

# **THE ACADEMIC FOUNDATIONS DEPARTMENT**



# **HANDBOOK**

## TABLE OF CONTENTS

<a href="#">Department Mission</a> .....	3
<a href="#">Department Goals</a> .....	3
<a href="#">Program Outcomes</a> .....	4
<a href="#">Secretarial Support</a> .....	5
<a href="#">Payload Sheets</a> .....	5
<a href="#">Number of Class Meetings</a> .....	5
<a href="#">Grading System for Academic Foundations</a> .....	6
<a href="#">Assessment of Course Outcomes</a> .....	6
<a href="#">Class Coverage Policies</a> .....	6
<a href="#">Planned Absences</a> .....	7
<a href="#">Emergencies or Illness</a> .....	7
<a href="#">FT Faculty Responsibilities in Each Area</a> .....	8-9-10
<a href="#">Duties of the Academic Advisors</a> .....	11
<a href="#">Early Alerts</a> .....	11-12
<a href="#">Student Success Plan Program</a> .....	13
<a href="#">General Registration Policies</a> .....	14-15
<a href="#">Late Registration &amp; Change of Schedule</a> .....	16
<a href="#">Student Absences</a> .....	17
<a href="#">Text Book Selection</a> .....	17
<a href="#">Posting of Grades</a> .....	17
<a href="#">Record Keeping</a> .....	18
<a href="#">Travel Guidelines</a> .....	18
<a href="#">ACA Quarterly Employment for Adjunct Faculty</a> .....	19-20
<a href="#">Adjunct Faculty Lecturers</a> .....	20-21
<a href="#">Full-Time Payloads</a> .....	21
<a href="#">Mentor Program</a> .....	22
<a href="#">Faculty Evaluations</a> .....	22
<a href="#">Obtaining Lecturer II Status</a> .....	23
<a href="#">Available Resources for Adjunct Faculty</a> .....	24
<a href="#">Support Services for Students</a> .....	24
<a href="#">Policy for In-Class Tutors</a> .....	25
<a href="#">Course Descriptions</a> .....	26-27-28
<a href="#">Teaching Syllabi Templates, Master Syllabi</a> .....	26-27-28

## DEPARTMENT MISSION

The Academic Foundations Department (ACA) seeks to empower students to become competent learners so as to achieve their personal goals within the College and the Community.

## DEPARTMENT GOALS

Foster instructional cooperation in the design and implementation of course work intended to meet the needs of students who are academically under prepared, learning disabled or otherwise handicapped, or non-native speakers of English.

Consistently and routinely assess student learning, curriculum, and learning materials to form the basis for improvement in student learning experience regardless of delivery mode.

Meet the needs of a culturally diverse student population and promote such diversity among faculty and staff.

Continually revise and update curriculum to stay current with learning theory, technological development and new instructional possibilities.

Conduct the research necessary to determine instructional effectiveness and student success.

Expand faculty/staff development opportunities and provide adequate human resources for ongoing curriculum/instructional innovation and in-depth program evaluation.

Enhance the image of basic skills education within the College.

Extend the resources of the Department to the special needs of the Community through faculty and staff involvement in consultation and/or instruction.

Provide the necessary physical resources to meet the goals of the Department.

[Return to table of contents](#)

## THE ACADEMIC FOUNDATIONS DEPARTMENT PROGRAM OUTCOMES

An entry-level student having completed the Academic Foundations Program at Sinclair Community College will be able to:

	Learning Outcomes	Related Courses
1.	Demonstrate effective written communication skills in a college setting.	DEV ENG 074, 075, 110,130; DEV RDG 063, 064, 065
2.	Demonstrate effective verbal communication skills in a college setting.	DEV ENG 075, 110, 130; DEV RDG 063, 064, 065
3.	Demonstrate creative and critical thinking skills in a college setting.	DEV ENG 110, 130; DEV RDG 065; DEV MAT 084, 085, 108
4.	Demonstrate a sense of values towards oneself and a sense of citizenship and community in a college setting.	DEV ENG 074, 075, 110, 130; DEV RDG 063, 064, 065; DEV MAT 084, 085, 108
5.	Demonstrate a basic understanding and use of computer and information literacy in a college setting.	DEV ENG 110, 130; DEV RDG 064, 065

[Return to table of contents](#)

## SECRETARIAL SUPPORT

Secretarial support/administrative assistance is available to all full-time faculty through the Academic Foundations Department office (6222), phone number 512-2701. Since the department is so large, it is imperative that all typing and duplicating requests be given sufficient lead-time to ensure that each faculty member has the needed materials on time. Lead-time for typing and duplicating requests is one week to ten days from the date the material is handed to the administrative assistant. Duplicating can usually be received within three days of the request. However, during fall quarter, the lead-time for duplicating requests triples because of the amount of material being processed by the duplicating department. Please submit all syllabi well in advance of the next quarter if at all possible.

Naturally, the administrative assistants will try to be flexible and accommodate all requests; however, a little advanced planning on the part of the instructor will ensure that materials are ready when requested.

## PAYLOAD SHEETS

The Academic Foundations office is responsible for the preparation of payload sheets for each full-time and adjunct faculty member. It is the responsibility of the instructor to review his/her payload sheet carefully and to report any errors to the chairperson immediately.

If an adjunct faculty member is teaching in two or more departments, that instructor should advise the chairperson so that the payload sheet reflects the hours taught in all departments. It is not the responsibility of the chairperson to call other departments to see if a faculty member is teaching classes elsewhere. The payload sheets can only be correctly completed if all hours are reported. The department will do everything necessary to correct any errors once they are brought to our attention.

