks, b) program tasks, and c) professional development / coursework. Graduate Assistants must work all of their hours during the dates designated in their contracts. Hours charged after graduation in May can not be paid.

For 2016-2017 there will be three department graduate assistants, one from each program.

**Doctoral Graduate Assistants**
Doctoral students primarily provide service for their respective program. The Counselor Education program director, or designee, will serve as supervisor of the Counselor Education doctoral graduate assistants. These Doctoral GA’s are located in G4A of Canevin Hall.

The school psychology program director, or designee, will supervise the School Psychology doctoral graduate assistants. School Psychology Program students are housed in G8 and G12GX.

The special education program director, or designee, will supervise the Special Education doctoral graduate assistants. The graduate Assistants will be located in G8B.

**Student Aide**
When a student aide is available, that person will serve in the Department office to assist the clerical staff. The Office Manager monitors the schedule and assignments. Any faculty or staff may request assistance from the student aide; requests should be coordinated through the Office Manager.
Supplies
There are some general office supplies available in the cabinet in the department office. However, each program ensures that their faculty members have adequate office supplies as determined in their planning for the year. If a faculty member needs office supplies that are not typically available, please check with the program assistant first and the request will be channeled to the appropriate person. In the case of printer cartridges, all faculty will provide the model number of your office printer to the office GAs as they will coordinate the ordering of the printer cartridges. An inventory slip must be completed when faculty take a cartridge in order to facilitate replacing cartridges in our supply. If you take the last office supply item from the cabinet, please notify the office staff, your program assistant or department office manager so that the supplies may be replenished and available for the next individual. Department GAs will be responsible for maintaining the printer cartridge inventory and ordering cartridges as needed.

II. DCPSE LEADERSHIP
Department Chair Responsibilities and Appointment (from Faculty Handbook)

1. Duties. A Division or Department is administered by a Chairperson or Department Head. Through that person the Division or Department advises the Dean regarding recruitment, advancement and dismissal of staff members, curricular modifications and other academic matters, interdepartmental regulations, scheduling of courses, the management of physical facilities and purchase of equipment, library acquisitions, qualifications of students, academic advisement, and development of academically-related societies. The Division Head or Department Chairperson is responsible for the budget insofar as special allocation breakdowns are made.

Chairpersons or Heads of Divisions preside at meetings of the Division or Department. They are responsible for advising and informing the Faculty on matters of University, Division or Department interest and actively obtaining the consensus of members of the Division or Department in formulating policies and practices relating to the particular Division or Department. They present the consensus of the Division or Department in official communications and shall serve as a medium of communication with the administrative staff and students.

Chairpersons or Heads of Divisions or Departments shall be responsible for the quality of the instructional program. They shall have general oversight of the work of students in their Divisions and Departments.

2. Appointment and Reappointment. Chairpersons or Heads of Divisions or Departments are appointed by the President upon the recommendation of the full-time faculty of that Division or Department, following an established procedure written and published by that faculty, together with the approval of the respective Dean and the Vice President for Academic Affairs. The term of
appointment shall not exceed three years, subject to removal by the President during that period in case of failure to perform responsibilities of the office. The incumbent Chairperson or Head of a Division or Department may be a candidate for reappointment following an established procedure chosen by that faculty, together with the approval of the respective Dean and Vice President for Academic Affairs.

DCPSE Chair Nomination and Recommendation Procedures (Approved September 21, 2006)

The following procedures for nominating and recommending a person to become Chair of the Department of Counseling, Psychology and Special Education are consistent with the University Statutes (Statute III, Section C, paragraph 3) and the Faculty Handbook (IIIA.4).

The Chair of the Department of Counseling, Psychology and Special Education is appointed by, and serves at the discretion of, the University President. The appointment will usually carry the recommendation of the Dean of the School of Education and the full-time faculty of the Department. The term of appointment shall not exceed three years, subject to removal by the President in case of failure to perform the responsibilities of the office. The incumbent chairperson may be a candidate for reappointment.

1. At the October Department Meeting in the year prior to the appointment of the Department Chair, the full-time Department faculty will elect one person from each program to serve as the Department Chair Nominating Committee. The Committee will establish a schedule to ensure that the following procedures are implemented in a timely fashion in order to meet the Dean’s deadline to receive the faculty’s recommendation for the position.

2. The Committee will survey, via an e-mailed nomination form (e.g., through SurveyMonkey or other online system), all full-time faculty members in the Department in order to elicit all nominees for the position of Department Chair. Eligible faculty members may self-nominate or they may nominate any other full-time faculty member in the Department. These e-mailed and anonymous nominations will be submitted to a designated staff in the Dean’s Office.

3. The Committee will collect the nomination forms and make personal contact with each nominee to ascertain their willingness to continue in the selection process. Those wishing to continue will be invited to make a brief campaign presentation at an ensuing Department meeting.

4. The names of all nominees agreeing to continue will be placed on a ballot that will be sent electronically (e.g., through SurveyMonkey or similar online system) to all full-time faculty members in the Department. The ballots will request the selection of one candidate. The Committee will tally the votes.
5. At least two of the three Nominating Committee Members will be present to tally the votes. The candidate who garners 51% of the votes cast will be declared the nominee from the Department faculty. If no candidate captures the required 51%, the Committee will conduct subsequent elections as needed to produce a nominee. The same procedures as described for the original election will be used except that the ballot will contain only the nominees with the two highest vote totals in the first election. If there is only one candidate for the position, the Committee will tally the votes.

6. After the votes have been counted, the Department Chair Nominating Committee will notify the DCPSE Faculty of the rank ordering of the candidates being sent to the Dean. The results reported to the Dean shall include the nominees, vote count for each nominee, total votes cast, percentage of votes garnered by each candidate, and a roster of faculty members who voted. Based on this information, the Dean will convey his/her recommendation for appointment of a Department Chair to the Provost and President. The President will make the final determination of the appointment of the Department Chair. The Dean will announce the appointment of the Department Chair to the Department Faculty in a timely manner. (Revision to item 6 Approved by DCPSE Faculty, March 26, 2009; Approved by Dean Welch, April 8, 2009 via email)

**Selection and Appointment of Program Directors**

The Department Chair recommends Program Directors for appointment by the Dean of the School of Education. The period of appointment is two years. The DCPSE has adopted the following process for selecting Program Directors:

A. Identify all department faculty who are interested in serving as program director in a respective program. Individuals may self-nominate or be nominated by another faculty member within the program. The nomination may be sent by letter or email. Faculty who are nominated will be asked if they chose to be considered for the position. A list of interested parties will be generated.

