Center for Teaching and Learning

Lecturer Handbook

The University of Texas at Dallas

Fall 2016
Table of Contents
A. About this handbook ........................................................................................................................................... 5
B. Center for Teaching and Learning (CTL) ........................................................................................................... 5
II. New Employees .......................................................................................................................................................... 5
A. Paperwork & request for NetID .......................................................................................................................... 5
  1. NetID, computer access, and email ..................................................................................................................... 5
  2. Comet Card photo ID ........................................................................................................................................... 6
  3. Administrative Assistant support ......................................................................................................................... 6
  4. Teaching Assistant (TA) support ........................................................................................................................ 6
B. Galaxy ....................................................................................................................................................................... 6
  1. Outlook Webmail .................................................................................................................................................. 7
  2. New Employee DayOne ....................................................................................................................................... 7
  3. eLearning ............................................................................................................................................................... 7
     a) Required Faculty Compliance Training in eLearning ......................................................................................... 7
     b) Epigeum courses for new lecturers in eLearning ........................................................................................... 8
     c) eLearning certification in teaching online courses ......................................................................................... 8
  4. CourseBook Lookup ........................................................................................................................................... 8
  5. My Parking ........................................................................................................................................................... 9
  6. Orion Self-Service ............................................................................................................................................. 9
  7. Staff Tools ........................................................................................................................................................... 9
III. Before the Semester Begins ..................................................................................................................................... 9
A. Academic Calendar ................................................................................................................................................ 9
B. Bookstore requests ............................................................................................................................................... 9
C. Required: Syllabus ................................................................................................................................................ 10
D. eLearning (Blackboard) ....................................................................................................................................... 11
E. Media Services ....................................................................................................................................................... 11
IV. Communicating with Students ............................................................................................................................. 12
A. Email .................................................................................................................................................................... 12
B. Student inquiries .................................................................................................................................................. 12
V. First Week of Class ................................................................................................................................................ 12
A. Check final room location .................................................................................................................................. 12
B. Recommended practices for the first day of class ............................................................................................... 12
  1. Review syllabus ................................................................................................................................................... 12
  2. Take attendance: The Registrar will require participation data .................................................................... 13
VI. Communicating Effectively with Students .......................................................................................................... 13
A. What you expect from students ........................................................................................................................ 13
1. General ........................................................................................................................................ 13
2. Email policies ................................................................................................................................ 13
3. Exam policies .................................................................................................................................. 13
B. What you expect from your TA ........................................................................................................ 14

VII. Services for Students and Other Student Concerns ................................................................. 14
A. Office of Student AccessAbility ................................................................................................. 14
B. Resource Connection-Academic Outreach ..................................................................................... 15
C. Student Success Center .................................................................................................................. 15
D. Student Outreach and Academic Retention (SOAR) ................................................................. 15
E. Testing Center .............................................................................................................................. 15
F. Library ........................................................................................................................................... 16

VIII. Addressing Problems That May Arise ...................................................................................... 17
A. Student non-attendance ............................................................................................................... 17
B. Faculty absence ............................................................................................................................. 17
C. Disruptive student behavior ......................................................................................................... 17
D. Troubled student behavior ........................................................................................................... 17

IX. Instructional and Grading Policies ............................................................................................. 17
A. Academic policies for undergraduate courses ............................................................................ 17
B. Extra credit policies ...................................................................................................................... 18
C. Meaning of letter grades .............................................................................................................. 18
D. Storage and dissemination of grades .......................................................................................... 18
E. Managing exams and quizzes ....................................................................................................... 19
F. Academic dishonesty ..................................................................................................................... 19
G. Midterm grades ............................................................................................................................ 20
H. Withdrawal from courses ............................................................................................................ 20

X. End of Semester ............................................................................................................................ 20
A. Student feedback about the course experience ......................................................................... 20
B. General standards and procedures for review of non-tenure system faculty ......................... 20
C. Final exams and Reading Days .................................................................................................... 20
   1. Final exam schedule .................................................................................................................. 20
   2. Reading Days ........................................................................................................................... 21
D. Submitting final course grades ................................................................................................... 21
   Submitting grades in Orion via Galaxy using your NetID and password. ................................. 22

XI. Post-Semester Wrap-Up ............................................................................................................... 23
A. Record keeping .............................................................................................................................. 23
B. TA evaluations

C. Grade changes

1. Faculty-initiated

2. Student-initiated

CTL gratefully acknowledges the contributions of Dr. Randall E. Lehmann and Dr. Aria Nosratinia, creators of the EE Instructor Handbook, whose original sections are copyrighted by UTD Electrical Engineering department with modifications herein by permission. CTL also acknowledges the contributions of the BBS Teaching Toolkit.
I. Welcome to UT Dallas

A. About this handbook
This document is intended to help orient you to the information you need to get started teaching. You’ll find requirements, recommendations, and answers to frequently asked questions, as well as referrals to the many teaching resources that are available. Just about all of this information is available online, but this searchable document pulls together much of what you will need to know right away, and can serve as a handy reference for questions that may arise throughout the semester. Additional information is available in the official Faculty Handbook, available at http://provost.utdallas.edu/faculty-handbook/resources-for-new-faculty-members.

Please note: Web addresses frequently change; if you do not find a link, search the UTD website for the office/procedure.

B. Center for Teaching and Learning (CTL)
CTL was launched in January 2016 with the mission to provide campus-wide leadership and coordination of activities aimed at supporting excellence in teaching. Please contact CTL staff when you have questions or concerns related to teaching, by email at CTL@utdallas.edu or by phone at 972-883-2247. Additional information about the center and our programs is available on our web page, utdallas.edu/ctl.

Director: Dr. Paul F. Diehl
Associate Director: Dr. Karen Huxtable
Administrative Assistant II: Beverly Reed

In addition, a Teaching Leader from each school is available to provide school-specific guidance and programming, and can either provide support directly or refer you to an appropriate resource.