## NUMBER OF CLASS MEETINGS

Sinclair Community College is a quarter system of twelve weeks for Fall Quarter, eleven weeks for Winter and Spring quarters, and ten weeks for Summer Quarter. It is the expectation of the College that faculty will utilize all of the quarter in their presentation of the course material; thus, it is not acceptable for faculty to end a quarter early. When this happens, students who pay for the complete twelve (eleven or ten) week term are not given the instruction or time to complete assignments for which they paid. Therefore, faculty should end the quarter on the last day in which their particular course meets for that quarter.

[Return to table of contents](#)

## GRADING SYSTEM FOR ACADEMIC FOUNDATIONS

The Academic Foundations Department uses two grading systems depending on the course and the level of the course. The following exit courses use an A/B/C/N/F system:

Reading	DEV 065
English	DEV 110 and DEV 130
Mathematics	DEV 085 and DEV 108

All other foundation courses (DEV 063, 064, 074, 075 and 084) use the S/N/U system of grading.

The purpose for the two grading systems is to provide exiting students with feedback that is more consistent with their experiences in subsequent college courses and gives students a clearer picture about their achievement levels in regard to department standards. The graded DEV courses will be figured into the students' GPA.

### ASSESSMENT OF COURSE OUTCOMES

Each area within the Academic Foundations Department is committed to the assessment process for proving and improving student learning. This assessment, while implemented somewhat differently by each area, relies upon a variety of assessment methods to ensure that students have mastered the necessary skills that will allow them to be successful in their college careers. Each area has also developed common exit assessments that are used by all full-time and adjunct faculty. These assessments map back directly to the course outcomes and are intended to demonstrate student competency of those outcomes. The assessments are analyzed by the course coordinators and are shared with the department faculty and chair. Findings are discussed, and improvements are made based upon these assessments. Academic Foundations is in the process of upgrading its present system so that we are better able to track our students and to know that we are being successful in helping our students achieve their academic goals. In addition, a quarterly newsletter is published to allow faculty to share best practices and to learn more about assessment techniques.

### CLASS COVERAGE POLICIES

It is understood that classes continue uninterrupted except in instances when the entire campus is closed. Faculty who are absent due either to a sudden illness or due to an emergency or a planned absence are requested to follow certain procedures as outlined below. In either case, the faculty member must complete and submit a class coverage form (obtained in the main office) and comply with the expected class coverage obligations discussed in more detail below.

[Return to table of contents](#)

## PLANNED ABSENCES

These are the easiest to cover since the instructor knows ahead of time that he/she will be absent. It is the responsibility of the full-time or adjunct instructor to secure an approved substitute for his/her class during his/her absence. No in-class tutor should be responsible for teaching the class in the instructor's absence. In addition to making these arrangements, the class coverage form must be filled out and left in the office. Forms may be obtained from the department's administrative assistant.

## EMERGENCIES OR ILLNESS

In the case of an emergency or illness, the instructor should call the office to let the chairperson know that the faculty member will be missing class. The instructor should also try to make arrangements to have the class covered. If this is not possible, the faculty member can give the office simple instructions for the class, and we will try to comply. Only in extreme circumstances will the chairperson cancel the class.

It is very important that these policies be followed. Students rightfully expect to receive some type of instruction at each class meeting for their tuition dollars. Therefore, the class coverage form and the absence policies are designed to treat both the student and the instructor fairly.

[Return to table of contents](#)

## FULL-TIME FACULTY RESPONSIBILITIES IN EACH AREA

Effective: September 1, 2008

### **ENGLISH AREA:**

Course coordinators:

074 - Carole MacClennan

075 – Sharyn Hunter

110 - Kim Rickard

130 - Trudy Krisher

Online liaison/trainers: Crystal Echols and Ben McKeever

Newsletter editor: Sharyn Hunter

General communicator/meeting convener: Crystal Echols

Part-time Interview Coordinator/Scheduler: Betty Wallace, Steve Whiting, and Karen Fleming.

### **READING AREA:**

Reading Coordinator – Beth Withrow

063 Coordinator – Bernice Brown

064 Coordinator – Barb Gilbert

065 Coordinator – Dottie Bely

### **MATH AREA:**

1. 084 Course Coordinator (Jim Brooks)
2. 085 Course Coordinator (Patti Fernandez)
3. 085 Traditional delivery point person (Lucinda Schweller /Marlyce Erickson)
4. 085 MML delivery point person (Brian Cafarella /Mike Smith)
5. 085 DL Coordinator MML(Brian Cafarella/Mike Smith)
6. 085 DL Coordinator Angel (Viet Tran)
7. 108 Course Coordinator (Patty Clark)
8. 108 Traditional delivery point person (Lucinda Schweller/Marlyce Erickson)
9. 108 Inquiry delivery point person (Charlie Williams/Patty Clark)
10. 108 MML Delivery Point person (Amity Jetton/Eric Kraus)
12. Interviewing (Patty Clark with the other course coordinators)

[Return to table of contents](#)

