

## FACULTY HANDBOOK

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## Vision, Mission, and Core Values

### Vision

“The Adler Graduate School will be a leader in empowering and developing mental health and human service professionals to transform society through social interest in action.”

### Mission

“Preparing mental health and human service professionals with a strong Adlerian foundation to foster encouragement, collaboration, and a sense of belonging to the individuals, families, and the culturally diverse communities they serve.”

### Core Values

- Quality Education
- Adlerian Principles
- Diversity
- Institutional Sustainability

*Vision Mission and Values: Approved by the Board of Directors January 28, 2018*

## Introduction and AGS History

Welcome to the Adler Graduate School (AGS). This Faculty Handbook provides faculty members with information concerning the policies, requirements, and programs of the School. Faculty members should become familiar with the information contained in the Faculty Handbook and should retain a copy for general reference. Faculty members should also be familiar with the [Catalog/ Student Handbook](#), (click the link) to help guide students with questions concerning academic policies and procedures. Also found in the catalog are the School's programs, curriculum and course requirements, course descriptions, and other policies and procedures.

Alfred Adler (1870-1937), an Austrian physician, one of the pre-eminent psychiatrists of the 20th Century, and a noted opponent of Adolf Hitler, taught that the mental health of individuals, families, and organizations is inextricably linked to the health of society. Dr. Adler developed a theory known as Individual Psychology. Each person is viewed as an indivisible whole as opposed to a being with distinct separation between mind and body. It is the School's conviction that healthy living comes from accepting oneself and others as equals

and continually balancing personal striving with the common good. Thus, throughout AGS' programs, faculty, staff, and students are encouraged to live and teach the concept of equality, to offer encouragement, to be cooperative, to overcome self-centeredness and to make meaningful contributions to society. The advancement of these concepts is the cornerstone of AGS' mission.

As such, the vision of the Adler Graduate School is to help individuals, families, and organizations find fulfillment in contributing to the common good. For decades, AGS interns and graduates have helped thousands of low-income families and other community members change their lives for the better.

They have done this in community agencies, private practices, schools, hospitals, and clinics.

### ***History of the School***

The Minnesota Adlerian Society was founded in 1967 and was inspired by the work of Dr. Rudolf Dreikurs. The Society began in the Twin Cities area as a small movement to introduce Adlerian concepts to the community and provide practical ideas for parenting. Within two years, the Society was marked by broad public exposure and enthusiastic volunteerism. Initially a part of the Society, the School was started by a group of professionals dedicated to teaching the practice of Alfred Adler's "Individual Psychology."

On May 25, 1969, the School was separately chartered and began offering courses as the Alfred Adler Institute of Minnesota (AAIM), an independent, 501(c)(3) tax-exempt organization. The Alfred Adler Institute of Minnesota offered courses for graduate credit beginning in 1972 and course work for graduate degrees beginning in 1977. In 1998 the Institute changed its name to the Alfred Adler Graduate School (AAGS) and, in 2004, the School's name was further simplified to the Adler Graduate School (AGS).

The Adler Graduate School is a self-supporting, non-profit organization dedicated to fulfilling its commitment to providing quality education, clinical training, research, and public service to the communities of this region. Several factors contribute to the School's uniqueness. The organization grew out of a recognized community need for assistance in the development of more effective parenting skills. AGS' subsequent growth has resulted from an on-going effort to address a variety of educational needs in the Twin Cities area, including classes for prospective and practicing human services professionals, educators, and programs for the public. Today, AGS is a widely respected, graduate-level institution, dedicated to preparing students for a wide variety of professional roles and challenges.

The School's practitioner-based faculty consists of carefully selected, experienced, practicing therapists, counselors, and educators who have a demonstrated talent for inspired teaching. Faculty members share a commitment to enhancing the effectiveness of the human services and education professions by providing exceptional learning opportunities for students. Faculty members' work is guided by the ideals and philosophy of Individual Psychology. Faculty members are committed to making their community a healthier place in which to live.

The focus on field-based experiential learning, with a strong and carefully supervised internship component and an emphasis on the integration of theory and practice (enabling the student to apply what is being learned during the educational process), results in significant clinical competence. This competence helps AGS graduates as they seek opportunities in the human service fields, both locally and beyond.

The Adler Graduate School offers two Master of Arts Degrees: one in Adlerian Counseling and Psychotherapy with six different emphasis areas and a second Master of Arts Degree in Applied Adlerian Psychology. In addition, certificates are offered in three areas. AGS' curriculum presents a broad spectrum of current theories of psychology, with an emphasis on Adlerian principles.

## Key Contact Information and Roles

### Staff Information

Name	Contact Information
Jeffrey Allen President	<a href="mailto:jeffrey.allen@alfredadler.edu">jeffrey.allen@alfredadler.edu</a> Phone: 612-767-7048
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Ev Haas Director of Alumni Relations/ Coordinator Adler Institute	<a href="mailto:ev@alfredadler.edu">ev@alfredadler.edu</a> Phone: 612-767-7044

## Academic Leadership

Program faculty are overseen by a faculty member with Program Chair release time. The Program Chair assumes several specific responsibilities on behalf of the program faculty. Such responsibilities include facilitation of program, class scheduling and faculty course assignments, faculty supervision, facilitation of new faculty hiring, facilitation of program curricular change proposals, and troubleshooting student issues and concerns.

Name	Role	Contact Information
Solange Ribeiro	Full Time Faculty, Director of Academic Affairs and Quality Assurance	205-243-7162 Solange.ribeiro@alfredadler.edu
Nicole Randick	Full Time Faculty, Director of Assessment and Online Learning	(630) 418-3439 Nicole.randick@alfredadler.edu
Craig Balfany	Full Time Faculty, Chair of the Art Therapy Program and Studio	612-767-7059 Craig.balfany@alfredadler.edu
Jill Sisk	Full Time Faculty, Program Chair of the Applied Adlerian Psychology program	612-767-7051 Jill.sisk@alfredadler.edu
Rashida Fisher	Full Time Faculty, Chair of the Counseling programs in: Marriage and Family Therapy, Clinical Mental Health and Co-Occurring Disorders	612-767-7062 Rashida.fisher@alfredadler.edu
Amy Foell	Full Time Faculty, Chair of the School Counseling Program	612-767-7065 Amy.foell@alfredadler.edu

## Who Do I ask?

### Administration and Operations

Administration & Operations			
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Admissions, Marketing, and Recruiting	Christina Hilpipre-Frischman	<a href="mailto:christina@alfredadler.edu">christina@alfredadler.edu</a>	612-767-7055
Alumni Association	Ev Haas	<a href="mailto:ev@alfredadler.edu">ev@alfredadler.edu</a>	612-767-7044

Finance or Business Related Questions	Kathy Bengtson	katherine.bengtson@alfredadler.edu	612-767-7068
Books for Courses	Nikki Marchand	<a href="mailto:nikki.marchand@alfredadler.edu">nikki.marchand@alfredadler.edu</a>	612-767-7063
Building- Maintenance, temperature, repairs	Laurencio Lechuga and Craig Balfany	BnG@lafreadler.edu	612-767-7058 612-767-7059
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Donations/ Giving	Jeffrey Allen	<a href="mailto:jeffrey.allen@alfredadler.edu">jeffrey.allen@alfredadler.edu</a>	612-767-7048
Registration	Debbie Velasco	registrar@alfredadler.edu	612-767-7064
Financial Aid	Jeanette Maynard Nelson	jeanette@alfredadler.edu	612-767-7043
Grades, attendance	Debbie Velasco	registrar@alfredadler.edu	612-767-7064
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Library	Nikki Marchand	nikki.marchand@alfredadler.edu	612-767-7063
Office Supplies	Ray Li	<a href="mailto:ray@alfredadler.edu">ray@alfredadler.edu</a>	Email only
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Human Resources	Allison Zapata	Allison.zapata@alfredadler.edu	612-767-7075
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SONIS	Laurencio Lechuga	laurencio.lechuga@alfredadler.edu	612-767-7058
Student Success and Concerns	Meg Whiston	<a href="mailto:meg.whiston@alfredadler.edu">meg.whiston@alfredadler.edu</a>	612-767-7096
Student ADA Accommodations	Meg Whiston	<a href="mailto:meg.whiston@alfredadler.edu">meg.whiston@alfredadler.edu</a>	612-767-7096
Technology	Laurencio Lechuga	adler-it@alfredadler.edu	612-767-7058
Website Updates Marketing	Parker Lindo	<a href="mailto:parker.lindo@alfredadler.edu">parker.lindo@alfredadler.edu</a>	612-767-7094
Writing Support	Writing Center	<a href="mailto:writingcenter@alfredadler.edu">writingcenter@alfredadler.edu</a>	612-767-7090

## Academics

Academics			
adlermoodle.com	Trinidad Martinez	moodlesupport@alfredadler.edu	612-767-7095
Professional Development Activities	Doug Pelcak	Doug.Pelcak@alfredadler.edu	612-767-7066
Faculty Forum	Doug Pelcak	Doug.Pelcak@alfredadler.edu	612-767-7066
Appeals and Grievances	Jeffrey Allen	Jeffrey.Allen@alfredadler.edu	612-767-7048
Student Learning Outcomes Assessment	Nicole Randick	Nicole.Randick@alfredadler.edu	630-418-3439

Extension request	Course Instructor Registrar	<a href="mailto:registrar@Alfredadler.edu">registrar@Alfredadler.edu</a>	612-767-7064
Institutional Review Board (IRB)	Solange Ribeiro	<a href="mailto:solange.ribeiro@alfredadler.edu">solange.ribeiro@alfredadler.edu</a>	205-243-7162
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Field Experience - COD and CMH	Teresa Eakman	teresa.eakman@alfredadler.edu	612-767-7057
Field Experience - MFT	Meg Williams	meg.williams@alfredadler.edu	612-767-7098
Field experience - School	Judith Voight	judith.voight@alfredadler.edu	612-767-7065
Program Planning	Program Chairs	See Academic section	
Student Learning	Program Chairs or Nicole Randick	Nicole.randick@alfredadler.edu	630-418-3439

## General Administrative Information

The Adler Graduate School’s administrative offices, classrooms and media center are located at 10225 Yellow Circle Drive, Minnetonka Minnesota 55343; phone: 612-861-7554.

The School is governed by a shared governance model of an independent Board of Directors; Leadership Team, with representative from departmental staff and faculty (President, Vice President for Finance and Administration, Director of Admissions, Faculty Program Chair, Director of Academic Affairs and Quality Assurance, Director of Student Success Services, and Human Resources Associate); Academic Council; and the Faculty Forum.

*Minnesota Office of Higher Education Required (Registration) Disclosure Statement:*  
**“Adler Graduate School is registered with the Minnesota Office of Higher Education pursuant to Minnesota Statutes sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.”**

### Diversity Statement

Adler Graduate School (AGS) provides employment opportunities to all employees and applicants for employment without regard to race, color, religion, sex, pregnancy, citizenship, national origin, age, disability, military service, veteran status, genetic information, union membership, creed, marital status, familial status, sexual orientation or expression, status with regards to public assistance, membership in a local human rights commission, or use of lawful consumable products. We will not request or require a genetic test or collect or use any protected genetic information

from any employee or applicant in connection with employment-related decisions or any other status protected by law.

