

**COURSE
ADMINISTRATOR
MANUAL
for
EOSC 114
(& other large intro courses)
and
ECAC**

**This is way more information than anybody probably wants.
It's your show, so do whatever the *%& makes sense!**

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EOSC 114
course
administration
starts here

THE YEAR AT A GLANCE (EOSC 114 Course Administration)

MAY

1. Order textbooks and clickers for Fall term, and indicate buybacks for Spr term..

JUNE-JULY

1. Finalize Fall term schedule.

AUGUST

1. Organize TA task schedule and hours. Schedule TA meeting for 1st week of classes or earlier.
2. Update the course websites and change the password.
3. Check all classrooms and equipment.
4. Book rooms & equipment for ALL meetings and special events.
5. Email the undergrad administrative assistant the dates for all instructor evals.
6. Request \$\$ for field trip from the field trip committee (optional).
7. Identify backup instructors for each section, in case of illness.

SEPTEMBER

1. TA scheduling meeting and training.
2. Attend first day of class.
3. Send "wake-up" email to each instructor the week before they start teaching.
4. Midterm 1 compilation.

OCTOBER

1. Final exam compilation.
2. Midterm 1 exam and processing.
3. Midterm 2 compilation.
4. Finalize Spring term schedule
5. Order textbooks and clickers for Spring term and indicate buybacks for Summer term.

NOVEMBER

1. Midterm 2 exam and processing.
2. Create end-of-term survey on WebCT

DECEMBER

1. Final exam and processing.
2. Calculate and submit grades.
3. Do miscellaneous end-of-term stuff
4. Organize TA task schedule and hours for Spring. Schedule TA meeting for 1st week of classes.
5. Update the course websites.

JANUARY

1. Check all classrooms.
2. Book rooms & equipment for ALL meetings and special events.
3. Email the undergrad administrative assistant the dates for all instructor evals.
4. TA scheduling meeting and training.
5. Identify backup instructors for each section, in case of illness
6. Attend first day of class.
7. Midterm 1 compilation.

FEBRUARY

1. Final exam compilation.
2. Midterm 1 exam and processing.
3. Midterm 2 compilation.

MARCH

1. Midterm 2 exam and processing.
2. Create end-of-term survey on WebCT

APRIL

1. Final exam and processing.
2. Calculate and submit grades.
3. Do miscellaneous end-of-term stuff
4. Debriefing party with all instructors, & textbook selection meeting for next year.

ACCESS YOU NEED (EOSC 114 Course Administration)

In order to access student information, update website and upload grades, you need some access. Before doing anything else, get this stuff:

1. An EOS login and email account.
2. A Campus-Wide Login (CWL). Go to <http://www.it.ubc.ca/cwl/homelink.shtml> to get one. If they've changed the link, google "CWL UBC".
3. Download the latest suggested FTP program from the EOS Internal Web/Downloads area. As of June 2007, the recommended program is WinSCP if you're using a PC.
4. Get some webpage writing software. (Dreamweaver or Kompozer work well)
5. Submit a "ticket" to compstaff via the EOS internal web (Compstaff/helpdesk/add new) to request write permissions for (a) the webpages of any courses you're dealing with, and (b) the ECAC webpages.
6. Get a "Standing Order" at the bookstore so you can charge supplies there as needed (most recently this was Carol Leven; cleven@eos.ubc.ca)
7. The copy code for EOSC 114 is 90114.
8. For 114 supplies from Stores (e.g. Scantrons), charge account "COND 1st year".
9. Get electronic copies of any useful documents from the previous course administrator.

IMPORTANT CONTACTS

1. The undergraduate administrative assistant (TBA). This person can help you with student issues, course scheduling, and paperwork of many kinds.
2. The graduate administrative assistant (as of May 2008, Teresa Woodley, twoodley@eos.ubc.ca). This person assigns the TA hours to the course and the TAs themselves. Work with the grad admin assistant regularly to line up good TAs for future terms.
3. bookings@eos.ubc.ca All seminar rooms and departmental computer equipment are booked through this email address. To see what's available when, go to the EOS internal web, then to "One page does it all", then send an email to bookings.
4. <http://www.students.ubc.ca/facultystaff/bookings.cfm> Bookings for larger classrooms (e.g. for review sessions) can be done through classroom services.
5. Stores. Stores is in the basement of EOS-Main. This is where you can get Scantron forms, overheads, special paper for printing score sheets, and any other office supplies you need for the course. Charge account "COND 1st year".

SCHEDULING (EOSC 114 Course Administration)

Figure out the schedule for the term.

1. Find out when the term starts and ends, and when all the holidays fall. Go to <http://www.students.ubc.ca/calendar/academicyear.cfm> and click on the appropriate months on the left panel.
2. 114 is scheduled for MWF. Find out the times and places through the Faculty Services Centre at <https://ssc.adm.ubc.ca/fsc/servlets/SRVFSCFramework>. On the left, click on "Course Schedule", then "Courses". In the middle panel, click on "EOSC", then "EOSC 114", then on the appropriate section.
3. The course has 7 topic sections (with varying #s of days), 2 midterm exams, and 1-2 days at the end. Here's a typical breakdown (but it could be different):
 - a. Intro class (1 class)
 - b. Fragile System (4 classes)
 - c. Earthquakes (5 classes)
 - d. Volcanoes (5 classes)
 - e. *Midterm 1 (aim for a Wednesday)*
 - f. Storms (6 classes)
 - g. Waves (4 classes)
 - h. *Midterm 2 (aim for a Wednesday)*
 - i. Landslides (4 classes)
 - j. Impacts (4 classes)
 - k. Disaster Scenario (1 class if there's time)
 - l. Last class (sometimes includes Disaster Scenario or disaster survivor guest speaker)
4. Email the proposed dates to all the instructors and ask them if they anticipate any conflicts or problems with midterm dates. You can shuffle topics if needed to accommodate an instructor's schedule.
5. Email the proposed dates to the coordinator of the 114 Distance Education section (as of 2007, the DE coordinator is May Ver, lver@eos.ubc.ca). The goal is to keep the classroom and DE courses in synch, since they all write the same final exam.
6. Add all the extra stuff to the schedule, like review sessions, student study sessions, test-proofing meetings, field trip (?), etc.
7. Get an electronic copy of a previous schedule (Appendix A) from the previous course administrator and modify. Versions of the schedule will be posted on the website, will go into the CCM, and will be used for TA planning.

