

Center for English Language Learning @ San Antonio College

# FACULTY HANDBOOK

## 2025-2026



ALAMO COLLEGES DISTRICT  
San Antonio College

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# PREFACE

This Faculty Handbook contains information on policies, processes, and procedures for the Center for English Language Learning at San Antonio College. This document has been compiled by the faculty as a discipline-specific supplement to both the Alamo Colleges District Policies and San Antonio College policies.

The [Alamo Colleges District Policies](#) and the [San Antonio College Faculty Handbook](#) are included here as links and should be reviewed and referenced by all faculty members.

# PROGRAM OVERVIEW

The Center for English Language Learning at San Antonio College offers both credit and noncredit English classes to help students learn to read, write, speak, and understand American English for social, professional, and academic purposes.

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## VISION, MISSION, AND GOALS

### Vision

The vision of San Antonio College is to be recognized nationally for student success and best practices. As part of that vision, the Center for English language Learning provides a vibrant learning environment for English Language Learners (ELLs) to prepare for success in their academic and/or career choices.

### Mission

The mission of the Center for English Language Learning is to provide an opportunity for ELLs to study in a dynamic learning community in order to acquire essential English language and cultural adaptation skills necessary to meet academic, professional, and personal goals.

### Goals

1. To provide high-quality, comprehensive instruction for ELLs
2. To prepare ELLs to transition to and be successful in college-level classes
3. To develop communication skills for ELLs to work in a diverse global society

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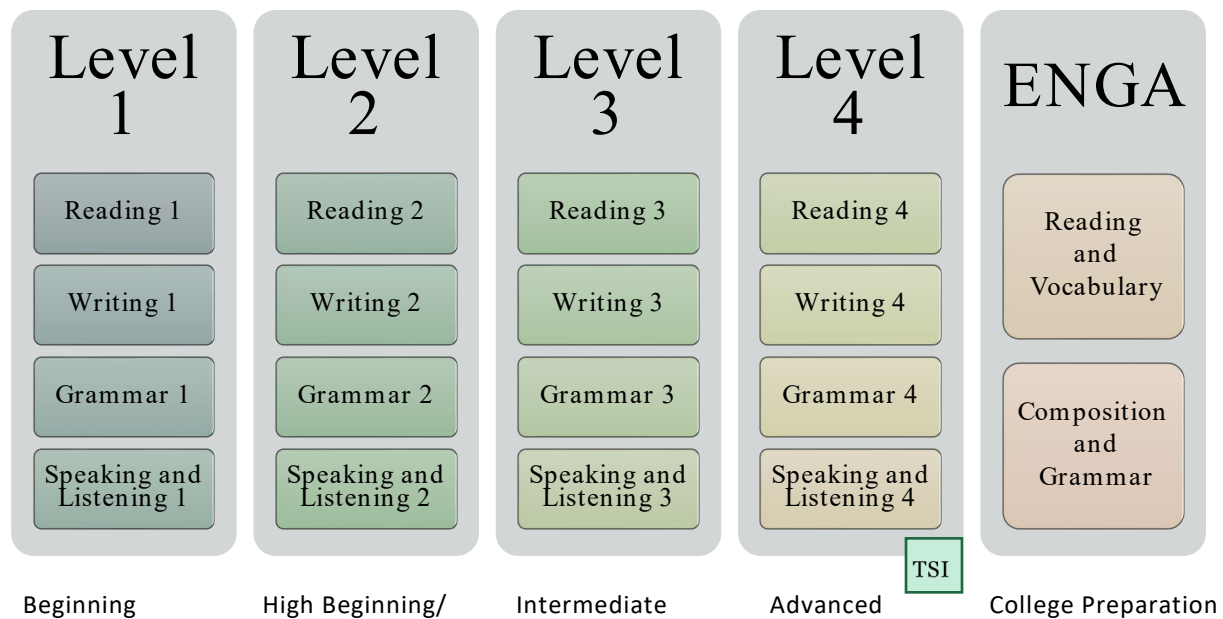
## ACCREDITATION

San Antonio College has been accredited since 1972 and has regional accreditation from the Southern Association of Colleges and Schools Commission on Colleges.

The Center for English Language Learning has national accreditation from the Commission on English Language Program Accreditation (CEA) and must meet standards of good practice for English language professionals and organizations.

The link to the CEA Standards for English Language Programs and Institutions is provided [here](#).

## PROGRAM STRUCTURE: LEVELS AND COURSES



### Core Program : Levels 1-4

The program is designed for students to gain mastery in each of the core areas (Reading, Writing, Grammar, and Speaking and Listening) before advancing to the next level. Both academic students (credit) and continuing education students (noncredit) are enrolled in Levels 1-4. The course curriculum and objectives are the same, and each class has a mix of both credit and noncredit students.

