

# **LEARNING LAB DEPARTMENT**

## **PART-TIME FACULTY HANDBOOK**

Community College of Philadelphia  
*“Education for a Changing World”*  
1700 Spring Garden Street  
Philadelphia, PA 19130

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# LEARNING LAB DEPARTMENT PART-TIME FACULTY HANDBOOK

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## Introduction

This handbook was developed by Learning Lab Department faculty to be used as a general guide and source of information for part-time faculty. It should be used in conjunction with the Department's Descriptive Summary and the Part-Time Faculty Federation Contract. The Department reserves the right to change, revise, or discontinue any policy or rule according to Departmental procedures.

## **LEARNING LAB MISSION AND GOALS**

The Learning Lab, a department in the Educational Support Services Division, supports college level and developmental instruction across the curricula. The goals of the Lab are

- To improve student academic achievement through supplemental activities
- To increase student retention, especially during the student's first year, and
- To deliver academic assistance services in a personalized and supportive environment

The Learning Lab faculty promote the teaching-learning process by providing supplemental, content-based instruction with a student-centered, problem-solving approach. Students are assisted to make academic progress, recognize their potential, and become independent learners.

Much of the Lab faculty time is devoted to assisting students in academic programs associated with the Educational Support Services, so a brief description of these projects is provided for your information.

### **COLLEGE ACHIEVEMENT PARTNERSHIP ( C.A.P. )**

C.A.P offers a series of courses at the pre-college level for students who need improved skills and background before they go on to college level course work or enter the job market. A-level C.A.P. provides reading and writing (English 089/097), mathematics (Mathetics 016), and a Freshman Orientation experience designed to strengthen students' skills in language use, computation and navigating the college. B-level C.A.P. provides reading and writing (Englsih 098/099) and mathematics courses in rigorous preparation for collegiate study. In addition, students may enroll in content courses which have been specially designed for C.A.P. students. C-level C.A.P.( 100/101) provides a transition for students from C.A.P. to regular college-level courses; students take courses in college reading, composition and two content areas. Students are placed into C.A.P. based upon placement scores. Over two thousand students are registered in C.A.P. each semester.

### **ACT NOW (AN)**

Placement into the Act Now program is based on reading and writing placement scores and financial eligibility. The program offers remedial/developmental courses in English and math throughout the school year in three fifteen-week semesters. Students wishing to be full-time may also register for one content course according to their interests. Classroom instruction is supplemented by tutoring and counseling, in groups and individually. Specific counseling services include decision making/career planning workshops, financial aid information, academic advising, and personal counseling. Cultural activities are provided as well. Act Now serves a few hundred students each semester.

### **ENGLISH-AS-A-SECOND-LANGUAGE (ESL)**

This service is designed to meet the special educational needs of students who do not speak English as their first language. The cultural aspects of the students' background are incorporated into meaningful second language learning experiences. The ESL courses offer intensive training in

listening/speaking, reading, and writing. There are five levels: pre-beginning, elementary, intermediate, high intermediate, and advanced. The course numbers indicate the content and level of each language area. The first number for all ESL courses is 0 and means pre-college level (non-credit). The second digit indicates the course content: 7, listening and speaking; 8, reading; and 9, writing. The final digit indicates the course level : 1, elementary; 2, low-intermediate; and 3, high-intermediate. There are also advanced levels in reading and writing; their course numbers are 089 and 098, respectively. The pre-beginning courses are indicated by the following course numbers: 067, 068, 069, and 070. Students must enroll in all four of these courses together.

Tutoring is provided by the Labs for all ESL levels and Lab classes are scheduled for students at the pre-beginning, elementary, and intermediate levels and to students enrolled in the pronunciation class. Also, support is offered to ESL students who are enrolled in specially selected credit-bearing content courses known as Bridge Courses. These courses are comprised of only ESL students who are at least at the intermediate level. Over one thousand students are registered in ESL courses each year.

### **CENTER ON DISABILITY**

The Center On Disability provides accommodations and support services to all qualified students with disabilities at the Community College of Philadelphia to ensure their access to the College's academic programs, activities and services. Students with disabilities may use accommodations when they attend a Lab class or tutoring session. Examples of accommodations may include the use of tape recorders, readers, assistive technology, note takers, transcribers and/or interpreters for the deaf. There will be occasions when an interpreter or disability aide attends a Lab class or tutoring session. The Center On Disability Staff includes a Director, Counselor, Learning Disabilities Coordinator, Technical Specialist, Disability Aides and other support staff. The Center On Disability is located in Room M1-22. The staff can be reached at 215-751-8050 (voice or TDD). Learning Disabilities Specialists provide tutoring services and consultation through the Learning Lab (B1-28) and can be reached at 215-751-8478. A copy of *A Faculty Guide To Students With Disabilities* is available in the Center on Disability.

