

**Graceland University**  
**Gleazer School of Education**  
**Adjunct Faculty Handbook**



2023-2024

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## Welcome Letter

Dear Undergraduate Adjunct Faculty,

Welcome to the Gleazer School of Education (GSOE) at Graceland University, undergraduate studies. We are pleased that you are joining us in preparing tomorrow's teachers. We hope this handbook will help you with questions you may have about our program. Please feel free to contact us at any time if you have questions or concerns. We want to make sure that you begin with all the information you need and help you as questions arise throughout your course.

You will be given the contact information of the lead GSOE faculty member that teaches the same course you are teaching. This person will be able to mentor you and help with all of the important details on the syllabus and our common assignments and assessments if applicable. We want to make sure you have everything you need to have a successful experience.

Finally, we recognize your expertise. We learn new things from our adjunct instructors many of which are in the public school classroom daily. There will be things that you bring to the table that we need! Please do not hesitate to share your teaching expertise with us. We are glad you chose to work with Graceland and look forward to working with you.

Thank you in advance,

Dr. Tanya Coffelt  
Chair, Edmund J. Gleazer Jr. School of Education

## Vision Statement:

The Edmund J. Gleazer School of Education is committed to being a premier Educator Preparation Program (EPP) that is visionary, innovative, responsive, and transformative.

## Mission Statement:

We develop educational leaders who practice an ethic of care and are agents for social change. We create inclusive learning communities that are reflexive and transformative. Supported by evolving technologies, we are process-oriented and purposefully work toward our goal to provide an innovative and cutting-edge program. We have an expressed and committed sensitivity to diverse learners. Our candidates learn to utilize a culturally-responsive pedagogy that meets the challenges of a global world.

The faculty is committed to professional development, and in turn, supports students in career-oriented paths of learning resulting in the development of competent professional educators. The Gleazer School of Education is dedicated to promoting visionary, innovative and responsive communities of practice.



## Conceptual Framework

*Preparing and Supporting Effective Teachers Who Care, Reflect, Lead and Collaborate*

### **Cares**

Candidates seek to establish a relationship of acceptance and respect for learners that reflects the values of justice, equity, diversity, and inclusion.

### **Collaborates**

Candidates develop the knowledge, skills, and dispositions to effectively involve learners, parents/guardians, colleagues, and the community.

### **Leads**

Candidates prepare to facilitate instruction and assume broader leadership responsibilities to advance their profession.

### **Reflects**

Candidates analyze and synthesize from their academic and clinical experiences and articulate what they have felt, thought, and learned.

## Adjunct Greeting Checklist

- Tour of building/how to use technology in the rooms
- Parking
- Security of building/discussion about safety/emergency procedures
- Copier/how to use
- Forms for employment-Human Resources will contact new hires via email to request the forms they require. They include the following: (need copies)
  - a. **Driver's License**
  - b. **Social Security Card**
- Resume on file
- 40-Hour Form
- Official Transcripts on file
- Discuss Graceland Email-IT will provide, *be sure to use*
- Adjunct Handbook
- My Graceland/BrightSpace/Print Class list
- Cancellations
  - a. **Instructor**-In case of an emergency, please alert the site director or Chair and allow him/her to contact students. When possible, you want to email your students as well.
  - b. **Weather**- For daytime classes, the school notifies students and instructor. For evening classes, a decision concerning cancellation due to weather should be made in consultation with the site director or Chair.

## Professional Responsibilities

1. Plan to arrive early to class. This gives you time to prepare to teach the class and greet and consult students as they arrive.
2. Make sure you have enough material prepared to cover the time span of class. Electronic copies are often preferred by many students.
3. Please plan to teach for the scheduled amount of time. For our night classes, four and a quarter-hours is a long time to teach and a long time for students. It is unreasonable to expect that students sit through four hours of lecture. Please allow frequent breaks as well as restroom breaks. Many of the students are coming directly from work so be understanding about their need to eat. Be creative in breaking up class time and allowing time for movement. There may be nights when you need to dismiss the class earlier for a variety of reasons. Use your professional judgment when it comes to these matters, but be aware that there are expectations for the university course. The current policy is 37.5 hours of time per every 1 semester hour of credit. So, a 3credit hour course should involve a student in class, coursework, reading, etc. for a minimum of 112.5 hours.
4. Please try to return to work in a timely manner (generally one to two weeks after receiving it). These are adults who are very grade focused. The biggest complaint that students have is when they do not understand the expectations of the assignment or do not understand how it was graded. We suggest detailed instructions and a scoring guide or rubric for how the assignment will be graded. High academic standards are the expectation of Graceland University. The decision about whether or not to accept late assignments will be left to the instructor, and should be communicated to the students at the beginning of the term or semester.

