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**Graduate Programs in Education Course Syllabus**

**Course Title, Number, and Section Number:** WASBO Accounting Conference 2018*2018SPM EDPD 549-006*

**Number of Graduate Credits:**  1

**Course Location:** Madison Marriott West, 1313 John Q Hammons Drive, Middleton, WI  53562

* VU
* SD
* CESA

**X Other (WASBO)**

**Course Dates and Times:**

* Wednesday, March 14, 2018 (8:30 am – 4:45 pm)
* Thursday, March 15, 2018 (8:00 am – 3:15 pm)

**Course Format:**

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| **X Campus/on-site**: 5% or less of the class sessions of a course delivered online |  |

**Legal Name of Instructor**: Woodrow Wiedenhoeft

**Mailing Address:** 4797 Hayes Rd, Suite 101, Madison, WI 53704

**Email address:** woody.wiedenhoeft@wasbo.com

**Work Phone:** 608-249-8588

**Instructor Preferred Method/ Times for Student Contact:**

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| **Online Office Hours** | Call during business hours (M-F, 9am – 5pm), email anytime |
| **Instructor’s Response Policy** | Instructor will respond to emails within 24 hours on weekdays and within 48 hours on weekends. |

**Course Description:**

This two-day conference is filled with sessions on school district financial and business office topics, including the DPI Spring Finance Workshop. Everyone from veteran business managers and district administrators to new bookkeepers can benefit from this informative two-day conference, which offers innovative ideas, timely instruction, maximum learning value and relevant advice on the issues facing school business offices today.

**Texts & Readings:**

* Leadership Redefined: The 12 X’s of Success for TODAY’s Leader, by Dave Weber

**Graduate Catalog:** <http://www.viterbo.edu/registrar/graduate-catalog> for reference only- not required to print.

**Course Objectives/Competencies:**

* To share multiple ideas gained during the conference for application to everyday practice into the school districts of the participants in the course.
* Learn to be a more effective leader through the book study of “Leadership Redefined: The 12 X’s of Success for TODAY’s Leader, by Dave Weber.”

**Course Instruction Methodology:** Course activities will include:

Lecture, small group workshops, videos, ITV, LCD presentations, overheads, large and small group sharing sessions and other related teaching and presentation aids will all be covered in the various lectures, large and small group work and general sessions.

**Outline of Course Content:**

See attached Validation Form.

**Assignments and Requirements:**

* Attendance at all sessions outlined above – including all general sessions and small group presentations – group sharing sessions, luncheon. (14 hours - instructional time)
* A written report addressing multiple application ideas gained at the conference. Implementation ideas should be expressed in a clear, concise manner to be used at the participant’s school district after the seminar is concluded. (10 hours – out of class time)
* Read the book Leadership Redefined: The 12 X’s of Success for TODAY’s Leader, by Dave Weber.

Summarize how you will be able to utilize the information in your district. (20 hours – out of class time)

**Evaluation Tools:** See Writing Rubric at the end of this syllabus.

**Viterbo University Course Expectations:** Regardless of format, all courses are required to meet the required credit hour standards by a combination of seat time and outside work. Outside work could include additional outside reading, group work, service projects, field work, clinical rotations, among other learning activities. Viterbo defines one credit hour as 750 minutes. Three credit courses are to equal 37.5 hours of class time. In addition, each credit of course requires that students spend two hours of work outside of class per week (3 credits = 6 hours per week). Minimum class and outside work time are calculated according to the formula: [750 + 1800] x the number of credits of a course = the minimum number of minutes of seat time and outside work required. For example, a three credit course requires a minimum of 7,650 total minutes.

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| **Credits** | **Instructional Time** | **Outside Time** | **Total Time** |
| 1 | 12.5 clock hours or 750 minutes | 30 clock hours or 1800 minutes | 42.5 clock hours or 2550 minutes |

**Class Participation and Attendance:** Attendance is expected in all online, blended, and face-to-face courses.

**Evaluation Method:**

Performance will be graded on Viterbo University established policy. An “A” represent clearly superior work, A “B” represents higher achievement than average. A “C” represents average and satisfactory work. The combination grades of “AB” “BC” and “CD” will also be used***.*** *Evidence of* *Superior graduate work indicates not only high achievement, but also an unusual degree of initiative*. Grade deduction can occur for assignments that are late or do not reflect the quality of work expected of graduate level work. Grades cannot be submitted to Viterbo until all work has received a grade.