This policy applies to all terms and conditions of employment, including recruiting, hiring, compensation, selection, job assignment, promotion, discipline, termination, layoff, recall, transfer, access to benefits, leaves of absences, and training. If you have a question or concern about any type of discrimination in the workplace, you are encouraged to bring these issues to the attention of your immediate supervisor or the Human Resources Department. You can raise concerns and make reports without fear of reprisal. Anyone found to be engaging in any type of unlawful discrimination will be subject to disciplinary action, up to and including termination of employment.

## **Adler Library & Robert G. Bartholow Media Center**

The mission of the Adler Graduate School Library and Robert G. Bartholow Media Center is to support the teaching, service, and research functions of the School. The primary collections focus on the major works of Alfred Adler and the theory and practice of Adlerian psychology.

The Adler Graduate School Library collection consists of the following on-site and online resources:

### ***Adler Library General Collection***

Searching for a book or video? Find books and videos in the Adler Graduate School Library general collection.

### ***Core Adlerian Collection***

Searching for Adlerian works? Find works by classical and contemporary Adlerian scholars.

### ***Professional Journal Collection***

Searching for an article? Find professional articles and books through EBSCO and other online resources.

### ***American Psychiatric Association***

Searching for the DSM? Find the current version of the Diagnostic and Statistical Manual of Mental Disorders (DSM), as well as journal articles and books.

### ***Materials from Other Libraries***

Students at the Adler Graduate School may be able to check out books from other libraries by securing special borrowing privileges or using interlibrary loan.

### ***The Master's Project Archive***

Theses, projects, and integrative papers written by AGS students.

You can also check out the [Research Centers](#) for more resources.

## Academic Procedures

### Advising

Each full-time faculty member has an advising load, with the number of advisees varying according to the program's student to faculty ratio. The advising process/timeline can be found in **Appendix A**

### Annual Course Schedule

Courses are scheduled on a 12-month, rotating basis. Faculty will be contacted to indicate days they are unavailable for courses being taught. The annual schedule is available on the registrar page of the AGS website. Schedules are reviewed and confirmed 4 months prior to each term and before being sent out to students. Once the schedule is set, changes cannot be made. If a faculty member finds that the dates no longer work, they should notify the Registrar or Program Chair assigned to the specific course and an alternate plan will be mutually reached.

The "projected annual course schedule" can be found at <https://alfredadler.edu/services/registrar/academic-calendar>

### Class Attendance

The following statements should appear in the standard attendance section of each course syllabus:

Since courses are structured according to an intensive five-week format, regular and punctual attendance is of prime importance. Students are expected to attend all class meetings. When a student is unable to attend class, it is a courtesy to notify the course instructor in advance using the e-mail or phone information provided at the end of this syllabus.

Most 3 credit courses are divided into nine units. One unit is equal to one evening class session, ½ of a weekend day session, one unit/posting in an online class, or roughly 3.25 hours of class time. If a student misses 3 class units, the student is advised to withdraw from the course immediately or the student will receive an NC for the course. The student may miss twice but not a third time.

If a student misses 2 class units in a 2 credit course, the student is advised to withdraw from the course immediately or the student will receive an NC for the course. The student may miss once but not twice.

A student in a 1 credit course is not allowed to miss any classes. After an absence, the student is advised to withdraw from the course immediately or the student will receive an NC for the course.

In online classes, the student fulfills the class session or unit by complying with posting and other submission deadlines.

It is the instructor's prerogative to allow or not allow make-up work, or to deduct points or issue a lower grade based on missed class sessions. Please refer to the class syllabus for course specific details.

Instructors are expected to enter attendance into Sonis, no later than 10:00 AM on the first day following a class meeting.

## **Class Meeting Times**

Classes are scheduled to meet the needs of working adults through the design of a unique, five-week format (plus two weeks for final assignments) for most courses. Classes generally meet on weeknights and weekends; see class schedule for details. Daytime sections are occasionally offered for some courses. Online courses follow the same five-week format (plus two weeks for final assignments) and are conducted asynchronously according to a standard online syllabus, based on nine units of study. Go to [www.adlermoodle.com](http://www.adlermoodle.com) for more details.

To meet accreditation requirements, set by the Higher Learning Commission, we all need to be mindful of the length of classroom instruction students receive. In addition, while some students are happy to go home early, others are eager to receive all the instruction for which they have paid. With this in mind, please make sure you always adhere to the following schedule:

Weeknight classes: Class starts at 6:15 and ends at 9:30 PM, with two 10-minute breaks.

Weekend classes: Class starts at 8:30 AM and ends at 4:00 PM, with two 10-minute breaks in the morning, two in the afternoon, and 1 hour for lunch. If the instructor and all students agree to reduce the lunch period to 30 minutes, this can be done, and the class can end at 3:30 (no less than 30 minutes for lunch is permissible). Similarly, instructors and students may collectively decide to have the class start at 9:00 AM, in which case the class will end at 4:30 PM.

Weekend days must be comprised of two 3.25-hour instruction sessions.

Clinical Instruction: Check with Program Chair for frequency and duration of field experience classes.

## **Course Documentation**

All information regarding students registered for a class can be found on SONIS. Faculty members are to use SONIS for e-mailing the class, taking attendance every class period, recording grades and final grade. All information on how to use SONIS can be found in the SONIS Faculty Handbook. This is available in paper or e-mail by contacting [adler-it@alfredadler.edu](mailto:adler-it@alfredadler.edu). Each faculty member is assigned personal login information for SONIS, typically your name (your e-mail address) and a password.

## **Course Materials**

### Course Material Cost Limitations

In general, texts and purchased materials for any given course should not exceed \$150 in total costs for students. If projected costs exceed this level, please discuss with your program Chair.

### Course Handouts

Handouts are to be uploaded to the Moodle Companion page (on campus courses) or the Moodle Online Course page. If an instructor intends to use hard copies of any handout, it is the instructor's responsibility to make the necessary copies.

### Duplicating

Copies can be made in the copy machine room next to the Writing Center. The faculty code for the copier is 3815.

### Desk Copy of Text

If faculty members wish to order a desk copy of a text being considered for a course, contact your program Chair.

### Support Equipment

There are many types of support equipment for faculty to use in the classroom. Please contact Tech support if you need assistance.

## **Credit Hour Requirements**

At Adler, a typical 3-credit on campus course is comprised of 30 hours (2 credits) of in-class time, 2 hours of outside work for each in-class hour (60), and 45 hours for Special Project Time activities, which equals 135 hours.

A typical online course is comprised of 18 hours of work per week (90 hours) and 45 hours of Special Project Time, which also equals 135 hours.

## **Developing, Revising, and Submitting Syllabi**

The goal is to develop syllabi that possess:

- Clear learning outcomes that are sequenced with respective program outcomes
- Clear assessment techniques that allow students to demonstrate their proficiency with the assigned course outcomes.
- Current, relevant, and cost-effective textbooks that are clearly integrated into the fabric of the course.

Each course has a Master Syllabus. Faculty are expected to teach from the master syllabus until the syllabus has undergone a systematic review and been revised.

Updated Master Syllabus will be cataloged.

Please work with your Program Chair to decide what updates you may make to your syllabus.

## **Grade Extension**

**Policy (effective Summer 2019):** Formerly referred to as “Incomplete/Grade Extension Policy” this policy allows for extended time to complete outstanding coursework when one of the occurrences listed below happens.

**Procedure:** Course work must be submitted on the due date set by the instructor and as indicated in the course syllabus. Occurrences eligible for exception to the established due date are:

- Military duty
- A death in the student’s immediate family
- Required travel by employer
- Hospitalization requiring a minimum stay of 1 overnight
- Incarceration
- Car accident en route to AGS
- Homelessness
- Act of nature (severe storm damage)
- Circumstances beyond one’s control

To receive an extension for course work, the Request for Extension form (**Appendix B**) and corroborating documentation to support the extension must be submitted to the instructor as soon as possible but **no later than the original due date of the assignment or before the last class meeting**. The instructor will grant or deny the extension. If the request is approved, the instructor will set a new assignment due date. Any extensions outstanding beyond the due date will result in a grade of NC or the grade earned for the class factoring in the loss of points for the incomplete work.

The signed Request for Extension form and corroborating documentation are submitted to the Registrar’s Office. A grade of I/P is entered for the course.

Students with 2 or more incompletes will be placed on registration hold pending completion of one of the incompletes.

**Denied Request:** If the instructor denies the request, the student has the option to withdraw from the class. The student must withdraw before the last day of the class. The recorded withdrawal will be processed according to the Refund Policy.

## Grading

AGS students are expected to maintain a high level of academic achievement. Prior to graduation, a student is required to demonstrate basic competence in all areas of study. To facilitate this competence:

Faculty members are expected to review and update handout materials annually.

Faculty members must declare their grading policies verbally and in writing during the first session of each course, including their criteria for all letter grades, whether late papers are graded according to the same guidelines as papers submitted on time, etc. Grading policies must be included in each course syllabus, or otherwise distributed in writing during the first-class session of each course.

Students are expected to submit course assignments by the date established by the instructor. In most cases (not all), students have two weeks from the date of the last class to complete assignments. Extensions must be formally requested and approved by the instructor using the extension request form. The extension request forms are then submitted to the Registrar.

Grades must be recorded in SONIS. When grading is finished the Registrar must be notified so that the grades can be marked official. Every faculty member should have a copy of the SONIS Faculty Manual.

Faculty members are required to return all course assignments with written feedback and grades within two weeks of the due date for specific assignments. If this expectation cannot be met, faculty members are expected to formally request a grading extension from their respective program Chair. If granted, students affected will be informed of the extension period.

When grades are submitted for a course, a faculty member must be able to demonstrate that all assignments turned in by students have been reviewed and graded. That is, all assignments that can be graded will have been graded.

Students will date late assignments when submitted. Based on the submission date, an instructor will generally submit a grade within the same two-week timeframe that applies to course assignments submitted on time.

If a student completes assignments after grades have been submitted by her/his instructor, and those assignments are not immediately graded, a grade of "I/P" (Incomplete/Grade Pending)

will be recorded, if an extension has been granted by the instructor. An extension form can be found in **Appendix B**.

