



Texas Tech University
College of Outreach & Distance Education

Guidelines for CODE Faculty

(Lubbock Location)

Welcome from the Dean!

Welcome to the College of Outreach & Distance Education's Lubbock operation. At the time of this publication, we are in the development phase of a new strategic plan. However, I have taken the liberty of sharing the preliminary thoughts of deans and directors within the College as to our collective vision, mission, and core values. Our vision is "changing the world through innovative educational opportunities," and we are glad to have you as a valuable member of our team. Our College is a big college, with off-campus operations in El Paso, Amarillo, Abilene, Junction, Fredericksburg, and Highland Lakes (Marble Falls), and we have something even bigger in mind. Our mission is to become the leader in providing access to education for learners of all ages. Our supportive, creative people are committed to excellence, diversity, and the development and delivery of high-quality programs. We will accomplish this mission through our core values of integrity, mutual respect, transparency, pursuit of excellence, accountability, appreciation of diversity, and innovation.

Through collaborative efforts, we provide access to Texas Tech's high-quality educational programs to learners around the globe. We are able to achieve this goal when everyone paddles in the same direction. We hope that these Guidelines for CODE Faculty are helpful to your orientation to our College. I encourage you to provide constructive feedback regarding ways that we might better achieve our mission. Once again, welcome to the College of Outreach and Distance Education.

Mathew T. Baker, Ph.D., Dean, College of Outreach & Distance Education

College of Outreach & Distance Education Overview

Outreach & Distance Education offers credit and non-credit educational programs to K-12 and college students, professionals, and those seeking lifelong learning opportunities. Our offerings include K-12 and college courses for credit, including a Bachelor of General Studies degree earned at a distance, and an accredited K-12 diploma-granting program through the Texas Tech

University Independent School District (TTUISD). CODE also offers non-credit community outreach and personal enrichment programs for individuals such as Study with the Masters and the Osher Lifelong Learning Institute (OLLI). We work with schools and other educational organizations to provide customized K-12 educational options to enhance their current offerings or to serve as their primary curriculum. We also assist Texas Tech University's academic units in developing and delivering educational outreach programs and services (workshops, conferences, registrations, short courses, and certificate programs) for professional audiences.

Student Services Staff for Faculty Issues

Cary Sallee, Director for Student Services, CODE, Rm. 111H, 742-7115, ext. 234

Ariel Fernandez, Assistant Director and Bachelor of General Studies Advisor, CODE, Rm. 111P, 742-7115, ext. 236

Suevelyn Brewer, Unit Supervisor Student Services, CODE, Rm. 111J, 742-7115, ext. 235

Sharon Andrew, Lead Specialist, CBE Bulk Orders, CODE Rm. 111O, 742-7115, ext. 239

Mailroom staff: **Ida Mata**, Rm. 111R, 742-7115, ext. 238

Nina Ramos, Rm. 111R, 742-7115, ext. 288

Texas Tech University Independent School District:

Gib Weaver, Superintendent TTUISD, CODE, Rm. 109D, 742-7115, ext. 266

Your Role in the College of Outreach and Distance Education

This introduction serves as a welcome to all new faculty members and a thank-you to existing faculty members. You, our faculty, are an outstanding group of professional educators who are meeting the challenge and receiving the rewards of teaching a diverse student body at a distance. Through our collective efforts, we process approximately 90,000 enrollments annually. You made this possible by providing quality instruction to students. Many of our students return to take a second course or earn credit by examination. Texas Tech University's College of Outreach and Distance Education is recognized as having a dynamic, quality-oriented program that successfully combines accredited education, technological advances, and personalized customer service. We believe in hiring the best and enabling them to do their best. We consider you, our faculty, vital members of our team for success. Please consider the entire College as part of your team as well. Spend time in our building and with our student services, bookstore, and mailroom staff, curriculum/production staff, financial services, and marketing. Continuing

communication will enable us to improve our services to students. Bring us your concerns as they arise so we can work together on resolutions.

As a Distance Education Instructor, you are part of the Student Services Area of the College. You will have faculty responsibilities for either college and dual credit courses or K-12 credit courses and credit by examinations (CBEs). Our courses are delivered world-wide and you will receive lessons submitted by mail, fax, e-mail, or course management system (CMS). Other areas in the college that may support you include Marketing, Financial Services, and Curriculum Development and Publications.

Because we want your experience with CODE to be rewarding, you can expect the following support from us:

- information, orientation, and support, as you learn about our student recordkeeping system;
- fair treatment;
- recognition for a job well done;
- respect and communication; and
- an open-door policy with administration to discuss issues or concerns you have.

