



# FACULTY HANDBOOK



UNIVERSITY OF  
DELAWARE

*Professional and Continuing Studies*

# WELCOME TO PROFESSIONAL AND CONTINUING STUDIES

**W**elcome to the Continuing Studies faculty! You are becoming part of a University of Delaware tradition since the late nineteenth century to provide instructional opportunity to Delawareans and others at locations on and off the Newark campus. Your classroom will be filled with learners with diverse ages, ethnicity, and occupations. They share a common belief that learning will enhance their personal and professional lives. The challenge and opportunity is to provide them with a meaningful learning experience.

This handbook offers strategies to meet learning needs and policies and resources to assist you. We hope that it will make you feel a part of the University community.

I genuinely appreciate your commitment to teaching and learning. The rewards and sense of accomplishment far outweigh any challenges. Thanks for joining us as the University of Delaware serves the aspirations and goals of adult learners.



**James K. Broomall**

*Assistant Provost for Professional and Continuing Studies*

# TABLE OF CONTENTS

## **OVERVIEW: TEACHING ADULTS ..... 4**

## **GENERAL INFORMATION ..... 10**

### **A. Important Phone Numbers**

### **B. ACCESS Advisement Center**

### **C. Smoking Policy**

### **D. Refund Policy**

## **POLICIES AND PROCEDURES ..... 12**

### **A. Prior to the Program**

1. Program Manager
2. Course/Classroom Assignment

### **B. During the Program**

1. Hours of Instruction
2. Substitute Instructors
3. Cancellation of Class
4. Admission to Classes
5. Class Roster
6. Emergency Procedures
7. Proctoring Exams

### **C. After the Program**

1. Grading
2. Evaluation

## **RESOURCES AVAILABLE TO PROFESSIONAL AND CONTINUING STUDIES FACULTY ..... 16**

1. Student Advisement
2. Duplicating Services
3. University Writing Center
4. Parking

## **FACULTY RESPONSIBILITIES AND PAYMENT ..... 17**

1. Responsibilities
2. Payment

### Adults as Learners

Adults come to learning experiences by choice and typically with some definite purpose in mind. Their motivation to learn usually is strong. In fact, the responsibility and self-discipline which characterizes adults makes them successful students. What makes adult students unique are their needs.

- Adult students often have conflicting demands and responsibilities, such as their job and family, which will compete for their time and attention.
- Adults will very likely have a problem-centered orientation. In other words, they will want to learn a skill or method for doing something differently which may involve combining and synthesizing information from several subject areas rather than simply extending knowledge of a specific subject.
- Physiological factors may affect some adults' learning, such as vision or hearing ability.
- Adults will need encouragement and respect, trusting relationships, and acceptance of their individual differences.

Adult students' needs may require some adjustments in your teaching style. In order to develop these skills it will be useful to consider the things that make teaching adult students so unique.

### Adults' Experiences

Your students will have varied experiences which can be applicable to what they are currently learning. By making the learning experience-centered, you can more effectively transfer the knowledge, skills, and attitudes you are teaching.

An effective experience-centered learning technique you can use is group discussion. Whether you have the entire class discuss an issue while you (or someone else) keeps track of the discussion's main points on the board, or use small discussion groups, you should encourage the students to relate their own life experiences.

## OVERVIEW: TEACHING ADULTS

### **Teaching Tips**

*Try to learn about your students' work and extra-work activities. Learn about their past experiences and attempt to bring them into discussions.*

*Where applicable, use student-related experiences to demonstrate points directly or indirectly by way of analogy.*

*Encourage students to recognize and respect each others' experiences in order to facilitate an open exchange of ideas.*

### **Adults' Motivations**

Motivation is a critical element in effective learning. Adults may be motivated by a need to achieve, a desire for upward mobility, satisfaction with better performance, self fulfillment, or simply a desire to interact with others who are interested in the same subject.

Adults will commonly express their motivation through an orientation to action. Their goals for the learning experience tend to be well-defined and measurable.