B. Letters of support for the nominees will be requested from the faculty in the respective program. Faculty may also choose to have a meeting with the chair to discuss their support for a nominee.

C. Chair transmits recommendations for program directors to the Dean.

D. Dean appoints Program Directors for a two-year period.

**Roles and Responsibilities of Program Directors**

Program Directors will be responsible for duties as assigned by the Department Chair to include, but not be limited to, providing leadership for their respective program. The directors will also serve on the department leadership team to assist the Department Chair.
regarding decisions and fiscal requests. The responsibilities of Program Directors include but are not limited to:

1. make recommendations to the Department Chair around the resources for their program (both human and financial)
2. recommend instructional load schedules
3. provide leadership in students’ advisement and supervisory services
4. preparation for regional and national accreditation, and for restructuring the School’s programs and services.
5. identify, coordinate, and monitor the activities of full and part-time program faculty
6. identify new part-time faculty who must have the mid-term SES administered and provide formative feedback to those individuals
7. in consultation with the Chair, mentor tenure-track faculty in the areas of teaching, scholarship and service
8. review faculty annual reports, give feedback when requested and make recommendations for salary increases
9. make recommendations for appropriate budget allocations
10. develop and submit class schedules each semester; recommending addition/deletion of course sections
11. submit catalog and program webpage revisions
12. implement, review and revise the policies and procedures of the DCPSE Handbook in cooperation with the Chair
13. maintain program handbooks and program documents including syllabi for the program
14. serve as a level of appeal prior to the Chair in the program’s Student Appeal Process
15. identify and monitor site supervisors
16. respond to any request made by the administration that has implications for the program
17. chair regularly scheduled program faculty meetings and distribute the notes/minutes from those meeting to the Chair
18. Program Directors will sign all program communications and applications for state certification; Chair will sign candidacy admission letters and letters dismissing students for all programs.
19. actively participating in the School of Education’s Leading Teacher Program
20. Note: program directors maintain their faculty role (e.g., teaching, research and service) separately from their administrative role

Lines of Communication and Authorization for Department Chair and Program Directors

The Program Directors and Department Chair will communicate in the following ways:

1. Engage in information sharing and problem-solving in regularly scheduled department leadership team meetings to facilitate effective leadership within the three programs and the department.
2. Implement a “heads-up” courtesy to apprise each other of potential issues needing timely attention.
3. Engage in individual meetings with the chair regarding issues specific to a program, its students or faculty.

4. Engage in a consensus-building model with the programs and the department leadership team to facilitate communication and relevant input from all stakeholders.

5. Inform the Chair of issues from individual programs or the department that should be discussed at the Chair’s / Administrative Council meetings.

6. Chair will share information from the Executive Council meetings with the Program Directors and the department faculty and staff.

7. All discussions and deliberations of the Department Leadership Team will be held confidential unless otherwise indicated and will be conducted in an atmosphere of collegiality and trust.

Decision-Making Process
Program Directors and the Department Chair will engage in a decision-making process that recognizes the importance of open communication and discussion of all issues. Further, we recognize the need for relevant input from the department faculty on issues deemed to have implications for the well being of the programs and faculty. The Chair will have responsibility for making day-to-day managerial decisions and will consult with faculty and staff as deemed necessary.

All proposals from a program will have been deliberated upon by the respective program faculty and will have the support of the majority of faculty in that program. Program Directors will oversee this process and then bring the proposal to the Department Leadership Team. If needed, the proposal will be placed on the DCPSE meeting agenda and will be presented for information and/or support from the department faculty. The department has adopted a two-read process for proposals, that is, the proposal is brought to a department meeting for review and discussion and is then voted on at the next department meeting or a vote may be requested by email if no meeting is planned in the near future. If needed, the proposal will be directed to the appropriate channels in the School of Education or university (e.g., Administrative Council, Academic Council).

Program Directors
For the 2016-2017 year, the Program directors are:

<table>
<thead>
<tr>
<th>Program</th>
<th>Director</th>
<th>Term of Appointment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor Education</td>
<td>Dr. Kolbert</td>
<td>July 2014 - June 2016</td>
</tr>
<tr>
<td>School Psychology</td>
<td>Dr. Schmitt</td>
<td>July 2014 - June 2016</td>
</tr>
<tr>
<td>Special Education</td>
<td>Dr. Chitiyo</td>
<td>July 2013 - June 2016</td>
</tr>
</tbody>
</table>

As determined by the Department Chair, program directors will have faculty facilitators to assist them with their duties. Facilitator roles and responsibilities are submitted for approval each academic year; based upon program needs and budgetary constraints facilitators will be assigned to programs.

Evaluation of DCPSE Leadership
On an annual basis, faculty will be invited to provide formative feedback regarding the performance of the Chair and Program Director(s) for their respective program. Following is a description of the survey questions, the process for submission of the surveys and the manner in which survey results are reviewed.

**Department Chair:**
A. Procedure for Submission of Survey: Complete the evaluation form and submit it to designated staff in the Dean’s office 107 Canevin. If you prefer to keep your responses anonymous, place your completed survey in a blank envelope and place that envelope in a second and sign your name across the seal.

B. Survey Questions: Please describe the performance of the Chair in terms of commendations and recommendations in the following areas:

1. Administrative Matters
2. Professional and Ethical Qualities
3. Maintaining the academic integrity of the program in regard to:
   - Leadership
   - Mentoring / Working with Faculty
   - Other (Use other side of page)

C. Process for Reviewing Results: The Dean will review the survey responses and forward the information to the Chair. The Chair will then determine an appropriate plan of action in consultation with the Program Directors and the Dean.

**Program Directors:**
A. Procedure for Submission of Survey: Complete the evaluation form and submit it to designated staff in the Dean’s office in 107 Canevin. If you prefer to keep your responses anonymous, place your completed survey in a blank envelope and place that envelope in a second and sign your name across the seal.