### College Preparation : ENGA

The ENGA courses are college preparatory courses. Only credit students are enrolled in these classes. In ENGA Composition and Grammar, students learn to write academic essays and how to cite sources to avoid plagiarism. In ENGA Reading and Vocabulary, students learn skills and strategies to read and understand advanced college-level texts.

### Placement into the Program

All students are required to take the Michigan English Language Placement Test (MELPT) and respond to a writing prompt. Full-time instructors use these two assessments to place students in an appropriate level.

### TSI Exam and ENGA

Students wishing to continue to college should take the Texas Success Initiative (TSI) exam towards the end of Level 4. If they score high enough, they are considered “college ready” and can register for college courses. If their TSI scores are not high enough, students should enroll in ENGA to prepare for college-level reading and writing. When students pass ENGA, they do not need to retake the TSI.

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## PROGRAM LENGTH: SEMESTERS AND SCHEDULE

### Semesters

We offer courses during fall, spring, and summer semesters. Our program is intensive, and all of our courses are 8 weeks long.

In the fall and spring semesters, there are 2 different 8-week “flex” semesters.

In summer, there is only one 8-week semester, and the course offerings are more limited.

Fall		Spring		Summer
FLEX 1 (8 weeks)	FLEX 2 (8 weeks)	FLEX 1 (8 weeks)	FLEX 2 (8 weeks)	Summer II (8 weeks)

Full-time instructors are not required to teach summer classes as part of their contract. Adjunct faculty may be offered classes to teach during the summer based on availability.

### Class Schedule

Each class meets twice a week (Mondays & Wednesdays or Tuesdays & Thursdays). We do not offer classes on Fridays or weekends.

Each class is 2 hours and 40 minutes long. We give students a short break (10-15 minutes) in the middle of each class.

There are morning classes and afternoon classes, with a lunch break in between.

Monday	Tuesday	Wednesday	Thursday	Friday
8:30 am- 11:10am	8:30 am- 11:10am	8:30 am- 11:10am	8:30 am- 11:10am	No classes.  This day is used for meetings, professional development and planning.
Lunch Break	Lunch Break	Lunch Break	Lunch Break	
11:45am- 2:25 pm	11:45am- 2:25 pm	11:45am- 2:25 pm	11:45am- 2:25 pm	

# GETTING STARTED

Please see the San Antonio College Faculty Handbook, Section 4: New Faculty Basics for information on Faculty IDs, Parking, Faculty Workloads, and more.

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## JOB DESCRIPTION

Faculty should review the job descriptions for college-wide teaching expectations:

[Full-time faculty Job Description](#)

[Adjunct-faculty Job Description](#)

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## SUPPORT RESOURCES

### Faculty Mentor

New faculty will be assigned a faculty member who will serve as a mentor to answer questions about the program and curriculum and demonstrate how to complete the administrative tasks listed in the semester checklist below.

### Shared Drive

There is a shared drive for the Center for English Language Learning that has information on the curriculum, textbooks, and how to do administrative tasks. This can only be accessed from college computers. The discipline coordinator will ensure you have access to these important resources.

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## TECHNOLOGY

### ACES Portal

ACES is the Alamo Colleges secure portal that provides faculty with access to online courses, syllabi, email, class rosters, grades, training resources, contracts, pay information, and more. ACES accounts and usernames are automatically generated for all Alamo Colleges employees.

You can log into ACES by going to any [Alamo Colleges homepage](#). Look for the “Log into ACES” icon.

- The username will be the first part of your Alamo College email (excluding the @alamo.edu).
- The default password is the first two characters of the last name in upper case followed by your birthday in MMDDYY form.

If you need assistance at any time with logging in, contact IT for help. The phone numbers are provided on the ACES log in page and at the end of this document.



## Email

All faculty will be issued an Alamo College email account. Email is accessed through the ACES portal. Please check email daily during the week. Important communications are sent through email about administrative tasks, training reminders, and college and department information.

## Learning Management System: Canvas

Alamo Colleges use Canvas as the learning management system. Each semester assigned courses will appear in Canvas, which is accessed through the ACES portal.

Faculty should do several things to get started with Canvas:

- 1) Cross list academic (ESLA) and continuing education courses (ESL) into the same Canvas shell
- 2) Import the SAC Layout into the course from the Commons, and
- 3) Add textbook information to the homepage

After that, the course can be personalized.

Instructions for using Canvas are located on the shared drive, and faculty mentors will be available to help with setting up Canvas courses.

Attendance, assignments, grades, and supplementary resources can all be posted in Canvas. Canvas is an important tool for communicating with students so they can see their grades and progress in the course.

