

Adjunct Faculty Handbook 2023-2024



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Welcome from the Dean of the College of Education

It is our pleasure to welcome you to the College of Education at Pittsburg State University. As an adjunct faculty member, you bring a special expertise to our students and join us in preparing competent, committed, and caring professionals. We are proud of the reputation that we have built through the dedication of a highly skilled faculty and staff and the constant pursuit of excellence and we are blessed to have you become a part of this family.

Hopefully this handbook will provide you with answers to some essential questions you may have about your appointment. This is not intended as a substitute for official policies of Pittsburg State University; it is a guide for assisting you in finding vital information and services available to you.

Please do not hesitate to let us know how we can assist you. The entire staff wants to support you and help you be successful in any way we can. We appreciate your willingness to assist our students and highly value the contribution you will make to their education. Again, welcome and have a great semester!

Dr. James E. Truelove, Dean
College of Education

University Mission and Vision Statement

The mission of Pittsburg State University is to provide transformational experiences for its students and the community. Pittsburg State University will be the first choice for:

- Students seeking a quality education through nationally recognized programs;
- The most talented faculty and staff seeing dynamic careers;
- Partnerships with communities, businesses, organizations, and individuals in the region;
- External investment by donors, grant makers, and government.

Please access the following link for the complete mission/vision statement:
<https://pathwaytoprominence.pittstate.edu/mission-vision.html>.

College of Education Mission Statement

The mission of the College of Education is to prepare competent, committed, caring professionals, provide service to the various communities of which we are a part, and expand the body of knowledge through research and dissemination activities.

<https://www.pittstate.edu/education/index.html>

Classroom Procedures

As an adjunct faculty member, you are responsible for following our program requirements in the area of classroom procedures, student records, class rosters, and grading procedures. On <https://www.pittstate.edu/academics/academic-calendar/index.html> you will find our academic calendar for the school year. This link has information on the list of classes, vacations, enrollment, final drop/add class dates, final exams, etc.

Student Records

The Office of Registrar is in charge of all student records. Records generally include any records in the possession of the institution that contain information directly related to a student. The records may be handwritten, electronic, or in some other format. Any type of student record must be completed, compiled, and sent to the Office of Registrar so they can maintain current information on student's records. Please keep in mind the confidentiality of these records as set by the Family Educational Rights and Privacy Act (FERPA) of 1974. More information can be found on the Office of Registrar's site: [Family Rights and Privacy Act - FERPA \(pittstate.edu\)](#).

Class Roster

Class rosters list students which are enrolled and eligible to attend class. It is very important that every person in class is on the roster. Students not registered on the roster are not allowed to attend class. Any student who does not appear on the roster should be directed by the instructor to check with the Office of the Registrar. To ensure that students receive the appropriate credit, please check the accuracy of your roster often. You can access the Class Roster by going to GUS Classic – Academic Administration – Web Roster (under Course Management).

Course Management System – Canvas

Pittsburg State University has adopted course management software for faculty that is called Canvas. For courses on campus it is an excellent tool for posting the course syllabus, assignments, grades, class presentations, and much more. Training on the use of Canvas is available by contacting the Center for Teaching, Learning, and Technology at 620-235-4243 or by emailing sdellasega@pittstate.edu.

All Online Courses use the Canvas management system. If you are teaching an online course, please contact Susan Dellasega (sdellasega@pittstate.edu) prior to the beginning of the semester.

Attendance

Students at Pittsburg State University are expected to attend class regularly and participate fully in the activities of that class under the guidance of a university instructor. The instructor is responsible for setting and communicating to the students the attendance requirements for each class.

Course Syllabus

A thorough, organized syllabus is one of the most important tools you have to communicate pertinent course information and expectations to your students. The components that a good syllabus must include, but are not limited to are: instructor information, course description and information/purpose, primary course objectives, required text and materials, requirements and evaluation, assignments and exams. It is important that your syllabus and grading procedures are consistent with PSU's policies. Therefore, a course syllabus will be provided by your department chair as well as a general review to ensure you meet all the necessary requirements for your class syllabus. You are expected to follow the course syllabus and complete the necessary assessment requirements. A list of the required content for course syllabi, along with an optional syllabus supplement, can be found on the Office of the Registrar website at <https://www.pittstate.edu/registrar/syllabus-supplement.html>.