## Tips for Teaching Adult Learners

There are many great articles on the web about teaching at the college level. Adult learners are different from P-12 students. The following is just one example. If you have any questions/concerns about the classroom environment or even a specific student, do not hesitate to contact us.

Malcolm Knowles, a pioneer in the study of adult learning, observed that adults learn best when:

1. They understand *why* something is important to know or do.
2. They have the freedom to learn in their own way.
3. Learning is experiential.
4. The time is right for them to learn.
5. The process is positive and encouraging.

### Principle 1: Make Sure Your Students Understand “Why”

Most students are in your classroom because they want to learn. Explain the relevance of what they are learning. This principle is not about why your students are in your classroom, but about why each thing you teach them is an important part of their learning.

### Principle 2: Respect that Your Students Have Different Learning Styles

There are three general learning styles: visual, auditory, and kinesthetic.

**Visual** learners rely on pictures. They love graphs, diagrams, and illustrations. “Show me,” is their motto. They often sit in the front of the classroom to avoid visual obstructions and to watch you, the teacher. They want to know what the subject looks like. You can best communicate with them by providing handouts, writing on the white board, and using phrases like, “Do you see how this works?”

**Auditory** learners listen carefully to all sounds associated with the learning. “Tell me,” is their motto. They will pay close attention to the sound of your voice and all of its subtle messages, and they will actively participate in discussions. You can best communicate with them by speaking clearly, asking questions, and using phrases like, “How does that sound to you?”

**Tactile or kinesthetic** learners need to physically do something to understand it. Their motto is “Let me do it.” They trust their feelings and emotions about what they’re learning and how you’re teaching it. They want to actually touch what they’re learning. They are the ones who will get up and help you with role playing. You can best communicate with them by involving volunteers, allowing them to practice what they’re learning, and using phrases like, “How do you feel about that?”

Most people use all three styles while they’re learning, but one style almost always is preferred. Plan to incorporate all three learning styles in your lessons to reach and teach all learners in your classroom.

### **Principle 3: Allow Your Students to Experience What They're Learning**

Experience can take many forms. Any activity that gets your students involved makes the learning experiential. This includes small group discussions, experiments, role playing, skits, building something at their table or desk, writing or drawing something specific – activity of any kind. Activities also keep people energized, especially activities that involve getting up and moving about.

The other aspect of this principle is honoring the life experiences your students bring to the classroom. Be sure to tap into that wealth of wisdom whenever it's appropriate. You'll have to be a good timekeeper because people can talk for hours when asked for personal experiences, but the extra facilitation needed will be well worth the gems your students have to share.

### **Principle 4: When the Student Is Ready, the Teacher Appears**

“When the student is ready, the teacher appears” is a Buddhist proverb packed with wisdom. No matter how hard a teacher tries, if the student isn't ready to learn, chances are he or she won't. What does this mean for you as a teacher? Luckily, your students are in your classroom because they want to be. They've already determined that the time is right.

It's your job to listen carefully for teaching moments and take advantage of them. When a student says or does something that triggers a topic on your agenda, be flexible and teach it right then. If that would wreak havoc on your schedule, which is often the case, teach a bit about it rather than saying flat out that they'll have to wait until later in the program. By then, you may have lost their interest.

### **Principle 5: Encourage Your Adult Students**

For most adults, being out of the classroom for even a few years can make going back to school intimidating. If they haven't taken a class in decades, it's understandable that they would have some degree of apprehension about what it will be like and how well they'll do. It can be tough to be a rookie when you've been an expert in your field for many, many years. Nobody enjoys feeling foolish.

Your job as a teacher of adult students includes being positive and encouraging. Patience helps too. Give your older students time to respond when you ask a question. They may need a few moments to consider their answer. Recognize the contributions they make, even when small. Give them words of encouragement whenever the opportunity arises. Most adults will rise to your expectations if you're clear about them.

A word of caution here. Being positive and encouraging is not the same as being condescending. Always remember that your students are adults. Speaking to them in the tone of voice you might use with a child is offensive, and the damage can be very difficult to overcome. Genuine encouragement from one person to another, regardless of age, is a wonderful point of human interaction.

This is your challenge as a teacher of adults. Beyond teaching your subject, you have the opportunity to inspire confidence and passion in another human being. That kind of teaching changes lives.

Retrieved from: <http://adulted.about.com/od/teachers/a/teachingadults.htm>



## Policies and Procedures for Course Syllabi

### Graceland University

#### Policy and Procedure

**SUBJECT:** Course Syllabi

**PURPOSE:** To specify the requirements concerning course syllabi.

**POLICY:**

1. Every student has the right to have a course syllabus for each course they are enrolled in by the second class session of the semester/term.
2. All faculty are required to turn in a course syllabus for each course to the division office as soon as possible at the beginning of each semester/term. The following are suggested guidelines to follow in developing a course syllabus.