## Simple Syllabus

Faculty members must complete their syllabi and revise their curriculum vitae using the Simple Syllabus template in ACES. The syllabus can then be uploaded to each Canvas course. The deadline to complete Simple Syllabus is the first day of each flex. It is recommended that you begin working on your Simple Syllabus at least one week before the beginning of each flex.

On the first day of the semester, faculty members are required to direct their students to the course syllabus on Canvas. All course syllabi are online and accessible via the San Antonio College website. Please see the SAC Faculty Handbook, Section 6 for detailed information on required syllabus and Vitae information.

# CLASSROOM MANAGEMENT

Refer to the SAC Faculty Handbook, Sections 7-10 for complete policies and expectations for classroom management.

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## ATTENDANCE POLICY

Below is the attendance policy adapted for the 8-week flex:

Students can be dropped from a class after two absences. An instructor must not drop a student until they have discussed doing so with the student. Dropping a student can affect a student's financial aid, so drops should be done with care.

An instructor can give an absence when a student misses an entire class, comes late to class, or leaves class early. Instructors should mark a student absent whether their absence is excused or unexcused. Excused absences consist of jury duty, religious holidays, military leave, or illness with a doctor's note.

Students who are absent 2 times must meet with their instructor to make a plan to make up missed work and discuss how to move forward in the class. Failure to meet with their instructor can result in being dropped from the class.

It is important that students communicate regularly with their instructors when they cannot attend class. This can be by Canvas email or meeting with an instructor before the missed class.

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## HOMEWORK POLICY

Students are expected to have 2 hours of homework for each class meeting. Students should be informed of this expectation during the initial class meeting.

If students know that they do not have the time to spend on the class, they should speak with their instructor about dropping the class.

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## PLAGIARISM POLICY

In addition to the Alamo College's policy on plagiarism, the Center for English Language Learning includes the following information for ESL students, which is posted on all syllabi:

### Plagiarism, AI, and Translators Policy

All written work must be in your own words.

Do NOT copy work from your classmates, copy and paste information from the internet, write answers in your own language and then translate it into English, or use artificial intelligence (AI) apps (such as Chat GPT, etc.) to complete your work. These activities are considered to be forms of scholastic dishonesty.

Scholastic dishonesty has very serious consequences including failing the assignment, failing the course, or being suspended or expelled from the college.

Any suspicion of submitted work that does not represent the student's own language and appears to be the work of artificial intelligence or produced through the excessive use of a translator or otherwise appears to be taken from another

source without proper citations will result in the student demonstrating written proof of knowledge during Student Hours.

### Plagiarism Review Tools

When creating assignments that students submit in Canvas, instructors can enable the plagiarism review tool Turnitin to check for plagiarism and use of Artificial Intelligence.

To enable Turnitin, do the following:

- Under Submission Type, click on File Uploads.
- A Plagiarism Review Box will pop up. In the drop-down menu, change the review from “None” to “Turnitin.”

### Suggested Process for Dealing with Suspected Plagiarism

Do not accept plagiarized work from students. If students do plagiarize, here is a suggested procedure to handle it.

- 1) First, discuss what plagiarism is and why this assignment is considered plagiarized. Consider allowing the student to redo the assignment for their first offense. Record evidence of the plagiarism through email or Canvas.
- 2) If the student plagiarizes again, record evidence of the plagiarism through email or Canvas and discuss with student. It is at the discretion of the instructor how to penalize the student’s grade. The severity of the offense should be reflected in the grade.
- 3) If the student plagiarizes a third time, they should receive a 0 on the assignment, and the instructor may file an official Academic Integrity Violation Submission. Record evidence of the plagiarism through email or Canvas.

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## STUDENT COMPLAINTS

Students with complaints should follow the procedure below:

1. Speak directly with the instructor first.
2. If the issue cannot be resolved with the instructor, students may speak to the ESL Program Coordinator, Ms. Linda Silva (OC #130).
3. Finally, if the issue is still not resolved, students may make a formal complaint by filling out a form (located in OC #119 and in the Student Handbook online) and speak with the Department Chair, Ms. Alaina Webb (OC #119).

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## SEMESTER CHECKLIST

The following checklist is an abbreviated list that contains important tasks that should be completed before, during, and after each flex semester.