Accommodations for Students

Auxiliary aids and services may be made available for students with qualified disabilities. Students who request special accommodations should be referred to the department chair. Those referrals should be documented and on file.

Student Access to Adjunct Faculty

For On Campus courses adjunct faculty are expected to provide student access for conferences and counseling at least 15 minutes before and after each class session. Additional sessions may be arranged by appointment with either the adjunct faculty or the department chairperson.

For Online Courses, adjunct faculty are expected to be in communication with students via email and telephone. Please provide a telephone number where students can contact you concerning questions about the course. You may limit the times students call by providing students with conference times via telephone, Canvas, Facetime, Google Handout, and/or Zoom.

Duplicating/Copying

Adjunct faculty may use university copiers for duplicating course materials. If needed, these may be duplicated for you if you will give the departmental office sufficient notice.

Supplies

Supplies may be secured from the Department Chairperson or other designated persons. Any special needs for a course should be brought to the attention of the Department Chairperson.

Awarding of Grades

Grades are earned by students and awarded by faculty. Grade changes can only be made by the instructor with the approval of the Department Chairperson and the Dean of the college. The university policy on grading can be found at <https://registrar.pittstate.edu/catalog/archive/2019-2020/academic-regulations.html>. Additionally, the adjunct faculty member should visit with the Department Chairperson about grading expectations.

For both On Campus and Online Courses, adjunct faculty must submit final grades on GUS – Academic Administration – Web Grade Submission (under Course Management). Adjunct faculty should be aware of the deadlines for grades (Wednesday following end of semester). Mid-term grades must be submitted for all undergraduate students. The Pitt State Daily (sent by email) will notify faculty when and how to submit these grades.

Please <https://www.pittstate.edu/graduate/policies.html> Graduate School Policies for graduate courses.

Teaching Off Campus

Adjunct faculty members who teach off campus are required to contact their department chair for classroom arrangements, technology requests, and enrollment.

Evaluation

Course evaluations for all faculty are administered online through the Center for Teaching, Learning and Technology. The Center for Teaching, Learning, and Technology asks departments to determine which courses they want evaluated and then when it is time to evaluate courses, an online evaluation form is sent to students to complete.

Emergency Procedures

Emergency evacuation procedures are posted in every building and published on the campus website. In the event of an emergency, adjunct faculty should follow the posted procedures and/or refer to the following policy: <https://www.pittstate.edu/police/safety.html>.

If an emergency situation arises during class time with a student, try to defuse the situation if possible. Emergency numbers are listed on page 7 of this handbook.

Students Rights and Responsibilities

The following link has several policies listed for your review. These policies were adopted by the PSU Student Senate and Faculty Senate and approved by the President.

- * Academic Misconduct/Plagiarism
- * Sexual Assault
- * Discrimination
- * Drug and Alcohol

<https://studentlife.pittstate.edu/code-of-student-rights-and-responsibilities.html>

Adjunct Faculty Rights and Responsibilities

The Human Resources Department has outlined New Employee Information/Orientation on the following website <https://www.pittstate.edu/hr/policies/new-employee-orientation-checklist.html> Each of the following subjects are accessible as links on the HRS website.

- Employee Information sheet
 - <https://www.pittstate.edu/hr/new-unclassified-employee-information.html>
- Income Tax Withholding
 - <https://www.pittstate.edu/hr/income-tax-withholdings.html>
- Direct Deposit Authorization form
 - <https://www.pittstate.edu/hr/forms.html>

Complete the above paperwork on or before your first day at work. Please submit to Human Resources, 204 Russ Hall, or fill out, print and send to:

Pittsburg State University
Human Resources
1701 S. Broadway
Pittsburg, KS 66762

It is the responsibility of adjunct faculty to notify students if a class is cancelled due to faculty absence.

Emergency Numbers

Pittsburg Campus Police – (620) 235-4624 or 911
Via Christi Medical Center Emergency Room – (620) 232-0123
Suicide Prevention Hotline – (620)-232-SAVE (7283)