Dev. Math Area  
Job Descriptions

- 1. 084 Course Coordinator (Jim Brooks)**  
Responsible for communication and calling meetings with full and adjunct faculty who teach 084  
Responsible for maintaining the integrity of the curriculum per the master syllabi  
Responsible for book orders  
Responsible for collecting, tallying, and dispersing exit assessment data to all area members  
Responsible for coordinating and scheduling final exam review sessions  
Responsible for reporting back to the larger math area and to Teresa (chair) about projects in that course
- 2. 085 Course Coordinator (Patti Fernandez)**  
Responsible for communication and calling meetings with full and adjunct faculty who teach 085  
Responsible for maintaining the integrity of the curriculum per the master syllabi  
Responsible for book orders  
Responsible for collecting, tallying, and dispersing exit assessment data to all area members  
Responsible for coordinating and scheduling final exam review sessions  
Responsible for reporting back to the larger math area and to Teresa (chair) about projects in that course
- 3. 085 Traditional delivery point person (Lucinda Schweller /Marlyce Erickson)**  
Answers questions for faculty who are teaching using this delivery mode  
Responsible for ensuring testing and study guide material match the course outline for this delivery  
Responsible for communicating with the 085 Course Coordinator  
Responsible for communicating duplicating needs to Gloria for this delivery mode
- 4. 085 MML delivery point person (Brian Cafarella /Mike Smith)**  
Answers questions for faculty who are teaching using this delivery mode  
Responsible for ensuring testing and study guide material match the course outline for this delivery  
Responsible for communicating with the 085 Course Coordinator  
Responsible for communicating duplicating needs to Gloria for this delivery mode
- 5. 085 DL Coordinator MML(Brian Cafarella/Mike Smith)**  
Answers questions for faculty who are teaching using this delivery mode  
Responsible for ensuring testing and study guide material match the course outline for this delivery  
Responsible for communicating with the 085 Course Coordinator  
Responsible for communicating duplicating needs to Gloria for this delivery mode
- 6. 085 DL Coordinator Angel (Viet Tran)**  
Answers questions for faculty who are teaching using this delivery mode

[Return to table of contents](#)

Dev. Math Area  
Job Descriptions (continued)

- Responsible for ensuring testing and study guide material match the course outline for this delivery  
Responsible for communicating with the 085 Course Coordinator  
Responsible for communicating duplicating needs to Gloria for this delivery mode
7. **108 Course Coordinator (Patty Clark)**  
Responsible for communication and calling meetings with full and adjunct faculty who teach 108  
Responsible for maintaining the integrity of the curriculum per the master syllabi  
Responsible for book orders  
Responsible for collecting, tallying, and dispersing exit assessment data to all area members  
Responsible for coordinating and scheduling final exam review sessions  
Responsible for reporting back to the larger math area and to Teresa (chair) about projects in that course
8. **108 Traditional delivery point person (Lucinda Schweller/Marlyce Erickson)**  
Answers questions for faculty who are teaching using this delivery mode  
Responsible for ensuring testing and study guide material match the course outline for this delivery  
Responsible for communicating with the 085 Course Coordinator  
Responsible for communicating duplicating needs to Gloria for this delivery mode
9. **108 Inquiry delivery point person (Charlie Williams/Patty Clark)**  
Answers questions for faculty who are teaching using this delivery mode  
Responsible for ensuring testing and study guide material match the course outline for this delivery  
Responsible for communicating with the 108 Course Coordinator  
Responsible for communicating duplicating needs to Gloria for this delivery mode
10. **108 MML Delivery Point person (Amity Jetton/Eric Kraus)**  
Answers questions for faculty who are teaching using this delivery mode  
Responsible for ensuring testing and study guide material match the course outline for this delivery  
Responsible for communicating with the 108 Course Coordinator  
Responsible for communicating duplicating needs to Gloria for this delivery mode
11. **108 DL Coordinator (Eric Kraus)**  
Answers questions for faculty who are teaching using this delivery mode  
Responsible for ensuring testing and study guide material match the course outline for this delivery  
Responsible for communicating with the 108 Course Coordinator  
Responsible for communicating duplicating needs to Gloria for this delivery mode
12. **Interviewing (Patty Clark with the other course coordinators)**  
Responsible for screening applications  
Responsible for setting up interviewing committee  
Responsible for scheduling and interviewing applicants  
Responsible for sending recommendations on to Chair (Teresa)

## DUTIES OF THE ACADEMIC ADVISORS

Academic Foundations is very fortunate to have academic advisors to assist our faculty and students. These advisors are located on the third floor of building eleven in room 11-346 (phone number is 937-512-3700 or toll-free 1-800-512-3700) and provide a variety of services for faculty and students alike.

1. Advisors will discuss scheduling, course transfers, and program requirements with students.
2. Advisors also visit classes each quarter or provide workshops for students so that students are aware of quarterly scheduling dates and the many services provided by Academic Advisors.
3. Advisors will listen to complaints from both faculty and students and try to resolve conflicts only as it pertains to scheduling issues.
4. Advisors often participate in area or coordinator meetings in order to keep up to date on various area or departmental policies and to bring suggestions on helping students to the faculty.

However, these advisors are not available to faculty to discuss classroom situations or behavioral problems involving a student. These instances need to be discussed first with the chairperson who will then advise the faculty to get in touch with Campus Police and/or with a counselor and/or with someone in the Student Support Services' office.

## EARLY ALERTS

In the fall of 2001, the Academic Foundations Department began an Early Alert program to provide feedback to students regarding their progress in their DEV course(s) and the assistance available to them. Several systems have been piloted, including a manual reporting system, development of a Colleague screen for reporting, and presently web-based reporting integrated into the Student Success Plan (SSP) system (see description below). The present web-based system has been utilized since winter 2005 and faculty have reported it as more user-friendly and adapted to their needs for referring students for assistance.

