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ABOUT THIS GUIDE

This Faculty Manual includes policies, procedures, and best practices to guide you through your experiences as a faculty member in University Studies. All statements contained within this guide are based upon current Texas Tech University policies and online learning best practices.

TEXAS TECH UNIVERSITY – UNIVERSITY STUDIES

Within Texas Tech University lies University Studies where it is possible to learn- anytime, anywhere. It is the mission of the University Studies to become the leader in providing access to education for learners. Our supportive, creative faculty and staff members are committed to excellence, diversity, development, delivery, and assessment of high quality academic programs.

Online Learning at Texas Tech University (TTU) enables students to achieve their educational and professional goals by providing quality courses that are flexible, accessible, and innovative. TTU Online Learning is designed to reach students who are unable to travel to campus to attend face-to-face classes or for self-directed learners who prefer to work independently to complete their educational goals in an environment other than the traditional face-to-face, campus based classroom.

University Studies is an interdisciplinary program that offers three degrees, Bachelor of Arts or Science in University Studies and the Bachelor of Applied Arts and Science. Each of these degree programs are available fully online or on campus. Forty-eight percent of our students are categorized as online students and 47% of them are on the Lubbock campus, the other 5% are located on our campuses in Waco, Fredericksburg, and Highland Lakes. Currently University Studies has over 800 students enrolled in one of our degree programs, 69% of them are classified as seniors. Our students are primarily non-traditional learners, 26 years old, and 38% of them are first generation students. Our student population is as diverse as our faculty. We have an excellent record of going above and beyond to meet the needs of our students.

University Studies is the home for two unique programs, Human Resource Development (HRDV) and Integrative Studies (INTS). This manual is meant to serve University Studies faculty in general with separate sections for HRDV and INTS. As with any document such as this, we anticipate updates and welcome your input. We believe this department to be a source of support and guidance as we work to develop future graduate of Texas Tech and University Studies.
COURSE MANAGEMENT SYSTEM: BLACKBOARD

In order to provide a secure and stable online environment, Texas Tech University (TTU) currently uses Blackboard Learn 9.1 as its course management system. Blackboard provides TTU faculty and students with all the essential tools needed to successfully participate in online learning. We think it is helpful that you know how Blackboard (Bb) works from both the student and instructor perspective. You may want to review the Student Guide to Blackboard in addition to the Faculty Guide.

A copy of the TTU Student Guide to Blackboard is available online at (http://www.depts.ttu.edu/elearning/blackboard/student/). The Student Guide to Blackboard contains tutorials on topics such as logging into Blackboard, viewing grades, participating in the discussion forums, etc., as well as a list of tasks to complete before, during, and after completion of your course.

Blackboard

Following are key policies with regard to Blackboard usage. For the Faculty Quick Start Guide to using Blackboard, please refer to TTU Worldwide eLearning website at http://www.depts.ttu.edu/elearning/blackboard/instructor/

Logging into Blackboard

1. Obtaining your eraider User ID: To obtain your eraider User ID, go to https://eraider.ttu.edu/signin.asp, Click the "Activate Account" link and follow the instructions.

2. After obtaining your eraider User ID, proceed to the Blackboard Login website at http://blackboard.ttu.edu to log into the Blackboard Course Management System.
3. You will use your eraider username and password to access Blackboard.

Accessing and Contacting Students

- You can access your student’s contact information through Raiderlink at www.raiderlink.ttu.edu

1. Once you are logged into Raiderlink, click on the Faculty Tab
2. In the Faculty and Advisor Links box, you will see Summary Class List (Summary Roster), click this link.
3. Select the appropriate term from the dropdown menu and click submit.
4. Select your course from the dropdown menu and click submit.
5. Scroll to the bottom of the screen and click on “Display e-mail list”. You can copy and paste student email addresses from there.
6. Alternatively, you can email students directly from Blackboard.
7. In your Blackboard course, click on Course Tools, then Send Email, choose who should receive your email, construct your email as you would in any email client, when you are ready, click submit. You will also receive a copy of the email you send.
MODEL FOR ONLINE LEARNING

University Studies uses a model of course development and teaching that is standard among many universities that contribute to academia through online learning. Courses and their content are primarily developed by Subject Matter Experts (SMEs) allowing faculty to focus on facilitating learning rather than course development and design. We believe this model allows for a balance of academic freedom for faculty and a developing a learning community that is consistent for the student. In the following sections we discuss general policies and procedures that are consistent for all University Faculty.