Contact/Key Phone Numbers

College Dean Office/College of Ed/Hughes Hall	Karen LaSota (620) 235-4517
Academic Affairs/Russ Hall.	Bryronni Ferguson (620-235-6170) or Stephanie Swezey (620-235-4231)
Admissions/Horace Mann.....	(620) 235-4251
Financial Aid/Horace Mann.....	(620) 235-4240
Health, Human Performance, and Recreation/SRC.....	Susan Downing (620) 235-4686
Instructional Resource Center.....	TCHLS office (620) 235-4508
Learning Center/Student Health Center.....	(620) 235-4309
Printing Services/U.S. Mail/Whitesitt Hall	(620) 235-4273
Psychology and Counseling/Whitesitt Hall	Carol Oehme (620) 235-4522
Registrar’s Office/Russ Hall.....	(620) 235-4200
Teacher Education.	(620) 235-4489
Teaching and Leadership.	(620) 235-4508
Testing Center	(620) 235-4267
University Police.....	(620) 235-4624

Student Support Services

Career Counseling.....	Kim Hull (620) 235-4143
University Counseling	(620) 235-4044
Reporting Sexual Harassment/Discrimination.....	https://www.pittstate.edu/studentlife/get-help/sexual-misconduct.html
Student Health Center.....	(620) 235-4452
Student Success Center.....	Heather Eckstein (620) 235-4265
Writing Center/Axe Library.....	(620) 235-4694

Axe Library

The Leonard H. Axe Library provides all of the services one would expect in a traditional library setting and much more. The Library's physical holdings are supplemented with online resources: 323,000 book titles with more than 12,000 in virtual collections, and more than 25,000 journal titles, about 1,600 of which are readily available in house. The Government Documents Department alone maintains a collection of more than 500,000 items including books, periodicals, maps, charts, and posters on all topics.

The Periodicals Department helps to tie online citations to holdings using one of two sources. Serials Solutions combines all of the Library's periodical holdings, either physical or virtual, into one searchable system. The link to access Serials Solutions is <https://gq8br7rw2g.search.serialsolutions.com/ejp/index.html?libHash=GQ8BR7RW2G#/?language=en-US&titleType=JOURNALS> Article Linker tells you if the article cited on one database is available full text in another, and quickly takes you to it.

Phone number: (620) 235-4894 Website: <https://axe.pittstate.edu/>

PSU Bookstore

The requisite readings for your course noted in the syllabus will be available for students in the bookstore. Your department chair/director will assist in ordering your textbooks. The PSU Gorilla Bookstore is found on the main floor and basement of the Overman Student Center. Phone number: (620) 235-4875

IRC/Instructional Resource Center

The Instructional Resource Center (IRC) located in B25 Hughes Hall serves as a major instructional resource in all areas of teacher and school service personnel preparation. The web site is <https://www.pittstate.edu/education/teaching-and-leadership/instructional-resource-center.html>. While its primary use has been by prospective teachers, it is designed to serve experienced teachers and administrators of school systems in the service area of Pittsburg State University.

The IRC occupies approximately 2200 square feet of floor space with facilities to accommodate substantial numbers of students in the main library area with conference, audio-visual, and individual work spaces provided. Services available for student's use include a photocopier, laminating machine, computers, and printers. A wide variety of instructional resource materials is available.

The primary purpose of the IRC is to provide experience with unit planning, wise selection, organization and effective use of multiple instructional resources, and to encourage curriculum development and improvement.

Phone number: (620) 235-6105 or (620) 235-4508.

APPENDIX A

Initial Programs Knowledge Base

The College of Education has developed what is referred to as a knowledge base which encompasses the knowledge, skills, and dispositions which we want developed in each prospective teacher.

THE LEARNER AND LEARNING

Professional educators must understand that learning and development patterns vary among individuals, that learners bring unique individual differences to the learning process and that learners need supportive and safe learning environments to thrive.

1. The candidate knows how learning occurs (how learners construct knowledge, acquire skills and develop disciplined thinking processes) and how to use instructional strategies that promote individual growth.
2. The candidate understands that cognitive, linguistic, social, emotional and physical development influences learning.
3. The candidate understands and identifies differences in approaches to learning and performance and designs experiences that incorporate individuals' strengths to promote growth.
4. The candidate understands students with exceptional needs and knows how to use strategies and resources to meet these needs.
5. The candidate knows how to access information about the values of diverse cultures and communities and how to incorporate languages, experiences, cultures and community resources into practice.
6. The candidate understands how to manage the learning environment by organizing, allocating and coordinating the resources of time and space.
7. The candidate knows how to design experiences using strategies that enhance learner motivation and engagement.
8. The candidate understands the processes needed to foster a respectful learning community.