Because we have high expectations for our program, this is what we expect from you:

- commitment to a professional job done with integrity, a positive attitude, and high personal standards;
- your best performance at all times;
- prompt grading and returning of lessons;
- for instructors, daily mail pick-up during peak periods of student activity, and flexibility when called upon to meet the needs of a graduating senior if we were responsible for any error that prevented the student from having his or her grade on time. On very rare occasions, we may require you to pick up a test and grade it for us while the school waits for the answer. This would be requested only if this was in no way the fault of the student;
- personal, effective communication with all students; and
- timely response to student-initiated requests for assistance.

Our Process

Student enrollment and materials

Students receive course guides either in print or online. For online courses, students are directed to a URL (Internet address) where they can find their course guide and lessons. Courses may be supplemented by one or more of the following: textbooks, World Wide Web sites, videos, audio tapes or CDs, and/or reference materials. It is a learning method which allows students to study when and where it is most convenient for them, and at their own pace. Although this instructional technique permits students to learn without attending class, it requires considerable self-discipline and responsibility.

Students may enroll in CODE courses at any time during the year and take from a few weeks up to six months to complete course work. Students complete and return their lessons to CODE by surface mail, e-mail, fax, or course management system (CMS). Lesson grades are recorded by the course management system if the course has been created in TOPIC, Moodle, or WebCT. Lessons that have been received in our office for grading are computer-scanned to record the receipt date, then distributed to instructors' mailboxes. The grading process gives instructors the opportunity to provide feedback through written suggestions, encouraging words, and clarification of answers or ideas. To preserve academic integrity, students must pass a final examination in order to pass the course.

Instructor help and materials

As an instructor, you can get help with or information about your student from communications center staff, bulk CBE staff, TTUISD, or mailroom staff, depending on what the student is enrolled in. An identifier that helps you determine who the student belongs to is in the top right corner of the faculty grade sheet if the student is in a course, or on the proctor letter if the student is taking a CBE (regular CBE or bulk CBE). Available identifiers are:

- “1” on faculty grade sheet indicates a K-12 student in a course
- “4” on faculty grade sheet indicates a TTUISD student in a course
- “5” on faculty grade sheet indicates a College student in a course
- “9” on faculty grade sheet indicates a Special Projects student in a course
- “Bulk CBE” on proctor sheet indicates a student taking a bulk-ordered CBE
- “Special Projects” on proctor sheet indicates a Special Projects student
- There is no identifier for students taking a regular CBE, but they are identifiable by the barcode ending in “001.”

Communications Center Staff (formerly Student Services Representatives), located in Suite 111, are available to help you with any student whose grade sheet for courses has a “1” or “5”, or who is taking a regular CBE.

Staff in the Bulk Order CBE area in Suite 111 assist you with any student taking a bulk-order CBE. The proctor sheet for the CBE will indicate that it is a bulk-ordered CBE.

Texas Tech University Independent School District (TTUISD) counselors or administrators, located in Suite 109, can assist you with any student whose grade sheet as a “4” or “9”, or is marked “Special Projects.”

You will interact daily with our mailroom staff where you will pick up and return your lessons. If you are teaching a Distance Education college course and have an office on the main TTU campus, the mailroom staff can mail lessons and exams to your home department mail stop. The mailroom staff also can assist you in printing grade sheets and getting supplies such as envelopes and grade-change forms.

We have a faculty workroom, Room 111S, furnished with envelopes, limited supplies, and a comfortable work area. Other grading supplies, markers, pens, and computer and online services are the responsibility of the instructor and are not provided. We have a meeting room (#111Q) in our Student Services suite if you need to meet with other faculty or confer with a student or parent.

Office hours

Office hours for CODE are Monday–Friday from 8:00 a.m.–5:00 p.m. We will operate on a summer schedule if it is adopted by the university. Generally, this has been 7:30 a.m.–4:00 p.m. Our telephone system allows you to leave a message at any time by accessing the departmental directory. If we are out of the office, we will return your call as soon as possible. You have access to your mailboxes 24/7 through the east entrance to the building. CODE observes all University holidays. Holiday schedules will be posted on the Texas Tech calendar, which is available on the web. Occasionally, an unexpected closing occurs. Every effort is taken to limit the effect our closing has on faculty.

Memos will be placed in your boxes to explain how to handle lesson pick-up and return during holiday hours observed by the University, if special instructions are needed.

Changing your information

If your name, address, e-mail address, phone number, business address, office hours, alternate grader, or any other pertinent information changes, please give that information to Suevelyn Brewer at 742-7200, ext. 235, as soon as possible.

Resignation

If you choose to resign, please notify Cary Sallee, Director of Student Services, as early as possible. Return your materials, course guide, textbook, answer keys, and grade sheets to him.

Know our policies

As an instructor, you should be familiar with all the policies included in the CODE catalog. A new catalog is issued annually, usually in August. You also need to be familiar with and adhere to the policies outlined in the policies and forms booklets that are sent to students when they register. Changes to policy affecting faculty will be communicated to instructors by e-mail or memo. If you have any questions, stop by, email, or give us a call.