**Course Grade Calculation:**

* A-100% attendance – 2 days during the time-frame illustrated in this syllabus; participation in small and large group discussions and sharing sessions; concise written report with multiple application ideas gained specifically during general and breakout sessions at the conference and after reading the book furnished in the syllabus and credit validation form.
* AB-100% attendance and 90% of the above assignment, participation levels, etc.
* B-100% attendance and 85% of the above assignment, participation levels, etc.
* BC – 100% attendance and 80% of the above assignment, participation levels, etc.
* C – 100% attendance and 75% of the above assignment, participation levels, etc.
* If below a C is to be awarded, it means that participant did not attend the full conference and did not complete the written assignment on time and in a satisfactory manner.

  **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%

**Instructor Late Work Policy**: All work is expected to be turned in on time. Late work will be deducted one grade for each day that it is submitted late. Final assignments and projects will not be accepted late. University policy rarely supports extensions, incompletes, independent study, or other adjustments to course deadlines.

**Conceptual Framework:**

Viterbo University Programs in Education have adopted the Wisconsin/Iowa Standards for Teacher Development and Licensure, and INTASC (Interstate New Teacher Assessment and Support Consortium) Standards. Each course contributes to the development of one or more of the WI/IA/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.

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

* **Contemplation**, reflecting upon the presence of God in our lives and work
* **Hospitality**, welcoming everyone we encounter as an honored guest
* **Integrity**, striving for honesty in everything we say and do
* **Stewardship**, practicing responsible use of all resources in our trust
* **Service**, working for the common good in the spirit of humility and joy

**Alignment of InTASC and Wisconsin Teaching Standards to Course Objectives and Competencies**

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| **InTASCStandards:** | **Wisconsin Teaching Standards:** | **Course Objectives and Competencies** |
| **Standard 1:** Learner Development  | Standard 2: Know how children grow  |  |
| **Standard 2**: Learning Differences  | Standard 3: Know children learn differently  |  |
| **Standard 3:**Learning Environments  | Standard 5: Know how to manage a classroom  | Learn to be a more effective leader through the book study of Leadership Redefined: The 12 X’s of Success for TODAY’s Leader, by Dave Weber  |
| **Standard 4:**Content Knowledge  | Standard 1: Know subjects they are teaching  | To share multiple ideas gained during the conference for application to everyday practice into the school districts of the participants in the course.Learn to be a more effective leader through the book study of Leadership Redefined: The 12 X’s of Success for TODAY’s Leader, by Dave Weber  |
| **Standard 5:**Application of Content  | Standards 1 and 4: Know subjects and know how to teach   | To share multiple ideas gained during the conference for application to everyday practice into the school districts of the participants in the course.Learn to be a more effective leader through the book study of Leadership Redefined: The 12 X’s of Success for TODAY’s Leader, by Dave Weber  |
| **Standard 6:**Assessment  | Standard 8: Know how to test for student progress  |  |
| **Standard 7:**Planning for Instruction  | Standard 7: Able to plan different kinds of lessons  |  |
| **Standard 8:**Instructional Strategies  | Standard 4 and 7: Know how to teach and able to plan different kinds of lessons  |  |
| **Standard 9:**Professional Learning and Ethical Practice  | Standard 9: Able to evaluate themselves  | To share multiple ideas gained during the conference for application to everyday practice into the school districts of the participants in the course. |
| **Standard 10:**Leadership and Collaboration  | Standards 6 and 10: Communicate well and connected with other teachers and the community  | To share multiple ideas gained during the conference for application to everyday practice into the school districts of the participants in the course. |

For the complete, revised (2011) InTASC Standards, please go to:  <http://www.ccsso.org/documents/2011/intasc_model_core_teaching_standards_2011.pdf>

**Disability Statement:**

The Academic Resource Center provides services to students who have indicated that they have a disability. Students who have a diagnosed disability and require legitimate accommodations must complete an Application for Accommodations Based on Disability-Related Need within two weeks of the start date of class and should contact the Academic Resource Center at 608-796-3190.

**Course Support Services:** Online learning assistance is available for all students from the Academic Resource Center (live or remote), or by accessing the SmartThinking link within Moodle. SmartThinking is an online tutoring and writing assistance service.

**Graduate Writing Support**: Students may schedule online writing appointments with the Academic Resource Center by going to the [ARC web page](http://www.viterbo.edu/academic-resource-center). You may also access student support services directly from your Moodle course page; go to the top bar for options.

**Academic Integrity**: Maintaining a standard of academic honesty is a responsibility shared by the students, faculty and administration at Viterbo University. The faculty has the responsibility to create an atmosphere in which students may display their knowledge. This atmosphere includes sufficient safeguards to control dishonesty including an orderly testing room, restrictions on text messages, etc. Students have the responsibility to understand academic misconduct and to refrain from it.