UNIVERSITY STUDIES FACULTY

Academic Programs Structure

University Studies is a unique academic program in many ways. Just as our program offerings are unique, our organizational structure is too. University Studies is now two separate areas, Academic Programs and Student Services. Student Services is comprised of its Director, Advising Staff, and student assistants.

Academic Programs is comprised of the Director, Assistant Director, Unit Coordinator, full-time and part-time Faculty, and graduate students. Currently, the Director of Academic Programs acts as the primary SME for INTS and the Assistant Director acts as the primary SME for HRDV.

University Studies also employs an account who serves as the business manager for both Academic Programs and Student Services.

Faculty Classification

Faculty in University Studies may be Full-Time or Part-Time. Currently, all faculty are classified as Instructors. Full-time instructors are expected to teach a minimum of 12 semester credit hours per Fall/Spring semester. Contingent on funding and availability and faculty interest, additional credit hours may be taught in a summer session(s). Part-time faculty are restricted to teaching 6 semester credit hours in any one semester.

Office Hours

All faculty are required to hold published office hours. Because our program is primarily offered online, office hours may also be held online. We recommend using Skype for Business to hold online office hours. It is a free download to students and employees of Texas Tech. The expectation is that you have at least 2 hours per week set aside for students to meet with you.

For full-time faculty with office space on TTU campus, it is expected that your office hours will be shared with the University Studies Academic Programs Receptionist in addition to your syllabus. All faculty should publish office hours in the syllabus, the Faculty Info. link in Bb (if activated in your course), and in an announcement to your students each semester.
Teaching Expectations, Course Reviews & Instructor Evaluations

All full-time University Studies faculty will receive a yearly evaluation. You are required to submit your Self-Evaluation to your Director or Assistant Director no later than the first day of class of each Spring semester. The self-evaluation can be found in your Digital Measures account. All faculty will receive a course(s) review each semester. For online faculty, the Director, Assistant Director or Evaluators will log into your Bb course and conduct an objective review of your performance in each of your online courses. Faculty are notified before their course will be evaluated. For on-campus faculty, the Director, Assistant Director or Evaluators will observe your classroom teaching by visiting your class on an agreed upon date. You will receive feedback based on this review. It is expected that you will respond to the review by scheduling a meeting with the Director or Assistant Director of Academic Programs.

Statement of Professionalism and Collegiality

In general, Faculty should adhere to TTU OP32 Academic Policies concerning faculty. Whether full or part-time our primary focus is on teaching thus OP32.06 paragraph 2 is especially important.

Faculty Meetings

Faculty meetings are held at least once a semester and your attendance is expected. Faculty may attend meetings virtually through Skype for Business or in person.

Digital Measures

All faculty are required to enter and update basic information to Digital Measures each semester. More information and tutorials for using Digital Measures may be found here http://www.depts.ttu.edu/opa/dmsr.php

Faculty are required to upload a copy of their syllabus by the 7th day of class for each term according to HB2504.

University Studies faculty are asked to enter their grade distribution at the end of each term.

Grading Deadlines

University Studies Faculty are expected to meet all University Midterm and Final grading deadlines. On occasion, there may be extenuating circumstances where you are working with a student to complete your course. In that case, it is recommended that you enter the student's current grade or if the student meets the requirements, fill out and issue an incomplete.