A&H Dr. Sabrina Starnaman
ATEC Dr. Kristin Drogos
BBS Dr. Shayla Holub
EPPS Dr. Paul Battaglio
ECS Dr. Randy Lehmann
JSOM Dr. McClain Watson
NCS Dr. John Sibert

II. New Employees

A. Paperwork & request for NetID
Please complete your new employee paperwork as designated by the Dean’s office of your school. After this paperwork is processed you will receive your UTD ID number.

1. NetID, computer access, and email
As soon as you receive your UTD ID number you can use it to obtain your separate NetID at https://netid.utdallas.edu/. The NetID gives you access to your UTD computer account. This is a unique identifier (username) that also serves as your default UTD email address.
Forwarding emails to a personal email account outside of UT Dallas is dangerous and highly discouraged because the contents are exposed to Internet attackers and a third-party email service that has no contract with UT Dallas. Several better options exist to conduct UTD-related work, including Outlook Web Access (webmail.utdallas.edu), Box.com (utdallas.edu/cometspace), and VPN remote connection to the UT Dallas network.

For more information, contact the Information Security office at infosecurity@utdallas.edu or 972-883-6810. Change of password is required on a regular basis for university computer accounts; unless done in a timely manner the UTD computer account will be locked.

To request computer Tech Support, email assist@utdallas.edu, call the Help Desk at 972-883-2911, or visit http://www.utdallas.edu/ir/helpdesk/.

2. Comet Card photo ID
   The UTD photo ID card, called the Comet Card, is used for all identification purposes on campus, as a library card, and is also used as a key for electronic access in many buildings and labs on campus, http://www.utdallas.edu/cometcenter/getcard/, as well as for discounts at some local businesses.
   A new employee must complete a Faculty/Staff Comet Card Request form and have it approved by the department. The Photo ID is issued at the Student Union.

3. Administrative Assistant support
   Administrative assistant (AA) support is provided for all instructors. The provided support includes:
   - Requests for office keys and electronic access to labs and selected other rooms on campus
   - Requests for photocopying of exams (most require one week advance notice, so please verify in advance)
   - Office or classroom supplies
   Please contact your program head to identify the designated person in your unit.

4. Teaching Assistant (TA) support
   Availability of Graduate TAs varies by school and by course. If you have been assigned a TA, you will be notified by your school or program head, and the TA will be asked to contact you to discuss his or her responsibilities. Please note each TA may have multiple assignments, and the claim of each instructor on a TA’s time is limited to the portion of the TA’s time assigned to that instructor. For example, a 50% TA means that the instructor can give the TA the equivalent of no more than 10 hours of work per week. Consult with your program head to identify the appropriate uses of a TA’s time in your school. Additional considerations for working effectively with TAs are indicated below.

B. Galaxy
   The Galaxy online portal is the starting point for working in the Orion system, which is the online application that students use to track their class schedules, grades and more. Galaxy also is the entry page for staff and faculty members seeking access to payroll and benefit information. Log
in to Galaxy from the University’s main web page using the link in the upper right corner. Galaxy provides access to many useful tools, including:

1. **Outlook Webmail**  
   Faculty and Staff Email on the Microsoft Exchange Server

2. **New Employee DayOne**  
   Employee self-service for New Hires to complete/verify documents.

3. **eLearning**  
   This is the university’s BlackBoard course management system. An eLearning webpage will be created automatically for every course offered each semester. This allows the integration of technology into online, hybrid, and classroom-based courses. You can set up your eLearning course to make announcements, post documents, host discussions, and share grades (which may **never** be shared by unencrypted email) with your students.
   - The eLearning Team provides the university’s faculty, staff and students with resources to facilitate a successful online learning experience. The team’s focus is to assist with the integration of technology into online, hybrid and classroom-based courses. Services for faculty and staff include instructional design, training, and support, [http://www.utdallas.edu/elearning/instructors/](http://www.utdallas.edu/elearning/instructors/).
   - Add TA/Add USER: To add a Graduate Teaching Assistant (TA) or an Undergraduate Teaching Intern (UGTI) to your course in eLearning, please click on the appropriate link at the bottom of the main eLearning login page. Please be sure to specify that your UGTI is not a Teaching Assistant—these are separate roles with different levels of access to protected information.

Additional information about eLearning appears below.

   - **Required: Faculty Compliance Training in eLearning**  
     The Office of Audit and Compliance oversees the training of all new employees in understanding laws and policies appropriate to their positions, such as FERPA and research ethics. More information may be found here [http://www.utdallas.edu/audit-compliance/training/all_about_compliance_training.html](http://www.utdallas.edu/audit-compliance/training/all_about_compliance_training.html). Please be sure to log in to eLearning to complete Compliance Training right away, at least within 30 days of hire. Call 972-883-2233 if you run into any difficulties.

**Special note regarding FERPA**

- The Family Educational Rights and Privacy Act (FERPA) is a federal law enacted in 1974 to protect the privacy of student education records. More information is available at [https://www.utdallas.edu/registrar/legislative-policies/ferpa/](https://www.utdallas.edu/registrar/legislative-policies/ferpa/).
- As a course instructor, you must be aware of the regulations regarding information security and protection of confidential student information, [http://provost.utdallas.edu/home/information-security-and-ferpa](http://provost.utdallas.edu/home/information-security-and-ferpa).
- The UT Dallas FERPA violation link is located at [http://www.utdallas.edu/legal/ferpa](http://www.utdallas.edu/legal/ferpa).
- **Students have four primary rights under FERPA:**
  1. To inspect and review their education records
  2. To seek to amend those education records they believe to be inaccurate or misleading
3. To have some control over the disclosure of information from those education records
4. To file a complaint concerning alleged failures by an institution to comply with FERPA regulations within 180 days

b) Epigeum courses for new Lecturers in eLearning
UT Dallas subscribes to Epigeum, a service that provides online teacher-training courses. You are welcome to complete these courses, available in eLearning. After you log in to elearning, you will see a section called My Organizations. Under that is a link called Epigeum Courses. This organization will provide you with online courses in Avoiding Plagiarism, Lecturing I, Making the Most of Discussion, and Marking and Giving Feedback, and many more. These course modules generally require 1-2 hours to complete. Questions about completing these modules may be directed to CTL.

c) eLearning certification in teaching online courses
Training in best practices for teaching online and hybrid courses is offered by the eLearning support team. For more information or to sign up, email elearning@utdallas.edu. The eLearning Team offers three levels of Online Teaching Certification. Each level will require 13 hours of instruction and will use the blended model, allowing instructors to experience the online tools and educational environment as students prior to teaching. The certificates will focus on pedagogy, University policies and processes, learning management system functionality, multimedia production, and online tools (web conferencing, audience response systems, surveys, etc.). For support, instructors have a 24/7 help desk available for assistance with Blackboard. Additionally, instructors are provided with a 24/7 emergency on-call number that connects them with an instructional designer for issues that go beyond the Learning Management System.