## TEACHING IN THE LEARNING LAB

A major portion of the workday is devoted to teaching Lab classes. Students taking pre-beginning and beginning level ESL courses and the pronunciation course, C.A.P. English levels 097/089 and 098/099 and Math 016, and Act Now English courses are assigned to Lab classes each week. Over the years, the Lab has emphasized certain educational values and activities, which have given the Lab classes a distinctive personality. Two of the major characteristics of the Lab classes are that they are student centered and activity-based.

Lab support usually develops out of the concerns and problems stated by students. When beginning a Lab class, it is a good idea to ask the students about their classroom activities and to ask if they want to review a topic or if they have any questions or difficulties. This student-centered perspective of the Lab classes also means that students are given individual attention. During the Lab class, it is useful to plan the hour so that you have the opportunity to look at each student's work where applicable.

A good part of the Lab class is devoted to student activity **other than** lecture or explanation. The students in a Lab class should use part of the hour to read, write, or speak. The educational philosophy of the Lab is based on the belief that students learn to write by writing, to read by reading, and to do math by solving problems and computing.

Lab sessions are not graded. You must, however, keep attendance. Classroom teachers are likely to ask you for your evaluation of student progress, so it is suggested that you keep records of your Lab class activities and pertinent student information and share these with the classroom teacher.

Here are some suggestions on how to conduct Lab classes according to special project.

### **Suggestions for All Special Projects**

If you are assigned to a Lab class, please realize that Lab classes are an integral part of many special projects. The Lab classes are intended to supplement the classroom instruction and strengthen students' basic communication and math skills.

Working with Lab classes (C.A.P., AN, and ESL) requires contact between Lab instructors and English or Math Department faculty. Each Lab class is usually conducted by two specialists. (However, there are times when one specialist will be assigned to a Lab class.) Consequently, you will probably be working with another Learning Lab faculty member. This arrangement gives you the option of either dividing the group and assigning about half to each Lab teacher or keeping the class together and team-teaching with the other Lab teacher. Some Lab specialists prefer to divide the class in order to provide more individualized attention; others like to work together and share the instruction. A weekly class list will be provided for you. Please send a copy to the classroom teacher. The original must be submitted to the Department Head.

A key part of teaching the Lab classes is maintaining communication with classroom teachers throughout the semester. Classroom teachers have been advised to contact you; however, it is not a good idea to sit back and wait to be called. You should contact teachers you do not hear from at the beginning of each semester. Speaking with classroom teachers will help in coordinating your efforts. It would be helpful to obtain a syllabus from them as well as an idea of their plans for the semester. Find out what textbooks will be used. Copies of the textbooks can be obtained from the Department Head. The amount of input from instructors will vary from class to class. Furthermore, the ideal Lab session presupposes a good deal of contact with direction from classroom teachers. Sometimes this direction will not be forthcoming, in which case you will have to prepare your own activities. Exactly what is done will

depend on the students' needs and abilities. It would help to discuss your plans with one of the other more experienced specialists or with the Department Head.

### **C.A.P. Lab Classes**

C.A.P. emphasizes collaboration between the Lab and classroom teachers. Standard characteristics of this collaboration include regular communication, sharing of Lab attendance and classroom syllabi; ideally, it may also include planning of instruction and sharing of tasks initiated in one setting and continued in the other.

Some transcripts of Lab sessions are available on the College's intranet at Q\LearningLab\JHoward\Trnsrpt. These transcripts are not models but serve as an example of what may happen during a Lab class devoted to either reading or writing.

### **Act Now**

Act now Lab classes are structured much the same way as C.A.P. sections. Accuracy of attendance records is especially important in these sections since the program is supported by a grant from the state.

### **English as a Second Language**

In general, the ESL specialists view Lab classes as multi-skilled with emphasis in one area. There will be times when you can use the Lab hour to develop skills which you consider to be needed based on your assessment of each student.

In addition to Lab classes, you will work with individual students or small groups of students for tutoring. Material is available in the Lab for you to use when tutoring individuals.

Throughout the year, the Lab conducts ESL workshops which are not linked to any specific course. These workshops are free to Community College of Philadelphia students.