### **Teaching Tips**

*Most adults want to make direct and immediate use of their new knowledge, skill, or ability. Wherever possible, provide immediate opportunities to utilize their interests and demonstrate how they may use the information later.*

*Make sure that the information you provide is translated into useable applications whenever possible.*

### **Adults' Roles and Responsibilities**

Adult students are spouses, parents, workers, children of aged parents, civic volunteers, and people who might occasionally enjoy some leisure activity. Their time is precious, just as yours is, and in most cases they make a considerable sacrifice to take your class. Try to be sensitive to limited availability of study time between classes and the demands on their energy made by other commitments. A drop in attendance is probably not a reflection on your class itself, but is more likely due to the current flu epidemic or bad weather.

## OVERVIEW: TEACHING ADULTS

### **Teaching Tips**

*Become familiar with your students' concerns, outside commitments, and goals for your class. Try to be flexible and help all students get the most from the learning experience.*

*Get your students' input on the goals of the course and recognize that if your students' needs are not being met, other responsibilities will take higher priority.*

*Use advance scheduling of activities, a detailed syllabus, and clear, written directions to help your students schedule their time.*

*Keep your class activities varied and interesting—keep things moving.*

### **Adults' Confidence**

Many adults have not been involved in formal education in years. They may have painful memories of childhood school experiences or may simply be out of the habit of studying. Many adults also experience some decrease in their physical abilities which may have an impact on their abilities as students: vision can fade, hearing can decline, attention span can shorten. Some adults believe that “old dogs can't learn new tricks” and question their own abilities to do the class work. It is important that neither you or your students become discouraged. Students usually find that the classroom quickly becomes familiar again, and they do just fine.

### **Teaching Tips**

*Research has shown that after a short adjustment time the abilities of most adult students are as great or greater than those of traditional aged college students studying the same material. Let your students know this to help alleviate their fears, and be sure to keep it in mind yourself.*

*Keep learning tasks short and simple—build big success out of a series of small successes.*

### Adults' Range of Ability and Interest

Be prepared to encounter a wide range of ability and interests in any group of adult students. Typically, there will not be prerequisite courses to ensure that everyone is at the same level on the subject, so you will need to assess ability and interest with each group.

#### Teaching Tips

*Help individuals establish goals for themselves which are achievable—keep successes happening.*

*Encourage students to recognize and accept differences in ability and interest in other students. Have students teach points to each other—the highest form of knowing is teaching.*

*Remember, differences can usually be strengths. Encourage class members to share their experiences and interests.*

### Participation

Students learn best when they actively participate in the learning process. Adults want and need to participate in setting goals for the program and learn more when they participate through group discussions and activities. The more responsibility adults are given for what happens in the learning situation, the more effectively they will learn.

A key part of participating in the learning process is understanding where the learning is going. Students should always know why the material being covered is important and where it fits in with the learning goals they have set. The more fully the student understands the steps that will be followed in learning, the more likely the knowledge will actually be transferred. The old army training adage “tell them what you’re going to tell them, tell them, then tell them what you told them” is apt.

#### Teaching Tip

*Involve your students in all aspects of your course. Have them help determine the goals for the sessions; have them actively participate in discussions, exercises, and activities; have them teach each other; have them formulate action plans for using their new knowledge. Keep them interested.*

### Person-Centered Climate

A good learning climate is crucial for effective learning. Try to be aware of and establish a supportive, person-centered climate in the classroom. Adults will respond well to a friendly, courteous, spontaneous atmosphere. The most important element of the learning environment is trust. All students should feel confident that they can interact and exchange information and opinions in an open, non-critical environment. Everyone should be made to feel that they belong.