Evaluations

Students are asked to complete a course evaluation form when they complete the course. They are directed to a website to complete the form online. Students will be asked to evaluate the course, the service received, and the instruction. We will compile that data and share it with faculty.

Parking at CODE

No parking permit is required to access our parking lot at CODE. Limited time parking has been designated on the east side of the building adjacent to the mailroom.

Academic misconduct

Academic misconduct, cheating, and plagiarism should be handled according to the policy established in the Student Affairs Handbook, Code of Student Conduct of Texas Tech University (available online at <http://www.depts.ttu.edu/studentaffairs/vpsa/publications.asp>). The section which deals with academic misconduct is Part IX, Section B, Misconduct. Part 3 discusses Academic Dishonesty. The information is quite detailed. Portions have been reprinted below. Following that information is the procedure to use for documenting the misconduct and insuring that due process is followed. The procedures given for CODE do not replace University policy; they simply provide a process for enforcing the policy. If an incident arises involving academic misconduct and you have questions about the procedures and/or policy, please contact Cary Sallee, Director of Student Services, at 742-7115, ext. 234.

Defining academic misconduct

The following definitions regarding academic misconduct are taken from the Student Affairs Handbook and will serve as our definitions. All forms of academic misconduct are subject to disciplinary sanctions outlined in Part IX, Section D, Disciplinary Sanctions.

“Academic dishonesty” includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor[s] or the attempt to commit such an act.)

- a. “Cheating” includes, but is not limited to:
 1. Copying from another student’s test paper or devices.
 2. Using unauthorized materials or devices during a test or other assignment.
 3. Failing to comply with instructions given by the person administering the test.
 4. Possession of materials during a test which are not authorized by the person administering the test, such as class notes (“crib notes”) or other

unauthorized aids. . The presence of textbooks constitutes a violation only if they have been specifically prohibited by the person administering the test.

5. Possessing, using, buying, stealing, transporting, selling, or soliciting in whole or part items including, but not limited to, the contents of an unadministered test, test key, homework solution, or computer program.
 6. Collaborating with, seeking aid, or receiving assistance from another student or individual during a test or in conjunction with other assignments without authority.
 7. Discussing the contents of an examination with another student who has taken or will take the examination without authority.
 8. Substituting for another person, or permitting another person to substitute for oneself in order to take a course, take a test, or complete any course-related assignment; including, but not limited to, signing in/registering attendance for another student without permission from the instructor.
 9. Paying or offering to pay money or other valuables or coercing another person to obtain items including, but not limited to, an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution, or computer program.
 10. Falsifying research data, laboratory reports, and/or other academic work offered for credit.
 11. Taking, keeping, misplacing, damaging, or altering the property of the university, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct.
 12. Possession at any time of current or previous test materials without the instructor's permission.
- b. "Plagiarism" includes, but is not limited to:
1. The appropriation of buying, receiving as a gift, or obtaining by any means, material that is attributable in whole, or in part, to another source, including words, ideas, illustrations, structure, computer code, other expression, and media, and presenting that material as one's own academic work being offered for credit.
- c. "Collusion" includes, but is not limited to:
1. The unauthorized collaboration with another person in preparing academic assignments offered for credit.

2. Collaboration with another person to commit a violation of any section of the rules on academic dishonesty.
- d. “Falsifying academic records” includes, but is not limited to:
1. Altering or assisting in the altering of any official record of the university and/or submitting false information.
 2. Omitting requested information that is required for, or related to, any academic record of the university. Academic records include, but are not limited to: applications for admission, the awarding of a degree, grade reports, test papers, registration materials, grade change forms, and reporting forms used by the Office of the Registrar. A former student who engages in such conduct is subject to a bar against readmission, revocation of a degree, and withdrawal of a diploma.
- e. “Misrepresenting facts” to the university or an agent of the university includes, but is not limited to:
1. Providing false grades or resumes or other academic information.
 2. Providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment to obtain an academic or financial benefit for oneself or another individual.
 3. Providing false or misleading information in an effort to injure another student academically or financially.

CODE enforcement procedure

The instructor in a course is responsible for initiating action in cases where there is an admitted act or convincing evidence of academic misconduct. Before taking such action, the instructor should attempt to discuss the matter with the student. The instructor documents the alleged dishonesty incident by making two sets of photocopies of the student’s work. One set should be submitted to the Director of Student Services, along with a written statement of alleged misconduct. If the student is a TTUISD student, copies should also be sent to the Superintendent of TTUISD. If cheating is suspected on a final exam, the instructor should not submit a grade until a reasonable attempt can be made to contact the student.

The instructor contacts the student in writing concerning the alleged academic misconduct. The purpose of the contact is to document that the student has been notified of the charge of academic misconduct and to set up a meeting or phone call between the instructor and the student to discuss the situation. The instructor should retain a copy of this letter and give a copy of the letter to the Director for the student’s file.