### **Anecdotal Event Calendar**

<b>First week of semester</b>	It is important to begin the Lab classes on the right tone. A Learning Lab class syllabus is available, and it would help to use this to stress the benefits of the Lab, the advantages your students have since the Lab time is already on their schedule, attendance, and classroom behavior.
<b>Second week</b>	You should have contacted the classroom teacher in some way: note, phone, e-mail and sent a copy of the attendance sheet. Don't be surprised if some students show up for the first time.
<b>Third week</b>	The C.A.P. probation project may contact you regarding students who are on academic probation.
<b>Sixth week</b>	Many teachers will be giving mid-semester exams and students will receive mid-semester grades in the mail. This is a good time to meet with the classroom teacher to identify and plan for students who need special attention. Don't be discouraged if Lab attendance falls off; attendance is probably also lower in the classroom.
<b>Seventh Week</b>	Students will start to meet with their advisors to plan for the next semester.
<b>Eleventh Week</b>	Final date to drop courses and receive a "W" rather than a letter grade is next week. By now you will probably have a core of students who will attend until the final week.
<b>Fourteenth Week</b>	This is the last week of the semester, but some teachers may have given finals last week or they may give them this week.



## **GENERAL PROCEDURES AND RECORD-KEEPING**

### **Classroom Behavior and Safety**

The Learning Lab has produced a generic syllabus (Figure 1) that should be distributed and discussed with your Lab classes on the first class meeting. The syllabus includes general standards for classroom behavior that you may modify or amplify.

In the Learning Lab, we apply the principle of progressive or corrective discipline. If a student's behavior is unacceptable, talk with the individual and indicate what is acceptable. If the behavior persists and impedes the class, discuss the problem with the classroom teacher and contact the Counseling Department, ext 8169. If the disruptive behavior continues, contact the Department Head.

The Health and Wellness Center is in B1-21, ext. 8181, and Security may be reached at ext. 8116 or 5555 for an emergency.

### **Computer/Audiovisual**

Each of the Lab sites has computers for faculty use. The College expects its staff to be familiar with basic word processing and electronic information technology (searching the Web, selecting and evaluating appropriate materials, using e-mail.) Some instructors use instructional programs, such as Academic Systems or Connect, delivered over the Internet. The Department of Academic Computing offers workshops on computer applications, and the faculty in that department will assist you if you have questions about specific software or instructional programs. Use your own floppy disk to save your material; do not save on the hard drive.

There are a few computers in the Learning Labs that students may use, but in general students use the computers in the Student Academic Computing Center (SACC, Room B2-33). In the SACC, the computers have Microsoft Word and the terminals in B2-33C have instructional programs that review the mechanics of writing. To schedule the computer classroom, call Paul Bonila at 8825.

The Lab does not have its own audiovisual equipment. Call the Audiovisual Center listed in the phone directory to reserve audiovisual equipment.

### **Departmental Policies**

The Learning Lab is an academic department. Department meetings are held each month and you are encouraged to attend. During the fall and spring semester, an agenda and minutes of the previous meeting will be distributed in the Lab. If you would like agendas and minutes of the summer meetings, please notify the secretary.

### **Duplicating**

There is a copier in the Central Learning Lab that is to be used only to copy Lab materials. See the secretary or Department Head if the machine is not working properly. When you need more than twenty copies of Lab materials or any copies of materials for other purposes, please use Central Duplicating, Rm. MG-28.

### **Evaluation**

The Learning Lab has devised a procedure for observation and evaluation of part-time faculty. Please review the procedures listed below and the Classroom Observation Form, Figure 2.

## **EVALUATION PROCEDURE FOR PART-TIME LAB FACULTY**

1. Part-time faculty will be observed and evaluated during the first semester of employment in the Learning Lab in order to
  - a) Give the faculty member advice and guidance so that he/she can, if necessary, adjust or modify teaching styles or procedures to better assist students in the Learning Lab.
  - b) Help decide if the faculty member should be re-hired.
2. The part-time faculty will be evaluated according to this procedure:
  - a) One full-time faculty member or the department chair will make arrangements to observe a group session. The first observation should be scheduled after the fifth week of the first semester. See Figure 2 for a copy of the evaluation form.
  - b) If the observer feels that the instructor is satisfactory, then another observation will be arranged during the second or third semester the instructor works in the Lab.
  - c) Following the first observation, the observer will meet with the part-time instructor to review the observation, using the observation form as a guide.
  - d) If the first evaluation is unsatisfactory, a second observation will be conducted by the full-time faculty member and/or department chair. Again, this will be followed by a meeting with the part-time instructor. Preferably, this step should be done during the same semester.
  - e) A second unsatisfactory evaluation may constitute a cause not to rehire.
  - f) If either of the observers feels that the instructor is satisfactory, then the instructor will be informed and will be observed a third time during the next semester. (Observations may continue until the instructor's performance is deemed satisfactory by the department chair or a decision is made not to rehire.)
  - g) The original observation form will be signed by the instructor, collected by the department chair, and filed in the instructor's folder. A copy is given to the instructor.