B. Survey Questions: Please describe the performance of the Program Director for your respective program in terms of commendations and recommendations in the following areas:

Name of Program Director: _______________________
1. Administrative Matters
2. Professional and Ethical Qualities
3. Maintaining the academic integrity of the program in regard to:
   - Leadership
   - Curriculum Development / Review / Revision
   - Accreditation
   - Other
C. Process for Reviewing Results: The Department Chair will review the responses for all program directors. Each director will then be given the surveys for review and will determine an appropriate plan of action in consultation with the Chair.

III. GENERAL INFORMATION FOR DEPARTMENT FACULTY

Faculty Responsibilities (DU Faculty Handbook)

General Professional Responsibilities: It is assumed that faculty members will act in accordance with the accepted ethical norms appropriate to their profession (e.g., in the complete and accurate reporting of data or documentation of sources, in the fair treatment of students, colleagues, and other members of the University community). Furthermore, faculty are expected to meet Teaching, Scholarship, and Service responsibilities as described in the Promotion and Tenure section of the Handbook, the SOE policies and procedures manuals as well as the faculty handbook.

Specific University Responsibilities: Individual members of the faculty, by contracting for employment with the University in annual letters of agreement, shall be deemed to agree to pursue and uphold the purpose of the University as stated in the Second Article of the Charter and to comply with the University's Bylaws and Statutes. The faculty shall engage in instruction, research and University service, for which appropriate compensation and other employment benefits shall be granted in accordance with University policies and procedures approved by the Board of Directors, published in the current Faculty Handbook and incorporated in annual letters of agreement entered into between the University and the faculty member. In the event there is a conflict between the terms of a faculty member's letter of agreement and the Faculty Handbook, the letter of agreement shall control so long as it has been reviewed and approved by the Provost/Vice President for Academic Affairs. The Executive Resolutions shall control in any conflict between and among any rules of policy or procedures. (Executive Resolution IV.)

Faculty members are assigned to teach such classes as delegated to them by their departmental chairperson and/or Dean or director, according to the terms of their agreement. The normal instructional load consists of 12 hours per week or 24 credit hours or equivalent per academic year with no more than three different course preparations per semester.

Faculty members include in their services, in addition to their responsibility for preparing and teaching classes, the advisement and guidance of students, the preparation of examinations and correction of examination papers, the submission of grades, proctoring, and the preparation and review of course syllabi. Wherever applicable, faculty members supervise laboratories, read term and research papers, and direct theses and dissertations. They are called upon for service on academic committees and to participate in or direct University and/or student activities.
Full-time faculty members are obliged to attend faculty meetings of their departments and college/schools, Honors Day, Commencement Exercises, and academic convocations. Faculty members in the roles of academic advisors are expected to be available for counseling advisees and students in their classes during posted office hours, which are scheduled so as to reasonably meet the needs of students.

**DCPSE Faculty Teaching Loads**
The following “Instructional Load Policy” dated Sept. 2, 2008 is excerpted from the School of Education Policy and Procedures Manual:

The faculty agree that since most faculty teach both undergraduate and graduate courses the differential weighting of instructional load for graduate courses should be applied to all faculty. Thus, from a university normal instructional load of 24 credits for faculty on 12-month contracts, the instructional minimum for the School of Education is the graduate equivalent of 21 credits.

Full time faculty **not** engaged in significant levels of scholarship will have a yearly commitment of credits determined by the department chair with a **yearly minimum of 21 credits** (3-2-2 teaching load*) of credit generating teaching activities with a yearly minimum of 18 credits of classroom teaching as defined by state certification and national accreditation standards.

Full time faculty members engaged in a significant level of scholarship endeavors of the School of Education as defined by the Tenure and Promotion guidelines in the Faculty Handbook should have sufficient time to conduct those activities over and above a yearly commitment of credits determined by the department chair with a yearly minimum of 18 credits (3-2-1 teaching load*) of credit generating teaching activities with a yearly minimum of 15 credits of classroom teaching as defined by state certification and national accreditation standards to which programs in the School of Education must respond. The 18 credit maximum functionally gives faculty 3 credit hours of time to focus on scholarship.

Activities that generate credits earned and are to be counted in addition to organized classroom teaching toward the yearly commitment are defined as follows:

- Internship Supervision: Supervision of 3 students for one year counts toward 1 credit per year to a maximum of 2 credits per year.
- Practicum/Field Experience Supervision: If the practicum/field experience is not linked to an existing class, supervision of 6 students counts toward 1 credit to a maximum of 2 credits per year.
- Dissertation: Chairs of dissertations committees earn .5 credits per committee up to a maximum of 2 credits per year. Committee members of dissertations earn 1 credit for 4 or more students for a maximum of 1 credit per year.

Faculty are expected to engage in service activities to a magnitude appropriate to their rank at the discretion of the Department Chair. Evidence of scholarship and service workload are provided in the out-of-classroom survey conducted annually as part of the
Delaware Study.

It should be noted that any decisions regarding faculty loads in teaching and scholarship must conform to the standards for the respective programs that have been set by the related School of Education’s 19 national accrediting bodies, (i.e., CAEP- Council for the Accreditation of Educator Preparation; PDE-PA Department of Education; APA-American Psychological Association (School Psychology); CACREP-Council for the Accreditation of Counseling and Related Educational Programs; CEC-Council for Exceptional Children; NASP-National Association of School Psychologists).

Consistent with accreditation standards, Program Directors may receive 3 credits of course release toward their respective teaching load each contract year for serving in those positions.

Teaching Evaluation Requirements (from Faculty Handbook)

- Frequency of Teaching Evaluation by Students (i.e., SES):

  Non-tenured (tenure track) faculty must be evaluated by their students (i.e., SES) in all courses each semester.

  Tenured faculty are evaluated by students (i.e., SES) in at least one course each semester. The course to be evaluated is selected by mutual agreement of the faculty member and the Chairperson or Dean. This insures that the full range of courses taught by a faculty member will be evaluated. Tenured faculty may also request more frequent evaluations to document teaching excellence when seeking promotion or merit pay, or to obtain feedback for the purpose of course development.

  Adjunct Faculty must be evaluated by students (i.e., SES) in all courses taught each semester.