4. CourseBook Lookup
Detailed CourseBook information, including instructions for uploading required documents, is available within Galaxy and at http://coursebook.utdallas.edu/coursebookhelp. CourseBook provides course schedules, locations, syllabi, textbook information, course evaluations, and instructor information to faculty and students. Use your NetID to log in using the “my classes” link in the menu at the top of the page to download a photo roster, send email to the entire class, submit your syllabus, and view a map of your classroom location. You also can use CourseBook to view syllabi for classes similar to yours in previous semesters.

New faculty members should be sure to review the Syllabus Templates and Syllabus Policies available at this link.

Please note that all instructors (i.e., faculty of any rank) are required to upload, no later than one week after classes begin (but at least one week before classes begin is preferred):

1. Course syllabus (syllabus requirements and best practices are described in greater detail below)
2. Public Curriculum Vita or Public Resume
   Course instructors are required to post public CVs (or resume, as appropriate) on the UTD website per the Texas Legislature (Texas HB 2504). Public CVs or resumes should be up-to-date and dated for the current year. The public document may
not include any personal information, including the instructor’s home address or home telephone number. Additional information can be found and documents can be uploaded by going to http://provost.utdallas.edu/wp/public-curriculum-vitae/.

Public CVs or Resumes should include
- all institutions of higher education attended, with degrees earned
- all previous teaching positions, including names of the institutions, the positions, beginning and ending dates, and a list of significant professional publications relevant to the academic positions held, including full citation data for each entry

5. My Parking
This link, under “My Menu” in Galaxy, is where you will find information and a link to purchase your permit for the current year. There is no free parking on campus. Visitors may obtain a temporary pass at the Visitors’ Center.

6. Orion Self-Service
This link, under “My Menu” in Galaxy, is where you will find your teaching schedule and class rosters, where you will submit midterm and final grades, and view your final exam schedule.

7. Staff Tools
This is the place to view and update personal information, view paychecks and benefits.

III. Before the Semester Begins

A. Academic Calendar
The official University academic calendar can be found on the UTD homepage by clicking on “Academic Calendar” on the right side of the page. Information regarding semester start and stop dates, drop dates, reading days, final exam week, mid-term and final grade due dates and holidays are provided here.

B. Bookstore requests
Please inform the university bookstore of the textbook you will be using. Typically, they will need the title, author, edition number, and approximate expected number of students in your class. You can submit your requests online at: https://adoptions.efollett.com/OnlineAdoptionsWeb/onlineAdoptions.html?storeNumber=1163
UT Dallas textbook policy is http://policy.utdallas.edu/utdpp1005
Recommended adoption due dates:
- March 15th—Summer Semester
- April 15th—Fall Semester
- October 15th—Spring Semester
Textbook information may be viewed via the students’ online textbook ordering website at www.utd.bkstr.com, which is a good way for faculty to check to see if their textbook information is correct. The bookstore manager recommends that all faculty visit the
bookstores two weeks before the beginning of each semester to check their shelves to make sure their books are correct. 

All instructors (i.e., faculty of any rank) are responsible for ordering any instructor or “desk” copies they need. A copy of each textbook that you require your students to purchase generally will be provided free to you by the textbook publisher on request. Check with your course coordinator or associate dean for common textbooks. Students also purchase textbooks from Off Campus Books and Stanza Textbooks, located near campus. You can notify them of your textbook requirements using the contact information below.

The bookstore contacts are as follows:

bookadoptions@utdallas.edu  Rachel@offcampusbooks.com  chrissie@stanzatextbooks.com
James Holliday, Field Manager  Rachel Leeper Wells  Chrissie LeBlanc
UT Dallas Bookstore  Off Campus Books  Stanza Textbooks
Visitor Center  561 W. Campbell Road, #201  581 W. Campbell Road, #101
972-883-4664  972-907-8398  888-578-2692

C. **Required: Syllabus**

A syllabus is required for each course and should be made available to students on or before the first day of class. Samples are available at CourseBook. Your program head can answer questions about the expected learning outcomes of your course and its place in the school curriculum.

According to State law, all syllabi for organized undergraduate courses must have (1) Brief description of each major course requirement, including each major assignment and examination (2) measurable student learning outcomes (3) a general description of the subject matter of each lecture or discussion and (4) list of any required or recommended readings.

In order to teach a course that gives credit at both the undergraduate and graduate levels, you must complete a Concurrent Course Approval Form, which requires approval by your associate dean or school dean, the Provost’s Office, the Office of Undergraduate Education, and the Office of Graduate Studies. The Concurrent Course Guidelines and Concurrent Course Approval Form are found on the Registrar’s Office intranet page ([https://www.utdallas.edu/registrar-intranet/scheduling/scheduling-resources/](https://www.utdallas.edu/registrar-intranet/scheduling/scheduling-resources/)). The syllabi for these courses must indicate different learning outcomes and assignments that are appropriate for the level of credit awarded to students.