The instructor meets with the student, by phone or in person, and then makes a decision whether to proceed with formal action or to dismiss the incident. Written notes of this meeting should be taken. The original notes should remain with the instructor, and a copy of the notes should be given to the Director for inclusion in the student’s file.

The instructor must notify the student in writing what action, if any, is being taken. A copy of this notification should be sent to the Director. Copies also should be sent to the Superintendent of TTUISD if the student is registered with TTUISD. If academic misconduct is determined by the instructor:

1. A failing grade shall be assigned to either the assignment in question or to the course grade.
2. When a student is given a failing grade in a college course as a result of academic misconduct, the instructor shall report in writing to his or her department chairperson the facts of the case and the action to be taken against the student.
3. The chairperson shall provide a copy of this report to the student, to his or her Academic Dean, and to the Dean of Students Office.
4. If the infraction occurs in a K-12 course, the Principal of the student's home school shall be notified. The student has the right to appeal grading decisions following University policy.

Please remember:

- Student records must be kept confidential according to the laws established by the Family Educational Rights and Privacy Act of 1974.
- The instructor should attempt to determine whether this is a repeated violation.
- If the student is taking a college course, CODE will notify the Dean of Students Office of both the allegation and the action, if any, if notification is warranted.
- Document everything!
- Neither the instructor nor CODE should deny the student due process according to the policies of the University.
- Review the policies and procedures established in the Student Affairs Handbook, Code of Student Conduct (<http://www.depts.ttu.edu/studentaffairs/vpsa/publications.asp>).

Academic misconduct on the part of a student enrolled in K-12 courses or exams will be documented and reported to the student's home school in writing by the Director of Student Services. Issues of academic misconduct by students enrolled in TTUISD will be referred to the Superintendent of TTUISD by the Director of Student Services.

Academic misconduct on the part of students enrolled in college courses will be handled according to procedures outlined in university policy.

Instructor Concerns

Helping students succeed

You are the key person in the success of a course delivered at a distance. You can make or break the learning experience for your students.

You are expected to be available for reasonable assistance by phone, mail, e-mail, or office visit. The attitudes you express in writing or in other forms of communication are of vital importance. Your attitude should always be positive and supportive. Studies have shown the key factor in a student's success in learning at a distance is contact and feedback from the instructor. You are urged to respond to messages from students as soon as possible in order to provide assistance when needed.

It is your responsibility to ensure a valuable learning experience by carefully evaluating your students' work. Your other responsibilities, which are critical to the success of our program, are as follows:

- evaluating and returning lessons promptly;
- watching for lapses in lesson submissions from students and encouraging students to complete their coursework;
- maintaining accurate grade sheets for reporting students' progress;
- recommending and providing remediation or re-teaching as needed by a student;
- recognizing the need for a course revision and notifying Debbie Nash, Director of Curriculum and Publications, of that need; and
- attending faculty meetings.

The many students, parents, and schools throughout the country who are pleased with our service are spreading the reputation of Texas Tech University, and spreading your reputation as well. There is also a direct benefit to you in the form of additional income from your participation as an instructor for the College of Outreach & Distance Education.

Hopefully, in addition to the monetary reward for your time and effort, you will receive a personal reward from working with a variety of students throughout the world.

Why Distance Education?

Students enroll in distance courses for many different reasons. Many students take our courses to solve scheduling problems or to take courses unavailable on their campus. Others enroll during their senior year to make up insufficient credits in order to graduate with their class. Increasingly, students are enrolling in our courses to graduate early. Many college-level students are non-traditional students seeking to complete their bachelor's degree at a distance.

Students with Documented Disabilities

Some of your students may have a physical or learning disability and require special assistance. If you have a question concerning a student with special needs, contact Cary Sallee, Director of Student Services, at 742-7115, ext. 234.

“Hey, I know this kid!”

Keep yourself above reproach! If you receive the enrollment of a relative or close family friend, you may ask the Director to assign that student to another instructor.

Instructor Orientation

Lesson grading and turnaround time

When you begin your appointment or as new courses are developed that we ask you to teach, the Director of Student Services will provide an orientation for you which will include specifics about the course, the mode of delivery, number of lessons, pay you will receive for each lesson graded, final examination graded, credit by examinations graded, and bulk CBEs graded. Your goal is to encourage students to submit lessons on a regular basis and to complete the course. You are paid only for graded lessons and exams.

One measure of quality service to our students is the turnaround time for graded lessons. Please work with us to assure that this time is kept to a minimum. Although you have up to five (5) business days to grade, if the maximum time is used for each lesson, it may be several weeks between the time the lesson was originally submitted and the time the student receives the lesson graded. Please consider this and give the student the fastest turnaround possible.