Incomplete Grades

In general, it the policy of University Studies that students have successfully completed at least 50% of a course, have extenuating circumstances that prevents them from completing the course during the term of its offering, and have a reasonable opportunity for success in completing the course, before an incomplete can be considered. The Director or Assistant Director for Academic Programs can guide your decision making process. If a student meets both the University criteria as well as the University Studies criteria, an Incomplete Form can be found in the Faculty Tab of Raiderlink.
Student Absences

Student absences are handled a bit differently in the online classroom as opposed to the face to face classroom. We are concerned for our student's success and research suggests that attending class provides a student a better opportunity for success in the course. In the online environment, we want you to utilize the tools Bb has available to monitor student participation. If a student fails to log in or submit an assignment in 14 days, communicate your concern to that student through email, phone call, or Lync. If a student fails to log in or submit an assignment for 21 days, again communicate your concern for the student and fill out an absence form for that student. The absence form is located under the Faculty Tab in Raiderlink. We have noticed that communicating with students who have seemed to drop out of the online classroom has some success at reengaging them in the course.

As you are entering final grades, any student receiving a failing grade for your course will require a last date of attendance. It is recommended that you use either the last date of log in to Blackboard or the date of the last assignment submission, whichever seems most appropriate. Faculty who are teaching face-to-face courses should use a similar procedure.

Steps for Attendance Reviews:

1. Email the student after 14 days of non-attendance
   - Do this before sending the Absence Report at 21 days
   - Use the 14-day template below when emailing the student
2. When to post the Absence Report
   - The student has had no communication, contact, or activity (assignment submission or DB post) pertaining to the course for 21 days
3. Sending the Absence Report
   - It is up to the professor to review email correspondence to determine if there has been attendance outside of Blackboard.
4. The faculty member should fill in the appropriate information on the Absence Report. The absence report can be found on the Faculty tab in Raiderlink or this link http://www.depts.ttu.edu/registrar/facultygrading.php
5. The faculty member should send a copy of the Absence Report to the Unit Coordinator for Academic Programs.
6. Alternatively, and in addition to the above, faculty may use the GradesFirst system to generate a note on a student's account. The note will be received by the student and his/her advisor. GradesFirst may be access through the following link, http://appointments.ttu.edu/

14-Day Notification Email Template:

In reviewing your course activity, I’ve noticed that you have not submitted an assignment for the past couple of weeks. If you cease to attend for 21 consecutive days or more, an Absence report will be generated for you which can result in serious academic and financial consequences.

Please contact me to set up a plan of action to get re-engaged with the course and your classmates as soon as possible. I look forward to working with you.

Revised Fall 2016
If you do not plan on completing the course, please contact the academic advising department to discuss your options.

21-Day Notification Email Template:

In reviewing your course activity, I’ve noticed that you have not submitted an assignment for the past three weeks. According to university policy, an Absence Report will be generated when a student stops attending and/or participating in a class for a period of 21 consecutive days or longer.

I am sending an Absence Report based on university policy. If you have any questions or need assistance, please feel free to contact the academic advising office.

Online Teaching Expectations

As stated above, because the course(s) you are teaching has been developed for you, we expect that more of your time will be focused on communicating with students in order to facilitate their learning process. The following are the minimum expectations we have of faculty who teach online courses.

Develop a Learning Community

Research and best practices for online learning indicate the intentional development of a learning community in online courses provides the best path for student and faculty success. In order to develop a learning community faculty must be engaged with the student(s). This typically means more time spent offering clear, concise, and critical feedback on assignments, communicating on a weekly basis through the announcement tool, engaging students in discussion through Discussion Board assignments, answering student questions and concerns through the Course Community Center, and holding consistent office hours.

You can also help build rapport and develop this learning community by participating in the Student Introduction forum. It is highly encouraged that you respond to every student’s introduction.

Faculty members teaching online courses are encouraged to use various methods for communicating instructions and announcements to their students. Communication is a key element in the successful retention of online students. Establish a schedule for checking your Texas Tech University (TTU) email account on a frequent and regular basis. Also provide students with opportunities to contact you through synchronous means via telephone, Skype for Business, or other means.