- Frequency of Peer Evaluation:

  1. Pre-tenure, Tenure track faculty are required to receive at least one peer review (two visits per evaluation) every academic year with a minimum of five evaluations prior to the tenure review. [Tenure track faculty applying early for tenure as a result of prior teaching experience are required to have a minimum of four evaluations prior to the tenure review.]

  2. Non-tenure track faculty are required to receive at least one peer review (two visits per evaluation) each academic year.

  3. Tenured faculty who are anticipating applying for promotion to professor should have at least five peer evaluations after promotion to associate professor.

    a. For faculty teaching on-line courses
      i. “Visit” to an online class should not be defined as a specific calendar day but should reflect the instructor’s definition of a class
session and consider the interaction that occurs between the instructor and the class of students and the instructor and individual students during the online class session.

ii. the reviewer “visit the course” twice during a term

4. For faculty teaching clinical practicum:
   a. For third year review the faculty member should have been evaluated by at least two different peer reviewers (1/year).
   b. For tenure review the faculty member should have been evaluated by at least four different peer reviewers (1/year).
   c. Non-tenure track and adjunct faculty should be evaluated yearly.
   d. The reviewer visits twice. Both visits are to be announced.

*Faculty should consult the Faculty Handbook for updates to peer review requirements.

**Overload for Faculty**
Because full-time faculty members are employed on 12 month professional contracts, overload work can only be compensated when it has been determined that the work is beyond normal professional expectations. Approval of overload payment should occur in consultation with the program director and department chair prior to accepting such duties.

**Course Release Requests**
Course releases are only available when supported by external or internal funding. The release should be discussed with the program director and the DCPSE Chair to determine the impact of a release on the respective faculty member’s teaching load and the program faculty. The SoE has a policy regarding funding a faculty course release up to 20% of a faculty time / salary. Faculty interested in a course release should complete the SoE internal transmittal form.

**Faculty Office Hours**
During fall, spring and summer teaching sessions, full time faculty should schedule at least 6 office hours per week over a three-day period. These hours should be scheduled to best accommodate the needs of students in their classes.

During non-teaching periods, full time faculty should schedule at least 6 office hours per week over a three-day period. These hours should be scheduled in order to accommodate University/Department/Program meeting schedules.

The Department Office Hours and the Full Time Faculty Office hours should be maintained on a regular basis in order to facilitate availability of staff and faculty, scheduling meetings and for informing students of when faculty and staff will be available. Requests for office hours will be sent out at the beginning of each semester and office hours will be collected and posted on each faculty member’s door by the department GAs.
University Policy on Outside Activities for Faculty (from DU Faculty Handbook)

Faculty members are expected to devote their full time and energies to their teaching responsibilities, scholarly and professional pursuits, and service to the University. During the term of appointment, a member of the Faculty shall not engage in any activity which encroaches upon any of these obligations to the University. In the case of full-time faculty members, the annual written consent of the appropriate Dean, Director or Chairperson is required for accepting outside employment of any kind or for engaging in consulting activities that could occupy more than an average of one day per week. This consent shall be given only after careful consideration of the consulting activities or proposed employment to the faculty member’s teaching and scholarship, and with appropriate regard to the amount of time required, its effect upon teaching duties, and the possibility of conflict with the dignity expected of a person of professional standing.

Faculty Vacation Days

Vacation days should be requested at least one week prior to the scheduled vacation time using the Faculty Vacation Request Log. Full Time faculty have 22 vacation days in the fiscal year (note that faculty do not have sick days). The guideline for what constitutes a vacation day is any day that you are not available for a required activity scheduled by a University administrator or program director (e.g., the inability to participate in a scheduled program meeting constitutes a vacation day). Only under extreme situations should vacation days be used when you are scheduled to teach. The Department Chair approves of vacation requests and Department Assistant maintains the logs. This information is distributed on the department’s Who’s In and Out email each week.

Faculty Conference Travel

The Faculty Conference Log should be submitted at least one week prior to attending a meeting for professional purposes. Attending conferences, serving on accreditation teams, making a presentation or other professional responsibilities do not accrue as vacation time. Forms should be filed with the Department Chair as soon as you know you will be unavailable for the normal business of the University. These travel dates will be distributed on the department’s Who’s In and Out email weekly.

Professional Development Funds

Each full time faculty member is allocated $1,000.00 for the fiscal year to be used for professional development. These funds are not transferable to other faculty or staff members nor do they accrue year to year.

Each full time clerical staff member is allocated $350.00 for the fiscal year to be used for professional development. These funds are not transferable to other staff or faculty members nor do they accrue year to year.

Professional development funds may be used for conference expenses, professional organization membership or for purchasing materials to support teaching or research. Faculty should consult with the Department Chair regarding the use of these funds prior
to spending. Reimbursement requests must be filed within 30 days after a conference/meeting etc. See University policy on Travel Advances. Professional Development Funds must be spent by May 15 of the fiscal year or earlier if determined by the Chair.

Faculty may use professional development funds to pay for professional membership dues. The Department or program may pay for faculty professional membership dues for the advisors of student organizations and memberships required for accreditation. Currently, dues payments are approved for: One membership in AAMFT (CACREP requires having a membership to achieve accreditation of the Marriage and Family Counseling program); advisor for the Student Council for Exceptional Children (SCEC); advisor for Student Affiliates of School Psychology (SASP) and advisor for Chi Sigma Iota.

**Travel Arrangements**

Program Assistants will assist faculty in making travel arrangements that involve use of a procurement card. Costs of conference registrations, flights and hotel reservations may be charged to the appropriate procurement card. Please contact your Program Assistant for specific details on the process.

If you would like more specific information on University policies, please visit [www.travel.duq.edu](http://www.travel.duq.edu) for information on Travel Policy, Air Travel, Automotive Travel, Hotels and Accommodations, Traveler’s Information and News. The University also recommends using Carlson Wagonlit Travel Agency (412) 264-8010, Rick Strong, rick_strong2001@yahoo.com or AAA at 412-361-8400. They can handle all of your travel needs.

**Program/Department Development**

Faculty or staff may be requested by the department chair or their program director to participate in training or activities that support the improvement or development of the Department or the program (e.g., training for preparing accreditation reports). Faculty involved in this type of travel should determine the availability of funds to cover the costs incurred prior to travel.