When opening a student’s completed lesson, keep the envelope. After you have graded the lesson, write the grade on the envelope in the box marked “For Office Use Only.”

Place a rubber band around the envelopes with the grades written on them and return them to the mailroom when you pick up your lessons. We will enter grades into our system from these envelopes.

Pay reports and checks

You will receive a monthly report showing the amount earned in the previous month and the total amount you will be paid in your next monthly check. If you are employed full-time by Texas Tech University or Texas Tech University Health Sciences Center, your pay for grading CODE courses will be added to your regular payroll check. If you have any questions about your pay, please call Cary Sallee at 742-7115, ext. 234. Be aware that a lesson graded on the last few days of the month may not get recorded in our student record system before the end of the monthly payroll deadline. Those students’ names will be included on the next payroll sheet. Please wait until the following month to see if those students are on your next payroll. If they are not, please bring it to Cary Sallee’s attention for correction. Please save yourself and the accounting department time by adhering to this practice of waiting until the next payroll to see if the problem has been resolved. Remember that lessons graded in one month are certified on the next month and your check will be issued on the tenth of the following month. For example,

work done in September is certified in October, and the check for that work is issued November 10th. If the 10th falls on a weekend, you will be paid the Friday before.

Communicating with your students

The nature of your comments on returned lessons can be a deciding factor in the student's motivation to complete a course and to achieve individual success.

You should view your response to lessons as communication with your students. Feedback and welcoming comments to your new student are very meaningful to the student and can set the tone for good communications. A letter of introduction sent to the students with the first lesson can establish a basis for communication. This positive, supportive feedback at the beginning of the course is instrumental in shaping student satisfaction with this form of study.

Clearly defined expectations about lessons, grading, exams, and instructor assistance are very helpful to the students as they begin your course. Personal comments about the students' situations or interests give students a feeling you care about them as individuals, thus reducing the feeling of isolation. If you are familiar with the geographic area your student is from, you might comment on that or ask about the area if you are not familiar with it. Introducing yourself to students, giving your background and interests, and encouraging your students to set regular schedules for studying and submitting lessons are also effective. Students need to know they are dealing with real instructors, not an impersonal course at a distance with no instructor.

If you allow students to call you at home or on the job, give them the necessary information when you return the first lesson. Tell students to send you questions by submitting them via e-mail to distlearn@ttu.edu. It is important for students to include your first initial and last name on the subject line in order to filter the question to you for your response. If you prefer that students call CODE and leave a message for you, encourage them to use the toll-free number, 800-MY COURSE (800-692-6877) if outside Lubbock or 742-7200 if local, and follow the prompts to reach a Student Services Representative who will take a message and leave it in your mailbox. Be certain phone and e-mail messages are returned daily. Students calling about specific problems with a lesson are unable to continue their work until their questions have been answered. Your failure or delay in returning calls promptly will result in frustrated students who do not complete courses. Our phones are available to you every Monday through Friday, 8:00 a.m. to 5:00 p.m. **Please convey your office hours to your students and our staff.**

Try to be very prompt. Research indicates that prompt evaluation and return of student lessons significantly increases the completion rate of distance learning courses. Turnaround time for submitted lessons can be a major factor in encouraging or discouraging students' efforts.

Emergency Grading

Many of the students with whom we deal are working against strict deadlines. To help these students be successful, we strive to accommodate their needs reasonably. Consequently, you may be asked to grade lessons or exams on short notice. We appreciate your flexibility in meeting these unexpected student needs. You may suggest an alternate instructor to grade a student's lesson if you are unable to accommodate an emergency situation.

If you are going to be unavailable to grade lessons for any reason, please notify Cary Sallee as soon as possible. We need to know in advance who will be grading your lessons while you are unavailable. Alternate graders must be approved and grading materials transferred to the grader.

Feedback

As you are evaluating lessons in a positive way, make all comments as specific as possible. Comments such as “Good job” and “Needs some work” tell students little. Most students want to know both what they have done well and where they need to improve. Maintaining prepared sample lesson assignment answers for each lesson allows you to provide very pointed information on how a student’s answer compares to your anticipated answer.

Instructor Evaluation

Your performance as an instructor is evaluated through a portfolio that is created for you. Your portfolio will contain:

- student feedback;
- documentation of turnaround time;
- documentation of course completion rate;
- review of course passing rate;
- review of course grade distribution;
- review of your handling of problems;
- record of your attendance at CODE faculty meetings;
- review of in-service training/professional development;
- documentation of conferences between you and the Director of Student Services; and
- a self-appraisal instrument.

You may make an appointment with the Director of Student Services to discuss your on-going evaluation as a CODE instructor.