Participation in the Early Alert process is an expected responsibility and requirement of all ACA Faculty. Use of the Early Alert system was extended to faculty teaching the Student Success Course (SCC 101) in Spring 2006 because many of the students taking this course are a part of the Student Success Plan System.

Faculty may refer students throughout the quarter but are encouraged to report problems as early as possible for maximum follow-up and intervention. When a faculty member reports a student, he or she is asked to provide a reason for the referral, suggestions for intervention, and optional comments to clarify the referral.

[Return to table of contents](#)

Reasons the faculty can select from: Academic Concern, Excessive Absences, Low Homework/Quizzes, Low Test Scores, Tardiness, No Show, Personal Concern, Other.

Intervention suggestions the faculty can select from: See Instructor, See Academic Advisors, Counseling Services, DEV Professional Tutoring, Disability Service Intervention, The Learning Center, Tutorial Intervention, Withdraw, Writing Center, Other.

The faculty's report generates an email that is sent to the student's assigned academic advisor/counselor who is an advisor/counselor in Counseling Services, Disability Services, Enrollment Services and Student Success Planning Services. For students without an assigned advisor/counselor, the referral reason directs where the email is sent as follows:

To [academicadvising@sinclair.edu](mailto:academicadvising@sinclair.edu)– Academic Concern, Excessive Absences, Low Homework/Quizzes, Low Test Scores, and Tardiness

To [counselingsvcs@sinclair.edu](mailto:counselingsvcs@sinclair.edu) – Personal Concern, No Show, and Other

These generic email boxes are managed by Elizabeth Price, Coordinator for Post-Transition ILP Program and to the Early Alert Program. Early Alerts received in these email boxes are assigned to an individual advisor or counselor.

Advisors and counselors follow-up and facilitate all referrals with the students and report their progress to faculty via the Student Success Plan (SSP) website. When advisors/counselors respond to a student, outcome codes as follows can be selected: Appointment Scheduled, Assistance Declined, Considering Future Services, Letter Sent, No Response, Not Attending Sinclair Community College, Other, Problem Addressed, Problem Addressed with referral, Unable to Reach (disconnected or wrong numbers).

Advisors and counselors may also indicate where the student has been referred, can give open comments, and close the incident in cases where follow-up is completed. These responses generate an email back to the reporting faculty.

Since 1991, there have been various methods explored for reporting students in DEV courses, and the ACA department has felt that these methods had great potential to catch students early and get them needed assistance. The department is quite proud of its efforts to support students through this initiative and is pleased of the partnerships and collaborations made with Student Services and the Student Success Plan Program.

[Return to table of contents](#)

## STUDENT SUCCESS PLAN PROGRAM

The Student Success Plan Program is a special holistic counseling intervention program through Student Services (Student Success Planning, Counseling Services, Enrollment Services, and Disability Services).

Program goals are to improve student success and retention, increase graduation rate, implement a systematic, consistent holistic counselor and intervention process for at-risk students, and develop a web-based counseling record management, reference and reporting system for Student Success Services counselors with U.S. Department of Education Title III grant funds.

Students in the program are considered more at-risk and qualify based on a variety of factors including testing into two or more DEV courses, being undecided about their major, working full-time, and having income below federal poverty guidelines. New students qualify for the Individualized Learning Program (ILP) while continuing students are connected via the Counseling Action Plan (CAP). Students in the program are assigned a counselor in one of the above Student Services areas and are involved in detailed multi-dimensional assessments.

When an Early Alert is submitted for a student participating in the ILP and/or CAP processes, no matter what the reason, the student's assigned counselor will receive the Early Alert. For students with no ILP/CAP, they will notice the EAL designation, which indicates that the student received a prior Early Alert. The counselor handling the previous Early Alert(s) will receive the new alert.

Questions regarding the Early Alert Program can be directed to Phyllis Salter, Academic Advisor, Academic Advising Center, Building 11-346 phone (937) 512-3700 (or toll-free 1-800-512-3700).

[Return to table of contents](#)

# GENERAL REGISTRATION POLICIES

## NEW REGISTRATIONS

Students may register for classes in one of two ways:

- Online at <http://my.Sinclair.edu> by clicking on the Web Advisor tab, select “Student” and then “Register”
- In person at Registration & Student Records in Building 10, Second Floor

Students may register for any open class (for which they meet prerequisites) through the late registration period. After late registration, students will not be permitted to register for any course that has already met for the first time. No Distance Learning or College Without Walls courses may be added once classes begin. Exceptions may be made at the discretion of the Division Dean up until the 100% refund deadline.

## AUDITING A COURSE

A student who audits a course will not receive a grade or credit. He or she is permitted to attend classes but will not be required to take exams. The fee for auditing is the same as that for enrolling for credit. Audit status is not convertible to credit status nor is credit status convertible to audit once the registration has been completed.

**Registration and/or adds for audit status will be accepted only during the designated late registration periods.** A veteran may not use educational benefits to audit a course. In addition, financial aid may not be used to pay for courses that are audited.

## CLOSED CLASSES

As a general rule, no students will be added to closed sections. Students may be added to some closed sections (depending on type of class, size of class, etc.) only with the permission of the ACA chair.

When a student (or non-ACA counselor) approaches a faculty member to obtain permission to enter a class, he/she should refer the student to the ACA Department or the Academic Advising Center. In some instances, students may have already been turned away. It is unfair to single out a particular student for entrance when others have been denied.