**Employee Assistance Program**

Employees of Duquesne University may request support from the Employee Assistance Program. The provider is Lytle Behavioral Health and may be contacted at their website: [http://www.lytleap.com](http://www.lytleap.com). Or call 1-800-EAP-7272.

Employees can now access information regarding the EAP on the Employee page by using EAP as the log on ID and employee as the password. Supervisors can access information relevant to them on the Employer page by using EAP as the log on ID and coaching as the password.

Please note that for those supervisors and employees who are interested in contacting the EAP via email, that can now be done by logging into the website. A consultant from
Lytle Behavioral Health will return calls to any employee or supervisor that contacts them via email and answer any questions as well as schedule appointments.

DCPSE Mentoring System (Approved by DCSPE Faculty January 22, 2004)

### Mentoring for Tenure Track Faculty

Mentoring often occurs informally. It can cover wide-ranging topics and one who mentors in one situation may seek to be mentored in another. Informal mentoring relationships, developed with mutual consent of those seeking and giving advice, are to be encouraged. The guidelines in this section are meant neither to replace nor to discourage the development of informal mentoring relationships. Rather, the guidelines focus on formal mentoring procedures to support colleagues who are building cases for tenure.

In the context of supporting colleagues who are seeking tenure, mentoring should provide formative assessments that not only provide feedback helpful to building a case for tenure, but that support colleagues as they seek to apply their professional skills and pursue their professional passions within several communities of practice. Communities that include their academic discipline, with which they are already somewhat familiar, but also their new university, school, department, and program. Mentoring support includes helping new colleagues understand and negotiate the “T&P Process” so that they do not simply succeed, but thrive.

**Formative evaluations should take place annually for those progressing toward tenure. The procedural guidelines below are suggested as ways to facilitate such formative evaluations.**

### First-Year Mentoring Committee

Within the first three months of a new faculty member’s appointment to the tenure track in the SoE, the new faculty member will be assigned a three-member Mentoring Committee. This committee, selected by the Department Chair in consultation with the new faculty member, will be chaired by a member of the individual’s Department and will include at least one faculty member from another Department in the SoE. The Mentoring Committee will meet with the new faculty member and provide advice and guidance in beginning their academic career at Duquesne University. The Committee will discuss procedures and timetables for third year review and for promotion and tenure; in addition, they will provide advice on strategies for effectively distributing one’s time and efforts among teaching, research, and service during the first year. This committee will also be responsible for conducting peer evaluations of the new faculty member’s teaching during the first and second semesters. The 3-member mentoring committee will be dissolved at the end of the first year after providing a written, formative report to the Department Chair on the new faculty’s progress toward Third Year Review.
Formative Feedback after the First Year

At the end of each academic year, faculty progressing toward tenure will have the opportunity to solicit formative feedback from tenured colleagues. During the course of the annual performance appraisal, the candidate and the Department Chair may decide to invite tenured colleagues to review formatively the candidate’s progress toward tenure.

Such a formative review may take place in a number of ways. One possibility is to arrange a meeting so that the candidate can discuss his or her progress with colleagues who accept an invitation. If such a meeting is arranged, it is suggested that the candidate provide colleagues with at least an updated vita to serve as the basis for the formative discussion at the meeting. Whether a meeting is held or not, candidates for tenure are advised to update their vita as they complete their annual reports and, at the same time, organize materials according to the sections of the “main packet” and the “supplemental packet” of their application portfolio.

Process for Annual Mentoring Committee Review:

1. The first-year mentoring committee will expire at the end of the candidate’s first year of appointment.
2. The candidate, in consultation with the Chair, will form a mentoring review committee that may include the DCPSE Chair, DCPSE representatives to the School T&P Committee, the respective Program Director and any other member(s) as requested by the candidate.
3. With the guidance of the mentoring committee, the candidate will provide the committee members with a self-assessment of his/her work using the third-year review, tenure and promotion guidelines for teaching, scholarship, and service as benchmarks. This assessment will serve as the vehicle for discussion with the committee.
4. The committee will provide formative feedback to the candidate regarding his/her progress toward meeting criteria in the areas of teaching, scholarship and service for third-year review, tenure and promotion in rank. It is understood that this formative feedback is offered as advice to the candidate and is not binding in any manner. The purpose of the mentoring process is to assist the candidate and it is the candidate’s choice as to how to respond to the feedback. However, the feedback should not be considered during the tenure and promotion proceedings. Any recommendations from the committee that involve the allocation or reallocation of teaching load or resources will be advisory to the Department Chair and respective Program Director.
5. The candidate and respective mentoring committee will jointly decide on the format for committee feedback to the candidate. This feedback is for the candidate’s use only and is not to be included in any records or documents related to the third year review, tenure and promotion folio.
6. Candidates must participate in the annual review process through third-year review. After successful third-year review, the candidate may elect to participate in the annual mentoring review process and will request that the DCPSE chair include them on the mentoring review committee schedule.
7. In addition to the annual mentoring review process, candidates are encouraged to seek mentoring from persons internal or external to Duquesne University as well as with the DCPSE Chair and Program Director.

8. Following participation in the annual mentoring review process, both the mentoring committee members and candidates will be asked to provide feedback on their impressions of the effectiveness of the process and to make suggestions for changes if needed.

IV. PROCEDURES AND SUPPORT FOR TEACHING

Syllabi
A copy of every course syllabus should be submitted electronically by all faculty (full and part-time) to the department office - DCPSE@duq.edu (this may be coordinated with the help of the program, assistants) at the beginning of every semester; program assistants may want to also have a copy – this should be determined annually. Requests for syllabi will be sent out via email at the beginning of each semester. We are required to maintain copies of all syllabi for possible future reference and for accreditation purposes. There is a seven year limit on the number of years that syllabi need to be maintained. Program Directors are responsible for reviewing program course syllabi to determine if all elements required by the School, Department, program and accreditation standards are included. Syllabi should also reflect the School of Education Credit Hour Policy as follows:

The University policy on the definition of a credit hour is implied in the Schedule of Classes on the calendar page. Because the School of Education requires more clarity to determine if proposed classes meet credit hour standards, the following guideline for the meaning of a credit hour will be applied.