Please use one of the approved templates and follow the guidelines on these pages:
- Syllabus templates: [http://provost.utdallas.edu/home/syllabus-templates](http://provost.utdallas.edu/home/syllabus-templates)
- Syllabus policies: [http://provost.utdallas.edu/syllabus-policies/](http://provost.utdallas.edu/syllabus-policies/)
- Syllabus submission: [http://coursebook.utdallas.edu/syllabussubmit](http://coursebook.utdallas.edu/syllabussubmit)

As stated above, you must upload your syllabus to the University CourseBook website, which requires NetID and password for log-in.
D. eLearning (Blackboard)

eLearning (a division of Blackboard) is a University-provided software tool that provides many forms of student-professor communication, interaction and grading tools. Using this platform is not mandatory, but many instructors find it far easier and more functional than maintaining an individual website for each course. UTD students use eLearning for many of their classes and are used to it. In addition to a standard repository for posting course-related information, eLearning allows students to engage in discussion boards or chat rooms, and provides a variety of options for communication of course material, assignments, grades, as well as questions and feedback between students, TA, and instructor. Enabling each feature in eLearning is at the discretion of the instructor. eLearning tutorials are available upon login on eLearning.

Some of the recommended items you can post in eLearning include:

- Course syllabus
- Lecture plan or outline, Lab schedule, or Course calendar
- Reading/Homework/Projects/Lab assignments and due dates
- Class notes or reference materials
- Dates of quizzes or exams
- Office hours, with times and location for instructor and TA
- Announcements
- Office hours—times and location (Instructor and TA)
- Grades

eLearning allows the instructor and TA to post grades throughout the semester in a secure environment. Each student has individual access to his or her grades at all times (via permission granted by instructor). eLearning can be accessed and used from any computer or mobile device via the web, from the following URL, using your UTD NetID and password: http://elearning.utdallas.edu, or the eLearning app.

Courses are created automatically several weeks before each semester begins. You will see courses you are assigned to teach appear on your individual eLearning login page. You are responsible for populating the eLearning module for each course in a manner you deem appropriate (examples provided in the list above). The eLearning module for a repeated course has the option to copy material from a previous semester. The various eLearning components can be enabled or disabled by the instructor. The visibility of certain component or data can also be controlled or made time-dependent (e.g. automatic appearance of solutions after a certain date). Students are not able to view their respective eLearning course websites until the first day of the semester, but you may specifically request to allow access sooner.

A phone number to reach the eLearning Helpdesk is listed at the top of every eLearning page. The email address is elearning@utdallas.edu (not to be shared with students).

E. Media Services

To reserve classroom equipment, even equipment that is permanently installed, please contact UTD Media Services before the semester begins, media@utdallas.edu or 972-883-4900. Prior arrangement ensures that staff are available on call if you need immediate assistance before or during class. Service personnel typically arrive within 10-15 minutes.
Please be prepared to provide your building and classroom number, your name, and if leaving a message, the information about your request. Media services personnel are available prior to your first class to show you how to operate or log on to the equipment and verify that everything you need is working properly. Some classrooms require access codes to use the computer and related equipment. This access code may be obtained from Media Services.

IV. Communicating with Students

A. Email

Although not required, a good way to let students know you care about their learning and want them to come prepared for the first class is to send a brief “welcome” email introducing yourself and the course before class begins. This can be done via CourseBook or eLearning.

A few items that you may include in this email are:

- Textbook information (many students like to buy their textbooks online)
- Course syllabus
- Start dates of labs, if applicable (which typically are not the first week of class)
- Any room changes that may have occurred
- Any pre-class assignment

B. Student inquiries

It is not unusual for students to contact the course instructor prior to the beginning of the semester with questions about course pre-requisites, permission to enroll in the class if it is full, and so forth. It is important to note that instructors do not have the authority to override prerequisites. The program head may do so under very limited circumstances. Instructors also do not have the authority to allow a student to enroll in a class that is full. In either case, please refer students to an undergraduate or graduate adviser.

V. First Week of Class

A. Check final room location

Occasionally a classroom location is changed before the start of classes. Changes are reflected online. Please check for any such changes and if one occurs, it is a good idea to remind students via email of the change.

B. Recommended practices for the first day of class

1. Review syllabus

   It is a good idea to use the first day of class to set the tone for the semester. Discuss important points from the class syllabus, course policies, and expectations, such as:
   - Grading
   - Specific classroom rules, as appropriate (e.g., your policies regarding use of cell phones, laptops, etc.)
   - Expectations regarding collaboration on homework assignments—are group efforts allowed or must all work be completed individually?
• Policies and procedures for missing an exam
• Attendance policy
• General channels of communication—do you prefer email, eLearning, etc.?
• Policies regarding plagiarism and academic integrity
• Office hours

It also is a good idea to cover some substantive aspect of the course, and strongly recommended that you do not dismiss students before the regularly scheduled end time for the course.

2. Take attendance: The Registrar will require participation data
Take attendance during the first weeks of class. This not only is helpful in correcting any errors in registration that may be costly to the students if not caught, but also helps you to learn your students’ names, especially in small and medium-sized classes. You will receive an email from the Registrar asking you to record students’ participation early in the semester. This information is required for federal reporting purposes.

VI. Communicating Effectively with Students

A. What you expect from students

1. General
   It is vital to clearly communicate expectations and goals with students and your TA.
   • Encourage questions every class period. Begin and end each class period by asking for questions. Keep the class website (eLearning) up to date.
   • Remind students of instructor and TA office hours. Notify your availability for questions by email. This is especially important the week before exams.
   • Be available for office hours, and post them in eLearning and if possible, outside your office.
   • Return emails from students as soon as possible (within reason).
   • Periodically remind students of major project or exam due dates.

2. Email policies
   All UTD employees are to use UTD email for the purposes of conducting UTD business. All communication with students is to be made to the students’ official UTD account. It is the responsibility of the instructors and students to monitor their UTD-issued email and ensure that the email account is properly maintained and meets any email quotas to allow emails to be delivered.

3. Exam policies
   A. Missed exams
      • Students in UTD varsity sports or participating in other university-sponsored events may present at the beginning of the year a note from their coach, athletic director, or faculty sponsor; this constitutes an allowable absence. Any midterms on such dates must be made up for these students. Athletic events do not occur during the final exam week.
      • At the instructor’s discretion, students may be allowed to make up missed
exams based on allowable excuses. Allowable and documented excuses must be honored according to UTD rules and as indicated in the course syllabus. Instructors must be consistent across all students to avoid any appearance of impropriety and are encouraged not to stray far from the school norms. Please consult with your associate dean or program head when deciding your exam policies.