#### Teaching Tips

*Be aware of the environment that you foster for students. You are responsible for keeping the environment open and conducive to learning.*

*Use ice-breaking exercises to get the group loosened up and talking. Encourage discussion and talking. You can easily guide a discussion, but you can't have one by yourself.*

*Stress to the class that they share a mutual responsibility for maintaining a high quality learning environment.*

*Try to set up comfortable physical conditions which will encourage dialogue.*

### Problem-Centered Orientation

Students will learn best when the learning is problem-centered. You need to keep your lecture, exercise, discussions, and activities focused on the problems that students have identified. Otherwise they may lose interest.

#### Teaching Tips

*Have students specifically identify the problems they wish to address and incorporate these issues into the coursework.*

*Try to use problem-solving teaching techniques, such as case study, where appropriate.*

*Make sure that homework and exercises are tied closely to the problems being addressed.*

## OVERVIEW: TEACHING ADULTS

### Students Set the Pace

Adult students are most comfortable when they can set their own pace. This ties in closely with the problem-centered orientation most adult students will exhibit in the learning process. Adult students are not usually interested in competing with other students, rather, they are interested in improving their own performance.

#### Teaching Tips

*Allow students to set their own pace.*

*Give simple explanations and plenty of background materials.*

*This allows students to explore material as deeply as they want.*

### Feedback

Students need feedback on their performance to stay on track with their own learning situation. Try to keep the feedback as parallel as possible to the performance.

#### Teaching Tips

*Self-assessment forms are a valuable and easy way to let students track their own progress while keeping them focused.*

*Encourage students to set realistic goals and to review and update them throughout the class.*

• *Liberally adapted from “Teaching Adults in Continuing Education,” Linda K. Bock, University of Illinois Office of Continuing Education and Public Service.*

## GENERAL INFORMATION

### Important Phone Numbers

#### **Newark**

*Assistant Provost, Professional and Continuing Studies*  
302/831-2795

*Registration, Professional and Continuing Studies*  
302/831-1138

#### **Wilmington Campus**

*Arsht Hall, Goodstay Building*  
302/573-4500 (evening 302/573-4509)

#### **Wilmington**

*University of Delaware Downtown Center*  
*8th & King Streets*  
302/571-5239

#### **Georgetown**

*Delaware Tech Owens Campus*  
*Carter Partnership Center*  
302/855-1630

#### **Lewes**

*Lewes School*  
*820 A Savannah Road*  
302/645-4110

### Adult Center for Continuing Education Student Services (ACCESS)

ACCESS provides services for students to help them identify career, educational, and personal goals; develop educational plans; build skills; and implement decisions. There is no charge for services available from the centers' counselors.

Counseling is available in Newark and Georgetown. Daytime and evening hours are available. You may refer students by asking them to call 302/831-2741.

### Smoking

Smoking is prohibited in all University classrooms and buildings.

### Refund Policy

**Certificate Programs:** If a certificate program is cancelled by the University, a full refund is provided.

A full refund will be given to anyone who withdraws if written notice is received by Professional and Continuing Studies via mail, e-mail, or fax five working days prior to the program start date. Withdrawals made less than five working days before the program start date incur a fee of 15% of the total cost of the certificate program.

To withdraw after the start of the program, you must notify our office via mail, e-mail, or fax. Refunds are based on the date of your notification. A refund may be granted on a prorated basis depending upon the circumstances.

**Seminars and Conferences:** If a seminar or conference is cancelled by the University a full refund is provided. A full refund will be given to anyone who withdraws if written notice is received five working days before the event begins. No refunds are given after this date. Some programs may have specific refund conditions.

**Studytrip Refund Policy:** There will be no refunds for studytrips unless the space is refilled. Reimbursement and substitutions of tickets will NOT be provided for trips cancelled due to inclement weather or any other reason. All casts and offerings are subject to change. By registering for a studytrip, patrons agree that the University is not responsible for changes in casting and cannot be held liable for any claim of personal injury or damage/loss of personal items during the studytrips.

**Inclement Weather Cancellations:** Emergency course cancellation notices will be posted at both [www.udel.edu](http://www.udel.edu) and [www.pcs.udel.edu](http://www.pcs.udel.edu). You can also check weather closing announcements at 302/831-8800.