## TIME OVERLAPS

To avoid classroom interruptions, there will be no approvals of any time overlaps within students' schedules.

[Return to table of contents](#)

## CHANGING SECTIONS

Students may freely change from one section to another (open) section through the registration period until the end of late registration. **After late registration and through the last day for withdrawal with a “W” grade**, students can ask permission to change to any open section of the same course. Acceptable reasons for changing sections may include class conflict with:

- Work schedule
- Child care
- Transportation
- Health Issues

The student will need to show documentation to support the request and verification of regular attendance. The student must present this information to an academic advisor and obtain written authorization on a drop/add form.

## COURSE LEVEL CHANGES

Students taking non-ACA math courses (e.g. MAT 101) may switch to a DEV math course through the 100% refund deadline. The math instructor completes a Math Referral form and sends the student to an ACA counselor.

Level changes between the various DEV courses will be handled on a case-by-case basis in consultation with the instructor and ACA advisor. ACA instructors should contact an ACA advisor to discuss this type of change.

## CHANGE OF GRADE

If a grade change is ever necessary, the instructor must complete the necessary form which can be found under College Forms on the intranet under the Registration category. After completion, this form is given to the chairperson for his/her signature.

## INCOMPLETE GRADE

An “I” grade is usually given only when a student had completed almost all requirements for a passing grade when an emergency arose. The student has 30 calendar days after the beginning of the next term to complete the work and must work this out with the instructor. A form (located under the Registration category on the intranet) needs to be filled out and submitted with the final grade roster.

[Return to table of contents](#)

## LATE REGISTRATION & CHANGE OF SCHEDULE (College-Wide Guidelines)

Late registration (with a \$30.00 non-refundable late fee) is the week before classes begin for Fall, Winter, and Spring quarters but only the two days preceding summer term. See the quarterly class schedule for exact dates for each term. During late registration, students can register for, or add, any class which is open. Audit enrollments will be processed only during the late registration period. After this period, the procedure is as follows:

1. Students will not be permitted to register for any class which has already met for the first time. Note: Distance Learning and College Without Walls classes are considered to have met as of 8:00 a.m. on the first day of the quarter.
2. If one of the classes is cancelled by Sinclair, a student will be permitted to add another class or section by bringing an add form bearing a dean's signature to the Registration counter.
3. Any change of sections within the same course will require an advisor's signature.
4. A change of level from one course to another will require a dean's signature.

### NON-STANDARD TERM COURSES: (Short term or mini term courses)

Sinclair offers some courses for a period greater or less than one quarter in length. Each of these courses carry regular college credit. In the quarterly schedule of classes, these courses are followed by a line of dates, for example:

BD 6/13/06 WR 6/16/06 WW 7/07/06 ED 7/18/06

BD = beginning date of course

WR = deadline for withdrawing with a refund and without record

WW = deadline for withdrawing with a "W" grade

ED = ending date of course

Students can register for non-standard term courses during regularly scheduled registration periods. The due date for payment will be the same as for regular term classes. If students wait until the first day of the course to register, they will be assessed a late fee.

Students can use web registration through the first day of any non-standard term course prior to the beginning time of that class.

[Return to table of contents](#)

## STUDENT ABSENCES

There is no college-wide or department-wide policy regarding student absences. New instructors are encouraged to contact their mentor or course coordinator for input before deciding on a policy. Often times, a particular area has a policy to which all of its instructors adhere. The number of absences which the instructor allows should be clearly stated on the course syllabus if the instructor intends to use class absences as a basis for determining a grade.

## TEXTBOOK SELECTION

The textbooks selected by the Academic Foundations Department are chosen for each area by a textbook committee. Depending upon the wishes of each area, both full-time and adjunct faculty may serve on these committees and/or provide input into the selection process.

Since our N grade permits students to take up to two quarters to complete a course, an adopted text is generally used for a certain period of time, such as two years, as a courtesy to students so that students do not need to purchase a new text each quarter.

## POSTING OF GRADES

It is critically important that grades are submitted online and by the College's stated due date (normally by noon on the Tuesday following the end of the quarter) since the system shuts down after that time, a report is made to the dean/chair as to who has not met the deadline, and faculty must submit their grades by phone or in person to the Registrar's Office. The steps for submitting grades online are:

1. Go to **our.sinclair.edu** on the internet. Click on **my.sinclair.edu**.
2. Login into **my.sinclair** following the login instructions.
3. Click on the **Web Advisor** tab at the top
4. Under **Select Your Role**, click on **Faculty**. Click on **Grading**.
5. Click on the small downward arrow by **Select Term**, chose the term to grade, press **Submit**.
6. Click on the small downward arrow by **Final/Non-attendance Grading**, and click on **Final**.
7. Click in the box next to the class/section to be graded, click on **Submit**.
8. Enter grades using the mouse or tab key to maneuver screen.
9. Verify the assigned grades, make appropriate adjustments, and press **Submit**.
10. System will process roster and return to the **Web Advisor** display screen. You will receive the message "**Your process is completed.**"
11. If there are more sections to grade press **Menu**, then **Grading**, and follow the above steps.
12. When all grading has been completed, be sure click on **Log out** to end session.

[Return to table of contents](#)

## RECORD KEEPING

### **Attendance Records**

Retain while active, plus three years. Departing faculty members should turn in these records, or copies of them, to the department.