APPENDIX A (Continued)

CONTENT

Professional educators must have a deep and flexible understanding of the field and be able to draw upon the central concepts and structures of their discipline as they work with learners. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity and communication) to help learners apply content to propose solutions, forge new understandings, solve problems and imagine possibilities. Professional educators connect information to local, state, national and global issues.

9. The candidate understands that learners should question, analyze and understand concepts from diverse perspectives.
10. The candidate has a deep knowledge of student content standards and learning progressions in the discipline(s).
11. The candidate knows how to use supplementary resources and technologies effectively to ensure accessibility and relevance for all.
12. The candidate understands how disciplinary knowledge can be applied as a lens to address local and global issues.
13. The candidate realizes that content knowledge is not a fixed body of facts but is complex, culturally situated and ever evolving. S/he keeps abreast of new ideas and best practices in the field.
14. The candidate knows major concepts, assumptions and debates that are central to the discipline.

INSTRUCTIONAL PRACTICE

Professional educators understand and integrate assessment, planning and instructional strategies in coordinated and engaging ways for effective practice. They understand how to design, implement, interpret and communicate results from a range of assessments.

15. The candidate knows how to engage learners in multiple ways of demonstrating knowledge and skills as part of the assessment process.
16. The candidate understands the positive impact of effective descriptive feedback and knows a variety of strategies for communicating this feedback.
17. The candidate knows how to engage learners actively in the assessment process and to develop each learner's capacity to reflect on and communicate about their individual progress.
18. The candidate understands the theories and processes of curriculum design (appropriate sequencing, developmentally appropriate instruction, builds on learners' prior knowledge and experiences).
19. The candidate understands the process for aligning instruction and assessment with learning targets.

20. The candidate understands how theory, research and best practices impact ongoing planning and instructional practice.
21. The candidate knows how to engage learners in using technology tools and a range of skills to access, interpret, evaluate and apply information.
22. The candidate knows how to incorporate a variety of strategies that stimulate the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall).
23. The candidate knows how to apply a variety of developmentally, culturally and linguistically appropriate instructional strategies to achieve learning targets.
24. The candidate knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction and to provide meaningful feedback.

PROFESSIONAL RESPONSIBILITY

Professional educators create and support safe, productive learning environments. They must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection and collaboration. Professional educators contribute to accomplishing their school's mission and goals and demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice and advancing their profession.

25. The candidate knows how to use information and technology ethically, legally and safely.
26. The candidate understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.
27. The candidate understands laws related to learners' rights and teacher responsibilities (e.g., IDEA, FERPA, mandated reporting, etc.).
28. The candidate understands schools as organizations within a historical, cultural, political and social context and knows how to work with others across the system to support learners.
29. The candidate knows how to contribute to a common culture that supports high expectations for student learning.
30. The candidate understands the expectations of the profession including codes of ethics, professional standards of practice and relevant law and policy.
31. The candidate knows how to communicate effectively with all members of the learning community.

APPENDIX B

Advanced Programs Knowledge Base

The College of Education has also developed a graduate knowledge base which encompasses the knowledge, skills, and dispositions which we want developed in each educational professional in our advanced programs.

Professionalism - Candidates will demonstrate specific behaviors which reflect professional attitudes, values and beliefs.

1. Acts with integrity and fairness.
2. Participates in ongoing professional development.
3. Maintains confidentiality at all levels.
4. Assumes leadership roles as appropriate.

Collaboration – Candidates will collaborate with all stakeholders.

5. Utilizes multiple collaborative strategies in developing effective communication.
6. Transforms ideas into action through effective team building.
7. Demonstrates a high level of proficiency in interpersonal skills, oral and written communication.

Practice – Candidates will demonstrate competency in the chosen field of study

8. Demonstrates the ability to make decisions based upon data and input from stakeholders.
9. Utilizes critical thinking skills to solve problems.
10. Prioritizes tasks and manages time efficiently.
11. Demonstrates specialized preparation in specific area of study.
12. Tailors appropriate technologies to support practice.
13. Uses existing educational research to inform and guide practice.
14. Demonstrates global awareness by responding appropriately to larger political, social, economic and cultural issues.

Assessment – Candidates will evaluate, implement and interpret data within education environments.

15. Uses appropriate technologies to support assessment practice.

16. Evaluates knowledge and performance by using multiple methods of assessment.

17. Adheres to ethical and unbiased assessment practices.

18. Collects, critically analyzes, and interprets all types of assessment data in order to transform information into actionable, ethical practice.