## Grading System

Traditional letter grades are given for most AGS courses, with a limited number of courses evaluated on a pass/no pass basis. The grading system is as follows:

### Grade Point

Traditional letter grades are given for most AGS courses, with a limited number of courses evaluated on a pass/no pass basis. The grading system is as follows:

Grade		Grade Point
A	Excellent	4.0
A-		3.67
Represents outstanding performance; student-demonstrated perceptiveness in dealing with materials and course expectations.		
B+	Good	3.33
B		3.0
B-		2.67
Generally, a high level of awareness of the substantive nature of the course;		
C+		2.33
C	Minimally Acceptable	2.0
Reflects minimal graduate-level performance.		
I	Incomplete	N/A
Indicates that the requirements of the course have not been completed and that a student has a written extension contract with the faculty member.		
P	Pass	N/A
Undifferentiated passing grade.		
IP	In Process	N/A
Indicates that work satisfying an incomplete grade has been submitted to the instructor and a grade is pending.		
W	Withdrawal	N/A
Indicates the student officially withdrew from the course by completing and submitting a written request and did so during the specified time frame (refer to the Refund Policy).		
NE	Never Enrolled	N/A

Withdrawn in good standing before the first hour of the course.		
NC	No Credit	0.0
Students may be issued a grade of “No Credit” if any of the following conditions are met:		
<ul style="list-style-type: none"> <li>• Did not attend class</li> <li>• Did not properly notify the Registrar of a withdrawal</li> <li>• Missed number of class periods in excess of school course attendance policy</li> <li>• If an incomplete extension has not been resolved within 45 days after the last class meeting (not the assignment due date) and an agreed upon extension has not been arranged by the student and instructor, the incomplete turns to NC and the course must be repeated.</li> <li>• Course work submitted does not meet the minimum standards for passing or fails to submit assignments.</li> </ul>		
A/W	Administrative Withdrawal	0.0
Indicates the student performed in a manner justifying administrative withdrawal.		
AU	Audit	N/A

## Office Hours

All instructors are required to maintain office hours that allow students to access them outside of class time.

### Policy

1. Instructors will either post their office hours outside of their office (on-campus faculty) or communicate to the online students their office hours and contact information.
2. Online instructors will set a regular schedule for being in the course page and will communicate this schedule to students at the beginning of the course.

### Procedures

1. Post schedule and office hours information in the course syllabus and Moodle, and on-campus when appropriate. Office hours may be held using available technologies.
2. If you are teaching online, establish a regular schedule, early in the course, for when you will be logging in to the course and communicate this to students.
3. If you are teaching online, logging in to your course shell is normally done once per day.
4. See [Communication Policy](#) in the online instructors manual for details on responding to students.

## Oral Examinations

Adler will conduct one oral examination that covers Adlerian and general knowledge bases, as well as the Master’s Project or Professional Portfolio. The chairperson and a reader for the Master’s Project or Professional Portfolio will conduct the oral exam. For students whose

program requires a Master Project, the oral exam will take place after the chairperson has approved the final paper and the reader has read the paper. For students doing a professional Portfolio, the chairperson (advisor) will work with the student to schedule the oral exam at the end of the student's program of study.

## **Student Complaints, Grievances and Appeals Policy and Procedures**

Effective Date: July 1, 2019

### **Policy:**

Adler Graduate School provides opportunity to file complaints, grievances and appeal decisions including, but not limited to, course grades\*, program admissions and decisions on fulfillment of program and graduation requirements. The goal of any complaint or appeal is to offer due process and resolution in a timely and fair way. Every attempt, at every level, will be designed to resolve the issue with full attention to ethical practices, accreditation standards and Adler Graduate School policy. If a complaint, grievance or appeal relates to a Federal Compliance issue, the process for resolve is guided by law and may not allow for appeal.

In any case, the complainant is encouraged to first discuss the complaint or grievance with the faculty member, Program Chair or administrative staff. This approach provides opportunity for a review and may resolve the complaint/grievance immediately. If this initial, informal review has been done and resolve is not reached, the complainant may submit a formalized, written description, outlining the situation on the Formal Complaint or Grievance form. This is submitted to the Director of Student Success Services and activates a formal process.

### **Procedure:**

Guidelines for Informal and Formal Complaints, Grievances and Appeals:

- 1. Informal:** The complainant must attempt to resolve a complaint/grievance by first discussing with the faculty member, Program Chair or administrative staff member.
- 2. Formal:** If a complaint is unresolved at the Informal level, the complainant may formalize the complaint by completing the Formal Complaint Form. This form is submitted to the Director of Student Success Services for further action. The Director of Student Success Services acknowledges receipt of the formalized complaint and pursues any information that may assist in resolving the complaint. The complaint is also tracked from the date of submission to closure. All relevant participants may be asked for input towards resolution. When a decision is made, the complainant will receive a determination for resolve.
- 3.** If the complainant wishes to appeal the decision, a written Formal Appeal form may be submitted within one week of receiving a decision. The written appeal should provide detail, any supporting information to substantiate the appeal and may include a desired solution. This written Formal Appeal form is submitted to the President of Adler

Graduate School. The President will activate the Appeal Committee and provide the support material prior to a formal appeal meeting.

4. Within seven business days, an Appeal Committee will address the appeal, in person. Members include: one “out of department” faculty member, one student, one staff and one person (non-voting) noting minutes of the meeting. Members of the Appeal Committee must not have direct knowledge of the student. The Appeal Committee will render a decision after hearing from the student filing the appeal and any others who have direct information regarding the grievance or complaint. The student may be accompanied by an advisor and this person serves as support, not as a verbal advocate. All involved will be given access to any evidence or statements with opportunity to address these in the meeting. Each person presents to the Appeal Committee, individually. The Appeal Committee will render a decision within five business days of the meeting. The decision may include an outline of the appeal statement, a summary of considerations and final resolution. The decision will be forwarded, in writing, to the President of Adler Graduate School. The President will finalize the written decision and send it to the student. The decision is not subject to appeal.
5. If the President is the subject of a complaint or grievance, a Board member will serve in place of the President as a possible mediator. The procedures outlined in the “Formal Process” will be administered in the same manner for a grievance claim as for an academic appeal, following the rules of due process as stated in the formal procedures for filing an appeal.

### **Responsibilities**

The complainant is responsible for writing and submitting the Formal Complaint or Grievance Form and the Formal Appeal Form, if applicable. The Appeal Committee is responsible for hearing the appeal and rendering a decision within 5 business days. The President is responsible for communicating in writing, the outcome of the appeal to the complainant. If the President is the subject of a grievance or complaint, the Board Member will be responsible for communicating the outcome from a formal hearing.

**\*Changing a final course grade:** After final grades are confirmed with the Registrar, a grade may be changed, without an appeal, only to correct a clerical/mathematical error. For these changes, a faculty member would request the grade change, in writing to the Registrar confirming the clerical error and true final course grade.

### **Student Dispositions Evaluation**

Adler Graduate School faculty, staff, and students are obligated to hold our students to the highest professional, personal, and ethical standards and to respond when those standards are compromised. The 2014 American Counseling Association *Code of Ethics*, states in part, “Counselors-in-training refrain

from offering or providing counseling services when their physical, mental, or emotional problems are likely to harm a client or others. They are alert to the signs of impairment, seek assistance for problems, and notify their program supervisors when they are aware that they are unable to effectively provide services.” Additionally, the ACA code of ethics establishes that “Counselor educators, through ongoing evaluation, are aware of and address the inability of some students to achieve counseling competencies. Counselor educators 1) assist students in securing remedial assistance when needed, 2) seek professional consultation and document their decision to dismiss or refer students for assistance, and 3) ensure that students have recourse in a timely manner to address decisions to require them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.”

Professional dispositions are attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as students interact with faculty, staff, peers, and the community. These positive behaviors support student learning and development. The dispositions identified are embedded in program curricula, as well as modeled and encouraged by faculty and staff at AGS.

▪ **Pre-Assessment**

- Students will be introduced to professional dispositions, as well as the procedures for assessment of dispositions, within the entry point-New Student Orientation. Students will be provided information for accessing the Professional Dispositions Plan. They sign a statement that they received a copy of the form and that they understand that:
  - professional dispositions will be tracked throughout the program;
  - failing to demonstrate appropriate professional dispositions will result in having to comply with a remediation plan and failing to comply with a remediation plan may result in dismissal from the program.
- All documents (i.e., signed disposition form, remediation plan) are placed into the student’s advising file.

▪ **Formative Assessments/ Dispositional Decision Point Assessments**

- Faculty at predetermined points in the program fills out the dispositions form for each student. This will be done in:
  - **Entry into the program** (during foundations courses). During the first assessment stage, students will complete the first dispositions self-assessment and indicate their commitment to displaying professional dispositions
  - **Early evaluation:** Professional dispositions will be reviewed in AGS 523. The counseling faculty will assess professional dispositions for each student.
  - **middle of the program:** Professional dispositions will be reviewed during field experience. The counseling faculty will assess professional dispositions for each student.
  - **At the end of the program:** At exit students will complete the self-assessment at the end of internship and beginning of AGS 604. In addition, the counseling faculty will assess professional dispositions for each student using the Student Dispositions form.

- **Anytime:** Faculty may assess, coach, and remediate student professional dispositions at any point in the program. If necessary, faculty members may complete the Student Dispositions Evaluation from when a problem has not been resolved through informal and formal meetings.

- **Identified Disposition Issue/ When a Student Needs Improvement**

These procedures outline the process for tracking student dispositions. In any dispositional area, students may receive a 1 rubric rating indicating improvement is needed:

1. When it is indicated that a student needs improvement during a dispositional decision point, the student will receive an email from the Program Director stating that this has occurred. Dispositional decision point assessment data may be reviewed by course instructor, counseling faculty, academic advisor. If the nature of the area for improvement is such that further intervention is warranted, the student's academic/faculty advisor may request a conference with the student to directly discuss the issue, initiate a Professional Disposition Plan of Action, or both. If a conference is called or a Plan of Action is initiated, the Program Director should be provided a copy of all documentation. It is expected that course instructors will be diligent in coaching, informing, and remediating students on professional dispositions.
2. From a faculty member or school/agency on-site supervisor outside of a Dispositional Decision Point assessment. When it is indicated that a student needs improvement run any area from an assessment by a faculty member outside of a Dispositional Decision Point Assessment, they will conference with the student to discuss the concern and provide guidance for improvement. The faculty member or student may request assistance from the program chair, advisor, or other faculty member in conferencing. If a faculty member concludes that the concern requires formal documentation, the conference with the student should be completed. If a school/agency on-site supervisor indicates a dispositional issue, that school/agency on-site supervisor may be asked to provide additional details to allow all parties to fully understand the articulated concern. The faculty member may complete the documentation for the dispositional concern expressed by the on-site supervisor. Students will receive a copy of all completed dispositional assessment forms. A copy of all documentation should be shared with the program chair and filed in the individual's student advising record.