Send refund requests and questions to Registrar, Professional and Continuing Studies, 201 John M. Clayton Hall, Newark, DE 19716, or e-mail [continuing-registration@udel.edu](mailto:continuing-registration@udel.edu), or fax to 302/831-0701.

## Prior to the Program

Most of your interaction with the Division of Professional and Continuing Studies will be through your program manager.

A program manager should be assigned to you when you agree to teach a course. If you are not sure who the program manager is for a particular course, contact Professional and Continuing Studies at 302/831-6442. You will need your course name, time and meeting date, and course registration number if possible.

## Program Manager

The program manager, who will work with you to develop your course, may ask you to provide:

- A general course outline/summary and biographical information approximately four to six months before the course.
- Instructional materials, including class notes, handouts, and audiovisual equipment needs approximately two weeks before the course.
- Textbooks requirements, if necessary, which should be discussed with your program manager during the development of the course.

Your program manager can provide you with valuable information regarding course design and effective instructional considerations, including:

- Room arrangements to optimize the learning environment
- Choice of audiovisual equipment
- Handout design
- Feedback/evaluation/assessment methods
- Interactive exercises
- Group discussion techniques
- Grading

## Course/Classroom Assignment

Your program manager will work with you to determine course format, duration, and location. If there is a change made by Professional and Continuing Studies, you will be notified as soon as possible by your program manager. If you make any schedule or location changes, you must notify your program manager.

## During the Program

### Hours of Instruction

An hour of instruction for continuing education is equal to 50 contact minutes of instruction and ten minutes of break, i.e., three contact hours mean the course is expected to meet for a total of 180 minutes with at least 30 minutes of break time. Please try to start your classes promptly and end on time. This will solidify your relationship with your students, demonstrating your respect for their time.

### Substitute Instructors

Instructors should plan to teach each session of their course. In extreme cases, if you need to arrange for a substitute, please secure prior approval from your program manager.

### Cancellation of Class

*Cancelled by Instructor:* If you must cancel a class, you are responsible for contacting your students and your program manager. If you need to reschedule the class, contact your program manager about room availability.

*Cancelled Due to Weather:* When the University officially closes, all Professional and Continuing Studies activities are cancelled; and all buildings are closed. This information will be recorded on the weather “hot line”—302/831-8800—and posted at **[www.pcs.udel.edu](http://www.pcs.udel.edu)**. Please provide this information to your students. If a particular building is closed (even though the University is officially open) or a particular class is cancelled, the program manager for any programs affected by the closing/cancellation will make every effort to inform the instructor and the students.

*Cancelled Due to an Emergency:* In the case of some emergency that requires the facility to be closed, the program manager for any programs affected by the closing/cancellation will make every effort to inform the instructor and the students.

# POLICIES AND PROCEDURES

## **Admission to Class**

“Class Admit” cards or letters are used to confirm students’ enrollment and to tell them where and when the course meets.

## **Class Roster**

At the first class meeting, you will receive a class roster. Please make sure the list is accurate. If a student is not listed, send his/her name, address, and telephone number to your program manager immediately.

The class roster should be used to take attendance. It is very important that you keep accurate records, since Continuing Education Units (CEUs) are earned based on attendance. The roster must be signed and returned to the program manager at the conclusion of the course.

## **Emergency Procedures**

In the event of an emergency (fire, bomb threat, etc.) classes will be notified to evacuate by an alarm or by a security guard. If there is an emergency in your classroom, instructors should take emergency action by dialing 911 immediately. Please note that you must first dial 9 to get an outside line from a University phone. Then, notify University Security at 302/831-2222.

## **Proctoring Exams**

If you need a proctor for an exam, please get prior approval from your program manager.

# POLICIES AND PROCEDURES

## After the Program

### Grading

All courses require a grade (letter grade, pass/fail, etc.). The grades should be recorded on the class roster and returned to your program manager. If you have any questions, contact your program manager.