TEXTBOOKS (EOSC 114 Course Administration)

2008: The course has adopted a *custom textbook*, currently supplied by Pearson. Roland can help you order these from the publisher – be aware that deadlines for book adoption are very early - for Fall terms, the bookstore wants the order in by May 1st, for Spring terms, by October 1st. They do accept them later though.

1. Consult with the 114 lead instructor (Roland Stull <rstull@eos.ubc.ca> and others regarding what textbook needs to be ordered.
2. Order the textbook through the UBC bookstore website.
<http://www.bookstore.ubc.ca/common/start.html>
 - a. Click on “UBC textbooks/Faculty”
 - b. Click on “Online Textbook Adoptions”
 - c. Get a bookstore login if you don’t have one yet. CWL doesn’t work.
 - d. Follow your nose. Hint: for “coordinator”, choose “Default Coordinator” when you get to that.
 - e. If all else fails, email the textbook people (Donna Kaye as of June 2007). They’re very helpful. text@interchange.ubc.ca
3. Also, be sure the bookstore knows to order enough clickers for 114 students.
4. Check with the library reserve desk and arrange to get a few copies of the textbook placed on reserve.

TAs (teaching assistants) (EOSC 114 Course Administration)

TAs are essential to the smooth running of EOSC 114. A major, ongoing, part of the course administrator’s job is scheduling TAs, training TAs, and making sure the TA work happens.

1. First, check out the “114 Classroom” information in the ECAC TA Manual (green binder in ECAC) and make any desired changes.
2. Get an Excel spreadsheet for TA task planning from the previous course administrator. Example in **Appendix C**.
3. Create a description of the duties for the TAs. Example in **Appendix D**
4. Figure out the hours needed for each TA task and the total needed for the term. An example handout linking duties and hours is in **Appendix E**.
5. Work with the graduate administrative assistant regarding TA hours needed.
6. Consult with the lead instructors regarding TA needs.
7. Consult with all the instructors regarding any special TA needs for the term.
8. Consult with the Distance Education course administrator to coordinate TA needs.
9. Make up the calendar of when each task needs to happen (get an electronic copy of the one from previous terms, as a template). Example in **Appendix A**.
10. Schedule a 1-hr TA planning meeting with all the TAs during the first week of classes or before. Book a room for the meeting. Some new grad students will not yet have an EOS email. The grad admin assistant can give you their emails.
 - a. Tell the TAs to bring their personal calendars since they will be signing up for specific duties at specific times.
 - b. Ahead of time, send the TAs (1) a description of duties, (2) the hours each duty is worth, and (3) the hours for which they are being paid for the term (e.g. Appendices D, E, and F).

- c. If a TA cannot make the meeting, ask them to send you dates and times when they are not available. Ask another TA at the meeting to sign up the missing TA.
 - d. A handy web-based tool for scheduling meetings can be found at <http://www.doodle.ch>.
11. Preparation for the meeting. Bring handouts of the following items (a-c) for everyone and be prepared to show these on overheads or on a projector:
 - a. The hours for which each TA is committed (the top part of **Appendix C**)
 - b. A table of duties linked to hours (**Appendix E**)
 - c. The calendar showing all the duties and what dates/times they need to be done (**Appendix F**).
 - d. If you're using overheads, bring overhead pens.
 - e. If you have a trained Head TA running the meeting, bring a laptop to record the results in real time – saves time later.
 - f. Bring a copy of the textbook and CCM.
 - g. Bring a digital camera to take pictures of any new TAs, to be posted on the website.
12. At the planning meeting: Either you or a trained Head TA can run the planning meeting. At the meeting...
 - a. Explain the course structure and goals.
 - b. Make sure each TA knows how many hours they're committed (**Appendix F**).
 - c. Explain each of the TA tasks and what they're worth (**Appendix D & E**)
 - d. As a group, go through the schedule month by month and ask TAs to sign up until all the spaces are filled. An easy way to do this is to put up an overhead for each month in turn, and fill in the blanks with people's initials.
 - e. TAs need to keep track themselves of how many hours they've signed up for.
 - f. At the end of this exercise, most TAs will have leftover hours. That's OK. Most of those hours will go to ECAC (a separate planning meeting). If you even have MORE hours, the TAs can do any special projects you might have related to the course.
 - g. The goal is to match the hours committed to the duties. Nobody should work more hours than they're being paid to work, and likewise, nobody should work fewer!
13. After the planning meeting:
 - a. Create an electronic form of the calendar with everyone's initials by their tasks and send it out to the TAs, so they all have a copy.
 - b. Fill in everyone's commitments on the planning spreadsheet and send that out to TAs too. This will show them their leftover hours, which they should first use to sign up for slots in ECAC, at that planning meeting, which should happen later in the first week of classes.
 - c. There WILL be swaps of TA duties among the TAs throughout the term. The easiest way for this to happen is for the course administrator to avoid being the middleman. Tell the TAs that if they need to swap duties, it's up to them to find a sub AND to let you know who and what was exchanged. No need for you to get sucked into the potentially infinite email loop trying to find a sub for someone. It's their responsibility.
14. During the rest of the term.

- a. TAs are busy people, like everyone else. Reminders are good. Send out reminders for EVERYTHING with some appropriate lead time.
- b. Your Head TA can be the reminder person for some stuff. Whatever makes sense.

The HEAD TA: This course has been running long enough that some grad students are very experienced in the various TA duties. Get an experienced grad student to function as Head TA (work with the grad admin assistant to make this happen).

The head TA tasks are gradually evolving; work with the Head TA to figure out the most appropriate use of their time. They're excellent for training other TAs to do various things, like...

1. How to run the Scantron machine and process exam results carefully and accurately.
2. How to compile exam questions most efficiently.
3. How to photocopy the multiple versions of 114 exams without breaking the copier.
4. Take over reminders for certain aspects of the course (you decide).

I'd recommend combining the ECAC and E114 Head TA positions; at present, both jobs require much less than the allotted TA hours.

CLICKERS (EOSC 114 Course Administration)

As of 2007, EOSC 114 is using "clickers", or "personal response systems". This is a technology that facilitates active engagement in large classes. You'll need to get up to speed about how clickers work.