One credit hour of academic credit usually consists of 150 minutes of work per week for a semester of not less than 15 weeks. For traditional lecture courses the 150 minutes of work per week include 50 contact minutes of instruction (i.e., one-third of the time in class) and 100 minutes of preparation (i.e., two-thirds in preparation for class contact). For lab credits, the breakdown is typically two-thirds in class and one-third in preparation for class. Thus, for a 3 credit course in a 15 week semester, in class meetings are 2250 contact hours with an additional 4500 in preparation. The basic measure may be adjusted proportionally to reflect modified academic calendars and formats of study.

When students are registered for on-line learning, independent study, or dissertation credits, the appropriate number of credit hours will be determined using the same method. Each credit hour corresponds to at least 150 minutes of weekly effort (50 minutes in contact and 100 minutes in preparation) by the student throughout the semester. When students are registered for seminars, field experiences, practica, student teaching, or internship, each credit hour corresponds to weekly effort as indicated by learning outcomes and accreditation standards.

When it becomes necessary to cancel a class, it is expected that the faculty member
provide a replacement learning experience that would result in a similar contact / effort ratio.

Class start and end times listed in the schedule of classes must reflect the above guidelines and include time for reasonable breaks, given the duration of a single class period, that is above and beyond the minimum scheduled class time.

**Teaching Schedules and Changes**
Faculty should inform the Department office and their respective Program Director if there are changes in their teaching schedule. This includes moving classrooms, changing times and/or meeting dates, or having a guest speaker. This will facilitate informing guests/students and other interested persons who are not sure where they should be when room changes are made.

Changes in class format (e.g., moving a substantive number of class experiences from in-person to on-line contact minutes) requires the course to be designated as a hybrid class. The program determines the need and appropriateness of for developing new or moving old classes into a hybrid format. Similar to all course changes, support via department review and ACC approval are required for hybrid courses.

All class sessions and final exams must be help in appropriate settings on campus. In the event of travel to professional conferences, faculty should confer with their respective program director regarding arrangements for teaching the class in their absence.

In the case of a faculty emergency and a class needs to be cancelled, faculty should maintain a class roster with names of the students in the class and telephone numbers in order to facilitate alerting these students to the schedule change. Faculty are asked to submit a Student Contact List at the beginning of each semester to the department office and to the respective Program Assistant. If staff must contact the students, this emergency information will be readily available to the staff and student assistants in the department office.

**University Emergency Procedures**
In the event of severe weather or emergency, the University may close or delay the start of classes and business operations may be delayed. This will be communicated through the following television stations, websites, and radio stations:

- Television stations - will also post a listing of delays and/or closings on their website:

- Radio stations: STAR 100.7, KDKA AM, B-94, Y108, KQV, DUQ

Duquesne University has established a new emergency information telephone hotline. When weather conditions or other emergencies cause a delay or cancellation of classes, or a 2-hour delay occurs, the University working day begins at 10:30 a.m. for all
employees not designated as emergency personnel. Updated information will be available on a recorded message at 412-396-1700 and on the Duquesne Daily Web site at www.dudaily.duq.edu.

**Printing**

Course materials should be prepared and distributed electronically when possible. Faculty are encouraged to use Blackboard and E-Reserve to distribute readings and course materials to students. Faculty may also have copied materials prepared by the university book store for student purchase. Any other ancillary materials required for course distribution may be printed. Materials for printing should be submitted to the program assistant at least one week before it is needed. The assistant will determine the most economical way to reproduce the material. The printing request form is available in the department office and should be completed and included with the materials.

Each faculty member has been assigned a copy card for use on the copy machine. This card is a courtesy and should be used for work-related copying that cannot be distributed electronically or printed in quantity through a requisition. In general, most course materials should be distributed electronically; if necessary other materials can be produced through a requisition to university printing to defray the overall printing costs to the department. In order to maintain proper oversight, the office copy card should not be used by the faculty or students unless copies are being made in direct support of the program and/or department.

**Incomplete (I) Grades**

**Graduate Studies “I” Grade Policy:** An application for an incomplete “I” grade may be submitted to the Dean’s office for approval for any course with the mutual agreement of the student and instructor. The Incomplete Grade Application is available on-line in the SoE Policy and Procedure Manual.

Students who are unable to complete course work may discuss with their instructor the possibility of receiving an "I" grade for the course. To be eligible for an “I” grade a student must be making reasonable progress in the course and in good standing. The Incomplete Grade Contract should be completed by the instructor delineating the circumstances for completing the I grade. This contract is signed by both the faculty member and the student and must be approved in writing by the Dean of the School of education. A copy should be filed in the student’s folder for at least one year after the grade is changed and the faculty member should maintain a copy.

Once the course work has been completed, the instructor completes a **Change of Grade Form**, available from the office of **Student and Academic Services (SAS)**. The instructor will submit the Change of Grade Form and the “I” Grade Application to the Dean’s Office for signature. The signed **Change of Grade Form** is sent to **Student Academic Services** for entry into the system. In graduate programs, if an “I” grade is not remediated within one year the “I” grade becomes a permanent “F” grade. For undergraduate students, the work must be completed by mid-term of the next semester or it changes.
automatically to an “F” grade. In Progress (IP) grades (designated for specific doctoral level courses such as dissertation, cognate, practicum, and internship) are changed to a permanent grade via the Change of Grade Form, available from the office of Student and Academic Services (SAS). All “I” grades must be remediated before a student is eligible to apply for graduation. Please see the School of Education Policy and Procedure Manual on the School of Education website for full details on grading policies.

Independent Study Forms
An Independent Study course is designed to address interests that are not part of the degree program of study. In order to register for an Independent Study course, the independent study forms should be completed prior to the semester in which the student intends to register for the course. Students must secure the approval of the faculty sponsor prior to registering for the independent study and the form must also be signed by the respective Program Director. It is important to have the information regarding the faculty sponsor on the form so that final grade rosters may be distributed. The form should be filed in the student’s folder. Forms are available in the department office.

Walking Early in Commencement
In order to graduate, a student must have passed all coursework and have met all financial obligations to the university. Extenuating circumstances may lead a student to request participation in a commencement ceremony prior to completion of graduation requirements. The following are the guidelines for “walking early” in commencement:

1. The student must complete the application and submit it to his/her advisor by October 15 for December commencement or March 1 for May commencement.
2. The student’s advisor will present the application to the program faculty for review.
3. The program director will forward the program faculty’s recommendation to the department chair.
4. The department chair will review the application, make a recommendation and then forward it to the dean for final approval.
5. The Dean will review the request, determine the appropriateness of the request and then provide that decision in writing to the Chair for distribution to the Program Director and Graduate Education Office.
6. The student will be informed of the final decision by the program director.
* Application forms are available in the Department Offices.