## BEFORE THE FLEX

- ☐ Complete all syllabi in Simple Syllabus in ACES.
- ☐ Set up Canvas course.
  - Cross-list the CE and Academic Courses in Canvas.
  - Import SAC Course Layout from Canvas Commons to all courses.
  - Include a picture of your textbook on each Canvas Course homepage.
  - Copy the html embed code from your Simple Syllabi and paste it in Syllabus in your Canvas course (NOT COURSE SYLLABUS).
- ☐ Check your roster in ACES and your roster in Canvas and make sure they match.
- ☐ Print out ACES rosters from Summary Class List (both CE and Academic).
- ☐ Check the No-Pass List and make sure that none of the students on your roster failed the prerequisite courses.
- ☐ Check that the bookstore is carrying the correct textbook for your class.
- ☐ Get textbooks from book closet (get key from office staff).
- ☐ Set up any accounts for your textbooks' digital platforms (Townsend Press, Spark, etc.).
- ☐ Make sure your computer account is active (SAC workstations). Contact IT for help if needed.
- ☐ Check Alamo Talent in ACES for any required training.
- ☐ Login to classroom computers and check classroom equipment – request IT help as needed.

## DURING THE 8-WEEK FLEX

### 1<sup>st</sup> Day of Class

- ☐ Take Attendance.
- ☐ Email any student who didn't attend your class to see if they plan to attend. If they do not plan to attend, drop the student from your class. Use SmartDrop for academic students or let the office know about any CE students.
- ☐ Continue to do this until the Census Date (usually the 1<sup>st</sup> day of the 2<sup>nd</sup> week of classes).
- ☐ If students do not respond by the Census Date, drop them\*
  - \*Check with other instructors. They may have the same students who are attending their classes.
  - \*If you try to use SmartDrop, and the student is only registered for your class, you will not be able to drop them that way. You will need to email their advisor so that they can drop the student.
  - If they are CE students, email the office for any drops.
- ☐ Make sure students know how to use ACES/ Canvas.
- ☐ Remind students to keep ACES username/ password.

Week 3	<input type="checkbox"/> Complete the <u>Early Alert Progress Reports</u> for all academic students using the link emailed to you by dst-academicsuccess.
Weeks 4/ 5	<input type="checkbox"/> Enter in your Midterm Grades in ACES. <input type="checkbox"/> Complete <u>Midterm Progress Reports</u> for all academic students using the link emailed to you by dst-academicsuccess.
Weeks 6/ 7	<input type="checkbox"/> Prepare your final exams and fill out the SLO form. <input type="checkbox"/> For all adjunct faculty: Meet with your final exam partner to review your final exam.
Week 8	<input type="checkbox"/> Final exams are given during the last week of the scheduled semester during regular class hours.
AFTER THE FINAL CLASS	
<input type="checkbox"/> Enter Final Grades in ACES. <input type="checkbox"/> Complete eLumen for all classes (academic students only). <input type="checkbox"/> Send screenshots of final grades and eLumen to Coordinator and Chair. <input type="checkbox"/> Send No-Pass List and a screen shot of class rosters to CEA Coordinators. <input type="checkbox"/> Complete Final Exam packets and place them in the CEA folder in the copy room. <input type="checkbox"/> Return all textbooks to the book room. <input type="checkbox"/> Send professional development hours (2 per semester) to CEA Coordinators.	

## THE NO PASS LIST

This list contains all students who have not passed each class. Students are sometimes registered in the next level of a course even though they did not pass the course at the previous level. The No Pass List is a tool that can help identify these students so they can be placed in the appropriate level.

### Before the Semester

Instructors should review the most current No Pass List prior to the start of a new class and compare the names on the list to their current rosters in ACES. Any student who is incorrectly placed should be directed to the office to be registered in the correct level. In addition, faculty should take note of students who are repeating a class. They should meet with the student to discuss ways to support them.

### At the End of the Semester

At the end of each semester, instructors will send the CEA Coordinator a list of students who did not pass the class, along with the roster for that class. The CEA Coordinator will update the No Pass List and send it out to all instructors before the next flex begins.

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## LEVEL CHANGE REQUESTS

In general, students are not permitted to skip levels or change to a different section of a course. In rare or exceptional circumstances, the following procedures should be followed.

### Student Requests

If a student questions her/his placement score or wishes to skip a level, she/he must complete a Student Request to Change Placement or Level form (available in OC 119). Staff will help the student complete the form. An experienced full-time faculty member will review the student's score on the MELPT as well as the student's response to the writing prompt.

### Faculty Requests

Experienced full-time faculty who wish to have one of her/his students skip a course/ level, based on direct evidence of superior proficiency, may do so by completing the Professor Recommends New Level or Course form.

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## STUDENT HOURS

District policy requires that full-time faculty members maintain a posted minimum of 10 office hours each week during the fall and spring semesters for a full-time load. During summer sessions, faculty members must schedule a minimum of two office hours per week for each class taught.

While there is no office hour requirement for adjunct faculty members, they should plan to be available to students immediately prior to class and immediately after class, whenever possible.