B. Grading Exams
By UTD policy, grading of exams and other assignments are the responsibility of the Instructor of Record. Any grading completed by TAs requires close supervision and final approval by the instructor.

B. What you expect from your TA
It is a good idea to meet with the TAs serving each of your courses to clarify their responsibilities and weekly schedules. It is recommended that a summary of this meeting is sent by email to the TA as a record of what was said, to avoid ambiguity. Examples of topics to be clarified in the meeting and email are:

Time commitment
- Full-time TA = 20 hrs/wk
- Half-time TA = 10 hrs/wk
- Quarter-time TA = 5 hrs/wk

Specific responsibilities (as applicable)
- Grading homework, quizzes, lab reports, projects
- Overseeing lab section(s)
- Other lab work (ordering of parts, milling of boards, inventory, etc.)
- Holding office hours (establish times and location)
- Conducting recitation sessions or review sessions
- Proctoring of quizzes or exams

Clarify and establish in first meeting
- Deadlines to complete grading of homework, quizzes, lab reports, etc. (Example: 1 week after submission)
- Does your TA enter grades directly into eLearning? (Requires giving TA access in eLearning.)
- Establish TA arrival time for lab sessions. (e.g., 10 minutes before the lab session starts)
- Clarify division of responsibility between multiple lab TAs.
- For lab TAs, review the emergency contact information, safety and cleanliness issues of the lab and clarify that these expectations must be passed down to the students.
- If needed, request lab access (keycard access) for lab TAs through an AA.

VII. Services for Students and Other Student Concerns

A. Office of Student AccessAbility
Following Federal law, UTD makes special allowances for students with documented disabilities. For allowances that involve the instructor, the student will present a form to the instructor from the Office of Student AccessAbility (OSA), which the instructor must
complete and sign and the student will return to the OSA. Student accommodations may include in-class provisions (such as special seating up front, use of a recording device or the ability to have another student take notes for them, etc.) or extra time to take quizzes and exams, which are administered in the OSA. Instructors are not allowed to inquire as to the specific disability or challenge the validity of the request, whose evaluation and approval are in the domain of the Office of Student AccessAbility. In these cases, the instructor may need to supply in advance the dates of quizzes and exams, as well as the allowed material and conditions for each quiz or exam (e.g., calculator, compass, ruler, page of notes or no notes, open or closed book, and the nominal amount of time you would allow students in the classroom to have). Depending on the case, the instructor may need to provide the quizzes and exams to the OSA a day or more prior to each test. For additional information, see http://www.utdallas.edu/studentaccess/.

B. Resource Connection-Academic Outreach
The Office of Undergraduate Education operates the Resource Connection-Academic Outreach program to quickly identify students who are not meeting course expectations, including participation, https://oue.utdallas.edu/special-programs/resource-connections/. Faculty who refer students to Resource Connections remain anonymous. The program is confidential and serves to assist students with organization, life skills, study habits, homesickness, adjustment to college life, and referrals to all campus resources in addition to ongoing support. Resource Connections-Academic Outreach is a one-stop source for students to locate assistance for a variety of academic and non-academic support services. The program is not part of a student’s academic record.

Please contact us for additional information or to confidentially refer a student:
- Angela Scoggins, Academic Project Manager, atscoggins@utdallas.edu
  972-883-2288
- Sarah Maxwell, Associate Dean of Undergraduate Education,
  Sarah.Maxwell@utdallas.edu

C. Student Success Center
The Student Success Center provides a variety of services to enhance student success, including a Math Lab, Writing Center, Peer-Led Team Learning, Success Coaching, and more. Instructors may refer students as appropriate: http://www.utdallas.edu/studentsuccess/.

D. Student Outreach and Academic Retention (SOAR)

E. Testing Center
The Testing Center is available to administer online exams, quizzes, and tests for up to 158 students at a time. The test environment is secure and closely monitored. Instructors may give exams in the classroom, at the testing center, or online. If your exams are not administered in the classroom, specify the method in the syllabus. If exams for the entire class are given at the Testing Center on scheduled exam days, the instructor should attend the exam in order to address student questions. The Testing Center is not able to
administer paper-format exams to whole classes, but paper exams may be used when scheduling make-up exams.

- The Testing Center is located on the bottom floor of McDermott library. The director is Sou Leaney, sfl130030@utdallas.edu or x6734. The link to the Testing Center web site is http://www.utdallas.edu/studentsuccess/faculty/index.html.

Testing Requests

- Complete the online Request Form at http://www.utdallas.edu/studentsuccess/testingcenter/TC-secure302/save-a-seat.php. Scroll down to Testing Center to access the form.
- When completing the form, please include all of your specifications about exam conditions or restrictions. Be sure to include the students’ names and the deadline that you choose for when they must have completed the exam or make-up exam. You can send the make-up exam or other exam via email to the Director of the Testing Center or deliver it personally. Students are not allowed to bring any personal belongings into the Testing Center and are monitored closely while they complete their exams.
- Testing Center requests should be submitted a minimum of 2 weeks prior to your quiz/exam time.
- See the Testing Center web page for more information about scheduling whole-class exams, makeup exams, information needed by students, policies, and hours of operation, http://www.utdallas.edu/studentsuccess/testingcenter/.
- eLearning Tutorials – Training is available via organized sessions and individual requests. Click on the Special Training Request Form to arrange an in-person tutorial on setting up quizzes and exams in eLearning, https://www.utdallas.edu/elearning/training/index.html. For more information about all tutorials, see http://www.utdallas.edu/elearning/instructors/eLearningTutorialsFaculty.html. You may find that the Testing Center is particularly helpful for scheduling and administering make-up exams that can take up so much time each semester. See the web page for more information about policies and procedures.