Grading Procedures

New enrollments

When a student enrolls in one of your courses, an instructor grade sheet will be placed in your mailbox. **If you teach courses with heavy to medium enrollment, you will need to pick up daily. If your enrollment load is lighter, you may be able to pick up Monday, Wednesday, and Friday. All instructors should pick up daily during rush season or before graduation.** This sheet is designed for you to enter the date you receive each lesson, the grade you issue, and

the date you return the lesson to the CODE office. The last lesson slot is for the final exam grade. At the top of the grade sheet is a blank slot for the final course grade and your signature.

Returning lessons

Lessons you have graded should be returned ready to mail back to the student. Ask for a supply of brown window envelopes to use for this purpose. Place the lesson or lessons to be mailed in the brown window envelopes. You may insert as many lessons as possible into one envelope. Students are instructed to send a lesson cover sheet with each mailed or faxed lesson. Put the lesson cover sheet in front of the lesson, then fold the lesson in half and place it in the brown envelope. Before sealing the envelope, make sure there is a legible address showing in the window. The student should have written his or her complete address or affixed the correct bar code label (clearly showing the student's address) in the space provided on the cover sheet. If the student did neither, please write in the address using the address on your faculty grade sheet. If it is left blank and mailed, the postal service will charge us postage before returning it as undeliverable. If the student did not send a cover sheet with the lesson, please address one for the student using the address from the faculty grade sheet. Place a rubber band around the sealed brown envelopes going back to students and return them to the mailroom where you pick up your lessons.

If you are a college faculty member, the lessons can be mailed back to the students from your departmental outgoing mail. The CODE account number is on the envelope and postage will be accurately charged to the CODE account. Mail Services picks up outgoing mail from the CODE building three times a day. Feedback goes out fairly quickly to the student.

Return graded lessons received by fax to our office with your comments and grades on the cover sheet. Mailroom staff will record the grade from the faxed lessons and then will package the lessons for return to the student **by surface mail**.

CODE E-mail System

The following is an illustration of how e-mail should be sent through our system in order for it to be filtered to the correct destination.

K-12 e-mail

STUDENT — sends lesson to — submit.k12.ode@ttu.edu

INSTRUCTOR — returns grade to — grade.k12.ode@ttu.edu *and*
the student's e-mail address

Sample A: Student:

Sending Message Window

TO: submit.k12.ode@ttu.edu

FROM: student@aol.com

Subject: TMCKAY,00012345001,HIST 1A(1),J.Doe

Attached:

Sample B: Instructor:
Forward Message Window
TO: student@aol.com
FROM: instructor's email address
Subject: (grade), TMCKAY,00012345001,HIST 1A(1),J.Doe
CC: grade.k12.ode@ttu.edu
Attached:

Rules:

1. The last three digits of the bar code will change with the lesson's number.

Example: 001, 002, 003...

2. The student must include the K-12 alias below in the [Send To:] field when e-mailing lesson:

To: submit.k12.ode@ttu.edu

3. The student must include the instructor alias (first initial and last name), barcode number, course name and number, (lesson number), and the student's first initial and last name in the [Subject:] field.

Example: **Subject: TMCKAY,00012345001,HIST 1A(1),J.Doe**

4. The student must include his or her lesson as an attachment saved as MS-WORD version 6.0, or as an RTF or text file, so CODE can convert the file, if necessary.
5. The instructor must type the student's email address in the [TO:] field and type the lesson grade in the [Subject:] field in front of the instructor name, along with the barcode number, course name and number, (lesson number), and the student's first initial and last name.

Example: **Subject: 96,TMCKAY,00012345001, HIST 1A(1),J.Doe**

6. The instructor also must include the K-12 graded alias below in the [CC:] field; this will send CODE a copy of the student's grade so it can be recorded.

CC: grade.k12.ode@ttu.edu

7. The instructor shall include any comments to his or her student in the body of the e-mail message.

College e-mail

STUDENT — sends lesson to — submit.college.ode@ttu.edu

INSTRUCTOR — returns grade to — grade.college.ode@ttu.edu *and*
the student's e-mail address

Sample A: Student:
Sending Message Window
TO: submit.college.ode@ttu.edu
FROM: student@aol.com
Subject: JBROWN,00012345001,ENGL 2311(1),J.Doe
Attached:

Sample B: Instructor:
Forward Message Window
TO: student@aol.com
FROM: instructor's email address
Subject: (grade), JBROWN,00012345001,ENGL 2311(1),J.Doe
CC: grade.college.ode@ttu.edu
Attached:

Rules:

1. The last three digits of the bar code will change with the lesson's number.

Example: 001, 002, 003...

2. The student must include the College alias below in the [Send To:] field when e-mailing lesson.

To: submit.college.ode@ttu.edu

3. The student must include the instructor alias (first initial and last name), barcode number, course name and number, (lesson number), and the student's first initial and last name in the [Subject:] field.