1. Clickers are required equipment for students. They purchase them at the bookstore and they can return them, just like a used textbook.
2. Ensure that the bookstore knows that 114 will be using clickers and how many students. They like to know at least a couple of months ahead of time.
3. The UBC Faculty of Science is currently using the 'iclicker' student response system (<http://www.iclicker.com/dnn/>); students need only one clicker for all of their science courses. Two instructor iclickers, a receiver, and a USB key with essential software are included with E114 materials, and another receiver is connected to the Mac in ECAC. Most large classrooms at UBC have a built it iclicker receiver (check the front of the class for connections).
4. The software is also freely available from the iclicker website. It runs smoothly with presentation programs (e.g. Powerpoint) or web browsers, occupying a small portion of the upper left corner of the screen.
5. Clicker information is available from the e-learning website, including info on workshops, software, and grade calculation.
https://www.elearning.ubc.ca/home/index.cfm?menuClicked=15%2F&p=main/ds_p_clickers_index.inc
6. Compstaff is responsible for updates to the clicker software on the departmental mobile computers. You might check to make sure they have the latest version.

7. Let the other instructors know about updates to the software or tricks that you learn.
8. Watch for any clicker workshops offered at UBC and attend one.
9. Ask the lead instructor or previous course administrator for more specific clicker tips.
10. Get the clicker scores from each instructor when they finish teaching their section, because clicker responses count towards a grade. More about this is in the Grades section.

CLASSROOMS and EQUIPMENT (EOSC 114 Course Administration)

Until EOS gets the new building, this course will continue to be taught all over campus in classrooms in various stages of upgrading. BEFORE THE TERM STARTS...

1. Find out the details about each of the classrooms we're using. You can obtain many classroom details on-line at the Faculty Service Centre. Go to: <https://ssc.adm.ubc.ca/fsc/servlets/SRVFSCFramework>, click on "Course Schedule", then "Courses", and navigate to our course. Click on the room number, then on "View details". This page will show the equipment in the room and **most important**, the contact people for A/V support for that room.
2. Find the AV help room for a particular building, if there is one. Here are a few hints:
 - a. In Scarfe, the A/V room is staffed and it's in the basement. That's where you'd pick up a wireless mike and any other gear you need. Their email is cms-equip@interchange.ubc.ca
 - b. In Buchanan, the A/V room is staffed and it's on the second floor above the bike racks, room B217. Check out a cabinet key from them at the beginning of the term, before you do your classroom checks.
 - c. In FSC, you'll need to check out a cabinet key at the beginning of the term, from the desk at the top of the nice wooden staircase in the main lobby.
 - d. In Hennings, the A/V staff are in another building. Get their phone information.
 - e. In Woodward (the IRC), the A/V staff are in the basement, plus there's a phone under the podium in the lecture halls so you can call them if you have a problem.
 - f. In Wesbrook, there is not an A/V room. Be sure you get a cabinet key at the beginning of the term.
 - g. In Klinck, the A/V help is in another building, but their phone number should be written on the podium.
 - h. In Geography, the A/V staff is in a room on the second floor, but they're not always there. Check out a cabinet key from the main Geography office at the beginning of the term.
 - i. In MacMillan, the A/V help is in room 156.
3. Pre-term testing. The week before classes start, visit each of the classrooms we're using. Bring your laptop with the PRS clicker software and some clicker

questions. Bring a clicker. Bring a video tape. Figure out whether we need a key to access any of the equipment (see hints in #4 below). Make sure you can locate and use the following:

- a. Computer projector, hooked up to your laptop.
 - b. Classroom computer, if provided (some instructors prefer not to lug their laptops around). Consult the AV help if passwords or logins are needed. Sometimes this information is printed on keyboards or monitors.
 - c. VCR. Some classrooms do not have a VCR. You'll need to arrange with the AV staff for that classroom to have one brought in for every single class during the term (except on exam days, or if an instructor is using a DVD, or not showing a video for some reason).
 - d. PRS system hooked up to your laptop. Start a class, start a question, use your clicker to make sure everything's working.
 - e. Iclicker system hooked up to the classroom computer. (Figure out how to switch the receiver from laptop to classroom computer). Start a class, start a question, use your clicker.
 - f. Lights – what's good for computer projection? What's good for video projection?
 - g. Screens – how do they go up and down?
 - h. Overhead projectors
4. Be prepared to teach all the other 114 instructors how to use all the equipment in the classrooms. Send all the instructors any information that will be helpful to them (like, by the way, in this classroom, the AV guy is going to bring in a VCR every day, unless we tell him we don't need it). The students get bored by the middle of the term when a new instructor struggles to figure out the equipment. It can be helpful if you go to each person's first day of class to troubleshoot.
 5. See if any of the other instructors needs any special equipment and help arrange for it.
 6. Make sure the other instructors have the information for how to contact AV staff.
 7. Some classrooms have the equipment in LOCKED CABINETS. And some of them change the locks on the first day of class, so your key will work the week before, then won't work on the first day of class! Find out what the deal is and get a key if we need one. It's highly recommended that we get our own key (we can pass it along among ourselves), rather than using a shared cabinet key (you're screwed if someone else forgets to return it).

WEBSITES (EOSC 114 Course Administration)

Part of the administrator's job is to keep the course website(s) up to date. You are the sole conduit through which changes to the website(s) flow. As of June 2007, the course is using two websites

- 1. The primary EOS-hosted website that contains all the content pages and course information.**
 - 2. A Vista shell, which we use for posting marks and for electronic surveys.**
- One sensible longterm project would be to migrate to a single Vista website – this would force students to monitor Vista regularly and encourage use of the discussion boards.**

About the primary EOS-hosted site at <http://www.eos.ubc.ca/courses/eosc114/index.html>

1. Access. Be sure to get write permissions for the 114 website (ask compstaff). All changes to the webpages will go through you.
2. Editing webpages. Get some webpage editing software (Kompozer is free)
3. Uploading new/edited pages. Get a file transfer program like WinSCP (for PC, which you can download from the internal web) or CyberDuck (freeware for Mac).

At the beginning of the term...