## **I.D. Cards**

You can then be processed for an I.D. at the security desk in the Mint building. Your I.D. card serves as your library card and admission to the gym. You should have it with you at all times when you are in the building and will be asked to show it before 7:00 am and after 5:00 pm.

A “KA-1” or “KA-2” key may be requested from the Department secretary; this provides admission to faculty restrooms and faculty computer areas. If you are teaching in a computer classroom, you can request a key from Arnold DiBlasi. Keep in mind that if you need access to a classroom, you can contact Bonnell Security at 8116.

## **Instructional Materials**

Textbooks for most courses are available. See the secretary or Department Head to check out a text. If a textbook is not available, see the secretary. Some of the filing cabinets in each Lab contain materials that previous specialists have composed or collected. You might find it worthwhile to peruse these materials and to contribute your own materials. When using a computer on campus, you may access the Q drive. The folder Learning Lab has folders for individual faculty members, and the folder “Jhoward” contains a folder “Writing” with materials prepared for your use by Lab faculty.

### **Lab Class Evaluation**

Lab class evaluation is required each semester as mandated by the Department. It is important that evaluations be completed in every Lab class, as they are part of the documentation of Lab services and accountability. At approximately the sixth week of the semester, students are asked to evaluate the Lab classes. The completed evaluations should be returned to the Department Head or her/his designee. (See Figure 3).

### **Mailboxes**

There is a mailbox for you in Rm.B 1-28F, B2-36, or W3-26. Mail is delivered twice a day. A space has been designated in each Lab where outgoing mail can be left for pickup.

In an effort to cut down on copying expenses, the College has distributed single copies of some flyers to offices. These flyers are then posted on a bulletin board near the mail boxes to keep the faculty informed. Read the bulletin boards regularly.

### **Office Supplies**

Each desk should have the standard supplies you will need, such as staplers, pencils, pads, etc. If you need replacements, please see the secretary.

### **Office/Telephone**

You may be assigned an office or desk that you will share with other faculty members. The office is a good place to prepare lessons and materials, but please do not tutor students in your office, instead, use the common space in each Lab for individual tutoring. Messages can be left for you on the Secretary’s voicemail: Central Lab 215 751-8480, South (Math) Lab 215 751-8481, West Lab 215 751-8482.

### **Record Keeping**

Accurate record keeping is essential to the successful operation of any academic support service. The Learning Lab is no exception. We must have records maintained for budgetary purposes, evaluation, and the overall efficient functioning of the Lab. To this end, we have developed the forms for record keeping described below. While we must students’ social security numbers to track attendance, please safeguard these numbers as much as possible. Do not circulate sign-up sheets for classes and workshops which allow students to see other students’ numbers. Put completed attendance sheets in areas behind the reception counter. See attached FERPA document “Protect Our Students, Protect Ourselves.” (Figure 4.)

### 1) Student Appointment Record

Each time a student makes an appointment to see a tutor, his/her name is entered into the computer, and an appointment sheet is generated. The tutor is responsible for completing the record by indicating whether the student attended, canceled, or was a “no-show.” If the tutor is absent, that box is checked (Figure 5).

### 2) Drop-In-Students

If a tutor has time available, he/she may be asked to see a drop-in. In that case, he/she completes a Drop-in Form (Figure 6) and submits it along with his/her computer-generated appointment slips.

### 3) Groups

Each scheduled class (C.A.P., Act Now, ESL ) has an attendance list in a folder. This list is to be maintained for the duration of the semester. It should remain in the folder, available for a substitute if you are absent. Each Friday, a one-week attendance sheet will be placed in your folder.

On this sheet,

1. Enter Lab faculty name and code (scrambled SSN) for 1 or 2 faculty members.

2. Attendance

a) For classes meeting 1 time per week, use the first row of squares.

b) For classes meeting 2 times per week, use both rows.

c) Enter a check for present, and a 0 for absent for each student.

d) Submit one attendance list per week for each class. Place attendance sheet in the designated spot after the last class meeting of the week.

e) Also record the attendance on the master list in the folder.

3. To send attendance to the classroom teacher, photocopy the master from the folder. Because these sheets are being printed each week, they should reflect changes in enrollment (additions, drops, withdrawals). If any students are in class who are not on the attendance sheet, please write in their names and SSN,s. (See Figure 7).

### **Schedule**

The Department Head will assign you a schedule each semester based on the information on your availability form. Availability forms are due each semester for each department you wish to work in. See the Part-time Contract for availability deadlines. It is important that you maintain this schedule. Changes or adjustments must be approved in advance by the Department Head.