Example: Subject: JBROWN,00012345001,ENGL 2311(1),J.Doe

4. The student must include his or her lesson as an attachment saved as MS-WORD version 6.0, or as an RTF or text file, so CODE can convert the file, if necessary.

5. The instructor must type the student's email address in the [TO:] field and type the lesson grade in the [Subject:] field in front of the instructor name, along with the barcode number, course name and number, (lesson number), and the student's first initial and last name.

Example: Subject: C+, JBROWN,00012345001, ENGL 2311(1),J.Doe

6. The instructor also must include the College graded alias below in the [CC:] field; this will send CODE a copy of the student's grade so it can be recorded.

7. The instructor shall include any comments to his or her student in the body of the e-mail message.

Course Completion

Reporting grades

When your student completes his or her course, return the completed grade sheet to the CODE office. Be sure the course grade has been filled out and the grade sheet has your signature. Grade sheets are used on courses only; we have discontinued the use of grade sheets on CBEs.

The process for turning in final exams is to place the faculty grade sheet on top, followed by proctor letter and exam/answer sheet all stapled together. If the test has an answer sheet, you may shred the exam **except** the front page, and turn in only the proctor letter, answer sheet, the front page of the test indicating what version of the test you graded, **and** any work generated by the student. Since you no longer receive grade sheets on CBEs, please enter the CBE grade on the proctor letter, staple the proctor letter to the test and/or answer sheet, and return it to our office. Bins for exams to be shredded are located in the faculty workroom.

Incomplete and resubmitted lessons

From time to time, a student may submit an incomplete lesson. When this happens, you may resolve the situation in a couple of ways depending upon the circumstances or the degree of incompleteness.

- Return the incomplete lesson to the student ungraded. Indicate to the student that the lesson was incomplete and must be finished and resubmitted by checking the box "Must resubmit" on the lesson cover sheet.

OR

- Assign a grade **or an "I"** and return the lesson to the student. Ask the student to resubmit the lesson by checking "Must resubmit" on the student's lesson cover sheet. After you grade the student's resubmitted lesson, the student's grade or "I" will be replaced with his or her new grade.

You will not be compensated for re-grading the lesson and the student will not be charged a resubmission fee. How you handle this matter is up to you. Use your best judgment. Final exams will not be sent out for the students to take until all "I" notations are removed and replaced by the grade for the resubmitted lesson.

For K-12 course lessons only, students will be allowed to resubmit at least one-half of the lessons in a course provided the lesson grades are below 70%. However, the instructor is *not*

required to approve resubmission of lessons if the student submitted 75-100% of the course work at one time without benefit of feedback.

Leave and alternate graders

Contact Cary Sallee and complete a leave form if you will be away for more than five working days anytime during the year. Notify your alternate grader to take over your grading responsibilities. If you are leaving town (even for periods less than five days), please do not pick up your lessons right before you leave. It is important that you turn in all lessons and exams graded before you leave, and while you are gone, the ungraded lessons and exams are left in your box so they can be located in your absence. In case of emergency only, an alternate grader will be notified to grade the lesson or exam (even if it has been less than five days). Remember, for absences beyond five days, you are required to make arrangements with your alternate grader to handle your students' lessons.

We need to know in advance who will be grading your lessons while you are unavailable. Alternate instructors must be approved, and grading materials and your records should be transferred to the alternate grader if your leave will exceed five days. Have the alternate grader keep a list of all lessons and exams graded (by name of student, course name, and lesson number). Usually, faculty members make payment between each other for short periods or trade out so each will have the flexibility to attend conferences and workshops or go on vacation. Only if absences will last the entire month can we have the payment changed from one instructor to another.

Course expiration

The course expiration date is on the right-hand side, middle section of the grade sheet. Students have the option of extending their course expiration date six months. If no extension is purchased within several months, you can take those grade sheets for students whose courses have expired out of your active file. It is important for you to keep them until you are sure you have been paid for all the lessons you graded. For whatever reason, we may not have the grade, and your copy could be the only place that grade is recorded. If you have not been paid for that grade, it is likely that we do not have the grade recorded. You should keep the grade sheets for students that have not completed their courses for an additional six months.

Grading

Grading systems

Use a three-ring binder to help organize your grade sheets and prevent loss. After grading the lesson, record the current date and the lesson grade on the grade sheet.

K-12 courses and exams use the following numerical grading system specified by the Texas Education Agency:

A	90–100
B	80–89
C	75–79
D	70–74
F	below 70

College courses use the letter grading system specified by the individual college and defined in the course guide for each course. The following scale is typical. Instructors usually assign numeric grades to each lesson to ease averaging; however, the final course grade must be reported in letter format.

A	90–100
B	80–89
C	70–79
D	60–69
F	below 60

All students, both K-12 and College, **must pass the final examination to pass the course. If a student fails the final exam, the final exam grade becomes the final course grade.**

For K-12 courses, obtain the final grade for passing students by averaging the lesson grades and counting that as 75% of the course grade. The final exam grade counts as 25% of the course grade.