Introductory email

Prior to the beginning of each course, faculty will send an introductory email to all students including their contact information office hours (online and face-to-face) and additional information such as a link to the Student Guide to Online Learning which contains instructions explaining how to navigate the course, a link to the course management system (Blackboard) login page, and helpdesk contact information. Additionally, faculty members should remind students that their Texas Tech University (TTU) email address will be the official email address for the course and to check the announcements page in the course management system on a regular basis.
This introductory email can be posted in the Bb announcement tool and sent as an email to all students in the course.

Weekly Announcement

It is expected that all faculty will provide weekly announcements or “check-ins” with students in online courses. The purpose of such announcements are to continually develop the learning community, communicate with student’s expectations for learning modules, assignments, due dates, etc. These announcements should be clear and concise and lead students towards the successful completion of the course.

Be Active in Discussion Boards (DBs)

It is expected that University Studies faculty be active in DBs. To remain active, it is recommended that in addition to providing a grade, you engage in the discussion; responding to student’s prompts and questions, leading students toward the expected learning outcome, etc. How you actively engage is up to you. Some faculty like to operate within the forum itself, other faculty use several different forums to actively engage with students. The goal is that you be clear, concise, and be a viable presence in your classroom. Generally speaking, faculty participation should be at least double of whatever discussion participation you require from students (e.g., if you require a total of three different posting per discussion thread, you should post at least six messages per discussion thread).

Assignment Grading

It is expected that University Studies faculty provide graded feedback for assignments within 7-14 days of the original due date during a Fall/Spring term and within 3-7 days during a summer term. The graded feedback should be both quantitative and qualitative. In general, rubrics are used to provide quantitative and objective feedback to the student on all assignments. If a rubric is attached to an assignment, it is expected that the faculty member will use that rubric in their grading process. As a faculty member you should provide qualitative feedback on all assignments to suggest opportunities for improvement. For written assignments, using Word’s track changes or the comment feature in Bb is highly encouraged. Research shows that slow feedback is a significant contributing factor in drop-out rates in online classes. Timely communication is a key element in online learning courses.

Discussion Boards

Monitor your discussion boards carefully. In the event that students are posting flaming or inappropriate statements, you should make a record then delete the negative post from the discussion board. You should then discuss appropriate netiquette with the student.
**Professional Development**

Ongoing professional development is essential to a faculty member’s continued effectiveness. We highly encourage all University Studies faculty members to stay current in their field as well as develop their skills as an effective online instructor.

Full-time faculty members should attend at least one workshop per semester related to online teaching and learning. The Teaching Learning and Professional Development Center on campus provides many opportunities for such workshops. Full-time faculty members are also encouraged to attend other trainings and professional development opportunities.

Part-time faculty members are highly encouraged to attend at least one professional development opportunity per year.

At times, funding may be available for specialized workshops. Requests for funding should be made to the Director or Assistant Director for Academic Programs.

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**Center for Teaching and Learning Excellence**

The Texas Tech University Teaching, Learning and Professional Development Center (TLPDC) provides faculty, staff, and students with professional development opportunities on teaching and learning that promote quality educational opportunities both inside and outside the classroom. Texas Tech University (TTU) is committed to providing meaningful academic exchanges between students, faculty, and the global classroom offered through electronic access to the learning environment around us. For more information on the TLPDC go to [http://www.depts.ttu.edu/tpdc/](http://www.depts.ttu.edu/tpdc/).