Students may view details for the academic integrity policy at: <http://www.thezonelive.com/SchoolStructure/WI_ViterboUniversity/handbook.pdf>

**Syllabus Statement on Sex Discrimination, Sexual Harassment, and Sexual Misconduct**

Viterbo University seeks to ensure that campus community members learn and work in a hospitable and inclusive environment.  To this end, Viterbo policy and Title IX prohibit sex discrimination, sexual harassment, and sexual misconduct including, but not limited to sexual assault, sexual exploitation, dating violence, domestic violence, and stalking.

Faculty members are required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. They must provide the University Title IX Coordinator with relevant details such as the names of those involved in the incident.  Viterbo is legally obligated to respond to reports of sexual misconduct, and therefore Viterbo University cannot guarantee the confidentiality of a report, unless made to a confidential resource. Although faculty members must report the situation, students still have options about how a case will be handled, including whether or not they wish to pursue a formal complaint. Viterbo’s goal is to make sure students are aware of the range of options available and that students have access to the resources needed.

Viterbo encourages anyone who has experienced sexual misconduct or relationship violence to get support and assistance from one of the confidential or non-confidential resources listed on Viterbo University’s [Sex Discrimination, Sexual Harassment, and Sexual Misconduct web site.](http://www.viterbo.edu/sex-discrimination-sexual-harassment-and-sexual-misconduct)

For the complete Viterbo University Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy with resources, procedures, and flowchart, please visit Viterbo University’s [Sex Discrimination, Sexual Harassment, and Sexual Misconduct web site.](http://www.viterbo.edu/sex-discrimination-sexual-harassment-and-sexual-misconduct)

**Counseling Services**

It is common for college students to struggle with stress or other emotional challenges, and you may feel a need or desire to seek professional help. If you would like to talk to someone, you are encouraged to contact Viterbo University’s Counseling Services: <https://www.viterbo.edu/counseling-services>; 608-796-3825. For assistance after normal business hours, you can call the Great Rivers 24-hour helpline: dial 211 from a campus phone or 800-362-8255. For emergencies, dial 911 or campus security (3911 from campus phone or 608-796-3911).

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| vu_bw_sm**WRITING RUBRIC** |
| **Criteria** | **Exceeds Expectation** (6-7 points) | **Meets Expectation** (3-5 points) | **Below Expectation**(0-2) |
| **Structure**  | Thesis clearly defines scope and purpose.Body supports thesis with evidence from authoritative sources.Conclusion summarizes main idea and shows why it matters. | Thesis defines purpose, although it may be too broad or too narrow for the length of the paper.Body supports thesis with evidence from reliable sources.Conclusion restates main idea. | Thesis is missing or paper does not cover the idea stated in the thesis.Evidence is not sufficient to prove thesis or is based on unreliable sources.Ending does not tie paper together. |
| **Flow** | Ideas are arranged in a clear, logical order that is easy to follow.Transitions guide the reader smoothly from one idea to the next. | Ideas are arranged logically.Transitions give the reader some help in following the argument. | Movement between ideas is abrupt or illogical. |
| **Depth**  | Paper shows extensive knowledge of standard works and terms in the field.Readers’ questions and objections are anticipated and answered.Writer provides new information, clarity, or a unique perspective to scholarly discussion of topic. | Paper shows familiarity with standard works and terms in the field.Readers may be left feeling that an important aspect of the subject has not be explored.Paper reviews what others have written about the topic. | Paper appears to be hastily written.Arguments are unsupported.Exploration of the topic is superficial or contains numerous accuracies. |
| **Use of sources** | Material from other authors is smoothly integrated into text.Quotations are limited to statements that are particularly striking or examples in which the source’s precise wording is important.All quotations are acknowledged according to APA style. | Material from other authors is credited and used as supporting evidence.Material from sources is introduced, but order of ideas depends on the original. | Material is plagiarized.Material from other authors appears to have been cut-and-pasted into text. |
| **Conventions** | Writing follows the grammatical and spelling conventions of standard English.Diction is formal, avoiding “I” and “we,” slang, over used words such as “a lot” and “stuff”, and contractions.[for exception, see APA 2.04] | Writing generally follows the grammatical and spelling conventions of standard English. | Writing is difficult to follow because of numerous errors in spelling and grammar.  |
| **Total Points**  |

Refer to the writing rubric for detailed expectations of graduate level writing. Graduate writing assistance is available to all students through
the [ARC.](http://www.viterbo.edu/academic-resource-center)