## CURRICULUM

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### STUDENT LEARNING OUTCOMES

The student learning outcomes (SLOs) form the basis of instruction and assessment.

1. Use the SLOs to guide you in selecting the textbook content covered in class.
2. Each SLO must be formally assessed.
3. The final exam should assess each of the SLOs for the class. Speaking and Listening courses are the exception.
4. San Antonio College tracks students' performance on SLOs. This is accomplished in the platform eLumen. Instructors must upload students' performance on each SLO at the end of the semester after posting final grades. Your faculty mentor will assist you with this process.

The complete master list of SLOs can be found on the shared drive.

Each course's Simple Syllabus template is prepopulated with the course SLOs; however, these should be checked against the master list. If there are discrepancies, make a note in the syllabus and inform the ESL Coordinator.

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## GRADING

Classes at the Center for English Language Learning have both academic (ESLA) and continuing education (ESL) students enrolled in the same class. The curriculum is the same for both types of students.

- Academic students can receive a grade of A, B, C, or IP (In Progress).
- Continuing Education students can receive a grade of A, B, C, or NR.

Grades of IP or NR are not passing grades and require students to retake the course. These grades do not affect students' GPAs. Give these grades if the students attended class regularly and attempted at all the assignments, but they did not receive a passing grade.

Grades of Ds or Fs are generally not given in this program. Instructors may give an F if a student plagiarized or if a student came to class but never turned in assignments.

Instructors should only give an "I" (Incomplete) if they have already made a plan with the student to complete their missing assignments after the class ends. A written contract and agreement must be signed by the instructor and student.

### Midterm and Final Grades

Instructors must enter grades in ACES at the midterm (Week 4) and at the end of the semester (Week 8).

Instructors are not required to have a midterm exam. However, instructors should ensure that a variety of assignments, including assessments, have been conducted prior to the 4<sup>th</sup> week to ensure that students have received a sufficient amount of feedback on their progress in the course.

### Posting Grades

Official grades are entered in ACES. The grades in Canvas are not official.

**Important Note:** Grades for academic students and continuing education students are posted in different sections. Please ensure that you post grades for both sets of students. See your mentor or another faculty member for assistance.

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## AT-RISK STUDENTS

### Definition

An at-risk student is one who has either failed the same course 2 times or failed multiple courses in a particular level.

## Procedure for Mentoring At-Risk Students

Students who are at-risk will be highlighted on the No Pass List. Instructors should review this list prior to the start of a new course and identify any students who may be registered in their course.

1. For students repeating a class for the first time, the new instructor should meet with the student during the first week to discuss strategies to help them pass the class for the second time.
2. If a student fails two different classes in the same semester, a meeting with their advisor will be arranged to go over financial aid and strategies.
3. If a student fails three or more classes in a semester, that student will meet with a program representative to discuss strategies and how to best move forward in the program.

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## ASSESSMENT

Assessments must align with course SLOs.

If it is an adjunct faculty member's first time teaching a course, they must adhere to a full-time faculty's syllabus schedule for assessments. This is to ensure that multiple measures are used to assess student progress. It is important to check in weekly with your faculty mentor to discuss class progress.

There must be at least one assessment before the midterm point in a flex.

### Final Exams

Final exams are 40% of the student's total grade. Final exams are usually scheduled for the final day of a flex. Students must be present for the final exam. If students cannot attend the final exam, they must plan with their instructor prior to the last week of the flex.

### Adjunct Faculty Final Exams

Adjunct faculty are required to create a final exam designed to meet the Student Learning Outcomes (SLOs) for the course of instruction. Once the final exam is created, the adjunct faculty member is to 1) complete an SLO form identifying the location of the SLOs in the exam, and 2) give the exam and completed SLO form to a predetermined full-time faculty member. The full-time faculty member will assess the exam to ensure it is appropriately addressing all SLOs.

If approved, the full-time faculty member will sign off on the final exam for administration. The final exam cannot be administered without the full-time faculty member's approval.



# TEXTBOOKS

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## FACULTY TEXTBOOKS

The College provides faculty with instructional textbooks that have been selected for instructional use. The textbooks are stored in the book room located in the computer lab in OC120. You will need to request the key to the bookroom from the staff in OC119. These are shared materials, so refrain from writing in the textbooks. Return the textbooks to the book room at the end of each flex.

Textbook orders are requested through the faculty Textbook Adoption Lead according to established timelines for specific semesters. Information regarding textbook orders, desk copies, support materials and policies on preview and selection may be obtained from the Textbook Adoption Lead and/or the Discipline Coordinator.

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## STUDENT TEXTBOOKS

Students in your classes will often need your guidance about textbooks. It is important for you to understand the process for obtaining textbooks.