Guest Speakers/Guest Parking
If you plan to have a guest speaker, please inform the Department Office and the appropriate Program Assistant of the course, time, date and name of the guest speaker. This can facilitate escorting the speaker to the classroom etc. In order to insure parking for the guest speaker, you should provide the proper parking validation ticket for them to use; there are different validation tickets for daytime and evening/weekend parking. These are available from the Program Assistant. Inform the guest to park in the Forbes Garage. At times, it is possible to notify the parking office of a list of guest to allow them into the garage to be charged to the department or program; this requires prior approval and coordination with the parking office. This policy must be used when groups of guests...
are visiting the University and are not being given parking stickers. In this case, it is possible for the Parking Office to directly bill the department budget. However, this needs to be approved in advance of the meeting and in concert with the Program Director and Department Chair. As a practice, the DCPSE does not provide parking stickers for Adjunct Faculty.

Normally, guest speakers are not given stipends. Since faculty are being paid to teach, this would constitute paying twice to have someone teach the material. In special circumstances, payment of a stipend may be deemed appropriate (e.g., persons who have special needs and it is difficult for them to come without some financial support). This should be discussed in advance with the Department Chair to insure that funds are available. The faculty member who is directing a summer workshop will be informed of the amount when the budget is approved.

**Student Trips and University Liability**

If students in your department are contemplating a trip for academic reasons, or if a faculty member within your department is planning to require a trip as part of a course requirement, the faculty member must file the trip report with the Dean’s office staff. The Dean’s office will communicate the details of the trip with the Office of Risk Management, who will confirm the level of institutional liability that extends to that trip. Additional information may be requested from University General Counsel. This request does not include routine visits to schools and other field sites as required by our certification preparation programs.

**SCHOOL OF EDUCATION STUDENT TRIP REPORT**

Date of proposed trip:
Destination:
Faculty sponsor(s):
Course / Organization for which the trip is required:
Objective(s) of the trip:
Funding of the trip:

In regard to liability associated with required practica and internships for students in department programs, the University has a Certificate of Liability Insurance, renewable each year on July 1. This insurance covers students during their practica and internship placements. The form is available in the Department Office.

**Video Cameras/Video Playback/Digital Camera**

Video cameras are available from the program assistant upon request. If you need one, it should be reserved in advance. These cameras were purchased from funds to support a CACREP accreditation standard. Because of this, these cameras need to remain in the building and must be available for counseling practicum and counseling techniques classes. If one is available, faculty may request using a video camera off-campus. If you assign a camera to a student, it is the faculty member’s responsibility to insure that it is returned and properly maintained. If you have permission to take a video camera off campus, it may only be taken off campus for a period of three days. Weekend use may
be requested for faculty who are teaching Saturday classes at Duquesne. Video playback equipment is available from the program assistant as well. If a faculty member is returning the equipment after the Department Office is closed, keep it in your office until the next day.

A digital camera is available from the Counselor Education Program Assistant. If you need it, it should be reserved in advance. This camera is used at orientations and other on/off campus functions.

A projector for use with Power Point presentations is available in the Department Office. The form for signing out the projector is located in the Department Office. This projector is for use at conference presentations by faculty or graduate students only. The projector may also be reserved for use in dissertation defenses on campus. It is not intended for use for teaching or for consulting/private business of faculty.

Carry cases for posters are also available for faculty and students. Poster cases may be signed out in the Department Office on a first come, first served basis. A conference telephone is available for conference calls related to department business. Please see the Dean’s Office to sign out the phone.

Book Orders
Faculty are responsible for insuring that textbooks are ordered in a timely manner and available in the bookstore for the students in their classes. Book orders are processed on-line. Program assistants support faculty in completing the on-line form.

Library Orders
Library book orders are submitted to the Curriculum Librarian. These are received throughout the year.

V. STUDENT ADVISEMENT
The university uses the Banner system to support student registration for courses and to provide advisors with information regarding courses and advisees. Faculty and students may log on to Banner by going to www.dori.duq.edu and follow the directions for logging on with a multipass name and password. Students should follow the series of pull-down bars in the Self-Service area to locate the page for course registration, course schedules, and final grades. Faculty should follow the pull-down bars to locate course information, rosters, enter final grades or to locate information regarding their respective advisees.

Each program in the DCPSE has developed specific procedures for advisement. Faculty and students are responsible for adhering to those procedures.

If you experience problems with Banner, please contact:

HELP DESK: 412-396-4357
VI. REIMBURSEMENT PROCEDURES

Reimbursements
Reimbursements will be made for travel expenses and purchases of items that have been given prior approval to be purchased. Requests for reimbursement should also be filed even if the money was issued as a cash advance.

When using the procurement card for travel (flights, hotels, parking, meals, etc.), faculty must submit the ORIGINAL receipts along with the transaction log, detailing the transactions to Accounts Payable. This must be done within 30 days of the transaction posting on the procurement card. Copies of the transaction log and receipt should be maintained in the department/program office. Reimbursement funds are directly deposited for those faculty, staff, and students who use direct deposit for paychecks.

Travel Advance
The University policy on Cash Advances was published in September 2002. It reads as follows:

• Since the use of a university corporate card or other personal credit card is highly recommended, use of cash advances are highly discouraged and each cash advance will be limited. If an advance is necessary due to extenuating circumstances, it will be limited to a total of the standard domestic meal allowance per day plus $100 per trip.

• Supervisor’s approval or designee required for all employees requesting cash advances including senior management, deans, directors and department heads. An employee shall not approve his or her own request nor may any peer of the employee requesting the advance grant approval. In addition, any subordinate within the direct reporting structure of the employee requesting the advance may not grant approvals.

• Exceptions approved by Vice President or designee.

• Failures to comply taken up with appropriate Vice President.

• Additional cash advances will not be approved for any employee with an outstanding cash advance.

• Cash advances will not be issued more than ten (10) working days before the approved travel date.