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**Online Learning Consortium (formerly Sloan-C)**

The Online Learning Consortium (OLC) is the leading professional organization devoted to advancing the quality of online learning worldwide. The member-sustained organization offers an extensive set of resources for professional development and institutional advancement of online learning, including, original research, leading-edge instruction, best-practice publications, community-driven conferences and expert guidance. OLC members include educators, administrators, trainers and other online learning professionals, as well as educational institutions, professional societies and corporate enterprises. [http://onlinelearningconsortium.org/](http://onlinelearningconsortium.org/)

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**Multimedia Education Resource for Learning and Online Teaching (MERLOT)**

“MERLOT is a searchable collection of peer reviewed and selected higher education, online learning materials, catalogued by registered members and a set of faculty development support services.” [http://www.merlot.org](http://www.merlot.org)
Travel/Professional Development Funding and Policy

University Studies is committed to supporting faculty professional growth and development. Travel to conferences and scholarly meetings is one important element of that growth. The primary responsibility for the wise and appropriate selection of occasions for faculty travel belongs to the faculty member and the Director or Assistant Director of Academic Programs. Successful requests for travel funding are related to Integrative Studies, Human Resource Development, or online pedagogy. Faculty members are encouraged to present papers representing their scholarship at professional meetings, and they are encouraged to be in contact with professional organizations and associations representing their discipline(s). Faculty are encouraged to take an interest in professional associations which support the improvement of teaching, this department, and the general interest of higher education.

University Studies has a very limited amount of money for faculty travel. It is for this reason that the following guidelines have been developed.

Availability of funds: It will be the responsibility of the Director or Assistant Director of Academic Programs to ascertain whether sufficient funds are available before authorizing reimbursable travel expense.

Approval for Travel: No individual will be reimbursed for travel expenses unless she/he has obtained prior approval from the Director or Assistant Director of Academic Programs to incur such expense and has submitted the proper request for reimbursement. Request for reimbursement should include a general summary of the expenses, rational for any extraordinary expenses, and itemized receipts for all expenses.

Courses during Travel: It is the responsibility of the faculty member to have classes covered during any absence for travel, whether reimbursed or not. It is also the faculty member’s responsibility to notify Director or Assistant Director of Academic Programs and the Unit Coordinator if they will be out of the office/classroom due to travel or professional development. Full-time faculty members who are travelling on business related to their Texas Tech role/position are expected to fill out the necessary paperwork at least 30 days prior to travel. This paperwork is available from the Assistant Director or Director.

Faculty Resources

Graduate Assistants

Funding may be available for a Graduate Assistant (GA) to supplement a full-time faculty member’s work duties. Full-time faculty members who would like to request a Graduate Assistant for a term should provide a justification for the request. The justification should include how the Graduate Assistant will enhance the effectiveness of the faculty member’s duties and the general scope of the GA’s work during the term.

Graduate assistants are considered employees of TTU and are expected to conduct themselves in a professional manner while on duty. To be eligible for an assistantship, the minimum course enrollment is 9 hours in each regular semester and 3 hours in each summer term. Graduate
assistantship support is dependent upon the availability of funds, the student’s progress in a graduate program, and the performance of the student in the assistantship role.

**Work Hours**

- Graduate assistants are to report to their assigned position for no more than 20 hours a week or the number of hours they were hired to work.
- Graduate assistants should prepare their work schedule with their supervisor at the beginning of each new term. Any changes to that schedule must be approved by the appropriate supervisor and/or Director or Assistant Director of Academic Programs.
- Graduate assistants should communicate with their supervisor any days/times they are unable to report to work. The supervisor will determine if and when the hours may be made up.
- Because Graduate assistants are students, they should consider themselves off for all Student Holidays unless working on the holiday has been pre-approved by the supervisor and Director or Assistant Director of Academic Programs.
- Graduate assistants should check in with their supervisor when they arrive and when they leave for the work day.
- Graduate assistants are required to share their work and class schedule with the Unit Coordinator for Academic Programs.
- Graduate assistants are paid on an hourly basis and must record their time in the online Timesheet hosted on Raiderlink.

**Undergraduate Student Assistants**

Undergraduate Student Assistants are not to be utilized for assisting faculty members with teaching or research duties.