### **Individual faculty members' record of grades**

(i.e. grade books, showing test and other scores)

Retain while active, plus two years, because students have two years to petition a grade. Departing faculty members should turn these in to the department.

### **Completed examinations and papers not returned to students.**

Retain at least one quarter, plus thirty calendar days, in case students have questions.

If you have any questions, please contact Julie Fairchild, (937) 512-2319, Room 7L02E.

## TRAVEL GUIDELINES

The Academic Foundations Department provides a limited amount of funds for travel as way of full-time faculty's professional and scholarship development. Because funds are limited, it is always highly suggested that faculty apply for SDIC funds to help offset the expense. Deadlines for this request are specific; information can be obtained by calling the Provost office. Also, please remember that travel can be to other colleges or to high schools with unique programs. It does not always need to involve attending conferences.

[Return to table of contents](#)

## ACADEMIC FOUNDATIONS QUARTERLY EMPLOYMENT FOR ADJUNCT FACULTY

Adjunct faculty are appointed to the Academic Foundations Department on the basis of their competence to teach the courses, their commitment to the philosophy and objectives of the department, and their concern for the success of students

The initial appointment is accomplished in four steps:

1. application
2. interview
3. recommendation
4. appointment

The application ascertains the qualifications and experience of the candidate. The interview provides further insight into the personality and professionalism of the candidate. The recommendation is made on the basis of his/her overall fitness for the position. Finally, the chairperson may choose to offer or withhold an appointment on the basis of the interviewing committee's recommendation combined with his/her independent judgment. The best interests of the total department as well as the specific needs of an area weigh in the chairperson's final decision.

The Academic Foundations Department hires a large number of adjunct faculty on a quarterly basis to instruct classes in English, math, and reading. Instructors should remember that Fall Quarter has the largest enrollment and hence the greatest need for instructors. A lecturer teaching six classes fall might get only one or two classes for the remaining Winter and Spring quarters due to limited enrollment.

Availability of the instructor is very important. The instructor who is available to teach "anytime" will usually get more classes than the instructor who can only work days or evenings. Faculty who can teach in two subject areas and who can teach at any of the Learning Centers also increase their chances for employment on a quarterly basis. Availability forms are distributed during Fall Quarter for Winter and Spring quarters and are distributed during Spring Quarter for Fall. It is important that faculty fill out a form and return it to 6222 as the chairperson uses that form for scheduling purposes. The chairperson may make additional assignments or cancellations up to and even during the first week of class. Class assignments are mailed and e-mailed to each adjunct faculty member who must either accept or reject the assignments within ten days of having received the notification.

Reappointment is accomplished in three steps:

1. evaluation
2. recommendation
3. reappointment

[Return to table of contents](#)

## ACADEMIC FOUNDATIONS QUARTERLY EMPLOYMENT FOR ADJUNCT FACULTY (continued)

The evaluation assesses the overall performance of the candidate. Conformity to departmental policy and procedures, participation in conferences, meetings, and staff development programs, as well as effectiveness of instruction in the classroom are examined. The chairperson may choose to offer or withhold reappointment on the basis of the evaluating committee's recommendation combined with his/her own judgment of the candidate's performance; again, the best interests of the total department are considered.

The full-time faculty is responsible for maintaining the channels of communication with all adjunct faculty. The mentor program, in particular, creates a formal vehicle for the supervision of and interaction with new adjunct faculty. As eluded to above, one of the criteria for reappointment is participation in in-service workshops; although attendance at department or SDIC sponsored programs cannot be mandatory, the full-time faculty recognize the importance of such activities and encourage adjunct faculty to attend at every opportunity.

Finally, adjunct instructors are referred to the *Adjunct Faculty Handbook* for additional information.

### ADJUNCT FACULTY LECTURERS

Faculty persons employed on a part-time terminal agreement are designated as "lecturers" by the college. The lecturer is employed to teach individual courses in accordance with the schedule of classes and the course syllabus established by the departmental faculty and provided by the department chairperson, course coordinator, or mentor.

The specific duties and responsibilities of the lecturer are as follows:

- Conduct classes which will begin and end promptly in accordance with the published time schedule.
- Meet with department chairperson and/or full-time faculty members as required by the chairperson for the purpose of orientation and coordination of the instructional program.
- Carry out required student evaluations according to the standards specified by the chairperson and assign suitable course grades and report those grades according to the schedule established by the Office of Registration and Student Records.
- Cooperate with the department chairperson and full-time faculty members in maintenance of laboratory and other supportive facilities.
- Be available to students to answer questions and provide assistance relative to course work.
- Submit to the department chairperson reports normally associated with the operation of classes.

[Return to table of contents](#)

## ADJUNCT FACULTY LECTURERS (continued)

- Pick up messages and materials in person from Adjunct Faculty Support Services prior to each class taught.
- Follow the guidelines set forth in the *Lecturer's Handbook*.

Teaching assignments of lecturers are based upon the department chairperson's determination of the best available approved lecturer for each teaching assignment from among all departmentally approved lecturers.

Teaching the assignments of lecturers will be made after the close of regular registration by the department chairperson and finalized by means of a Payroll Confirmation to be signed and returned by the lecturer during the third week of the teaching assignment.

Full-time faculty will receive priority over lecturers in the assignment of work load within their areas of expertise.