F. Library

- The McDermott Library offers many helpful resources for faculty. The Reference Librarians may be reached at 972-883-2643. The Callier Center in Dallas also has a library and can be reached at callierlibrary@utdallas.edu or 972-883-3165.
- You can put readings on reserve for your course. The Library maintains both traditional print Reserves and electronic Reserves. For faculty resources see: http://www.utdallas.edu/library/faculty/index.html
- Videos and DVDs are available to show in classes. Please see the library catalog for available selections: http://www.utdallas.edu/library/index.html. Most classrooms no longer have VHS players, but VHS tapes may be transferred to a digital format by Media Services on request (media@utdallas.edu). Please allow ample time for processing.
VIII. Addressing Problems That May Arise

A. Student non-attendance
It is common to have students listed on your class roster who have never shown up for a class. If you do not regularly take attendance, you might notice this until the occasion of the first class exam or major assignment. Sometimes there is a mismatch between rosters in Orion (which are the accurate ones) and the rosters available in eLearning. If a student is still enrolled but not attending, the adviser or instructor may email the student and advise the student to withdraw from the course before the next deadline. Sometimes, the student began attending class, but then stopped. The student may have dropped out without notifying the instructor, may have intended to withdraw but neglected to submit the required paperwork, or simply wishes to remain in the course without attending, perhaps even without attending or completing coursework. The instructor should grade such performance accordingly, depending on established course grading policies and procedures as indicated in the course syllabus. Please note that if you plan to impose grade penalties for non-attendance (or anything else), you should explain those penalties very clearly in your syllabus.

B. Faculty absence
Faculty who encounter life events that conflict with their classes may discuss the conflict with the Program Head or appropriate Associate Dean if assistance is needed with decisions about alternate teaching arrangements arising from any absence from a regularly scheduled class session.

C. Disruptive student behavior
For serious and/or immediate, threatening behaviors break the law and/or threaten faculty, staff, or other students, call the UTD Police immediately at 972-883-2331 or you may dial 911 and will be transferred to the UTD Police. The university Guidelines for Managing Difficult Student Behavior may be found at http://www.utdallas.edu/deanofstudents/behavior/. All faculty should understand and follow the guidelines indicated here. The Office of Community Standards and Conduct (OCSC) can help identify appropriate resources for students who have indicated they might harm themselves or others. The OCSC may be reached at x6391, Counseling Center at x2575.

D. Troubled student behavior
Refer troubled students to the Counseling Center for behavior changes such as distinct changes in academic performance, withdrawal from others, changes in class participation, crying, outbursts of anger, increased or decreased activity, and poor attendance. More information is available at http://www.utdallas.edu/counseling/faculty/. You also may refer students to the Health center, http://www.utdallas.edu/healthcenter/.

IX. Instructional and Grading Policies

A. Academic policies for undergraduate courses
Important information regarding Academic Advising, Academic Grievances, Final Exams, Grade Changes, Grading Scale, Incomplete Grades, and more is available at

Academic Advisors assist undergraduate students with degree planning, class registration, various approval forms, and graduation applications. Advisors have regularly scheduled hours for drop-in advising. Students are encouraged to meet with an advisor regularly and to seek advice on degree and career planning during non-registration periods.

B. Extra credit policies

Many students ask for opportunities to complete extra credit, and there are some general considerations and gain faculty consensus regarding these requests. This is not intended to limit faculty autonomy, but rather to offset students’ erroneous assertions that granting extra credit is common and expected practice. The question of extra credit may be considered from both an ethical and a pedagogical perspective.

• With regard to ethics, there is a danger of treating some students unfairly if students who are unhappy with their progress in a course are able to earn extra credit on request. It seems reasonable to recommend that if extra credit opportunities are made available in a course, they must be available to all of the students, not just to those who specifically request them.
• With regard to how extra credit policies can practices affect students’ learning, it is necessary to consider the relationship between course grades and students’ achievement of course objectives. Over-use of extra credit can result in students passing or earning higher grades in a course even if they have not achieved course objectives. The grade assigned therefore becomes invalid. A small amount of extra credit may be useful for motivating students to complete some work above and beyond course expectations, but extra credit used to bring up the grades of otherwise low-performing students may be unwise.

C. Meaning of letter grades

Grade levels are described as follows:

A = exceptional achievement, superb command of the subject matter, and can apply, analyze, evaluate, and create with the topics of the course
B = good but not outstanding grasp of the subject matter, able to engage in some higher-order thinking with regard to the course material
C = fair level of achievement with some mastery of most of the course material, with some ability to use the subject matter
D = below average understanding of the subject matter, minimally acceptable performance in demonstrating achievement of course objectives
F = insufficient understanding of the subject matter, unacceptable performance in demonstrating achievement of course objectives

Plus/Minus grades may be used. A list of administrative grades is included below under “Final Grading Instructions in Orion.”

D. Storage and dissemination of grades

• Grades must be kept in a secure location (e.g., password protected encrypted computer, password protected encrypted flash drive, etc.).
• A student’s grades may not be released or discussed with the student’s parents, friends, family, or classmates. Grades may not be sent by unencrypted email even with written permission from the student.
• It is recommended to put all grades on eLearning as a single point of reference for
students. Some benefits of doing so are:
  o Fully encrypted (satisfies UTD security policy and FERPA requirements)
  o Professor can grant access to TA for online recording of grades
  o Grades are visible to students throughout the semester, reducing surprises and related complaints
  o eLearning allows various notes to be added to grade entries that have been changed by the instructor so that there is an electronic documentation of what was done.

E. Managing exams and quizzes
Details and policies regarding the timing of exams, quizzes, and other assessments should be listed in the syllabus. Some instructors send a reminder to students one week prior to each announced exam or quiz. Suggestions for the content of the exam reminder:
• Date and location (a larger room for an exam can be requested from the Administrative Assistant assigned to you well in advance, which will be processed based on availability. The UTD Testing Center is another good option (http://www.utdallas.edu/studentsuccess/testingcenter/).
• Material to be covered (chapters, topics, etc.)
• Open/closed book, notes allowed or not, equation sheet provided or not, etc.
• Requirements or restrictions regarding electronic or communication devices (e.g., cell phones, laptops, smart watches, etc. must be turned off and put away during the exam).