The full-time faculty should complete the Full-Time Faculty Schedule Request form prior to the start of each semester and summer session. See Figure 1.

**IF, FOR SOME REASON, YOU WILL BE ABSENT, YOU MUST CONTACT THE DEPARTMENT HEAD AT 751-8484 AS SOON AS POSSIBLE.**

When you are absent, the Department Head will try to assign coverage for your Lab classes and try to arrange assistance for your students who are scheduled for tutoring.

The prep time on your schedule can be used to contact other teachers, to plan, or to prepare instructional materials.

Occasionally, a student who has a scheduled appointment will not show up. If this happens, please stay in the Lab and check the "Drop In Tutoring" list or ask at the desk if there are any students who need help. You must be available for unscheduled students who come to the Lab during your assigned working hours.

## Time Sheets

Each part-time faculty member must fill out a blue payroll sheet on the last workday of each week. On this time sheet, fill in the actual hours worked each day and then tally the total hours worked each day and add up the hours worked each week. Your social security number should be filled in and bubbled accurately. **The week-ending date is always the Sunday following** the week in which you worked. Finally, sign your time sheet and give it to the secretary by noon on Friday. Time sheets handed in late or filled out incorrectly may result in a delayed paycheck. You may pick up your paycheck each payday in Rm. MI-2. You will need a photo ID to get your check. An example of a correctly filled out time sheet is given in Figure 8. Please see the secretary to review your first timesheet.

You will be paid for College holidays that fall on one of your regularly scheduled workdays. If, for example, you were scheduled to work in November on the third Thursday morning from 9 to 11, then you would record these hours on your timesheet for Thanksgiving Day.

Part-time faculty are allowed a specified number of sick days each semester. During the fall and spring semesters, you are allowed one work week of sick days. Since the length of the work week varies for each teacher, the number of sick days varies. During the summer, you are allowed a pro-rated number of sick days. Proof of illness is required for anyone who is sick for more than three consecutive workdays. These sick days should be recorded as "sick day" on the time sheet. Do not forget to notify the Department Head if you will be out sick.

## SPRING 2002

Mary Yannuzzi - Learning Lab Dept. Head .....	BI-28	215-751-8484
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## CENTRAL LEARNING LAB (HUMANITIES)

Regina Jerome .....	Secretary .....	BI-28 .....	8480 .....
Appointment Desk .....			8473 .....
Paul Bonila .....	Reading/Writing .....	BI-28B .....	8825 .....
Merle Fineman .....	Reading/Writing & .....	BI-28J .....	8477 .....
	Peer Tutor Coordinator		
John Nace .....	Writing .....	BI-28B .....	8485 .....
Judy Reitzes .....	English as a Second Language .....	BI-28I .....	8471 .....
Joan Monroe .....	Learning Disabilities .....	BI-28H .....	8478 .....

## SOUTH LEARNING LAB (MATH/BUSINESS)

Ernestine Goodman	Secretary	B2-36	8481
Appointment Desk			8479
Gail Chaskes	Mathematics	B2-36C	8440
Joseph (Jay) Howard	Reading/Writing	B2-36C	8929
Lilla Hudoba	Mathematics	B2-36D	8793
Olympia Mitchell	Coordinator, Collaborative Learning Community	B2-36E	8474

**WEST LEARNING LAB (SCIENCE/ALLIED HEALTH)**

Scarlette Woodson .....	Secretary .....	W3-26 .....	8482 .....
Appointment Desk .....			5073 .....
Michele Kelly .....	Science .....	W3-2617 .....	8475 .....
Gary Mitchell .....	Writing/Allied Health .....	W3-26D .....	8592 .....
John Pinto .....	English as a Second Language .....	W3-26C .....	8593 .....
Judith Rossman .....	Reading/Writing .....	W3-26B .....	8552 .....
Margaret Stephens .....	Science/ Mathematics .....	W3-26D .....	8869 .....

(NERC) - NORTHEAST REGIONAL CENTER

Joanne McGinley .....Secretary ..... Rm 125 215-972-6236

(NWRC) - NORTHWEST REGIONAL CENTER

Anne Francis .....Reading/Writing ..... Rm 121A 215-496-6020

## EDUCATIONAL SUPPORT SERVICES DIVISION OFFICE

Samuel Hirsch .....	Dean .....	WI-IT .....	8491
Louvinia Smith .....	Office Supervisor .....	WI-1 .....	8487
Susan Tobia .....	Acting Coordinator, Next Step .....	M1-20 .....	8834