Adjunct faculty teaching less than fifteen quarter hours are assigned mailboxes in the office of Adjunct Faculty Support Services. All college correspondence and pay checks come to that faculty person through that office. All typing and duplicating requests are handled through that office as well. Any messages taken from the Academic Foundations office 6222 will be sent to a mailbox in the office of Adjunct Faculty Support Services although the phone number listed on class syllabi should be the phone number for the Adjunct Faculty Support Services' office. Class rosters are available online; submission of grades is also handled online. Because e-mail is the official college and department mode of general communication, it is critical that all adjunct faculty are in the Outlook system.

## FULL-TIME FACULTY PAYLOAD

Each full-time faculty has a teaching load of fifteen credit hours. Sometimes, reassigned time may be substituted for part of those teaching hours. Faculty who are in excess of fifteen hours receive overload pay.

[Return to table of contents](#)

## THE MENTOR PROGRAM

Every new adjunct or full-time faculty member is assigned a mentor to help acclimate that person to the department and the college. In addition, when an adjunct faculty member is assigned a course he/she has not previously taught, a mentor is assigned.

Mentors assist the new faculty member by answering questions about the course, the department, and the college. A mentor is willing to share instructional materials and syllabi.

Two duties which a mentor must perform are the classroom observation of the mentor mid-quarter and the administration of the student evaluations at the end of the quarter.

## FACULTY EVALUATIONS

It is the policy of the college that all adjunct faculty be evaluated. Department-created student evaluations are administered every quarter for every class that an adjunct faculty teaches. Adjunct Faculty Support Services places these evaluations along with instructions in the mailboxes of all adjunct faculty. These returned evaluations are forwarded to the department chairperson who reviews all evaluations and places in the faculty member's file folder a copy of the evaluation as a part of his/her performance record at Sinclair.

Full-time faculty have the option of using the department-created student evaluation in their classes.

[Return to table of contents](#)

## OBTAINING LECTURER II STATUS

When adjunct faculty are hired, they enter at Lecturer I status. To be promoted to Lecturer II status, the following criteria must be met:

1. The adjunct faculty member must have had a mentor assigned to him for at least one quarter.
2. The adjunct must have completed fifteen payload hours of teaching at Sinclair. These hours do not have to be taught in just one department. For example, an English instructor teaching both for ACA English and the English Department could combine the hours from each department as a part of the workload.
3. The adjunct must have viewed the lecturer orientation tape. The title of this tape is *A Lecture for Lecturers*. It can be found in the Staff Resources Center located in Room 11-316.
4. The adjunct faculty member must have completed participation in eleven clock hours of faculty development activities. These activities include college sponsored activities, new adjunct faculty orientations, departmental workshop and activities, and classroom observation. A form must be filled out for each of these activities and signed by the appropriate person. In the case of a classroom observation, 1 1/2 hours of credit may be earned for each observation with a maximum of two observations possible. A form must be filled out by the instructor whose class was observed.
5. The adjunct faculty member must have received a "proficient" evaluation as recommended by the department chairperson, including student evaluations as part of the review process.

A Request for Reclassification Form is sent to each faculty member. If adjuncts feel they have met the criteria to advance to Lecturer II status, they should complete and submit the form. The form is sent to the chairperson for verification and then to the division dean for approval. It is in their interest to keep good records covering number of hours of teaching and the activities in which they have participated. For those who have achieved Lecturer II status, there is still the possibility that another level may be added to the scale. Therefore, the faculty member should continue to participate keep records of that participation.

It is recommended that full-time faculty should also sign the activity participation sheets. The Senior Vice-president and Provost has requested that chairpersons become very specific about the number of activities and the names of the various activities that full-time faculty attend. Having verification of participation in folders in the chairperson's office will be a tremendous help during faculty performance evaluations.

[Return to table of contents](#)

## AVAILABLE RESOURCES FOR ADJUNCT FACULTY

There are several booklets published by Sinclair Community College which offer assistance to adjunct faculty. The *Lecturer Handbook* and *The Teaching Tips Handbook* are two such resources. These booklets are given to each new adjunct faculty member. In addition to the present Department Policy Manual, each area in Academic Foundations has a booklet or notebook of policies pertinent to that particular area. The part-time member should contact the area coordinator or course coordinator about such resources. The department also has a copy of *A Guidebook for Faculty and Staff for Students with Disabilities* which is available in the main office 6222. This booklet offers a wealth of resources for the part-time lecturer.

## SUPPORT SERVICES FOR STUDENTS

The *Teaching Tips Handbook* and the *Lecturer Handbook* contain comprehensive lists of resources and support services for students. A few of those most often used are listed below:

Campus Ministry  
Room 10-310  
512-2768

Career Services  
Room 10-312  
512-2772

Counseling Services  
Room 10-424  
512-2752

Disability Services/Educational Support  
Room 10-421  
512-5113

Financial Aid  
Room 10-324  
512-3000

Tutoring & Learning Center  
Library 07  
512-4506

Tutorial Services  
Library 07  
512-2792

Writing Center  
Library 06  
512-5106

[Return to table of contents](#)

## POLICY FOR ASSIGNMENT OF IN-CLASS TUTORS FOR DEV COURSES

Tutors will be assigned to My Math Lab courses only and then only as tutors are available. Some exceptions may be made but must be discussed with and approved by the chair.

Assignments of an in-class tutor will be made to a specific instructor who will be responsible for supervising and directing the tutor's work. This includes validating the date and time in class on the tutor's time sheet. The instructor will also be responsible for an evaluation of the tutor's performance at the end of the quarter. The evaluation is considered when making assignments for next quarter. Please alert the Tutorial Coordinator or Director of Educational Support Services of any concerns with tutors during the quarter. A tutor is to work only those hours which he/she has been scheduled. Additional hours must be approved by Tutorial prior to the tutor actually working the hours. There is a college limit on the number of hours a student may work each work.