F. Academic dishonesty
• The Office of Community Standards and Conduct guidelines for managing academic dishonesty may be seen at https://www.utdallas.edu/conduct/manage-dishonesty/.
• UTD policy indicates that “Academic dishonesty includes but is not limited to plagiarism, collusion, cheating, fabrication, facilitating academic dishonesty, failure to contribute to a collaborative project, and sabotage” (https://www.utdallas.edu/conduct/dishonesty/).
• Instructors are to collect evidence carefully and then refer the case to UTD Judicial Affairs via an Academic Dishonesty Referral Form (see link below). Instructors are NOT to administer any punitive measure without referring the case to Judicial Affairs. If you suspect students of cheating during a test, you may remove any unauthorized material and discreetly ask the student to move to another seat, but the student must be allowed to finish the test.
• The most important aspect of managing academic dishonesty is prevention. The link above has useful information that instructors are expected to know and follow.
• Ideas to discourage cheating include:
  o Reserve a room large enough to allow an empty seat between all students.
  o If space is insufficient for students to adequately spread out, consider giving two or more equivalent but different exams (A and B) to students sitting side-by-side.
  o All backpacks, purses, bags, notebooks, books, etc. off of desks.
  o All electronic devices (especially smartphones) are to be turned off and put away.
  o No hats allowed.
  o Have the TA in the classroom walk around and help proctor the exam.
  o Count exam papers when completed (or number them ahead of time).
• To ensure you have received all exams from the students present
• To document any absences from the exam

G. Midterm grades
Mid-term grades are required for all undergraduate classes. Plan to have at least one exam or major assignment prior to the midpoint of the semester to provide one or more significant grades upon which to base the students’ midterm grades. The Registrar’s office will email all faculty a reminder about midterm grades shortly before they are due. The date is indicated in the Academic Calendar.

Please remember that midterm grades will be most helpful to students if they are meaningfully tied to students’ progress in achieving course objectives by the mid-point of the semester. The deadline for submitting midterm grades via Orion may be found in the Academic Calendar. Step by step instructions may be found in the “End of semester” section of this document.

H. Withdrawal from courses
The course withdrawal deadlines are listed in the Academic Calendar, http://www.utdallas.edu/academiccalendar/. Types of course withdrawal vary depending on the date in the semester. Some require instructor approval, while others require you to assign a pass or fail grade to the withdrawal, http://www.utdallas.edu/student/catalog/undergrad10/policies/registration.html#dropadd.

X. End of Semester

A. Student feedback about the course experience
Students are invited to complete Course Evaluations online shortly before or during the last week of each semester. All Instructors will receive an email informing them of the evaluation dates. Please set aside 10-15 minutes of class time to encourage students to complete course evaluations using their mobile devices and to inform students that evaluations are important for improving the university, and that student opinion is valuable and has impact on the university.

B. General standards and procedures for review of non-tenure system faculty
Student feedback is just one source of information that is used to evaluate instructor performance. Official policies regarding evaluation procedures, UTDPP1062, are available at https://policy.utdallas.edu/pdf/utdpp1062.

C. Final exams and Reading Days

1. Final exam schedule
The final exam schedule can be found at https://www.utdallas.edu/registrar/final-exam-assignments/. Final exam dates are scheduled by the University. These dates can be found by logging in to Orion (via Galaxy) and are determined shortly after Census Day, which occurs approximately two weeks after the start of the semester.

According to UTD rules, a student can be required to take up to 3 final exams on the
same day, but no more. If a student has more than 3 final exams scheduled on the
same day, he/she has the right to ask one of the instructors to give him/her a
separate exam. A student having 2 or 3 exams on the same day does not have a
right to a separate exam, but you may allow a separate exam in these cases if you
wish to do so provided you offer the same accommodation to all students in similar
circumstances.
All final exams must take place during the final exam week. You may plan and conduct
an examination in any regular class period as part of your overall evaluation of the
students, including the last class period. Any exam conducted outside the final
exam week, however, cannot be treated as or announced under the title of "final
exam." If an instructor does not wish to take advantage of the time allocated in the
final exam week, for official purposes this means the course does not have a final
exam.

Please note that you can NOT change the time of your final exam even if all of your
students agree. Changes can only be made with a request to schedule-
pub@utdallas.edu. Faculty should NOT:

- Re-schedule a final exam outside the approved meeting times—even if all
  students agree—without approval. This also means there can be NO cumulative
  final exams on the last day of class.
- Give a final exam after the final exam period has ended.
- Ask students to stay longer than the 2 hours and 45 minutes allotted for a final
  exam.
- Schedule final exams during reading days (see below). Reading days are
  scheduled between the last day of classes and the first day of the final exam
  period for the semester.

2. Reading Days
Designated Reading Days are indicated in the Academic Calendar. Reading days are
designed to provide students with a day void of university activities and/or courses to
prepare for final exams.

- Activities allowed on reading days:
  - Optional student and class review sessions
- Activities NOT allowed on reading days:
  - Required class review session
  - Early final examinations
  - Required presentation session
  - Student club or group meetings/activities
  - Any gatherings not specifically for review or study of the semester's
    academic work.

D. Submitting final course grades
Final grades can be posted on eLearning for students to review, but these are not official.
You will post your official course grades in Orion via Galaxy. Once grades are posted as
final in Orion, the only way to change them is through a multi-signature electronic
procedure.
Please be sure to check the Academic Calendar for grade submission deadlines.
Submitting grades in Orion via Galaxy using your NetID and password.

A quick overview of the Galaxy grade submission process follows:

- Log in to Galaxy
- Click on Faculty Center listed below Orion Self-Service
- Click on My Schedule under Faculty Center

- On the course you want to grade, click on the Grade Roster icon
- Input grades for each student using the drop down menu
- SAVE
- Change Approval Status to “Approved”
- You have completed grading for this course

Please enter a grade for all students; failing to submit a grade results in complications for staff, students, and registrar’s office.

If you experience any problems submitting grades online, please email schedule-pub@utdallas.edu or call the Office of the Registrar at 972-883-2342.

Final Grading Instructions in Orion

Very Important Items to Know BEFORE Final Grading:

- Orion will attempt to log you off after a period of inactivity (about 20 minutes). This is a security action. The amount of time cannot be changed.