- **Professional Dispositions Remediation Plan**

In many cases, bringing the dispositional concern to the student is all the remediation needed to correct the behavior. In other, more serious cases, the dispositional remediation process may include additional activities/strategies as are appropriate. In such cases, a Dispositions Plan of Action should be developed. The faculty member should use the Professional Disposition Plan of Action to outline any long-term strategies or activities that may be required of the student in addressing the disposition concern. This includes any dispositions issue that is ongoing in nature and does not appear to be resolved with a single student conference. The Professional Dispositions Remediation Plan will include the student's expected behavioral changes and responsibilities and outline any additional faculty provided support. The Plan of

Action may require the faculty member to periodically follow-up with the student throughout the remediation process. All parties will sign to indicate understanding of and adherence to the coaching and remediation activities indicated in the plan. Students will receive a copy of all completed dispositional assessment forms. A copy of all documentation should be shared with the program chair and faculty advisor and filed in the individual's counseling program student record. The faculty member or student may request assistance from the program chair, advisor, or other faculty member in conferencing. The Professional Dispositions Remediation Plan form can be found on the SharePoint site.

▪ **When Multiple Dispositions Evaluations indicate an Ongoing Problem**

Periodically, student dispositions will be reviewed by faculty, the Program chair, academic/faculty advisor. If two or more negative assessment incidents are recorded for a student, the program faculty will convene to review the seriousness of the dispositional infractions and make decisions regarding the student's advancement in the program. Notice of the review will be provided to the student and the student will be given an opportunity to speak on his/her behalf. The options for action will be considered:

1. Allow the student to progress in the program without conditions;
2. Allow the student to progress in the program with conditions (this may include a new or more intensive remediation plan);
3. Recommend that the student be denied advancement in the program.

**Options 1 and 2** will result in an oversight of the student's dispositional progress at the program level. The Program Chair, Student's academic/ faculty advisor, and appropriate program faculty, will monitor student progress. continued concerning dispositional reports may result in a re-convening of program faculty. The Program Director will send written notification of the program faculty decision to the student outlining any additional steps for action as appropriate. A copy of this letter will be provided to the student's educational file

**Option 3** will result in a recommendation for denial of advancement to the President. The Program Chair and President will jointly send written notification of the decision to the student and include information regarding the student's right to appeal. A student denied progression in the program or recommended for removal from the program may file an appeal with the president. The student's written request to appeal the program dispositions decision must be received within 10 business days from the date of the written notification to the student. The right to appeal lies solely with the student.

▪ **Student Disposition Appeals**

A student has the right to appeal the decision of the Program Faculty to deny advancement in his/her program of study. This Disposition appeal must be made to the president within ten (10) business days of the date of the notification letter detailing the program decision.

You can find the Student Disposition Evaluation Form in **Appendix C**

## **Students' Evaluation of Faculty**

At the end of each course, students have the opportunity to evaluate faculty. This evaluation is done by SmartEvals, using a link provided to students in the Moodle course page or Moodle course companion page. Although Smart Evals sends automatic reminders to students to complete the evaluation, we get a better response when faculty also encourage students to share their experience in order to inform faculty development and course improvement. Once data from evaluations are tabulated, faculty receives a message communicating the availability of results. In addition to the feedback faculty receive directly from SmartEvals, program Chairs also review this feedback in order to support the professional development of program faculty.

## **Substitute Instructors**

Faculty members are responsible for securing their own substitutes. Please contact the Program Chair for the respective course and discuss with them the list of assignable faculty. Please consult the Faculty Directory for telephone numbers and/or email addresses for persons you wish to contact. Please use the substitute form in **Appendix D**.

## **Syllabus Deadlines & Paperwork**

To ensure that students have the syllabus that will be used in the course for which they are registering, please post your syllabus on the Moodle page for your class. All instructors are expected to email the syllabus via SONIS or Moodle to the students registered in the course no later than two weeks prior to the first class.

Please make sure the syllabus you send to students two weeks prior to the start of class addresses any peculiarities you have related to first and/or last class attendance (which for online classes translate as postings). Any practice which deviates from the formal AGS attendance policy must be explicitly described in the attendance section of the syllabus and must be pre-approved by your program Chair.

## **Writing in APA Style**

All students are expected to write papers in APA format unless specifically stated otherwise by their instructor.

All faculty members are given a copy of the APA manual, the Publication Manual of the American Psychological Association, for reference. Use of APA formatting should be considered in grading papers. All faculty are provided with writing rubrics that are to be used throughout the curriculum.

## AGS Policies

### Academic Integrity

Honesty and trust among students and between students and faculty are essential for a strong, functioning academic community. Consequently, students are expected to do their own work on all academic assignments, tests, projects, and research/term papers. Academic dishonesty, whether cheating, plagiarism, or some other form of dishonest conduct may result in failure for the work involved. Academic dishonesty could also result in failure for the course and, in the event of a second incident or an egregious first incident of academic dishonesty, dismissal from the Adler Graduate School. Here are examples of academic dishonesty:

- Cheating - Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit.
- Fabrication - Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- Facilitating academic dishonesty - Intentionally or knowingly helping or attempting to help another to violate a provision of academic integrity.
- Plagiarism - The deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgment.

### Alcohol and Drug Abuse Prevention

Adler Graduate School maintains a drug-free, alcohol-free and smoke-free environment. Students, faculty and staff are prohibited from abusing and misusing controlled substances, intoxicants, alcohol and prescription drugs while working on campus or while attending school sponsored off-campus events. Also prohibited is the unlawful possession or intent to distribute illegal, mood-altering substances. Individuals found in violation of these regulations will be subject to the following:

**Adler Graduate School Disciplinary Actions** - Students found in violation of the policy will face disciplinary action, including the possibility of suspension and/or dismissal. Employees found in violation will also face disciplinary action, including the possibility of suspension and/or termination. Please refer to the Employee Handbook for further details on this policy.

### Copyright Policy

1. Copyright Law will be accommodated at the Adler Graduate School with reference to the “Fair Use” standard. In applying this standard, four factors will be considered when assembling instructional materials authored by another person.

- a. The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
  - b. The nature of the copyrighted work;
  - c. The amount and substantiality of the portion used in relation to the copyrighted work as a whole;
  - d. The effect of the use upon the potential market for, or value of, the copyrighted work. The fact that a work is unpublished shall not itself bar a finding of fair use if such finding is made upon consideration of all the above factors.
2. The “Fair Use Worksheet” will guide one in deciding whether to use another author’s work for instructional purposes. However, in general, an instructor may use another author’s work except in the following circumstances (borrowed from policy established by Southeastern Louisiana University): You cannot copy:
- a. To substitute for purchase or replacement (for example, an article that would normally be for sale)
  - b. Workbooks, exercises, standardized tests, answer sheets
  - c. The same item by the same instructor term after term (for example, some periodic review and adaptation of course materials is appropriate)
  - d. If it is directed by a higher authority (for example, if an AGS administrator in authority indicates that another author’s work cannot fairly be used for instructional purposes)
  - e. If there is a charge to students beyond the photocopy cost
  - f. To create, replace, or substitute for anthologies, compilations, or collective works
3. All materials assembled for courses will include: 1) a photocopy of the copyright statement, usually appearing on the first page of an article or near the beginning of a journal issue, for example; or 2) if copyright information cannot be found, a photocopy of the statement, “This work may be protected by Copyright Law”.

**Procedure**

1. In addition to the AGS Copyright Policy, we believe that a special discussion will benefit AGS online faculty members and students who, by the nature of distance education, may be at greater risk for violating principles of fair use and may need greater support in exercising their fair use rights.
2. One of the most important considerations in deciding to use information is that a special notice is no longer required for any piece of intellectual property to be protected by the copyright law. This places the burden of decision-making to use the material, along with all the responsibilities and liabilities, on the individual or an institution.
3. What is not protected by the law? Although this is not a legal guidance, the general rule is that works in the public domain, US Government work, facts, and logical compilations (like a telephone book) are not protected. These types of materials may be subjects to free use. You may still need to make sure, and be able to demonstrate by appropriate referencing, that these are truly the sources you use. Free use does not mean use without referencing. Indicating the source of information in a way to

allow the readers to go directly to the source is a rule in the academic/educational community and is a sign of respect to those who create/compile the information referenced.

4. We shall assume that all other types of work we may want to use are subject to copyright protection. If you would like to make a copy, use a work as the basis for a new work, publicly display or perform (video or audio tape, for example) a work, send the work or a part of it electronically – in other words, exercise the rights that exclusively belong to the author – you need to check if your intended use is exempt from liability.
5. Some uses of materials are considered fair use. Libraries may have special rights to use. Educational displays and other activities may enjoy some special protection from liability in the course of instruction, both face-to-face and distance/digital instruction. The United States Copyright Law (2009, Chapter 1, paragraph 110) provides a detailed explanation of what constitutes exemptions from copyright liability. You can find this information at <http://www.copyright.gov/title17/>
6. Generally, if you have an unexpired copyright permission, your use is governed by the terms of your permission agreement. Even though the AGS Moodle course space is password protected, you may want to check whether your contract covers digital holding or transmission. In all other cases, consult the AGS Copyright Policy or the US Copyright Law.
7. Whether you are a student or a faculty member, if you intend to utilize the fair use rule or use the materials by license or purchase, and barring clearly prohibited items, such as psychological tests (or any parts of those), graphs and tables in their entirety, and other items protection of which may serve more than protecting intellectual rights (such as consumer protection), think of four “limits”.
  - a. Limit the amount of your reproduction (keep your direct quotes to a minimum);
  - b. Limit the number of times you reproduce protected materials (don’t use the same article again and again);
  - c. Limit access to the material you reproduce as a fair use (use password protected Moodle site, for example, versus sending protected information as an e-mail attachment);
  - d. Limit the number of reproduced original works, focusing on ones that the AGS library already possesses legally.
8. With any use, in addition to the four “limits” rule, include any copyright notice on the original and appropriate citations and attributions; terminate access at the end of the class. If you plan to use materials repeatedly for the same class, you will need to obtain permission.
9. To use digital images that are not in the public domain, you will need to have permission. In any case, limit the amount of viewing, reference the source, and eliminate the access once the class is over. For a repeated viewing, you may need to review digital availability periodically, as images can become available and unavailable.

10. In the digital age, copyright rules present a lot of ambiguity. As the virtual space expands, the rules will likely become more elaborate (and hopefully, clearer). It is difficult, if not impossible, to become an expert in these matters. When in doubt, ask someone for his or her opinion. If both of you are in doubt, you are likely dealing with copyright protected materials. Act conservatively.
11. For information on the “Student Copyright and Infringement Policy” please use the following link: <http://alfredadler.smartcatalogiq.com/en/2017-2018/2017-2018-Catalog-Student-Handbook/All-School-Policies-Academic-Student/Student-Copyright-and-Infringement-Policy>

## **Faculty Ethics**

Faculty are expected always to adhere to the ethics of their profession, as defined in the code of ethics identified and selected by each individual faculty member. Those who fail to do so jeopardize their appointment to the faculty of the School. In addition to their professional code of ethics, they are expected to adhere to AGS’ All-School Ethics Policy and to AGS’ policies and procedures. Specific guidelines for faculty/student relations follow:

- One-to-one social contacts between faculty members and students are to be discouraged.
- Faculty members will not, under any circumstance, be involved in sexual intercourse or other sexual behavior, including touching breasts or genitals, with any student of the School unless a relationship of such significance existed prior to the student’s entering the program (e.g. spouse).
- Faculty members will not, because of potential misinterpretation, initiate hugging with students. It is necessary to be sensitive to each student’s readiness for physical closeness and to the impact that such contact may have on the student.
- Touching should be a responsible expression of feelings. When students initiate hugs, faculty members are expected to be aware of their own motives and vulnerability to inappropriate student behavior, and to be honest with themselves about the meaning of the physical contact.