**4000 – Independent Study Courses**

Both HRDV and INTS have independent study courses. These classes may be taught by any full-time University Studies faculty member. There is typically not extra compensation for teaching Independent Study courses. Students may be interested in completing a directed study with you as a faculty member. Any independent study course must be approved by the Director or Assistant Director of Academic Programs, students wishing to enroll in a 4000 course may see their advisor for the appropriate paperwork. Full time faculty wishing to work with a student in an independent study will need to have a syllabus approved prior to the student enrolling in the course.
Library Resources

The Texas Tech University Library offers many products and services online. These products and services are easily integrated into online learning software such as Blackboard and can be accessed 24/7. The library provides access to electronic books, full-text journals, and periodical databases. Services for faculty include email reference, online tutorials and bibliographies, and customized subject pages for web resources. Interlibrary Loan and Document Delivery are two services enabling faculty to request and receive materials via email or delivered to their home or office address. Faculty may suggest items to be added to the collection using the online Collection Development Recommendations link. Please visit the library homepage for more information on our services, http://library.ttu.edu.

Southern Association of Colleges and Schools (SACS)

The Southern Association of Colleges and Schools (SACS) is the regional body for the accreditation of degree-granting higher education institutions in the Southern states. The Commission's mission is the enhancement of educational quality throughout the region and it strives to improve the effectiveness of institutions by ensuring that institutions meet standards established by the higher education community that address the needs of society and students. As a member of SACS, Texas Tech University (TTU) strives to adhere to guidelines, values and practices as required by SACS Commission on Colleges. SACS guidelines provide specific requirements for web-based courses and programs. It is the intention of TTU to abide by these guidelines to maintain and improve the quality of our online learning program. Additional information on SACS may be found at http://www.sacscoc.org/.

Student Services

Student services for students participating solely as online students that cannot, for reasons of distance, come to campus, will be provided via telephone as well as other electronic means of communications. Additional information regarding the various student services available at Texas Tech University (TTU) can be found at the following URL: http://www.depts.ttu.edu/sds/

Students with Disabilities

Texas Tech University (TTU) does not discriminate, for purposes of admission to TTU or access to and treatment in TTU's programs or activities, on the basis of disability. Every effort is made to accommodate the needs of the students with disabilities attending TTU. TTU will also provide reasonable accommodations to students with properly documented disabilities. If a student with a disability has any issue or question about his/her disability, the Americans with Disabilities Act (“ADA”) or Section 504 of the Rehabilitation Act of 1973 (Section 504) he/she should contact the Student Disability Services Center:

Physical Address: 335 West Hall
Mailing Address: Box 45007 | Lubbock TX 79409-5007
At a minimum the following statement should be included in your syllabus policies: *Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor’s office hours. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you may contact the Student Disability Services Office in 335 West Hall or 806-742-2405*

**Request for Accommodations**

Students requesting academic accommodation in a class must present faculty members with a letter of accommodation from the Student Disability Service center BEFORE accommodation can be made. Please talk to your Program Director if you have questions about this process or how to implement accommodations in your classroom.

**Copyright**

Faculty members are required to abide by copyright laws when duplicating print and digital materials. The following information provides a brief guide to adhering to Copyright Law:

- TTU Faculty shall adhere to the provisions of the U.S. Copyright Law (Title 17, United States Code, Sec. 101).
- TTU Faculty should review the following items when considering the use of materials in web-based courses: (1) the copyright law and (2) fair use guidelines.
- For detailed information on copyright law, faculty members should consult the following web sites:

  http://www.depts.ttu.edu/elearning/production/copyright.php

Library of Congress Copyright website (http://www.copyright.gov/)

**Intellectual Property**

The University owns the copyright to a work of authorship when the work was created by an employee within the scope of his/her employment. Work will also be owned by the institution as a work made for hire when it is specially ordered or commissioned under a written contract or agreement.