#### GENERAL GUIDELINES FOR SYLLABI

The syllabus from the lead faculty will be provided for you to use as a guide. While you are not required to use all the same assignments, you do need to ensure that candidates meet all of the core competencies for the course. However, if your course contains a signature assignment, you must retain that assignment. Please use the Graceland School of Education template to update your syllabus. It is recommended that each syllabus contain the following information:

1. Identifying information, i.e. course name/number, instructor's name, phone number, e-mail address, URL address. *Note: Adjunct instructors must be provided with and utilize a Graceland Email account to ensure student confidentiality (FERPA) requirements.*
2. Required text and/or materials.
3. A statement of purpose/objectives/outcomes for the course.

#### **Purpose of this Course**

This course is designed for undergraduate students who wish to learn more about .... . It will focus on the  
..... . It also will examine current policy issues in .... .

#### **Learning Objectives**

The following are the learning objectives for this course: (example)

- To communicate effectively and efficiently in both written and oral work
- To improve ability to make a technical presentation
- To learn XYZ theory well enough to be able to explain it to colleagues/peers
- To learn how to research and report on XYZ topics
- To develop critical and analytical thinking skills
- To develop problem solving and creative thinking skills

## Learning Outcomes

The following are the learning outcomes for this course. (examples) Student should:

- be able to articulate and discuss contemporary issues related to ....
- be able to discuss the general categories of ...
- know how to apply various .... approaches to ....
- be able to use Internet resources in securing contemporary .... data.
- improve their writing and reporting skills.

6. A statement about the Conceptual Framework, GSOE Learning Outcomes, and each of the four General Education Goals the course gives some emphasis to.

<i>GSOE Conceptual Framework (GCF)</i>	<i>InTASC Standards/GSOE L/O</i>	<i>GU General Education Goals</i>
<b>Care:</b> Candidates seek to establish a relationship of acceptance and respect for learners that reflects the values of justice, equity, diversity and inclusion.	(1) Learner Development/(GSOE L/O 1) (2) Learning Differences/(GSOE L/O 2) (3) Learning Environments/(GSOE L/O 3)	4. To be knowledgeable and appreciative of human diversity as expressed in cultures other than one's own.
<b>Collaborate:</b> Candidates develop the knowledge skills, and dispositions to effectively involve learners, parents/guardians, colleagues and the community.	(9) Professional Learning and Ethical Practice/(GSOE L/O 9) (10) Leadership and Collaboration/(GSOE L/O 10)	2. To develop an appreciation of the arts and humanities. 3. To develop foundational skills, including skills of quantitative analysis, oral and written communication, ethical consciousness and sound values, and healthful living.
<b>Lead:</b> Candidates prepare to facilitate instruction and assume broader leadership responsibilities to advance their profession.	(4) Content Knowledge/(GSOE L/O 4) (6) Assessment/(GSOE L/O 6) (8) Instructional Strategies/(GSOE L/O 8) (GSOE L/O 11) Effective Integration of Technology (GSOE L/O 12) Utilization of methods that emphasize appropriate subject/content and grade-level.	1. To become knowledgeable in the natural sciences, history/political science and the social/behavioral sciences.
<b>Reflect:</b> Candidates analyze and synthesize from their academic and clinical experiences and articulate what they have felt, thought, and learned.	(5) Application of Content/(GSOE L/O 5) (7) Planning for Instruction/(GSOE L/O 7)	3. To develop foundational skills, including skills of quantitative analysis, oral and written communication, ethical consciousness and sound values, and healthful living.

7. An evaluation process, defining clearly each assignment, or at least each portion identified in your evaluation formula, and how the scores convert to a letter grade, i.e. 90% = A; 80% = B, etc.
8. A statement about “rounding”. Students often assume that faculty round up numeric scores in converting to a letter grade, e.g. a 79.8% rounds to 80%, and therefore converts to a “B” on the 60-70-80-90 grading scale. Each faculty member has the right to “round” or to “not round”. The faculty member’s position on rounding should be made clear to the students in the course syllabus.

9. Policy on resubmission of assignments and retaking examinations. The following are examples:
  - Students will not be allowed to resubmit assignments or retake examinations.
  - I allow assignments to be resubmitted and tests to be retaken only when, in my judgment, the best interests of an individual student are served. Thus, resubmitting assignments and retaking tests should not be considered options routinely available to the entire class.
  - I reserve the right to ask particular students to resubmit assignments or retake exams. However, resubmitting assignments or retaking exams should not be considered course policy.
  