1. Ask webmaster to change the password for the "Notes" page of the website. Tell them what you want the new password to be. Past passwords have been: impact, lahar, tsunami, meteor, tornado, etc.
2. Get electronic copies of the current version of ALL the webpages associated with the 114 website (there are many). You can copy these from the website using WinSCP or some other file transfer program. If using WinSCP, in the right panel, go to [www/data/courses/eosc114](http://www.eos.ubc.ca/courses/eosc114). There IS some old unused stuff here (like ECAC files and Lab files), but you might want to familiarize yourself with the site before housecleaning.
3. Surf the website and find all the pages that need to be updated for the new term. Change the "last updated" date at the bottom of any pages you update. The crucial ones include:
 - a. The main page <http://www.eos.ubc.ca/courses/eosc114/index.html>
 - b. The instructors page
<http://www.eos.ubc.ca/courses/eosc114/EOSC114home/instructors.html>
 - c. The former instructors page
<http://www.eos.ubc.ca/courses/eosc114/EOSC114home/formerinstructors.html>
 - d. The TAs page
<http://www.eos.ubc.ca/courses/eosc114/EOSC114home/TAs.html>
 - e. The meetings page
<http://www.eos.ubc.ca/courses/eosc114/EOSC114home/meetings.html>
 - f. The evaluation page
<http://www.eos.ubc.ca/courses/eosc114/EOSC114home/evaluation.html>
 - g. The schedule page
<http://www.eos.ubc.ca/courses/eosc114/EOSC114schedules/schedule.html>
 - h. The Notes page
<http://www.eos.ubc.ca/courses/eosc114/P/EOSC114notes/notes.html>
AND ALL THE PAGES/LINKS ON THAT PAGE. THIS IS THE BIG ONE!
 - i. The News page
<http://www.eos.ubc.ca/courses/eosc114/EOSC114news/news.html>
 - j. The Help page
<http://www.eos.ubc.ca/courses/eosc114/EOSC114help/help.html> (there's almost always some update to the FAQ).
 - k. Possibly the textbooks page
<http://www.eos.ubc.ca/courses/eosc114/EOSC114home/books.html>
 - l. There could be more!

4. Check all links to make sure they still work.

Throughout the term:

1. Update the “Headline” on the home page as appropriate.
2. Update the “News” page with any exam or other pertinent information.
3. Make any needed changes for instructors on the Notes page.
4. Make any other needed changes as they arise.

About the WebCT shell at

<https://www.elearning.ubc.ca/home/index.cfm>

Click “Login to your courses”, then login using your CWL

1. Access. Work with the previous course administrator to gain designer/instructor access to the 114 WebCT site. With designer/instructor access, you can change everything.
2. If you haven’t used WebCT before, it’s kinda intuitive and plenty kludgy. The “Control Panel” (button in upper left) gets you to a lot of useful places. To change things, you have to be in the “Designer Options” tab. To see what the students will see, you have to be in the “View” tab. Seek help from WebCT users in the department or from IT services. Keep an eye out for WebCT seminars.
3. FYI, there’s a TA login for all the EOS courses that are served by ECAC. That login is “ecac” and the password is “eosc2006”. Using this login, TAs can see everything on the site and can access student grades.

At the beginning of the term...

1. Backup the course to save the information from the previous term. Copy the backup file to your computer as well as leaving it on the WebCT server. Only two backups are allowed on the WebCT server, so delete the oldest one.
2. Reset the course. Select everything except the teaching assistant database. This will erase all the student-specific information from the course, but will keep the structure.
3. Request to “populate” the course with your students. Go to the WebCT login page, click on “Instructors” on the left panel, then click on “Add your class list (Populate)”. Someone in IT services will get back to you within a few days. Once the “population” has been started, the class list will update as students add and drop the class. Pretty slick!
4. Reset the dates and times for the end-of-term survey.
5. Modify announcements on the Homepage as needed.

Throughout the term

1. Upload midterm marks to the WebCT “Grades” area, as they become available.
2. Work with instructors to modify the end-of-term survey, as desired.
3. Add any pertinent announcements to the Homepage, e.g. anything about extra credit for WebCT-based surveys, or whatever.

At the end of the term

1. Download, compile, and distribute (to all instructors) the results of the End-of-Term survey.

EXAMS (EOSC 114 Course Administration)

Exams will take a lot of your time. Even though they're Scantron. Midterms are 50 minutes long. The final exam is 2.5 hours long and is scheduled centrally. You won't know the time/place of the final exam until the middle of the term.

Preparation for each exam:

1. Schedule rooms for video reviews, instructor reviews, and student study space.
2. Work with the instructors to determine how many questions they each should write for each exam. The goal is to balance the questions on the exam approximately with the time spent in class on each topic.
3. Send a reminder email to the instructors a week before the exam questions are due. Send them an example exam with the format that you want (e.g. **Appendix G**). Encourage them to use it – it'll save your compiler and you a lot of time later if they do! Request that they send you a file with the answers marked.
4. Send reminders to the TAs who are involved in exam preparation (the test-proofers, the compiler, the photocopier).
5. Send an email to all students (you can do this through the Faculty Services Centre, <https://ssc.adm.ubc.ca/fsc/servlets/SRVFSCFramework>), reminding them about the exam details, review session details, and to stay out of the exam room on the day of the exam while you and the invigilators set up (below).
6. Send reminders to any instructors who are involved in review sessions.
7. Post exam details and review session details on the "News" page of the website.
8. After the questions come in from the instructors, send all those files, plus a file of compiler instructions/tips (e.g. **Appendix H**) to your TA compiler. The compiler should send you back two files (one with answers, one without) before the test-proofing meeting.
9. Make hardcopies of the draft exam (no answers) for everyone who's coming to the test-proofing meeting. Make one hardcopy of the draft exam with answers.
10. Order food for the test-proofing meeting. Pizza from Pie-R-Squared in the SUB is good. Sushi?
11. The TEST-PROOFING MEETING
 - a. Bring: the textbook, the CCM, food, a laptop, pens, hardcopies.
 - b. The goal of the meeting is to produce an exam that makes good sense to the reader and has no typos.
 - c. Introduce the test-proofers to common issues with multiple choice exam questions (e.g. the grammar gives away the answer, the root of a word in the question gives away the answer, some answers are too obviously wrong, a question gives away the answer to a different question on the exam...Roland has a fake test pointing out the common problems – you can show it as an overhead if you'd like, at the start of the meeting.)
 - d. The compiler's job is to be the keeper of the answers and to make changes to the exam file on a laptop during the meeting. The compiler will not complete the changes during the meeting, but should spend a quality ~2 hours on the exam after the meeting. Unless someone is a super whiz, you will end up making too many corrections to the exam file if you accept it from the compiler directly from the meeting.