**Approval and Development of New Courses**

Requests to develop a new course must be approved by the Director or Assistant Director of Academic programs, the appropriate School Dean and the Vice President for Academic Affairs (VPAA). The Director or Assistant Director of Academic programs will provide additional input.
concerning design, instruction, and compatibility. Instructors must complete the APPLICATION FOR COURSE APPROVAL form (http://www.depts.ttu.edu/officialpublications/pdfs/course_form.pdf) and submit it to the Director or Assistant Director of Academic programs for approval. Instructors interested in collaborating with another academic unit on campus to create a class must consult with the Director or Assistant Director of Academic programs before the collaboration begins.

**IT Help Central**

**Technical Support**

**Day/Times:**  Monday through Thursday 7:30 AM to 12:00 AM  
Friday 7:30 AM to 7:30 PM  
Saturday 10:00 AM to 6:00 PM  
Sunday 1:00 PM to 12:00 AM

Telephone: 806-742-HELP (4357)

Email: ithelpcentral@ttu.edu

Mail:  IT Help Central  
Texas Tech University  
2903 4th St.  
Lubbock, TX 79409

**Instructional Design Services**

The Teaching Learning & Professional Development Center (TLPDC) provides support for course content creation. Currently, the TLPDC supports the following programs for content development: (1) Adobe Captivate; (2) Adobe Connect Pro; (3) Audacity; (4) Blackboard; (5) LiveText; and (6) Microsoft Office 2016.

Faculty who intend to teach a blended or web-based course must receive training prior to course development. To schedule an initial Blackboard training session, log onto the TLPDC home page, click on “Register for an Event”, locate “Blackboard 9.1 Training: Basic Training” and enroll in the course. The Basic Training consists of the Getting Started, Adding Content, and Exploring the Grade Center modules. Also discussed are instructor and student support resources, migration strategies, and the Live Shell request process. Please note that the Basic Training is the prerequisite to the Assignments and Tests Training.
NEW FACULTY QUICK-START GUIDE

Class Guidelines Document

One type of communication that we have found to be very helpful is to send a “Class Guidelines Document”. This document is typically emailed to the students the first week of class. The purpose is to help set the basic “communication” expectations for the students so they will know what to expect from you as their instructor. If you don’t set the expectations for them, then they will set their own. This then often sets them up for frustration if you don’t meet “their” expectations. A sample Class Guideline is located in the Faculty Training Course on Blackboard (Bb).

This document may include the following:

- How you plan to communicate to the class each week.
- How you would prefer for them to communicate with you. (Email, phone, Blackboard Discussion Board)
- What the students can expect as far as receiving feedback and grades each week.
- Anything else that you would like to point out to them, such as the late policy, plagiarism policy, etc...

Of course, once you set expectations, then it will be important that you “meet” those expectations. Otherwise, the students will get frustrated. So make sure you set realistic expectations. If something comes up and you are not able to meet the expectations, please email the students to inform them of the change and set a new expectation for them.

The standard expectations set by University Studies are:

1) You will grade all assignments within 7-14 days of their due date.
2) You will provide feedback to the students on the assignments so they will know how to improve.
3) You will respond to emails & phone calls within 24-48 hours.
4) You will participate in the discussion forums as appropriate.

Weekly Checklists

Post an announcement on Blackboard every week!

Week -2: For new faculty only

- New faculty are required to complete an online Blackboard Training Course no later than two weeks before class starts.
The Blackboard Training Course must be completed in 4 weeks. You will be added manually to the course. To begin your course, visit www.blackboard.ttu.edu

Ex: If school starts January 19, 2017, the instructor must complete the blackboard training course by January 5, 2017 so should be started no later than December 15, 2016.

**Week -1: For new faculty only**
- Meet with the Director or Assistant Director of Academic programs
- Request appropriate computer software (i.e., adobe, Lync, etc.)
- Complete Employment paperwork
- Get all necessary paperwork filed with the business office (tax forms, etc.)