10. A statement about late assignments. It is up to individual faculty as to the policy on accepting late assignments. For example:
  - I do not accept late assignments.
  - I do not accept late assignments except in the case of extreme and unforeseen emergencies.
  - I do not accept late assignments. If a student knows that an assignment will not be ready by the due date, he/she may approach me at least 24 hours before the assignment is due and request an alternate due date. This will only be granted in extreme cases where the student had unavoidable difficulties.
  - Any work turned in late will be automatically half credit.
  - Any work turned in late will have a 5% reduction in grade per every day it is late, starting with the date it was due.
  
11. Policy on Extra Credit  
The faculty member is free to determine their policy on extra credit. It does not matter what the policy is for a specific course. To avoid assumptions and misunderstandings, the instructor's policy should be included in the syllabus.
  
12. A statement about classroom/campus civility. For example:  
I will strive to treat students with civility and respect. Civility in the classroom is expected of all members of the class. Anyone who disrupts class to the extent that other's educational opportunities are diminished may be asked to leave the classroom.
  
13. The following statement about disabilities:

**DISABILITIES ACCOMMODATION**  
Americans with Disabilities Act

Graceland University complies with the Americans with Disabilities Act. Students requesting accommodations should contact:

Nancy Hoffman  
Student Disability Services Coordinator- Lamoni Campus

Newcom Student Union, Room 20  
Ph: 641-784-5486  
Email: sds-info@graceland.edu

Rachel Johnson  
Student Disability Services Coordinator - Independence and Online Campus  
1401 W Truman Rd, Independence, MO 64050  
Ph: 816-423-4712

Email:sds-indp@graceland.edu

In order to provide appropriate accommodations in a timely manner, students are encouraged to contact the Director of Student Disability Services as early in the term as possible.

## Important University Policies

**Policies are located on MyGraceland under Resources/Policies**

See your site director for help with incomplete grades, academic integrity, class attendance, or changing a grade.

## Adjunct Faculty Compensation

1. Your contracted fee will be determined by teaching experience and degree. An appointment letter will be sent to you stating responsibility and salary.

2. Payments will be made electronically on the last day of the month in 2, 3, or 4 payments as noted on your contract.
3. University benefits will not apply to Adjunct faculty.
4. Let us know if you do not receive payment, we need to ensure you are being compensated as scheduled.

### 40-Hour Requirement

79.12(5) Faculty members collaborate with:

c. Colleagues in PK-12 schools/agencies/learning settings. Faculty members engage in professional education and maintain ongoing involvement in activities in preschool, elementary, middle, or secondary schools. For faculty members engaged in teacher preparation, activities shall include at least forty hours of teaching at the appropriate grade level(s) during a period not exceeding five years in duration. This requirement includes faculty, adjunct faculty and university supervisors.

Ways to meet this requirement	Activities that will NOT meet this requirement
<ul style="list-style-type: none"> <li>• Teaching a lesson or part of a lesson in a classroom</li> <li>• Working with students during centers/stations</li> <li>• Working with a small group of students on a field trip</li> <li>• Teaching an extension class as part of an after school program in your content area and at your grade-span</li> <li>• Serving as a classroom volunteer where you are working with children</li> <li>• Substitute teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Observing/supervising teacher candidates</li> <li>• Judging events</li> <li>• Coaching</li> <li>• Sponsoring after-school activities</li> <li>• Teaching religious classes</li> <li>• Observing teachers for research purposes</li> <li>• Observing teachers with a school leader</li> <li>• Running summer camps</li> <li>• Teaching a community college course that may have high school students participating</li> <li>• Public performance as a guest soloist, speaker, etc.</li> <li>• Teaching private lessons to K-12 students</li> </ul>

The form should be completed and returned to the School of Education yearly, completing at least 40 hours over each five-year period.



40 Hour Form

Faculty Member Name \_\_\_\_\_

Dates	Number of Hours	Collaborator/Location	Brief Description of Activities

## Gleazer School of Education Directory

Name	Phone	Cell	E-mail	Room
Lamoni Campus	(641) 784-____		@graceland.edu	LC Zim
Michele Dickey-Kotz (Faculty)	5202	641-740-7056	dickey	315
Shaen Polasky (Faculty)	5444		Polasky	313
Tanya Coffelt (Chair and Faculty)	5263	515-669-3591	coffelt	317
Garnet Coulthard (Education Prep Specialist & Field Placement Coordinator)	5391		coulthar	323
Fax	5481			

Independence Campus	(816) 423-____			IC
Allison Dudley (Faculty)	4742	660-358-4397	adudley	325
Nancy Halferty (Site Coordinator)		816-651-5840	halferty	329