• Revise cash advance form and place form on website to complete online.
• Revise and consolidate travel policies and procedures on website.

**Petty Cash Vouchers**
If faculty, staff or students have received approval to make a purchase and the cost is less than $100.00, the program assistant may process a Petty Cash Voucher. Reimbursements from Petty Cash must have an original receipt in order to be processed. This voucher may be taken to the university cashier in the Administration Building for an immediate cash reimbursement.

**Mileage**
You may request mileage reimbursement if you are traveling on University business. The reimbursement rate does change so please confirm the appropriate per mile cost at the time of the request. If you are accruing mileage for supervision, the request for reimbursement is filed in the department office. If you are requesting reimbursement for mileage to travel to a conference or teach off campus, file a Report of Business Expense form in the Department Office for the reimbursement. This is available in department offices or on-line at the Duquesne University Controller’s Office, Banner Financial Information, Banner Forms, and Report of Business Expenses.

**VII. Centers**
Center for Collaborative Supervision and Evaluation: Dr. Casile, Director
On-line Behavior Research and Education Center: Dr. Delmonico, Director

**VII. Program Accreditation or Approval**
ASPPB/National Register Joint Designation
American Psychological Association (APA)
Council for the Accreditation of Counseling and Related Educational Programs (CACREP)
Council for Exceptional Children (CEC)
National Association of School Psychologists (NASP)
National Council for Accreditation of Teacher Education (NCATE)
Pennsylvania Department of Education (PDE)

**Memberships**
Trainee of School Psychologists
CDSPP (Council of Directors of School Psychology Programs)

**X. Student Organizations**
Chi Sigma Iota
Counselor Education Research Network Association (CERNA)
Duquesne University School Counselor Association (DUSCA)
Student Affiliates of School Psychology (SASP)
Student Council for Exceptional Children
This document can be used to:
- Provide description of behaviors that programs need to thrive in all the areas listed above.
- Describe behaviors separate sufficient from excellent
- Guide faculty self-appraisal in regards to the annual evaluation.

(2/4/15)

<table>
<thead>
<tr>
<th>Performance Area</th>
<th>Ineffective/ needs improvement</th>
<th>Basic/ Minimal</th>
<th>Effective</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adherence to policies &amp; procedures</td>
<td>Does not follow program, department, school or university procedures</td>
<td>Follows program, department, school &amp; university procedures</td>
<td>Follows program, department, school &amp; university procedures; contributes to the overall functioning of these units when asked or assigned.</td>
<td>Role model- Follows program, department, school &amp; university procedures; seeks to contribute to the overall functioning of these units through collaboration &amp; leadership efforts</td>
</tr>
<tr>
<td>Adherence to policies regarding documents (e.g., vacation &amp; travel form, dissertation)</td>
<td>Does not complete documents (relies on the staff) in a timely fashion; is minimally aware that there are documents to complete, unsure how to access documents, when they are due and why they are needed. Always requires faculty or staff or other support to execute.</td>
<td>Completes documents as required; knows how to access documents, when they are due and why they are needed; does not always require faculty, staff or other support to execute.</td>
<td>Completes documents as required (mostly without assistance)</td>
<td>Appropriate use of documents to communicate evidence of attending to high standards (e.g., ensuring student or program needs are a priority in faculty actions)</td>
</tr>
<tr>
<td>Contribution to accreditation requirements - Entry in JED of course assessments - Inclusion of objectives/assignments</td>
<td>Does not contribute to accreditation requirements; is minimally aware of accreditation standards</td>
<td>Is aware of accreditation standards; minimally contributes to the accreditation and program</td>
<td>Understands &amp; follows accreditation requirements; contributes to the accreditation and program review</td>
<td>Is active in contributing to accreditation documentation (e.g., data, written materials, etc…), assists in review</td>
</tr>
<tr>
<td>Activity</td>
<td>Prioritizes program goals</td>
<td>Maintenance of office hours &amp; advising</td>
<td>Attendance at program, department, school, and university events</td>
<td>Follow-up re:</td>
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<tr>
<td>----------------------------------------------</td>
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<tr>
<td>Submission of syllabi</td>
<td>Prioritizes program goals</td>
<td>Does not attend, or inconsistently keeps office hours; limited or outdated understanding of program and program requirements</td>
<td>Does not attend/irregular attendance/unreliable attendance/partial attendance at program, department, school, and university events</td>
<td></td>
</tr>
<tr>
<td>- Completion of applicant evaluations</td>
<td>- Assisting with student recruitment, - Positive visibility and impact in the local community - Apply for training/prep-grants</td>
<td>Identifies program priorities; may contribute if asked or assigned</td>
<td>Attends program, department, school, and university events if required/assigned</td>
<td></td>
</tr>
<tr>
<td>(e.g., candidacy, fieldwork, annual evaluations, etc…)</td>
<td>Identifies program priorities; appropriately divides time between individual pursuits and program needs</td>
<td>Consistently maintains office hours; can assist in advising; knows how to constructing a program of study</td>
<td>Manages own schedule and regularly attends program, department, school, and university events as required/assigned</td>
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<tr>
<td></td>
<td>Readily identifies indicators of a successful program; can plan for and identify how individual faculty productivity contributes to program outcomes; coordinates individual and program success</td>
<td>Consistently maintains office hours &amp; also assists students outside of office hours; helps students to set their own professional goals, facilitates training opportunities to enrich program of study requirements</td>
<td>Understands the implications and professional context associated with regular and consistent attendance (i.e., shared responsibility, commitment and professional commitment for department, school, and university functions)</td>
<td></td>
</tr>
</tbody>
</table>

**Review Process**
- Submission of syllabi to department office
- Completion of applicant evaluations (e.g., candidacy, fieldwork, annual evaluations, etc…)
- Application evaluation process (e.g., candidacy, fieldwork, annual evaluations, etc…)
- Identifies program priorities; may contribute if asked or assigned
- Identifies program priorities; appropriately divides time between individual pursuits and program needs
- Consistently maintains office hours & also assists students outside of office hours; helps students to set their own professional goals, facilitates training opportunities to enrich program of study requirements
- Understands the implications and professional context associated with regular and consistent attendance (i.e., shared responsibility, commitment and professional commitment for department, school, and university functions)