- e. The other people at the meeting take turns reading the full questions aloud, including everything, even the “A), B)...” Typos are caught, confusing wording is discussed and new wording agreed upon. If in serious doubt, mark the question and discuss it with the instructor later.
 - f. The non-compilers try to guess the answer and the compiler tells them whether they’re right, based on the answers provided by instructors. Sometimes the answers are wrong! If in doubt, look it up in the textbook or CCM, or mark to discuss with the instructor later. Always discuss any changed answers with the originating instructor, because sometimes the TAs change them incorrectly.
 - g. Typically, there will be more questions submitted than are necessary. The test-proofers discuss and decide which questions to eliminate, or, in some cases, which questions to save for the final. The compiler should start a file of “questions to save for the final”, and send that to you after the meeting along with the edited exam files (one with answers, one without).
 - h. As the meeting goes along, mark all corrections on your own hardcopy. If you’re in doubt later, you can refer to it.
 - i. Collect all hardcopies of the exam from everyone except the compiler (who will need them for post-meeting editing). All of these hardcopies should eventually be shredded (you can take shredding to the main office – ask where they want it).
12. After the test-proofing meeting, the compiler should send you the edited files within a couple of days.
 13. Go through the master exam file with a fine tooth comb. Edit to save space, check for typos and consistency of format. Make sure the original is autonumbered. Make sure no questions break across page breaks, etc.
 14. For the midterms, create 5 versions of the exam by reordering the questions (easiest is to copy chunks of questions from the beginning and paste them at the end): Version A, Version B, Version C, Version D, and Version “Makeup A” (there’s no “E” on the “Test Form” on the Scantron sheet).
 15. *For the final exam, you’ll only need two versions. At the final exam, every student has his/her own little desk, so you can use the same exam for everyone. Make a second version for any makeups.*
 16. Print these out yourself and check them for errors.
 17. Figure out how many copies of each version you need. Typically, you’d use Versions A and B for the first section, Versions C and D for the second section, and Version “Makeup A” for the makeup exams. Plus a few extras of each version.
 18. Give the hardcopies with instructions to the photocopier. I don’t recommend emailing the files to the photocopier. Give them your hardcopies. Formatting mysteriously changes too often over email. (PDFs would probably be fine). *Tip: we want to avoid leaving exams in unsecured locations like mailboxes. You can use one of the file drawers behind the desk in ECAC to transfer and store exam materials. All the TAs have access to that room.*
 19. Get Scantron forms from Stores. Charge “COND 1st year”. We use the 200 question forms – they’re pink and come in packets of 500.
 20. Get either ECAC or a TA (Head TA is often good) to insert the Scantron forms into the exams.
 21. Send reminders to all invigilators.

22. Give copies of the exams and scantron blanks to the Disability Resource Centre. More about this in the Student Issues section.

The exam itself:

1. Here's what to bring to the exam:
 - a. The right number of exams for the section, with the Scantrons stuffed in each exam.
 - b. A few extra exams from each version.
 - c. Extra Scantron forms.
 - d. An overhead of the Scantron sheet, to show students how to fill it in.
 - e. Overhead pens
 - f. Blank overheads for any announcements during the exam.
 - g. Spare pencils and erasers– get a TA to loan these out for collateral, like cell phones and IDs
 - h. Pencil sharpener
 - i. Boxes to collect exams
 - j. Masking tape to tape off unused rows in the classroom.
 - k. *Invigilation sheets (for the final exam only)*
2. Exam preparation, in the classroom:
 - a. Figure out how many students you expect at the exam.
 - b. If you don't expect all seats in the room to be full, figure out how many rows of seats you can leave empty and tape off those rows. This makes it easier for invigilators to move about during the exam.
 - c. Have invigilators place an exam at each seat (under the chair if possible), alternating the two exam versions so nobody is sitting next to someone else with an identical exam.
3. Announcements as the students come in (good to put on an overhead too).
 - a. Turn cell phones off.
 - b. Bring all bags to the front.
 - c. Pencils are available for loan (for collateral)
4. Announcements once most students are seated (people will trickle in)
 - a. On the Scantron form:
 - i. Fill in name both in letters AND bubbles
 - ii. Fill in student ID number both in letters AND bubbles
 - iii. Fill in the "Test form" (A, B, C, or D)
 - iv. We don't need phone numbers
 - v. Be sure to erase any errors COMPLETELY.
 - b. Equations, if provided, are on the last page of the exam
5. During the exam
 - a. Invigilators should circulate. People HAVE been caught cheating on these exams. The consequences are rather dire.
 - b. If you do need to deal with someone who you think has been cheating, you'll need to document the incident clearly. Be sure to check photo IDs against names on exam papers, get contact information from the student and let them know that you'll be following up with them. See Student Issues section for more.
6. Exam pickup for midterms
 - a. Have TAs receive the exams.

- b. Here's what they should check before they accept the exam from the student (be sure to let the TAs know this every time, even if they are experienced).
 - i. Check that the "Test form" matches on the Scantron sheet and the question sheet.
 - ii. Check that the name and ID number match between the question sheet and the Scantron sheet.
 - iii. On the Scantron, check that the name and student number are both written AND the bubbles are filled out. It WILL be a pain to track down later.
 - c. Orient the Scantrons the same way.
 - d. If there's time, have the TAs alphabetize the Scantrons.
7. Exam pickup for final exam
 - a. In addition to everything in #6 above, every student needs to sign the invigilation sheet at the final exam. The undergraduate admin assistant will put these sheets in your mailbox a few days prior to the final exam.
 8. Retrieve exams from Disability Resource Centre.

After the exam

1. There are two programs, written by Roland Stull, which are needed in order to fully process the Scantrons. You can download them from the EOS Internal Web/Downloads, for Mac, PC or linux. The programs are:
 - a. ScanQmarks, and
 - b. ScanScoreUBCX(Ask Stull to demonstrate them for you the first time.)
2. Create (or have a TA create) a Scantron answer sheet for each version of the exam. In the "Name" space, write "ANSWER A", or "ANSWER B", etc., and fill in the bubbles. In the "Test Form" space, fill in the appropriate bubble. Fill in the correct answers. *Tip: An alternative to this is to manually enter the answers into the data file later. Recommended that you do it with Scantron sheets until you've been through the full process.*
3. Have a trained TA run the Scantrons through the Scantron machine. There are instructions for this process with the machine. At the moment, this is a stand-alone machine hooked up to a computer that is not networked.
4. Run the question mark checking program (ScanQmarks) and print out a list of all question marks found. The Scantron machine is quite a sensitive reader, but if students don't erase properly, sometimes it can't tell what they meant, so it inserts a "?" into the data file, which is marked as a wrong answer.
5. Have TAs do the "question mark checking" and edit the data file. *This is just one way to do it. There are others.*
 - a. If the Scantrons have not yet been alphabetized, this is the first step (important step which makes error checking tons faster.).
 - b. For every question mark on the list, the TAs need to find the student's Scantron form, decide what the student meant, and mark that on the question mark list.
 - c. If it's unclear what the student meant (e.g. two answers are marked equally), then the TAs should note that on the sheet.