- You MUST ENTER ALL GRADES on a Final Grade Roster before approving the grade roster.

- You MUST SAVE after entering grades BEFORE performing any additional actions like “notification to all or selected students” or exiting the grade roster or while entering grades for large rosters (periodically save to avoid loss of work).

- There are two Grade Roster Actions you can take to indicate Approval Status:
  o Not Approved – Initial step when grades are entered
  o Approved – Final step once ALL grades are entered

- Orion provides the appropriate grade options for the student in the drop down menu. For example, if your course is taught as an undergraduate course, but you have a student in your course taking the course Credit/No Credit, the drop down menu will contain the grades for Credit/No Credit (CR, NC, X, I, NR).

- Explanation of administrative grades follows (http://catalog.utdallas.edu/2016/undergraduate/policies/academic#grading-scale):
  o I = Incomplete, which may be used when a student has completed at least 70% of the required course material but cannot complete all requirements by the end of the semester. Course work must be completed within the time period set by the instructor, not to exceed eight weeks from the first day of the subsequent long semester.
  o NR = Non-recorded, used for ONLY grades that indicate the student grade awaits review from the Office of Judicial Affairs. Instructors may assign this grade if a case is or will be with the Office of Judicial Affairs. Please consult with that office for guidance.
NF = Failing for non-attendance (Undergraduate only, to indicate that a student has NEVER attended any classes or completed any course-related activity)

MN = Mid-term Grade: only used if there is not enough information to provide a grade. Do not use for final grade. (Undergraduate only)

If you do not know which grade to record for a student due to a missed final exam or other missing information, please follow the guidelines in the appropriate undergraduate or graduate course catalog for an incomplete OR consult your program head or associate dean. You MUST assign a grade to every student on your roster.

- The Office of the Registrar updates posting of final grades twice daily after all final exams are completed for the term. Students will be able to see the final grade online after the grades are posted.

- If you need instructions on how to upload grades, please email grading@utdallas.edu on how to complete this procedure.

- Questions, comments, concerns, feedback—during normal workdays and business hours (this does NOT include University holidays), please email grading@utdallas.edu (24- to 48-hour response) OR call 972-883-2342.

XI. Post-Semester Wrap-Up

A. Record keeping

- The university has record-keeping obligations to various accreditation agencies. Please consult with your program head regarding whether or not, and if so, what examples of student work must be archived, and in what way you will be expected to produce statistical evidence of aggregate Student Learning Outcomes and Course Learning Outcomes.

- Students have the right to request a review of the grades received in any class. According to the State of Texas Records Retention Schedule (Agency Item 762, http://www.utdallas.edu/ehs/download/Records_Retention_Schedule.pdf), all faculty members must retain student exams and other student work that has not been returned to students for one calendar year. Records may include but are not limited to: examinations and answers; quizzes and answers; course papers; term papers; and essay assignments.

B. TA evaluations

- TA Evaluation is performed at the end of each semester by the instructor. The TA is allowed to see the evaluation and make comments. Both the TA and the instructor should sign the evaluation and submit to the designated AA.

- See summary of graduate TA general information and responsibilities at http://www.utdallas.edu/dept/graddean/ta_handbook.htm

C. Grade changes

Policies regarding grade changes may be seen in the current course catalog, http://catalog.utdallas.edu/2016/undergraduate/policies/academic#grade-changes.
1. **Faculty-initiated**
   After a final grade has been recorded by the Office of the Registrar, faculty may change grades only to correct a clerical error or replace a grade of "incomplete" or "NR." A faculty-initiated change of a final grade may be submitted in Orion, and will be forwarded to the department or program head, Associate Dean of Undergraduate Education, and the school Dean for approval. Grade changes must be submitted by the end of the eighth week of the following long semester after the grade was awarded. Any grade change initiated after the eighth week of the long semester requires the approval of the instructor, the department or program head, Associate Dean of Undergraduate Education, the School Dean, and the Dean of Undergraduate Education.

2. **Student-initiated**
   - The only grounds for considering a grade to be incorrect are either clerical error or that the grade is arbitrary or capricious. Examples of clerical error would include, but are not limited to, a mistake in adding component grades, a mistake in recording grades, or attributing a paper or examination to the wrong student. "Arbitrary or capricious" means that the grade cannot be considered reasonable given the material of the course, the overall performance of the class, and the individual performance of the student. The university assumes that course-work is best evaluated by the instructor in the immediate context of the course activity. Requests for reconsideration must show with clear and convincing evidence why this assumption should be set aside.
   - If a student believes he or she has been assigned a grade on the basis of a clerical error or that the grade is arbitrary or capricious, the student should first seek to discuss the grade with the instructor. If this does not lead to satisfactory understanding, the student may file a formal appeal following the procedures described for academic grievances in the Rules, Regulations, and Statutory Requirements Section C. (See "Academic Grievances" in Appendix I, [http://policy.utdallas.edu/pdf/utdsp5005](http://policy.utdallas.edu/pdf/utdsp5005)).
   - Sometimes, a student may ask you to change a grade without academic merit. Such a request may come with a wide range of comments involving the student’s emotional or financial state, his or her academic or non-academic workload, how well the student is doing in other courses, and the ramifications of the grade to the student’s GPA or scholarship. Additional arguments may be raised involving any number of perceived shortcomings in the textbook, the classroom, the classmates, the instructor, etc. None of these constitutes an acceptable basis for changing a grade that has been accurately delivered according to the actual performance of the student subject to the course guidelines.
In responding to a student’s request for a higher grade, it is recommended that you be firm but kind. Avoid blaming a student at a time of distress, even if you feel the blame has been earned. It is reasonable, however, to say that the grade reflects the work that was delivered, and that is the only basis that exists for grading at UTD. At the same time, it is appropriate to sympathize with the student's situation, and you can recommend what can be done for better results next time, i.e., change the focus from negative (bad grade) to positive (future improvement).

Although mistakes sometimes happen and must be corrected, please be aware that grade changes are especially scrutinized and improper ones can reflect badly on not only the instructor, but also the school and the university as a whole.