### **Professional Contact outside the School between Faculty and Students:**

- There will be no solicitation of students as clients by faculty members. There will be no distribution of written materials such as handouts, business cards or brochures, nor will there be verbal invitation or suggestions intended to generate a clientele. Students will not become clients of faculty members until at least one year after that student has completed her/his work at the School.
- A faculty member will not conduct therapy with students during the time those students are enrolled at AGS, even if the therapist-client relationship pre-dated the instructor-student relationship.
- Any fieldwork by students in College programs, conducted under the supervision of faculty members, should only be done with the prior approval of the appropriate Program Chairs.

- Students have a right to know that no names or other forms of personal identification will be used outside of class and that a request for specific confidentiality will be honored.

## **Freedom of Inquiry**

The Adler Graduate School acknowledges and respects the rights of all individual students, faculty and the public to engage freely in inquiry into all issues related to programs of the School, with no restrictions on personal, religious, academic or professional convictions. As a further guide, the School follows the Joint Statement on Rights and Freedoms of Students, revised in November 1992 and endorsed by the American Association for Higher Education.

## **Human Subjects Research**

Faculty intending to conduct research that involves the participation of human subjects must first obtain permission from the Institutional Review Board (IRB). Information about IRB function and procedures can be found in the School website at <https://alfredadler.edu/IRB>.

## **Intellectual Property**

### **Policy**

1. Intellectual property created by faculty or staff working on AGS projects, is owned by AGS if it is created either:
  - a. within the scope of AGS employment, including work under grants and contracts with third parties; or
  - b. with significant use of AGS resources.
2. If the intellectual property is created outside the scope of AGS employment and/or without any significant use of AGS resources, the individual will own the intellectual property.
3. Faculty are expected to follow the AGS's copyright compliance policy.

### **Procedures**

1. AGS recognizes and affirms the tradition in higher education that academic works such as books and articles, lectures, visual materials, and other teaching materials are owned by the faculty member authoring them rather than the employing educational institution.
  - a. Self-initiated academic works: When employees develop academic works without specific direction by AGS, unless otherwise agreed, the ownership of the courseware shall remain with the employee.
  - b. Academic work, under section 2 above, shall not be used or modified without the consent of the creator(s). Potential user of intellectual property (created by another faculty member) must obtain the faculty member's permission for any rebroadcast or redistribution of intellectual materials.

- c. Potential user obtains the faculty member's permission to use online course materials, beyond the course syllabus and pre-designed materials in Moodle. This includes any archived course materials developed by a faculty member.
2. Faculty ownership of such academic works may, however, be affected by the terms of agreements with third-party sponsors, referred to in Section 1 above, or by contractual agreements between faculty and AGS with respect to special projects such as the creation of online courses or other educational materials.
3. Institution-directed creation of academic works: When the Institution specifically directs the creation of academic work by assigning one or more employees to develop the academic work and supplies them with materials and time to develop the academic work, the Institution and faculty member are joint owners of the intellectual property. Such an arrangement requires a contractual agreement beyond the normal Faculty contract.
4. Where faculty generated academic works are incorporated into educational resources designed for ongoing departmental classroom (such as syllabi maintained by the school), AGS shall have a perpetual, nonexclusive, royalty-free license to use such academic works for such purposes.

## **Non-Discrimination**

The Adler Graduate School is an equal opportunity educator and employer. The Adler Graduate School does not discriminate on the basis of race, creed, color, national origin, sex, age, sexual orientation, gender identity, veteran status, social economic status, or disability in the employment of faculty or staff, the admission or treatment of students, or in the operation of its educational programs and activities. The institution is committed to providing equal education and employment opportunities in accordance with all applicable state and federal laws.

Members of the Adler Graduate School (AGS) community have the right to be free from all forms of gender-based discrimination. As required by Title IX, AGS does not discriminate based on gender in its educational programs and activities. All members of the campus community are expected to conduct themselves in a manner that does not infringe upon the rights of others. AGS believes in a zero-tolerance policy for gender-based misconduct and encourages those who believe they have been subject to gender-based discrimination, misconduct, or harassment (including sexual violence and sexual exploitation) by a student, member of the faculty or staff, or campus visitor or contractor, to immediately report the incident to any of the individuals or offices listed below.

For additional information, including grievance procedure, or a copy of the School's Violence and Sexual Harassment Policy and discrimination/harassment grievance procedure, see the Employee Handbook or call the HR Specialist at 612-767-7075.

**Title IX Coordinator:**

Katherine Bengtson, VP for Finance and Administration; [katherine.bengtson@alfredadler.edu](mailto:katherine.bengtson@alfredadler.edu);  
612 767-7068

**Deputy Title IX Coordinator:**

Dr. Meg Whiston, Director of Student Success Services; [meg.whiston@alfredadler.edu](mailto:meg.whiston@alfredadler.edu); 612  
767-7096  
Adler Graduate School  
OR

U.S. Department of Education  
Office for Civil Rights  
Lyndon Baines Johnson Department of Education Building  
400 Maryland Ave SW  
Washington, DC 20202-1100  
[OCR@ed.gov](mailto:OCR@ed.gov)  
800-421-3481 fax 800-877-8339

## Plagiarism

1. All new students are provided a tutorial concerning Plagiarism in their first Term in course 512, *Introduction to Professional Writing and Portfolio*. Students who were admitted prior to 512 being a required course are encouraged to review the plagiarism tutorial on the Writing Center's web page.
2. For purpose of this policy, plagiarism is defined as the use of another author's ideas or statements without properly acknowledging the source of these ideas or statements.
3. Faculty are expected to follow the policy, *Copyright*, which can be found in this handbook.
4. To avoid plagiarism, students must 1) turn in their own work *and* 2) give credit to the origin of information within their work. Adler Graduate School uses Unicheck to prevent plagiarism.
5. Plagiarism includes, but is not limited to, claiming the following as your own:
  - a. Another person's ideas, opinion, or theory;
  - b. Any facts, statistics, graphs, drawings – any pieces of information – that you did not generate and are not common knowledge;
  - c. Quotations of another person's actual spoken or written words;
  - d. Paraphrasing of another person's spoken or written words;
  - e. Written papers found on "pay for papers" sites;
  - f. Ideas, quotes, or visual information from the World Wide Web.
6. Plagiarism is not tolerated at Adler Graduate School. The below procedures summarize the steps taken when plagiarism is detected.

### Procedures

#### 1. Suspected Plagiarism

- a. Instructors will inform students verbally or in writing that plagiarism is suspected.

- b. Students will have the opportunity to meet with their instructor to discuss the suspected plagiarism and review the evidence.
2. **Confirmed Plagiarism:** If the detected plagiarism is confirmed it will be documented and sanctions will be enforced. Sanctions may include one or all of the following:
  - a. Refusal to accept the work for credit (the student would have to do the work over from scratch in order to have it count towards the final grade);
  - b. A grade of zero will be given for the assignment, without the opportunity to do the work over;
  - c. Student may receive an NC (no-credit) for the course. In this case, the student will have to take to retake the course.
  - d. Student may be suspended or dismissed from Adler Graduate School.
3. When plagiarism is confirmed, the instructor will immediately inform the Chair of the program that plagiarism has occurred, and the Chair and instructor will together decide on the most appropriate sanction.
4. Program Chairs will **immediately** inform the Director of Academic Affairs of all cases of egregious plagiarism (e.g. where the student knowingly and intentionally committed plagiarism), and the Director will be involved in the sanctioning process. In all cases, plagiarism will be communicated to the Director of Academic Affairs, who will maintain a record of all plagiarism cases.
5. A warning letter will be sent to the student and a copy of the letter will remain in the student's file.
6. Additional educational lessons on plagiarism may be required before the student enrolls in additional courses at Adler Graduate School.
7. Plagiarism by faculty members may result in immediate termination from Adler Graduate School.

## Faculty Personnel Information

### Complaint Procedure Regarding a Student, Faculty, or Staff

Situations can arise in any organization when individuals have problems or complaints. At Adler we believe that the most respectful way to resolve these situations is through open and candid discussion between the persons involved. If such discussion does not resolve one's concerns, however, the Adler Graduate School does provide other strategies for resolution.

In order to resolve these issues that are not related to Title IX or Code of Conduct (see Employee Handbook) faculty members should:

- Discuss the matter directly with the student, faculty, or staff member concerned.
- If not resolved speak to your program Chair.
- If a satisfactory resolution is not achieved, then discuss the matter with the Human Resource Representative
- If a satisfactory resolution is still not reached, a written statement describing the complaint should be submitted to the President. After deliberate consideration, the

President will provide a response which either addresses a resolution to the issue or refers it to the appropriate party within the school.

In all instances, the goal of the School is to seek resolution, not to place blame.

\*If the President is the subject of the complaint, a report should be made to the Board Chair (or her/his designee) who will be responsible for seeking resolution.

## **Faculty Evaluation**

### **Policy**

1. Adler Graduate School is committed to the selection of highly qualified faculty. We seek to foster the continued development of faculty through regular evaluations and formative ongoing conversations at the program level that focus on professional goals and development needs.
2. Individual faculty members bring different strengths, perspectives, experiences, and talents to their faculty role, and they are members of various programs with varying forms of teaching, scholarship, and service. This policy assures that instructors are current in their disciplines and adept in their teaching roles.

### **Procedures**

1. Faculty performance evaluations will be conducted on an annual basis, starting from the date of hire.
2. Table 1 outlines who is responsible for conducting faculty evaluations.
3. Faculty will be evaluated with two evaluations: 1) Faculty Performance Evaluation and Faculty Teaching Evaluation.
4. Faculty performance is rated in a Likert scale of 3 = exceeding expectations to 0 = not meeting expectations on the Faculty Performance Evaluation.
5. Faculty teaching is rated as either skilled, competent, or emergent on the Faculty Teaching Evaluation.
6. Full time faculty performance will be evaluated through observation, evaluations, and an examination of a portfolio that demonstrates the faculty member's performance in the areas of teaching, scholarship, and service.
7. Adjunct faculty performance will be evaluated through observations and evaluations that demonstrate the faculty member's performance in classroom teaching and related activities.
8. Evaluation Guidelines:
  - a. Evaluations should promote sound educational principles, fulfillment of institutional mission, and effective performance of job responsibilities, so that the education needs of the student, community, and society are met.
  - b. Supervisors will use supervisory, and/or classroom observations and student evaluations when evaluating faculty member's classroom performance.
  - c. Evaluations shall be constructive so that they help the institution develop human resources and encourage and assist those evaluated to provide excellent service.
9. Where deficiencies in a faculty member's performance are identified, the faculty member is responsible for remedying the deficiencies. The supervisor and faculty member will develop an improvement plan for such deficiencies.
10. All faculty evaluations will be stored by Human Resources in the faculty member's file.
11. The table below illustrates the type of evaluation for each faculty category.
12. The forms used for faculty evaluation can be found in the handbook in **Appendices E and F**.