- d. Before editing the master data file, the TA should make a copy of the original and work on the copy. It's recommended that you keep copies of all the originals also.
 - e. The goal in editing the data file is to replace all "?"s with what the student meant. There are a couple of subtleties, one of which is the case in which the student put two answers for one question. You have (at least) two options here:
 - i. In the master file, leave those ?s where a student filled in 2 answers. This will be marked wrong by the ScanScoreUBCX program. The only drawback to this option is that you'll need to double-check the TAs work to make sure the ?s that remain in the master file after editing actually fall into this category and aren't simply oversights.
 - ii. Where students filled in 2 answers, replace the ? with an "X". There's only one very special case where this could be a problem (if the real answer to that particular question actually could have been "B", "D". or "E" (more about that in "How to read your Score Sheet at <http://www.eos.ubc.ca/courses/eosc114/P/EOSC114notes/ScoreSheet.html>)). The advantage of this option is you avoid double-checking ?s, and the disadvantage is if you happen to hit the special case.
 - f. When you get the master file back from the TA, be sure to search for "?", but to leave all "?"s where the student intentionally put multiple answers if choosing option "i" above.
6. Process the edited file and calculate student marks using the program ScanScoreUBCX. You can have an experienced TA do this, but you'll need to consult with that person to make decisions about gift points or to correct any errors in the key. So it is better if you do it yourself.
 - a. Put the files and the program in a directory that does not have a long string, e.g. something like C:\Temp. Also, avoid long file names. Minor details, but helpful later. An easy alternative is to use find/replace in Word on the output files *_PRINT files, to remove the long file names.
 - b. The first time you process exam data, get trained by someone who's done it before, or ask Stull to demonstrate.
 - c. Check the answers for any questions that were missed by many students (these are marked with ** or **** within the program). Make adjustments to the answers as needed.
 - d. Check the class average (66-67% is usually about average). If desired, add gift points to every student's score.
 - e. You'll get 4 files after this process. Check them out: *_PRINT, *_ANSWR, *_ERROR, and *_GRADE.
 7. Print out student score sheets (in file *_PRINT) on special perforated paper (get this from Stores). See the "Tips" file generated by ScanScoreUBCX for helpful information about how to format the file before printing. *NOTE: you might choose not to print out all the score sheets. After we started posting marks in WebCT, very few students picked up their score sheets. An alternative to posting all the score sheets is to provide the *_PRINT file to ECAC and have*

students go get their score sheet from the TAs in ECAC if they want to see the details.

8. If you're posting the score sheets, put them in the alphabetical envelopes in EOS-Main room 105 (TA can do this). Post information like the high score, low score, and average. Post information about score sheet pickup etiquette. (**APPENDIX J**).
9. The student marks are in file *_GRADE. Upload the marks to WebCT (you'll need to format the information so it looks something like this):

User ID	Midterm 1
[REDACTED]	[REDACTED]

The "User ID" and "Midterm 1" correspond to column headings within the WebCT gradebook.

10. ECAC needs a bunch of stuff so they can help any 114 students looking for their exam scores or checking their exams. One thing to reiterate is that **NO EXAMS** and **NO SCANTRONS CAN EVER LEAVE ECAC**. Students may **NOT** photocopy exams, nor take them out of the ECAC room. Here's what ECAC needs from you after each midterm exam:
 - a. A cover sheet (see **APPENDIX K**) telling them the details of the exam. Put this in the ECAC TA Manual under the "114 classroom" tab.
 - b. After the cover sheet, put a hardcopy of student scores with columns for the TA to make changes if deemed necessary. That file should look something like the example in **APPENDIX L**.
 - c. If you choose not to post the score sheets, provide ECAC with an electronic copy of the *_PRINT file. Put instructions for what TAs should do for students looking for their score sheets (i.e. find the student's info in the *_PRINT file and print off a copy for the student), both in the ECAC handwritten logbook (spiral notebook) AND in the "114 Classroom" section of the ECAC TA Manual.
 - d. Remind the TAs that due to privacy rules, students should **NEVER** be allowed to see the grades of other students.
11. Send an email to all the 114 students telling them how to access their marks (in WebCT for the total score, and how to get their score sheet, if they want it).
12. Send copies of the exam and the results (high/low/average/gift points) to all instructors involved in that exam.
13. For the final exam, make copies of the invigilation sheets for your files, then turn them in to the undergraduate admin assistant.

Whew!

STUDENT ISSUES (EOSC 114 Course Administration)

Students will email you. Try not to spend too much time answering student email, but do make sure the students get a timely response. Broadcast emails (via FSC) to the whole class can help. Directing students to the course webpage, where their question is answered, can also help.

Student issues you'll need to deal with:

1. The Disabilities Resource Centre (DRC). Some students are registered with the Disabilities Resource Centre. They have various accommodations for various reasons. You will be contacted by the student regarding their accommodations. Mostly, students have accommodations to write their exams at the DRC. This means:
 - a. You need to provide copies of the exam to the DRC ahead of time.
 - b. You won't necessarily get the DRC exams back before you process the bulk of the exams (you can often process them with the makeups).
 - c. You need to fill out forms for each DRC student, for each exam. It's the student's responsibility to track you down to get the form filled out, so no need to go chasing them.
2. Make-up exams. Students will miss exams. Illnesses, family emergencies, it'll happen. You get to decide whether to offer a student a makeup exam. If you have the TA time (the head TA is good for this), delegate the full responsibility for makeup exams to an experienced TA. Any email that comes in from students who missed exams – answer and forward to the TA. The TA should:
 - a. Keep track of the list of students needing a makeup exam.
 - b. Schedule the makeup exam in as few sittings as possible.
 - c. Schedule a room for the makeup exam (the lab rooms in EOS-Main are often good – take down any posters with relevant info though).
 - d. Invigilate the exam.
 - e. Work with you to process the exam results and get the results to the students.
3. Deferred standing. Some students will obtain “deferred standing” from their advising office. This is usually for medical or compassionate reasons. This means they have up to a year to complete their course work. You do NOT have to be involved in the decision-making process regarding granting deferred standing to a student, although typically the advising office will contact you and ask whether you have any reason that a student should not be granted that standing. In 114, it's hard to tell. Maybe if they didn't show up for any midterms and they don't have any clicker marks recorded, it'd be a good reason not to grant it. Usually, you won't even have to deal with that decision. If a student obtains deferred standing...
 - a. When you enter the final grades, check the rules for entering DS.
 - b. Someone will contact you regarding finishing the coursework. Sometimes you'll just need to send an exam to a central office, they'll deal with invigilation, you'll get the results back and will need to process the exam, then submit a “change of grade” form (through the FSC website).
4. Cheating.

- a. Check and update, if needed, the FAQ on the website regarding cheating. Be specific about the consequences for both clicker and exam cheating.
- b. You get to decide how to deal with minor cheating. Consult with the lead instructor. Major cheating, like cheating on a high-stakes exam, goes up the chain.
 - i. Write up what happened
 - ii. Submit it to the Head with evidence.
 - iii. You might be involved in a hearing.
 - iv. Someone else decides the consequences. FYI – recent consequences for bringing a cheat sheet into an exam were (1) failing the course, and (2) suspension from the university for a year.
5. Random student issues – you decide. Some students who fail the class, or fail exams, or are having general troubles, will show up at your door. Let them know about the variety of resources available to them:
 - a. ECAC
 - b. Hiring tutors
 - c. Taking the course again after failing it once
 - d. Their academic advising office in their faculty
 - e. LEAP - <http://leap.ubc.ca/>
 - f. Let the other instructors know what's going on, if needed.

EVALUATIONS (EOSC 114 Course Administration)

Since this course has multiple instructors, the students complete multiple evaluations, typically on the last day an instructor is teaching.

1. At the beginning of the term, send an email to the undergraduate administrative assistant with the instructors' names and the dates of each person's evals.
2. These evaluations are done online. In spring 2008, we had the evaluation starting one week before the last class of an instructor, and ending the day of the first lecture of the next instructor. As he results have not been released yet, we do not know yet how well that worked.

SURVEYS (EOSC 114 Course Administration)

Work with the other instructors regarding surveys. Since this course is undergoing revisions, there may be multiple surveys in the near future. Two are described below. An easy tool to use for electronic surveys is in WebCT. Students respond well to carrots, so talk to the other instructors about offering a small amount of extra credit for completing surveys (e.g. 1% for completing all of them). Remind the students (broadcast email works) about the surveys and their deadlines.

1. The End-of-Term survey.
 - a. Francis Jones has designed a new EOT survey for 114. For now, he controls its evolution.
2. The student attitudes about science survey
 - a. This survey is part of the Carl Wieman Science Education Initiative (as of 2007). Its goal is to measure attitudes about science on an “expert-novice” spectrum. How do students approach/view earth sciences, compared to how practicing scientists view/approach earth sciences?
 - b. For this survey, we collect pre-course and post-course data. The students take the survey twice – once at the start of term and once at the end. The purpose is to pair individual responses and see if student attitudes toward science change over the time in which they are engaged in a course or program. If they don’t take it both times, the information is useless, so stress that the students need to take it BOTH times.
 - c. As of June 2007, the attitudinal survey lives at:
<http://www.eos.ubc.ca/scripts/courses/saess/survey.html> (not in WebCT). You (and students) need a username and password to access it. The page is set so that any of the course usernames and passwords will work (e.g. username eos114, password “whatever-it-is-that-term”. Check to make sure the login works before telling students about it.
 - d. Create and check links to the survey both in WebCT and on the EOS-hosted web site.
 - e. Compstaff updates the site and can distribute the data to you, as you need it. You’ll need to know who did the survey to calculate any extra credit.
 - f. Communicate with the EOS-CWSEI committee for more information about this survey.

GRADES (EOSC 114 Course Administration)

Part of your job is to compile and submit grades. Feel free to approach this in any way that is most efficient for you. There are electronic ways of compiling grades, so you should never end up entering grades manually (nor having TAs enter grades manually).

1. Exam marks. The Scantron programs output the data in an easily transferable form. You can import this stuff into a spreadsheet of your choice (or whatever works for you. The lead instructor (Stull) has Fortran programs for grade compilation and reconciliation – ask about them).
2. Needs words about homework.
3. Clicker marks. These are a bit more complex. You'll have to get these from each individual instructor. Before they send you their data, ask them to...
 - a. MARK each of their sessions (only they know whether the clicker session worked, or whether they want to not count certain questions),
 - b. Have instructors send you the 'Session Data' and 'Images' folders from their iclicker sessions (these should be archived every semester). They can also use the igrader program to export grades to an Excel compatible .csv file.
 - c. There are a variety of ways to compile the clicker marks, depending on how you set up the marking scheme in the beginning. **The simpler the scheme, the better.** Raw iclicker data is not user friendly, and complex grading schemes will make your life unnecessarily difficult.
 - d. As of Spring 2009, we've assigned 4% for participation (answering 80% of all questions gives a full 4%) and 2% bonus marks for correct answers (80% correct answers gives full bonus marks). This is a mess to grade – consider instead requiring 80% participation, and bonus marks for a) correct answers and b) answering *more* than 80% of all questions. A correct answer is worth 1.25x an incorrect answer (4 for answering, 5 for getting it right).
4. Extra credit. You'll have to get all the information about which students completed which surveys and assign extra credit for those.
5. The Faculty of Science recommends for grades just below the threshold for the next-higher letter grade, that you round up to that threshold. Otherwise, long queues of students form in the Dean's office asking for this rounding up to take place.
6. To electronically submit grades to the registrar:
 - a. Download the class list in "grades" format from FSC, and put it in a spreadsheet
 - b. Paste in your grades, carefully checking that the students' names or IDs correspond. Better to get the computer (e.g. Excel or whatever you want to use) to do the matching for you with these long class lists. Make sure the final version doesn't have any equations in any of the cells.
 - c. Upload your grade file to FSC.
7. Change of Grade Forms. You'll end up having to submit Change of Grade forms, but try to minimize these, since they need to be signed by about everybody in the known universe. If needed, you fill these out on line (in the Grades section of the

FSC), print them out, sign them, then pass them to the undergrad administrative assistant. Here's one way to diminish these. If any student is questionable for whatever reason at the time when you need to submit the majority of the class' grades, simply do not submit a grade for that student at that time. Once their issue is resolved (found their final exam, they obtained deferred standing, whatever it is), then submit their grade separately. This will save you (and everybody else) paperwork.