**For returning Part-Time Faculty**
- Complete employment Paperwork
  - Contract

**Week 0- week before class begins**
- Set up your course (i.e., upload syllabus, faculty info link, etc.)
- Send welcome e-mail/announcement (include class guidelines document and syllabus)

**Week 1 & 2**
- E-mail/ Contact students (for students who may have added late)
- 14-day Absence memo to student and copy Program Director

**Week 4**
- Send 21-day Absence memo to student and copy Program Director
- Fill out the Absence Memo and send to Director of Student Service for University Studies copying the Unit Coordinator for Academic Programs

**End of Course**
- Remind students to take the End of Term survey (if employed in your course)

*We collect assessment data for students who participate in online learning. Faculty should encourage students to take surveys.*
HUMAN RESOURCE DEVELOPMENT

The Human Resource Development (HRDV) curriculum focuses on the skills and knowledge necessary for interacting with people in various work settings. The courses in the program draw on theory from the social and behavioral sciences as well as organizational leadership. HRDV courses are designed to help students understand and address issues confronting both individuals and organizations. Coursework focuses on workplace topics such as human relations and communication, training and development, staffing skills and strategies, and leadership within the workplace. Students interested in Human Resource Development may declare a concentration or a minor in Human Resource Development. University Studies also coordinates a 12-hour undergraduate certificate in Strategic Leadership in Human Resource Development.

INTEGRATIVE STUDIES FACULTY

The Integrative Studies program is the core curriculum of the University Studies Baccalaureate Program.

Integrative Studies is an approach to answering questions, solving problems, and addressing contemporary social issues from multiple perspectives. Interdisciplinarians combine two or more academic disciplines or fields of study, professions, technologies, departments or the like.

Integrative Studies students bring together or incorporate parts into a whole; to combine and unite. Integrative Studies students develop the intellectual tools needed to build bridges across academic disciplines and apply their skills, innovations, and knowledge in various academic and practical settings. In core classes, students develop portfolio artifacts that showcase each individual’s skills, interests and talents. This portfolio and the applied learning experience provide each student with valuable and marketable skills for individualized career planning and development.

The Integrative Studies program is a flexible option for many students and is delivered entirely online through the Bachelor of Arts or Science in University Studies (BUS). Students can use the Integrative Studies course in multiple ways: 1) BUS students could select Integrative Studies as one of their three areas of concentration; 2) All BUS students will take at least 12 hours of INTS courses (2310, 3300, 3301 or 4320, & 4350) as a capstone to the degree.

The following policies and procedures are for INTS faculty only.
Course Community Center & Email

A Course Community Center (CCC) forum has been created in all Bb courses for University Studies. It is expected that faculty use this forum as a way for students to “raise their hand” in the virtual classroom. Both you and your students should subscribe to this forum. An email will be automatically generated when you or someone else posts in this forum. As the faculty member, it is expected that you will respond to questions posed in this forum within 24-48 hours.

It is also expected that you will respond to student emails within 24-48 hours. We have found that some emails you receive may be better posed in the CCC. You might consider directing the student to pose their question there so all students get the benefit of the answer.

In addition, it is important that faculty remember that communicating via the written word is different than communicating in person. Take extra care when composing an email, announcement, or forum post to communicate in a clear and concise way.
FREQUENTLY ASKED QUESTIONS

Q: How are my students added to my Blackboard course?
A: Banner will auto-populate the enrolled students into your Blackboard Shell. This typically happens the night after a student registers for the course.

Q: When will my students have access to my Blackboard course?
A: Student access to your Blackboard course will be turned on during the first week of the semester. This access typically occurs at 12:01 a.m. on the first day of class.

Q: Where do I locate the Banner Course Record Number CRN?
A: If you are the instructor of record, you will be able to find the CRN at the Faculty Tab at www.raiderlink.ttu.edu.

Q: How do I order my textbook?
A: Typically, the Unit Coordinator for Academic Programs has done this for you. Request the textbook be mailed to you, if you are an off-campus instructor or come by the office to pick one up.