- Academic students are eligible to rent textbooks free through the [AlamoBooks+](#) program. You can direct students to orientation video on our website that explains the process. After following the steps in the process, credit students can pick up their textbooks at the San Antonio College bookstore.
- Continuing Education students are not eligible for this program and must purchase textbooks.

Please ensure that textbook information is displayed on your Canvas Home Page to assist students with obtaining the correct textbook materials.

# FACILITIES, EQUIPMENT, AND SUPPLIES

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## CLASSROOMS

The classrooms are located in the Oppenheimer Academic Building on the first and second floors. Each faculty member will be issued a key to access the classroom. Several classrooms have a keypad entry; the code can be obtained from the office staff in OC119.

Classrooms are equipped with a computer station, projector and screen, whiteboards, and a storage cabinet that can be accessed with the room key.

Instructors will need to log into the computers using their username and SAC computer password (this is different from the ACES password; the discipline coordinator will assist new instructors in setting this up). If you forget or do not have a password, there is a general log in on the computer screen.

Please leave the room in good order for the next teacher.

- Log out of the computer and turn off the projector.
- Erase whiteboards.
- Throw away any dried whiteboard markers.
- Lock the door when you leave.

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## COMPUTER LABS AND RESERVATIONS

Computer labs are located in the Oppenheimer Academic Building on the first floor in OC 120 and OC 105.

To reserve a computer lab for your class, sign up in the binder in OC119 in the Academic Unit Advisor's office. As lab space is limited, it might be necessary to share lab space with another teacher. Please coordinate with the other teacher to determine logistics.

Headphones for students are available in the office in OC119.

Students will need to log into the computers using the log in information on the computer screens. As the log in information is case sensitive, it is important to monitor and assist students with their log in.

Important Note: If a student tries to log in 3 times incorrectly, ALL the computers will be locked and IT will need to be contacted. Please inform students that if they make a mistake, to raise their hand for assistance to prevent this from happening.

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## SUPPLIES, COPY MACHINE, AND MAIL

Supplies, mailboxes, and the copy machine are all located in OC 123. You need your classroom key to access this room.

### Supplies

White board markers, erasers, pens, pencils, paper and other basic office supplies are located in the cabinets. If you need binders, folders, or other items, speak with the staff in OC 119. There may be additional supplies in the book room.

Unusual supplies or large purchases must be requested through and approved by the Department Chair. Alamo Colleges purchasing policies do not provide for reimbursement on purchases made by employees, except from specific, authorized vendors with prior approval for the employee to make the purchase.

### Copy Machine

The copy machine is accessed using your SAC ID card. The copy machine is able to scan documents if you need an electronic version.

You can also print directly from your computer station to the copy machine. If you need help setting up your computer so that it prints, please contact IT.

## Mailboxes

Each faculty member will be given a mailbox in OC 123. Please check the mailbox weekly.

## Office Space

The Adjunct faculty office is located in OC 117. Full-time faculty have individual offices.

# FACULTY ABSENCE PROCEDURES

In the case of unplanned or last-minute absences from class, please do the following:

1. Contact the Discipline Coordinator to communicate absence.
2. Contact office staff in OC 119 so they can post a class cancellation notice.
3. Contact students through email and Canvas announcements.
  - a. Notify them of the class cancellation.
  - b. Provide instructions for completing assignments.

Faculty members must complete and submit the appropriate Request for Leave Form to their Chair for approval. Forms for requesting leave and for substitute teacher payment can be located on the shared drive. Refer to the SAC Faculty Handbook for detailed information about faculty absences and leave policies.

# PERFORMANCE EVALUATIONS

Performance Evaluations are performed yearly for both Full-time Faculty and Adjunct Faculty. Please see the SAC Faculty Handbook, Section 14: Faculty Evaluation for more information.

## Classroom Observations

A standard evaluation form is used for all evaluations and is posted on the shared drive. Instructors are evaluated using a 0-5 scale in the following categories:

1. Mastery of subject matter
2. Preparation
3. Presentation of material
4. Responses to student questions
5. Interactions with students
6. Classroom participation
7. Organization of subject matter
8. Clarity of assignments

Upon completion of the evaluation, the faculty member will meet observer and debrief. Copies will be given to the faculty member and the original signed

document will be given to the Department Chair for inclusion into their personnel file. Should the faculty member disagree with the evaluation, a second evaluation with a different faculty member can be requested.

### Full-Time Faculty Evaluations

Full-time faculty must complete their Smart Path evaluation every fall semester. It is a comprehensive performance evaluation. After 5 years of teaching, full-time faculty may request to submit their evaluations biannually.