You are responsible for recording grades and e-mailing final grades to your program manager. Students will be mailed a letter stating their grade. Due to privacy regulations, you are allowed to provide a grade to a student only in person or via postal mail. Grades may not be communicated to students over the phone or via e-mail.

### Evaluation

At the conclusion of the course, please return all evaluation forms to your program manager on the same day, or the day following the conclusion of your course.

Inform your program manager of any problems you or any member of your class experienced during your course. Any matter which inconvenienced you or your students should be related to your program manager, whether it concerns physical facilities, materials, food service, parking, etc. Also, if you have any suggestions or ideas to make your course run more smoothly, please let your program manager know.

---

## RESOURCES AVAILABLE TO FACULTY

### Student Advisement

You are not expected to advise students. Educational advisement is available at the ACCESS Center in Newark. Dates and times are listed in the current *Professional and Continuing Studies Bulletin* and at [www.pcs.udel.edu/access/](http://www.pcs.udel.edu/access/).

Counseling through ACCESS is also available in Georgetown. Students should call the main ACCESS office at Clayton Hall 302/831-2741 to make an appointment at the location most convenient for them.

If students have questions about their registration in your class, please refer them to the registration office.

### Duplicating Services

You may have examinations, course syllabi, or other written material duplicated through your program manager. Please allow two weeks for production of material. Reimbursement for out-of-pocket expenses for photocopying or other miscellaneous expenses can be made only with prior approval of your program manager and with original receipts.

### University Writing Center

A student whose continuing education coursework is suffering because of an inadequate grasp of compositional skills may be referred to the University Writing Center for help. Staff can help students resolve difficulties in organization, coherence, diction, unity, spelling, punctuation, and grammar. The staff at the center offers assistance on an individual basis. Usually no appointment is necessary, although students may make one by calling 302/831-1168.

### Parking

Faculty teaching at various locations may use University parking lots if they register their motor vehicles. Cost of registration per semester varies according to parking privileges desired. Registration may be completed at the University Public Safety Office, 413 Academy Street in Newark. For information, including hours of operation, call 302/831-1184.

If you have any questions, discuss them with your program manager.

There are several “Pay to Park” facilities on the Newark Campus with reasonable rates for parking for evening classes. Rates and locations for these are available at [www.udel.edu/PublicSafety/paytoparklots.htm](http://www.udel.edu/PublicSafety/paytoparklots.htm).

Questions? Call the Office of Public Safety’s Parking Services at 302/831-1184 or visit [www.udel.edu/PublicSafety/](http://www.udel.edu/PublicSafety/).

# FACULTY RESPONSIBILITIES AND PAYMENT

## Responsibilities

It is your responsibility to determine and certify that the contract to teach a Professional and Continuing Studies course does not violate the terms and conditions of any other employment contract held currently. You are expected to keep information obtained during any course confidential. It is also your responsibility to ensure that all materials used in courses are in compliance with copyright law. In addition, it is expected that you are aware of and comply with the University's nondiscrimination policy (see below).

## Payment

Compensation for teaching in noncredit programs is processed via a direct deposit using a supplemental contract. Your program manager will assist in processing the necessary forms and approvals.

© 2007 University of Delaware

*AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER—The University of Delaware is committed to assuring equal opportunity to all persons and does not discriminate on the basis of race, color, gender, religion, ancestry, national origin, sexual orientation, veteran status, age, or disability in its educational programs, activities, admissions, or employment practices as required by Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, the Rehabilitation Act of 1973, the Americans with Disabilities Act, other applicable statutes and University policy. Inquiries concerning these statutes and information regarding campus accessibility should be referred to the Affirmative Action Officer, 305 HULLIHEN HALL, (302) 831-2835 (voice), (302) 831-4563 (TDD).*

*The University of Delaware reserves the right to refuse for good and sufficient reasons enrollment of any applicant. Any applicant who is refused enrollment will, on written request, be provided with a written statement of the reasons for the refusal of enrollment. CEP 4626*