75% = Lesson grades

25% = Final exam

For College courses, the final course grade is calculated in a different manner than for K-12 courses. **Use the defined grading standards as spelled out in the course guide associated with the course the student is enrolled in.** (If a new version of the course has come up since the student enrolled, remember to use the criteria set forth in the older course guide to figure the student's grade.) If you decide to change the grading scale, you must work through the Curriculum Department and the appropriate changes must be made in the instructions of the course guide.

Reporting the final course grade

When a student has completed the course and you have graded the final exam and calculated the course grade, record the grade on the student's grade sheet in the appropriate blank, sign the grade sheet, and turn it in to Student Services. **If the final exam has an answer sheet**, feel free to throw away the exam *except for the front page* and turn in only the proctor letter, answer sheet, any work the student generated, and the front page of the exam indicating what version of the exam you graded. **Keep a log of final examination grades and credit by examination grades before you turn them in.** This will save the student from having to retest if his or her

grade fails to get posted in our recordkeeping system. We do not send a copy of the final examination back to the students; however, please correctly indicate on the answer sheet the answers missed and the points deducted. This will assist any administrator to answer questions about the exam grade, and also will provide documentation for when we are reviewed for quality control. These documents are imaged into each student's electronic file.

Passing grades

K-12 students who do not pass the final (70% or better) automatically fail the course, regardless of lesson grades. K-12 students who score below a 70% on a final examination will be allowed to retake the final examination provided the score is at least 55%. However, no instructor is required to approve a retake on a final examination if the student submitted 75-100% of the course work at one time without benefit of feedback. **This is a new standard that must be met by all K-12 instructors.** Instructors **may**, however, approve a retake for a score below 55%.

If you choose not to approve a retake with a grade under 55, do not recommend the student take a CBE without explaining that the CBE is broader in scope, not based on the lessons, and usually more difficult for retakes. A different version of the final exam will be administered. If the course has expired, the student may re-enroll in the course and, with your permission, submit previously graded lessons and retake a different version of the final.

College students who do not pass the final (60% or better) automatically fail the course, regardless of lesson grades. A student may re-enroll in the course and, with your permission, submit previously graded lessons and retake a different version of the final.

Grade appeals

CODE follows the policy on grade appeals consistent with the Texas Tech University Student Affairs Handbook, Part V, Section A, Part 4, Grades (available online at <http://www.depts.ttu.edu/studentaffairs/vpsa/publications.asp>). According to the handbook, "A grade can be formally appealed only when there is demonstrable evidence that prejudice, arbitrary or capricious action on the part of the instructor has influenced the grade. The burden of proof that such an unfair influence has affected a grade rests with the student who appeals the grade." Only final course grades can be formally appealed.

K-12 Courses: Students will be instructed to first consult with you, the instructor, for resolution of grade appeal. An informal appeal must be made within 30 days of the receipt of the grade. During this informal inquiry stage of the process, you will determine whether the grade should be changed or remain unchanged, based on the validity of the student's arguments. Both instructor and student should make every effort to resolve the issue without going beyond this level.

If the student is not satisfied with the outcome of this effort, he or she may contact the Director of Student Services if he or she is a general CODE K-12 student, or the appropriate principal if a TTUISD student. This contact, like that with the instructor, is normally informal, and the Director/Principal will determine whether the grade should be changed or remain unchanged, based on the validity of the student's arguments. This appeal should be made within 15 days of the student's appeal to the instructor. A second level of informal appeal to the TTUISD

Superintendent is available to TTUISD students. This appeal should be made within 15 days of the student's appeal to the Principal.

If there is no resolution, the student may file a formal appeal with CODE within 45 days of the date the final course grade was mailed to the him or her for general K-12 students, or within 60 days for TTUISD students. A Grades Appeal Committee will be formed to resolve the situation. You may obtain a copy of the grade appeals policy by calling the CODE Assistant Dean for K-12.

Dual-credit and College Courses: Students will be instructed to first consult with you, the college faculty member, for resolution of grade appeal; then with the department chairperson; and then, if the matter has not been resolved, with the dean of the college in which the course is offered. A grade appeal must be filed in the office of the dean of the college in which the course is offered within 45 days of the start of the next long semester after the term in which the disputed grade was received in accordance with the university's Operating Policy 34.03 regarding student grade appeal.

Remember to document, in writing, all of your conversations with a student concerning a grade appeal.

In closing...

If you have any questions about the contents of this guide, please let us know. We hope you enjoy partnering with our college to meet the needs of students. We have found it to be exciting, fulfilling, and a wonderful place to work. If we can assist you in any way, please let us know. We will end as we began this guide, with a big welcome to our college. We are glad you are here.