## PROFESSIONAL DEVELOPMENT

All adjunct faculty should participate in at least 2 hours of faculty development each semester. The faculty development should be focused on teaching or the field of teaching English as a second language.

A variety of professional development trainings are offered by the college through Alamo Talent in ACES.

Full-time faculty are expected to participate in at least 3 professional development programs each year. In addition, full-time faculty are encouraged to maintain membership in a professional organization.

## STUDENT RESOURCES

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### ORIENTATION

New students may need assistance learning to use ACES and Canvas. A variety of videos are posted on our website to help students with many important tasks. Please refer them to [the website](#) for additional support.

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### STUDENT HANDBOOK

The Center for English Language Learning also publishes a Student Handbook on [the website](#). It contains important information on policies, procedures, and resources for the students.

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### INTERNATIONAL STUDENTS

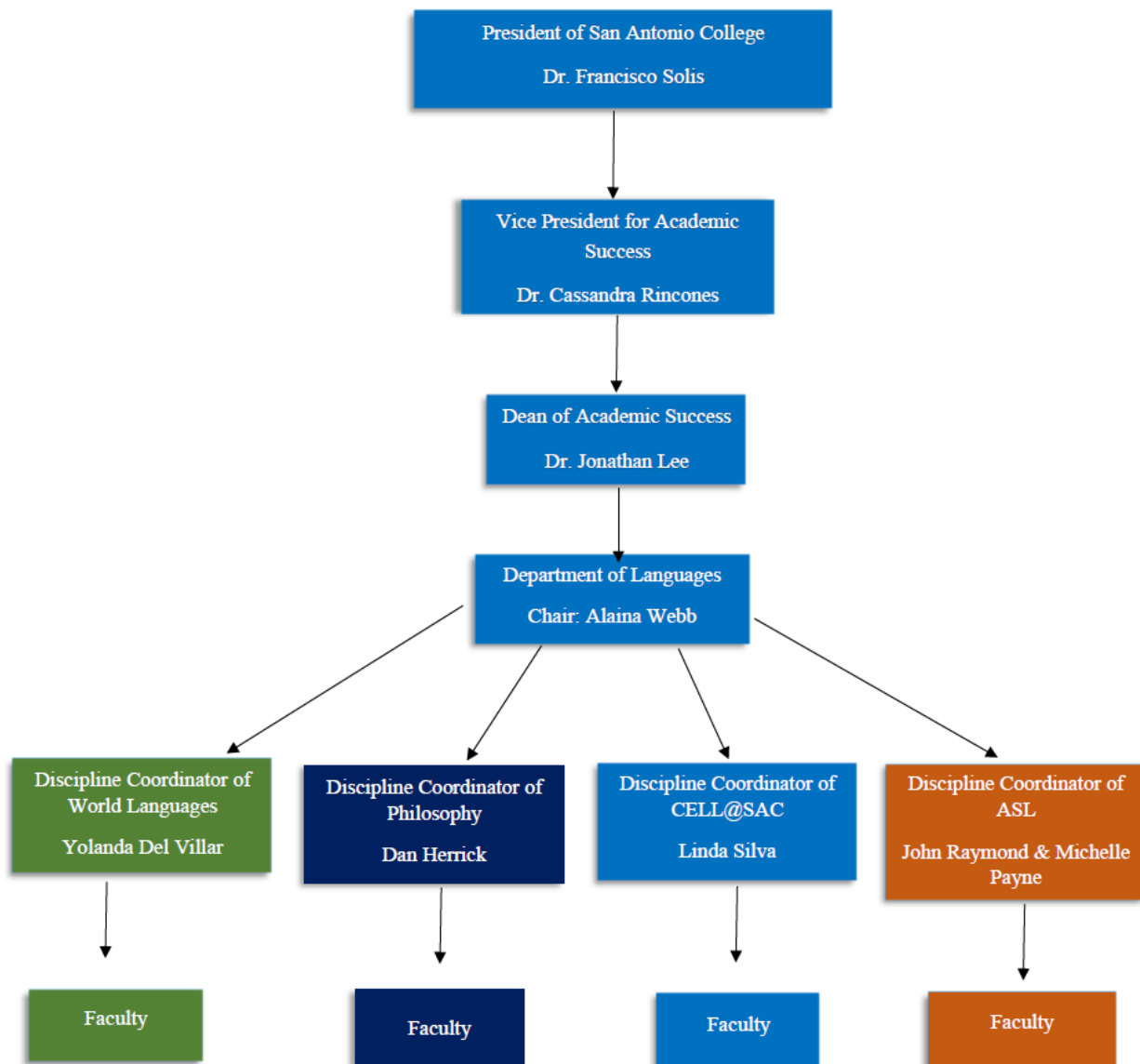
F-1 visa students registered in classes receive assistance and specialized advisement at the office for [International Students Services \(ISS\)](#), pertaining to all issues about maintaining their F-1 visas. The office is in the Oppenheimer Academic Center 220.