In accordance with college guidelines, tutors may be used only for direct academic assistance to the student. They may grade tests or test booklets only in conjunction with their assistance to students. They may not be used as clerical aides and are not to be held past the class time to grade tests or do other clerical work.

In-class tutors are not expected to take a break. Tutors are not to use class time to do their personal homework.

Tutors generally do not have teacher credentials although they may have demonstrated a high level of competence. Neither are they compensated for the responsibility of more than tutoring. Therefore, tutors are not an approved or compensated replacement for the instructor.

[Return to table of contents](#)

## TEACHING SYLLABUS TEMPLATES, COURSE DESCRIPTIONS, AND MASTER SYLLABI FOR THE ACADEMIC FOUNDATIONS DEPARTMENT (ACA)

The ACA department has developed a standard teaching syllabus template for each class; this template is required use by all faculty. Copies are electronically submitted to the main office by the end of the second week of each quarter. Under each course description below, one will find the link to the template as well as the link to the master syllabus. Faculty is strongly encouraged to review the master syllabus to acquaint themselves to course outcomes, the assignment tasks, and the performance criteria for each course.

### [Teaching Syllabus Blank Template 2009](#)

#### ESL 050 English as a Second Language Basic 4 Cr. Hrs.

For non-native speakers of English, a high beginner study and appreciation of grammar and its use in writing and speaking

- [Course Template](#)
- [Master Syllabi](#)

#### ESL 070 English as a Second Language Intermediate 4 Cr. Hrs.

For non-native speakers of English: an intermediate level study and appreciation of grammar and writing with attention paid to spoken fluency.

- [Course Template](#)
- [Master Syllabi](#)

#### ESL 090 English as a Second Language Advanced 4 Cr. Hrs.

For non-native speakers of English: a high intermediate/advanced review of grammar, short essay composition based on contentious information, and high level vocabulary as preparation for successful handling and completion of degree level classes

- [Course Template](#)
- [Master Syllabi](#)

#### DEV 063 Basic Reading Skills 4 Cr. Hrs.

Basic reading skills, vocabulary, main ideas, paragraph structure, and writing summaries.

- [Course Template](#)
- [Master Syllabi](#)

#### DEV 064 Fundamentals of Reading 4 Cr. Hrs.

Basic reading skills, vocabulary, and comprehension, with an emphasis on analyzing unfamiliar words, acquiring general vocabulary, and understanding paragraphs and articles.

- [Course Template](#)
- [Master Syllabi](#)

[Return to table of contents](#)

#### DEV 065 Developmental Reading 4 Cr. Hrs

Reading and study skills essential for college, emphasizing comprehension, vocabulary, textbook reading, marking, note taking techniques and rate improvement.

Prerequisite: DEV 064 or placement test referral.

- [Course Template](#)
- [Master Syllabi](#)

#### DEV 074 Fundamentals of Sentence Structure

A review of basic grammar and writing skills with emphasis on creating proper sentence structure through combining, coordinating, and subordinating ideas in correct sentence form including application of the basis principles of grammar.

- [Course Template](#)
- [Master Syllabi](#)

#### DEV 075 Fundamentals of English 4 Cr. Hrs.

Application of basic grammar and punctuation principles to writing, skills using all verb forms, modifiers, and selected sentence patterns; reading, discussing and summarizing short essays. (Not an intensive course.)

- [Course Template](#)
- [Master Syllabi](#)

#### DEV 084 Basic Mathematics I 4 Cr. Hrs.

Whole numbers/fractions/decimals: concepts and computations. DEV 084 will be graded as Pass/Fail.

- [Course Template](#)
- [Master Syllabi](#)

#### DEV 085 Basic Mathematics II 4 Cr. Hrs.

Whole numbers/fractions/decimals (review), problem solving, ratios/proportions, percents, measurements.

- [Course Template](#)
- [Master Syllabi](#)

#### EXL 102 Spelling & Vocabulary 4 Cr. Hrs.

Techniques for mastering spelling and expanding vocabulary including the following topics and activities: dictionary and thesaurus use, phonetic transcription, connotation/denotation, context clues, etymology, euphemism, Greek and Latin roots, prefixes/suffixes, mnemonics, visual memory practice, and word games.

- [Course Template](#)
- [Master Syllabi](#)

#### DEV 108 Introduction to Algebra 4 Cr. Hrs.

Signed numbers, introduction to variables and polynomials, solving linear equations/inequalities, law of exponents, geometry formulas.

- [Course Template](#)
- [Master Syllabi](#)
- 

[Return to table of contents](#)

### DEV 110 Fundamentals of Composition 4 Cr. Hrs.

Introduction to essay writing, including pre-writing, choosing and limiting topics, developing thesis statements, organizing, revising for sentence variety and content, and proofreading, with a review of selected grammatical concepts.

Prerequisite: DEV 075 or placement test referral.

- [Course Template](#)
- [Master Syllabi](#)

### DEV 130 Fundamentals of Creative and Critical Writing

Introduction to writing about literature and the research paper, with emphasis on creative, reflective, and analytical thinking.

- Course Template
- [Master Syllabi](#)

Many Academic Foundation courses are also available as online courses.

[Return to table of contents](#)