	<b>Chairs</b>	<b>Full-time Faculty</b>	<b>Adjunct Faculty</b>
<b>Evaluation Forms</b>	<ul style="list-style-type: none"> <li>• Faculty Performance Evaluation (I, II, III)</li> <li>• Faculty Teaching Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty Performance Evaluation (I, II, III)</li> <li>• Faculty Teaching Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty Performance Evaluation (III)</li> <li>• Faculty Teaching Evaluation</li> </ul>
<b>Observers</b>	<ul style="list-style-type: none"> <li>• Another Chair or Director</li> <li>• Director of Online Education (Moodle online course pages).</li> </ul>	<ul style="list-style-type: none"> <li>• Program Chair or designee</li> <li>• Director of Online Education (Moodle online course pages).</li> </ul>	<ul style="list-style-type: none"> <li>• Program Chair or designee</li> <li>• Director of Online Education (Moodle online course pages).</li> </ul>

## Faculty Forum

The Faculty Forum is an open forum where faculty contributes to a Shared Governance system that includes faculty, staff, and others, and functions in an open environment based on Adlerian principles of Dignity, Respect, Equality, Courage, Purpose, and Belonging. Membership in this group is open to all faculty (i.e. all faculty members belong to this forum) at any time, except for identified members on work groups on specific tasks. This group replaced the All Faculty Group and Faculty Executive Committee on 1/19/2019. Any issues that impact faculty can be brought to this group.

The mission of the Faculty Forum states: “We are a forum to discuss issues involving faculty welfare. Ideas and initiatives for the betterment of the school will be considered. We function in an advisory capacity to the president”.

## Faculty Liaisons to Committees

Faculty are encouraged to participate or be represented on Committees and Work Groups as appropriate. There is opportunity to serve on the following: Professional Development, Curriculum, Faculty Forum, Building and Grounds.

## Faculty Onboarding and Orientation

The Faculty and Staff Onboarding process is a multi-step process designed to ensure faculty and staff confidence and competence in beginning their work as an Adler faculty member; the process is individualized with consideration of the respective roles. In general, the process involves meeting with our Human Resources Associate and the Professional Development Coordinator. We strive to tailor and individualize this process for all new employees, according to their specific roles in the institution.

Once an employee has completed the necessary forms and paper work, the employee’s contact information is sent to the Professional Development Coordinator who is responsible for tailoring a professional development experience appropriate for their job role.

Office and administrative support staff receive the HR and IT portions mentioned below. They also participate in an overview of Adlerian Psychology from the Professional Development Coordinator, along with meeting with AGS president for a school and cultural overview.

Faculty receive a more in depth face-to-face process, either in person or via remote technology. Each Faculty member receives at least a half hour with each of the following staff to establish a working relationship, receive necessary information, and ask pertinent questions.

- **Professional Development Coordinator:** Adlerian overview, professional development initiatives, expectations and opportunity for faculty involvement in training and decision-making.
- **HR Assistant:** Overview of benefits/ Q and A.
- **Registrar:** Logging attendance, submission of grades, granting student extensions, helping students register for class.
- **IT:** Overview of Sonis and Moodle and how they are used at AGS.
- **Director of Academic Affairs and Quality Assurance:** Overview of academic structure and functioning. Overview of the accreditation process and the role played by faculty in the process.
- **Director of Assessment and Online Education:** Overview of our assessment process. Establish a process with online faculty for developing their classes, such as Companion pages, working with Moodle, timelines.
- **Program Chairs:** Establish contact for communication around department related culture and needs for instructional and advising assistance.
- **AGS President:** Establish initial relationship and begin articulation of mission, core values and processes surrounding AGS.

We are currently in process of developing an **assessment** of the effectiveness of our onboarding process. We will develop a tool to identify the critical parts of our on boarding that were effective and the parts that can be improved.

**Administrative Onboarding Checklist:**

<input type="checkbox"/> CV/Resume <input type="checkbox"/> Transcripts <input type="checkbox"/> Letter of Hire signed <input type="checkbox"/> Job Application <input type="checkbox"/> Demographic Survey <input type="checkbox"/> Criminal Background check <input type="checkbox"/> W-4	<input type="checkbox"/> Photo Release Statement <input type="checkbox"/> Philosophy of Teaching statement <input type="checkbox"/> All professional/clinical licensures and cert <input type="checkbox"/> Job description sign-off <input type="checkbox"/> Emergency Contact information <input type="checkbox"/> Signed receipts from Employee Handbook <input type="checkbox"/> Entered in Paycor <input type="checkbox"/> Entered in Sonis
---	--

<input type="checkbox"/> Form I-9 completed in person/authorized agent <input type="checkbox"/> Direct deposit request	<input type="checkbox"/> Request prof. photo and bio for website <input type="checkbox"/> Review Payroll process
---	---

**Program specific**

<input type="checkbox"/> Review Faculty Handbook <input type="checkbox"/> Process for entering Grades and Attendance	
---	--

**IT**

<input type="checkbox"/> Create SONIS, O365, and Moodle Account <input type="checkbox"/> Create and send Zoom account <input type="checkbox"/> Send SONIS, O365, Moodle Credentials to Allison <input type="checkbox"/> Send LiveText for Faculty <input type="checkbox"/> Create TeamViewer account on desktop if needed. <input type="checkbox"/> Add to email groups in O365 <input type="checkbox"/> Add to Alfredadler.edu website directory <input type="checkbox"/> Add to digital display <input type="checkbox"/> Setup Phone and Email Voicemail <input type="checkbox"/> Create User in Active Directory if on site	<input type="checkbox"/> Setup personal Printer and install Drivers to Printer <input type="checkbox"/> Install Microsoft Office 365, plus other software necessary for particular job <input type="checkbox"/> Add Name/email address to copiers <input type="checkbox"/> Providing Printing code and instructions on scan to email, copying and printing <input type="checkbox"/> Assist setting up with Outlook signature <input type="checkbox"/> Uninstall any bloatware or unnecessary software <input type="checkbox"/> Test Mouse and Keyboard
---	--

**Payroll**

<input type="checkbox"/> Submission of Faculty Invoice <input type="checkbox"/> Submission of Reimbursement Request Form
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**Mentoring New Faculty**

Mentorship is for the purpose of orienting new faculty members to the culture and resources of Adler Graduate School. It is assumed that new faculty, by the nature of having been selected and hired, are capable educators. Mentoring relationships provide new faculty with a “go-to” person to address their questions, concerns, and needs and to facilitate their process of getting comfortable in their new positions at Adler. New faculty will be mentored by their program chair or a designated faculty member.

**Returning Calls and E-mails**

Adler faculty and staff members are expected to make every effort to respond to calls and emails within 48 hours, independent of weekends, holidays and vacations.

## Safety and Security

Adler Graduate School is committed to creating a safe and secure environment for all students, faculty, and staff. The University Emergency Preparedness information has been developed to assist the University in meeting this goal. All students and employees are encouraged to regularly review the information provided and become familiar with suggested recommendations concerning disasters or emergencies that may impact the University Community.

The recommendations are developed to minimize the negative effects resulting from an emergency. Please read these guidelines thoroughly and become acquainted with its contents. Keep this information in a visible and accessible place for immediate reference. Once you are familiar with the information, you will be better prepared to protect yourself, your co-workers and students

In today's society, we must be more vigilant of surrounding influences that can affect the safety of our community. Medical emergencies, disasters, accidents, injuries, and crime can occur at any time without warning. It is our goal that by working together we can be pro-active to emergencies in a timely manner.

When incidents occur on campus that pose an ongoing threat, the College releases Safety Alerts. Safety Alerts are posted on the College Website, [www.alfredadler.edu](http://www.alfredadler.edu), and on posters around campus,

Please visit the Safety and Security page on the Schools' website (<https://alfredadler.edu/about/safety-security>) to become familiar with detailed procedures to use when facing different types of threat.

## Appendix A

### School Wide Advising Timeline:

**AT and Adlerian Programs will follow checks with a few variations.**

Point of Program Application to Graduation

<p><b><u>Advising Check 1</u></b></p> <p><b><u>Pre Start:</u></b></p> <p>After Program Acceptance &amp; New Student Orientation</p>	<ol style="list-style-type: none"> <li>1. <b><u>One to two weeks prior to the start of each Term-</u></b> (Email): Advisors send advisee’s a welcome email with first term courses.</li>   <li>2. <b><u>New Student Orientation Emphasis Area Break Outs-</u></b> (Group Advising): Advisors meet with advisees at New Student Orientation breakout- Information shared may include the following:             <ul style="list-style-type: none"> <li>➤ Initial course sequence</li> <li>➤ Overall how to find people or items on website (where to find class nights and classes full on website)</li> <li>➤ Share Disposition evaluation &amp; process expectations how its build into courses. Students sign off on a form saying they understand the disposition forms and process.</li> </ul> </li> </ol> <p>Go over Program Manual (professional affiliation info/course offerings/start of field experience timeline).</p>
<p><b><u>Advising Check 2</u></b></p> <p><b>At the end of third class or end of Second Term:</b></p> <p>(After the completion of Foundations Course)</p>	<ol style="list-style-type: none"> <li>1. <b><u>Toward the end of 503 or AT Foundations Course-</u></b> (Individual Advising): Advisors will set up individual meetings with advisee’s to:             <ul style="list-style-type: none"> <li>➤ <b><u>Evaluate portfolio- #1 portfolio touchpoint</u></b> based on checklist for touchpoint 1 requirements and quality of work Specifically evaluate:                 <ol style="list-style-type: none"> <li>1. Professional orientation and background information; make sure its complete (may need a sample for was not done in 512 or Foundations).</li> <li>2. Personal goal and statement from application</li> <li>3. Evolving Personal Philosophy Statement (done in Foundations)</li> <li>4. Dispositions self-survey (taken in Foundations course)</li> </ol> </li>   <li>➤ Have students upload work they have completed related to Adlerian (VII), Multicultural (VIII) or Program Specific Competencies while in 511, 512, 505/551 and Foundations Courses</li>   <li>➤ <b><u>Review 1st professional disposition self survey that was completed in Foundations Course</u></b> Set specific goal(s) for the next stage in the program, specifically as it relates to the start of student’s field work.</li> </ul> </li> </ol> <p>Create Academic Program Plans if they have not been done to date.</p>

## Appendix B

### Request for Grade Extension

“To receive an extension for course work, the Request for Grade Extension form and corroborating documentation to support the extension must be submitted to the instructor as soon as possible but **no later than the original due date of the assignment or before the last class meeting.**” AGS Student Handbook.