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### CAMPUS RESOURCES

There is a Campus Resources PowerPoint that should be added to each Canvas course. During the first week of classes, instructors should direct students to the location of the PowerPoint.

# ORGANIZATIONAL CHART



# CONTACT INFORMATION

Department of Languages and Philosophy Staff			
Department Chair Alaina Webb	210.486.1726	OC 119	<a href="mailto:awebb54@alamo.edu">awebb54@alamo.edu</a>
Academic Unit Assistant Maricela Ramon	210.486-1721	OC 119	<a href="mailto:mramon@alamo.edu">mramon@alamo.edu</a>
Senior Specialist – Student Success Rosa Robles-Polk	210.486-0119	OC 119	<a href="mailto:rrobles25@alamo.edu">rrobles25@alamo.edu</a>
Administrative Assistant Sahereh Sobi	210.486-0965	OC 119	<a href="mailto:snaarizadahsob@alamo.edu">snaarizadahsob@alamo.edu</a>
Work Study Staff Jod Senan Evelyn Cruz Samira Cisneros	210.486-0965	OC 119	<a href="mailto:jsenan@alamo.edu">jsenan@alamo.edu</a> <a href="mailto:ecruz198@alamo.edu">ecruz198@alamo.edu</a> <a href="mailto:scisneros55@alamo.edu">scisneros55@alamo.edu</a>
Full-time Faculty			
Discipline Coordinator/ ENGA Coordinator Linda Silva	210.486.1715	OC 130	<a href="mailto:lsilva@alamo.edu">lsilva@alamo.edu</a>
Textbook Lead Jeremy Polk	210.486-1717	OC 131	<a href="mailto:jpolk11@alamo.edu">jpolk11@alamo.edu</a>
CEA Coordinator Kelsey Evans	210.486-1730	OC 124	<a href="mailto:kevans69@alamo.edu">kevans69@alamo.edu</a>
CEA Coordinator Kerrie Smith	210.486-0979	OC 122	<a href="mailto:ksmith477@alamo.edu">ksmith477@alamo.edu</a>

Adjunct Faculty	
Visiting Lecturer Melissa Pumayugra	210.486-0980 OC 132 mpumayugra@alamo.edu
Visiting Lecturer Jinah Carlile	210.486-1724 OC 127 jcarlile9@alamo.edu
G. Salvador Gutierrez	210.486-1287 OC 134 ggutierrez@alamo.edu
Dr. Sharla Jones	OC 126 sjones@alamo.edu
Nancy (Ruthie) Ford	OC 138 nford11@alamo.edu
HeeJae Chung	OC 117 hchung8@alamo.edu
Uzzielita (Lindy) Bell	OC 117 uvega-hernandez@alamo.edu
Azalia (Sally) Gaytan-Baker	OC 117 agaytan-baker@alamo.edu
Einas Albadawi	OC 117 ealbadawi@alamo.edu
Zena Al Jubouri	OC 117 zaljubouri@alamo.edu
Barbara Sage	OC 117 bsage1@alamo.edu
Bruna daSilva-Schmitt	OC 117 bdasilva-schmitt@alamo.edu
Lubna Stevens	OC 117 lstevens43@alamo.edu

Helpful Contact Information	
Campus Police-Emergency	210.485.0911
Campus Police-Non-emergency	210.486.0099
IT Support-District	210.485.0555
IT Support-San Antonio College	210.486.0777
Instructional Innovation-SAC	210.486.0712 <a href="mailto:sac-iic@alamo.edu">sac-iic@alamo.edu</a>
Facilities	210.486.1235
Maintenance Logistics	210.486.0870
Dean for Academic Success Dr. Jonathan Lee	210.486.1097 <a href="mailto:jlee@alamo.edu">jlee@alamo.edu</a>
International Student Office Patrice Ballard	210.486.1720 <a href="mailto:pballard4@alamo.edu">pballard4@alamo.edu</a>
Empowerment Center	210.486.0455
Admissions and Records	210.486.0700
Financial Aid	210.486.0200
Assessment and Testing	210.486.0444
Human Resources Joffre Miller	210.486.0104 <a href="mailto:jmiller98@alamo.edu">jmiller98@alamo.edu</a>
SAC Benefits Coordinator Dianne Valdez	210.485.0298 <a href="mailto:dvaldez220@alamo.edu">dvaldez220@alamo.edu</a>
Payroll	210.485.0370