<b>Date:</b>
<b>Name:</b>
<b>Program:</b>
<b>Course # and Title:</b>
<b>Instructor Name:</b>
<b>Name of Assignment:</b>

### Reason for Extension (supporting documentation must be attached)

Please check the reason for the extension request

- Military Duty
- A death in the student’s immediate family
- Required travel by employer
- Hospitalization requiring a minimum stay of 1 overnight
- Incarceration
- Car accident en route to AGS
- Homelessness
- Act of nature (severe storm damage)
- Circumstances beyond one’s control

Extension Due date: -

---

Unless the instructor agrees to an additional request for extension, incompletes not resolved by the due date will be changed to an NC (failing grade).

### Signatures:

Student
Instructor
Registrar

**Submit completed form to the Registrar’s Office**

## Appendix C

### PROFESSIONAL DISPOSITION STUDENT EVALUATION FORM

**Student Name:** \_\_\_\_\_ **Student ID:** \_\_\_\_\_  
**Student Program:** \_\_\_\_\_ **Student Email:** \_\_\_\_\_  
**Date(s) of observed behavior(s):** \_\_\_\_\_ **Location(s) of observed behavior(s):** \_\_\_\_\_  
**Observer(s) of behavior(s):** \_\_\_\_\_  
**Observer(s)' relationship with student:** \_\_\_\_\_  
**Observer(s)' email:** \_\_\_\_\_  
 (e.g., Staff, instructor, faculty, student colleague, site supervisor)

#### Counselor Competency and Fitness

Adler Graduate School faculty, staff, and students are obligated to hold our students to the highest professional, personal, and ethical standards and to respond when those standards are compromised. The 2014 American Counseling Association *Code of Ethics*, states in part, "Counselors-in-training refrain from offering or providing counseling services when their physical, mental, or emotional problems are likely to harm a client or others. They are alert to the signs of impairment, seek assistance for problems, and notify their program supervisors when they are aware that they are unable to effectively provide services." Additionally, the ACA code of ethics requires "Counselor educators, throughout ongoing evaluation and appraisal, are aware of and address the inability of some students to achieve counseling competencies...Counselor educators 1) assist students and supervisees in securing remedial assistance when needed, 2) seek professional consultation and document their decision to dismiss or refer students for assistance, and 3) ensure that students have recourse in a timely manner to address decisions to require them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures."

**Professional dispositions:** Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as students interact with faculty, staff, peers, and the community. These positive behaviors support student learning and development. The dispositions identified are embedded in program curricula, as well as modeled and encouraged by faculty and staff at AGS.

Professional Disposition	0. Not observed 1. Significantly below expectations 2. Moderately below expectations 3. Meets expectations 4. Exceeds expectations				
I. Relationships: Interaction with faculty, college support staff, peers, supervisors, clients, and others in a respectful, appropriate and positive manner that promotes and maintains a professional relationship.					
Uses interpersonal skills in an array of verbal or written communication resulting in positive relationships.	0	1	2	3	4
Promotes equity in the classroom by avoiding disruptive or domineering behavior.	0	1	2	3	4

Accepts written or verbal constructive feedback, including recommended professional development.	0	1	2	3	4
Shows respect through behavior and communication (e.g., class discussions, feedback to peers is constructive).	0	1	2	3	4
Responds appropriately to peer feedback.	0	1	2	3	4
Works collaboratively with peers within a group setting (e.g., group-work, partner projects).	0	1	2	3	4
Maintains professional boundaries.	0	1	2	3	4
Comments/ Explanations:					
<b>II. Ethics: Exhibits behaviors that are consistent with professional ethics. Acts in accordance with Adler Graduate School's Code of Conduct and the professional Codes of Ethics (ACA,NAADAC, AAMFT, AATA, ASCA).</b>					
Expresses respect for diversity through behavior and communication by treating others fairly and equally.	0	1	2	3	4
Expresses respect for other's strengths and points of view through behavior and communication	0	1	2	3	4
Adheres to the confidentiality set forth within the classroom and clinical settings.	0	1	2	3	4
Respects the ethical and moral values of the school and peers.	0	1	2	3	4
Demonstrates academic and professional integrity.	0	1	2	3	4
Maintains wellness and refrains from offering or providing professional services when impairment is likely to harm a client or others.	0	1	2	3	4
Accurately represents academic, personal, and professional development experiences.	0	1	2	3	4
Comments/ Explanations:					
<b>III. Awareness, Wellness, and Growth: Demonstrates acceptance of how personal belief systems, attitudes, and values affect others in class, group, supervision or practice.</b>					
Makes appropriate self-disclosure and avoids overemphasis on personal thoughts or experiences in role-playing, supervision, and/or practice.	0	1	2	3	4
Demonstrates the ability to manage current significant life stressors (e.g., divorce, financial, unemployment) that are impairing academic or clinical performance.	0	1	2	3	4
Has the capacity to assess situations or circumstances wisely and to draw sound conclusions.	0	1	2	3	4
There are no signs of impairment related to physical, mental, or emotional problems.	0	1	2	3	4
Demonstrates appropriate boundaries.	0	1	2	3	4

Is open to receiving feedback and/or supervision and avoids defensiveness, reactivity, or hostility towards others when they express concern about professional competency (i.e. excessively disputing grades).	0	1	2	3	4
Uses self-reflection and introspection to promote professional growth.	0	1	2	3	4
Accepts personal role in situations and avoids blaming others for personal deficiencies.	0	1	2	3	4
Open to engaging in personal and professional development when recommended.	0	1	2	3	4
Comments/ Explanations:					
<p><b>IV. Multiculturalism:</b> Respects the fundamental rights, dignity, and worth of all people – including respect for age, culture, disability, ethnicity, race, religion/spirituality, gender, sexual orientation, marital/partnership status, language preference, socioeconomic status, immigration status, or any basis proscribed by law or as defined by potential clients’ experience. Is aware of, and avoids imposing one’s values, attitudes, beliefs, and behaviors.</p>					
Displays willingness/openness to learn or understand differences in others.	0	1	2	3	4
Regularly remains actively cognizant of a clients’ lived experience in role-play, supervision, or practice.	0	1	2	3	4
Avoids lecturing or preaching to others about moralistic standards.	0	1	2	3	4
Refrains from the use of biased language (e.g., sexual prejudice, classism, ableism, discrimination, and other forms of microaggressions) in role-play, supervision, or practice.	0	1	2	3	4
Recognizes boundaries of competence and limitations of expertise.	0	1	2	3	4
Comments/ Explanations:					
<p><b>V. Engagement:</b> Presents oneself professionally and responsibility within the classroom setting. Participates in the required learning environment. Completes required tasks and fulfills obligations within the designated time.</p>					
Wears appropriate attire for the learning environment.	0	1	2	3	4
Demonstrates appropriate non-verbal communication during class discussions and lecture discussions (e.g., attending behaviors).	0	1	2	3	4
Conducts oneself professionally in personal habits, mannerisms, and patterns of behavior (e.g., independence, maintains a lifestyle that promotes wellness).	0	1	2	3	4
Has regular on-time attendance for class and out of class educational meetings. Notifies appropriate persons and submits necessary documentation if absent.	0	1	2	3	4

Demonstrates preparedness for class by turning in assignments on time, follows through with assigned responsibilities, and willingness to learn.	0	1	2	3	4
Contributes to keeping conversations in class professional (i.e., takes turns, uses appropriate tone of voice, does not over-share personal information)	0	1	2	3	4
Demonstrates the ability to evaluate own learning, reflect upon growth, and monitor own impairment through reflective writing, and seeking additional assistance/support when needed.	0	1	2	3	4
Comments/ Explanations:					

**Provide documentation regarding the behavior(s) you observed. Please attach any additional evidence with this form (e.g., emails, discussion posts, assignments, etc.)**

**Send the completed document to the student's advisor and program chair.**

**Resolution**

---

**REQUIRED:** Summary of Action Taken:

**REQUIRED:** Response to Action Taken:

**REQUIRED:** Electronic Signature 1 (AGS email):

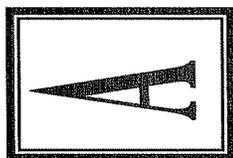
**Date:**

**REQUIRED:** Electronic Signature 2 (AGS email):

**Date:**

## Appendix D

### Substitute Instructor Form



# Adler Graduate School

#### Substitute Form

Substitute Instructor Name: \_\_\_\_\_

Primary Instructor Name: \_\_\_\_\_

Class Name: \_\_\_\_\_

Class Number: \_\_\_\_\_

Term (Please check):  Winter

Spring

Summer

Fall

Date \_\_\_\_\_

Hour(s) \_\_\_\_\_

Date \_\_\_\_\_

Hour(s) \_\_\_\_\_

Date \_\_\_\_\_

Hour(s) \_\_\_\_\_

Date \_\_\_\_\_

Hour(s) \_\_\_\_\_

*To be filled out by the instructor who is doing substitution*

## Appendix E

### Faculty Performance Evaluation

Instructor:	Full Time	Adjunct	(Circle One)
Evaluator:	Date:		

**Instructions:**

**Full Time Faculty:**

- Please indicate level of performance by choosing a score if 3, 2, 1, or 0 in sections I. Scholarship, II. Service, and III. Teaching Auxiliary Activities.
- Add comments in comments box at the end of the evaluation.

**Adjunct Faculty:**

- Please indicate level of performance by choosing a score of 3, 2, 1, or 0 in section III. Teaching Auxiliary Services.
- Add comments in comments box at the end of the evaluation.

	Exceeds Expectations	Meets Expectations	Meets Minimum Expectations	Does Not Meet Expectations
	3	2	1	0
<b>I. Scholarship (Full-time faculty only)</b>				
<b>II. Service (Full-time faculty only)</b>				
<b>III. Teaching Auxiliary Activities</b>				

I. Scholarship			
3	2	1	0
Exceeds level 2 expectations by engaging in <b>one or more</b> of the following activities: <ul style="list-style-type: none"> <li>• Publishing in peer-reviewed journals and book chapters (supported and encouraged).</li> <li>• Organizing and successfully presenting a conference workshop, exhibit, session, or panel considered significant to</li> </ul>	Meets minimum expectations (level 1) and engages in <b>one or more</b> of the following activities: <ul style="list-style-type: none"> <li>• Submitting a proposal to present at one professional conference.</li> <li>• Presenting at a non-peer reviewed workshop per year.</li> <li>• Participating in a professional development activity</li> </ul>	Meets minimum expectations by: <ul style="list-style-type: none"> <li>• Attending one professional conference and/or workshop per year.</li> <li>• Participating in evaluation of new books/materials for courses.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not meet the minimum expectations defined in level 1.</li> </ul>

<p>AGS and/or specialization by peers.</p> <ul style="list-style-type: none"> <li>• Maintaining active participation/membership in relevant professional activities/associations.</li> <li>• Presenting at AGS at faculty Professional Development trainings and/or the Institute.</li> <li>• Obtaining and maintaining significant professional certifications.</li> <li>• Holding an office or serving as a member on an active committee or board of a professional organization (i.e., the group met at least once during the year or the position required some work).</li> </ul>	<p>related to the Faculty Development from the previous year. (Professional activities are those activities which contribute to the teaching and/or research capabilities of the faculty member. It must be a documented activity which is approved by the chair.)</p>		
--	--	--	--

**II. Service**

3	2	1	0
<p>Exceeds level 2 expectations by engaging in <b>one or more</b> of the following activities:</p> <ul style="list-style-type: none"> <li>• Organizing and successfully leading a committee considered significant by peers.</li> <li>• Contributing to program accreditation/ evaluation processes.</li> <li>• Serving effectively as a program chair and also teaching an overload when necessary.</li> <li>• Effectively chairing an active committee or task force that required a significant amount of time and effort.</li> <li>• Assisting in new student admissions/selection.</li> <li>• Attending graduate admission, orientation, and/or graduation events (Some events may not be geographically applicable</li> </ul>	<p>Exceeds minimum expectations (level 1) by engaging in <b>one or more</b> of the following activities:</p> <ul style="list-style-type: none"> <li>• Being an active member of state’s professional organization.</li> <li>• Engaging in community service activities.</li> <li>• Effectively serving on one or more active committees considered significant by peers and Chair (i.e., the group met at least once during the year or that the position required some work).</li> <li>• Provides effective student advising (meeting with a significant number of advisees and providing knowledgeable curricular advice).</li> <li>• Serves in a voluntary capacity at a significant</li> </ul>	<p>Meets minimum requirements by:</p> <ul style="list-style-type: none"> <li>• Serving on a School work group/committee with a positive evaluation from the Team Leader.</li> <li>• Serving on other approved alternative demonstrating regular attendance at meetings and contributing to the work and activities of the group.</li> <li>• Effectively serving on AGS’ committees, as rated by the committee’s chair.</li> <li>• Regularly attends program meetings and AGS professional development trainings.</li> <li>• Providing assigned</li> </ul>	<ul style="list-style-type: none"> <li>• Does not meet the minimum expectations defined in level 1.</li> </ul>

<p>to faculty. This should be taken into consideration in evaluation).</p> <ul style="list-style-type: none"> <li>• Serving in a leadership role for student advising.</li> <li>• Demonstrating social interest and engaging in advocacy activities in the community and/or for the profession.</li> <li>• Serving as a teaching mentor for a college faculty member. This level of mentoring would typically be characterized by a close working relationship between the mentor and mentee and require significant time and effort while engaged in a formal and rigorous teaching development process.</li> <li>• Shares successful instructional techniques with colleagues.</li> <li>• Developing and successfully delivering a new, standalone course at the request of the department or college in support of the program or college mission.</li> <li>• Significantly contributing to interdisciplinary curriculum integration, as judged by peers and chair.</li> <li>• Service to the profession through leadership roles in professional organizations</li> </ul>	<p>national or regional conference.</p>	<p>advisees with academic advising that is rated as effective by peers (e.g. meeting with interested students and providing knowledgeable curricular advice).</p>	
<p><b>III. Teaching Auxiliary Activities</b></p>			
<p><b>3</b></p>	<p><b>2</b></p>	<p><b>1</b></p>	<p><b>0</b></p>

<p>Exceeds level 2 expectations by engaging in <b>two or more</b> of the activities described in level 2.</p>	<p>Exceeds minimum expectations by engaging in <b>one</b> of the following activities:</p> <ul style="list-style-type: none"> <li>• Showing evidence of continuous improvement of existing course content and delivery for all courses taught as evaluated by department chair and/or peers.</li> <li>• Maintaining an updated teaching portfolio.</li> <li>• Participating in a faculty development initiative focused on teaching improvement requiring low levels of time, effort, or formality. (e.g. 1-hour workshop; having a colleague watch a class and provide informal feedback, etc.).</li> <li>• Sharing Teaching Best Practices from conferences or workshops with faculty or at a Professional Development Training.</li> <li>• Being available beyond designated office hours to work with students.</li> </ul>	<p>Meets minimum requirements by:</p> <ul style="list-style-type: none"> <li>• Having an appropriate (as defined by the program and college) syllabus which is distributed 2 weeks prior to the first meeting of the class.</li> <li>• Meeting with the class at the scheduled times and posting on time in online forums.</li> <li>• Incorporating instructional feedback to improve effectiveness.</li> <li>• Incorporating library and online resources into appropriate courses.</li> <li>• Being available in office during posted office hours unless there is an unavoidable conflict.</li> <li>• Providing appropriate feedback to all assignments in a timely manner.</li> <li>• Submitting course grades in a timely manner.</li> <li>• Submitting attendance in a timely manner.</li> <li>• If teaching online, incorporating current <i>AGS Policies and Online Policies and Procedures</i> throughout duration of course, to include course preparation, response to posts, and end of course activities (i.e.,</li> </ul>	<ul style="list-style-type: none"> <li>• Does not meet the minimum expectations defined in level 1.</li> </ul>
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		<p>grading of final project).</p> <ul style="list-style-type: none"> <li>• Participating in at least 80% (Full-time faculty) of professional development events held at the AGS and/or % based on teaching load.</li> </ul>	
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Comments (please explain rating)

\_\_\_\_\_  
Faculty Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date

Program Chair: Please return this form to Allison Zapata at [allison.zapata@alfredadler.edu](mailto:allison.zapata@alfredadler.edu).

## Appendix F

### Faculty Teaching Evaluation

Instructor:	Course:
Observer:	Date:

**Observer Instructions:**

**Full Time and Adjunct Faculty:** Please choose either Skilled, Emergent, or Competent by circling the rating under each evaluation category. Please check any examples that you used to inform your rating. Add any comments in the box to include strengths and growth areas.

#### Evaluation Rubric

<b>Skilled:</b>	Used most of the examples listed, if appropriate
<b>Competent:</b>	Used some of the examples, listed if appropriate
<b>Emergent:</b>	Used 1 or none of the examples listed, if appropriate

**I. Content Knowledge**

<b>Skilled</b>	<b>Competent</b>	<b>Emergent</b>
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**Examples:** Please indicate if any were used

- Selection of class content worth knowing and appropriate to the course
- Provided appropriate context and background
- Mastery of class content
- Citation of relevant scholarship
- Online resources are appropriate to the topic(s) being covered (Online courses).

Strengths/Growth Areas:

**II. Class Organization**

<b>Skilled</b>	<b>Competent</b>	<b>Emergent</b>
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**Examples:** Please indicate if any were used

- Clear statement of learning goals
- Moodle shell mirrors the syllabus, to include appropriate dates and topics being covered (online courses).
- Moodle shell follows *Section II: Online Policies and Procedures Manual* for course organization (online courses)
- Establishes a developmental flow for content
- Logical sequence

- Appropriate pace for student understanding
- Summary

Strengths/Growth Areas:

### III. Varied methods for engagement

<b>Skilled</b>	<b>Competent</b>	<b>Emergent</b>
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**Examples:** Please indicate if any were used

- In-class writing
- Analysis of quotes, artifacts
- Group discussions
- Debates
- Case studies
- Concept maps  Role plays  Think aloud problem solving
- Jigsaws
- Sharing learner experience
- Use of technology
- Use of different online platforms and activities to engage students with different learning styles (online courses)

Strengths/Growth Areas:

### IV. Presentation

<b>Skilled</b>	<b>Competent</b>	<b>Emergent</b>
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**Examples:** Please indicate if any were used

- Project voice
- Varied intonation
- Clarity of explanation
- Eye contact
- Listened effectively
- Defined difficult terms, concepts, principles
- Use of examples
- Varied explanations for difficult material
- Used humor appropriately
- Presents material in text, audio, and video that is clear and engaging (online courses).

Strengths/Growth Areas:

**V. Teacher-Student Interactions**

Skilled	Competent	Emergent
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**Examples:** Please indicate if any were used

- Effective questioning
- Warm and welcoming rapport
- Use of student names
- Encouraging of questions
- Encouraging of discussion
- Engaged student attention
- Answered students effectively
- Responsive to student communications
- Pacing appropriate for student level, activity
- Restating questions, comments
- Suggestion of further questions, resources
- Concern for individual student needs
- Emotional awareness of student interests and needs
- Responds to student discussion boards within the Unit (online courses).
- Engages with all students on discussion boards (online courses).
- There is evidence of student/teacher interaction outside of the discussion board (online courses)

Strengths/Growth Areas:

**VI. Appropriateness of instructional materials**

Skilled	Competent	Emergent
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**Examples:** Please indicate if any were used

- Content that matches course goals
- Content that is rigorous, challenging
- Content that is appropriate to student experience, knowledge
- Adequate preparation required
- Handouts and other materials are thorough and facilitated learning
- Audio/visual materials effective

Strengths/Growth Areas:

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**VII. Student engagement**

<b>Skilled</b>	<b>Competent</b>	<b>Emergent</b>
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**Examples:** Please indicate if any were used

- Student interest
- Enthusiasm
- Participation
- Student-to-student interaction

Strengths/Growth Areas:
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**VIII. Multicultural and Social Justice Competence/Inclusion**

<b>Skilled</b>	<b>Competent</b>	<b>Emergent</b>
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**Examples:** Please indicate if any were used

- Creates safe environment for expression of thoughts
- Invites expression of different worldviews
- Provides scenarios that challenge majority worldview
- Appropriately supports the expression of controversial worldviews
- Models openness to feedback during discussions (including online discussion boards)

Strengths/Growth Areas:
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**IX. Adlerian Theory**

<b>Skilled</b>	<b>Competent</b>	<b>Emergent</b>
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**Examples:** Please indicate if any were used

- Integrates Adlerian content into lesson
- Applies Adlerian theory to classroom management (ex: sense of significance, contribution, encouragement, goals of misbehavior)

Strengths/Growth Areas:
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**X. In-class, formative assessment practices**

<b>Skilled</b>	<b>Competent</b>	<b>Emergent</b>
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**Examples:** Please indicate if any were used

- Background knowledge probes, muddiest point exercises, defining features matrix and other “classroom assessment techniques”
- Ungraded in-class writing exercises, such as minute papers
- Discussions
- Questions
- Instant surveys
- Includes activities throughout the course that demonstrates measurement of learned material (online courses)

Strengths/Growth Areas:

\_\_\_\_\_

Faculty Signature

\_\_\_\_\_

Date

\_\_\_\_\_

Observer Signature

\_\_\_\_\_

Date

Observer: Please return this form to the Program Chair.

Program Chair: Please return this form to Allison Zapata at [allison.zapata@alfredadler.edu](mailto:allison.zapata@alfredadler.edu).

# Signature Page

Receipt of Faculty Handbook

I acknowledge Receipt of the Faculty Handbook and agree to all of the policies within the AGS Faculty Handbook.

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Signature

Printed Name

Date \_\_\_\_\_