MISCELLANEOUS END-OF-TERM WRAP-UP (EOSC 114 Course Administration)

1. Deal with any TA evaluations, if done. TA evals go to the Admin Assistant to the Head.
2. Collect and archive clicker questions used.
3. Collect and archive instructors' slide shows, for future use by sessionals, if needed.
4. Calculate the actual teaching hours for each instructor and send to the lead instructor, who will check it and then forward it to the EOSC Dept head.

FIELD TRIPS (optional) (EOSC 114 Course Administration)

Field trips are fun and students love them. If you want to organize a field trip for this course, it will be most welcome.

A common "Disasters" field trip is up the Sea-to Sky Highway from Vancouver to Whistler. There are several good stops, mostly landslide related. Get details and previous handouts for this field trip from a previous organizer, or ask to participate in a field trip organized by somebody else.

Things to do about field trips:

1. Make sure you schedule a couple of TAs for the field trip. ~8 hours each, out of the total hours available to you. Ask them if they want to be the guide for a field trip stop or two. Pick TAs that know the local geology.
2. Invite any instructors to come along.
3. Apply for money from the field trip committee at the beginning of the year.
 - a. Talk to Doug Polson about the estimated cost of a bus. Once you schedule the field trip, Doug will arrange the bus for your trip.
 - b. Make sure you know how many seats are on the bus!

- c. As of 2007, the bus for the day cost about \$1300. (Covered by the department, and partly recovered via student fees)
 - d. If you're planning to do it both terms, double the \$\$.
4. Announce the field trip early and often to the class, both in class, on the website, and via email, and state the cost/student.
5. Typically, we've offered a carrot for going on the field trip.
 - a. Extra credit questions on the final (that anyone can attempt, but field trip participants are likely to get right).
 - b. A few extra credit points on the final exam (Usually I don't tell the students about this one up front, but I do tell them on the bus).
6. Set up a sign-up system.
 - a. In ECAC, put a sign-up sheet, a roll of tickets, and a money envelope. Example of the sign-up sheet is in **Appendix M**.
 - b. Make sure the ECAC TAs know what to do (no \$ = no ticket; LEGIBLE email with no abbreviations; what to do with the money)
 - c. Empty the \$ envelope often.
7. Send reminders using the emails on the sign-up sheet (or get a Head TA to deal with field trip logistics).

Chain of Command (EOSC 114 Course Administration)

1. You are hired by the EOSC Dept and work for EOSC.
2. However, your job is to assist the lead instructor (Stull) in running the course.
3. The lead instructor:
 - a. Provides continuity to the course, as Administrators come and go
 - b. Can provide you guidance and training
 - c. Will oversee your work
 - d. Will give you tips and feedback about your performance
 - e. Will support you in requests for resources, and in dealings with the other instructors
 - f. Will write end-of-term or end-of-year job evaluations for your file in the EOSC Dept. office.
4. Any strategic changes in the course are made by the lead instructor in consultation with the other instructors. Your input is important and desired.
5. You are encouraged to be creative and offer suggestions and/or make tactical changes as appropriate.
6. If you also teach one or more of the sections of EOSC 114, then the lead instructor and others will sit in your lecture occasionally to do a peer teaching evaluation. The resulting written report will go in your file in the EOSC office.

**The Earth
Course
Assistance
Centre (ECAC)
administration
starts here**

PLANNING & SCHEDULING (ECAC)

ECAC is the TA-staffed help centre that serves introductory ECAC courses. The duties for TAs within the help centre vary depending on what the course instructors need done. The coordinator works with both TAs and instructors to ensure that ECAC runs smoothly. ECAC is likely to evolve over the next few years.

Before the term starts:

1. Go check out ECAC. Get a tour.
2. Get an electronic copy of the ECAC TA Manual. This document lives in ECAC and you're welcome to update it.
3. Get electronic copies of TA planning documents from the previous administrator.
4. Work with the graduate administrative assistant to ensure that you have a 3-hr TA who will serve as ECAC Head TA. This person is enormously helpful. Check out the ECAC TA Manual for more details about the Head TA.
5. Figure out how many classes are using ECAC for the upcoming term. In the recent past, all the 11X courses (including 114 DE), 210, and some of the 31X courses have used it.
6. Figure out how many total hours ECAC will be open for the term. Total hours for the term have recently been ~320 hours (~280 for the regular term and ~40 for finals period), which is quite a lot. Depending on what happens with ECAC in the future, this number could easily change.
7. Based on the total hours you decide you need, figure out, based on enrolment, how many hours each course needs to donate to the ECAC cause (more students → more hours donated to ECAC). The equation has often been a number between 4 and 5 divided into the course enrolment (e.g. if the factor is 4 and a course has 100 students, the instructor would donate 25 TA hours to ECAC for the entire term). Let the instructors know. Sometimes it's worth working out deals with instructors, depending on their needs and their TA resources. Flexibility is good.
8. Communicate with all the instructors of potential ECAC courses prior to the start of term. Not all instructors are familiar with ECAC and what ECAC can do for them. There's an example of what you might want to tell them, and information you might want to get from them, in **APPENDIX N**. Or whatever you want, of course.
9. Sometimes, there are misconceptions from instructors regarding what ECAC (and the ECAC coordinator) does. Here are some of the realities that are sometimes misunderstood.
 - a. ECAC is where the TA should hold his/her office hours for students in the instructor's class.
 - b. The TA hours that are donated to ECAC by course instructors are scheduled by the ECAC coordinator. Once they've donated the hours, the instructor is out of the loop on those hours, and they don't need to worry about scheduling them.
 - c. The TA hours that are donated to ECAC are used for staffing ECAC.
 - d. ECAC does NOT provide invigilators for midterm exams, or photocopiers, or TA time for any of the other myriad of other things that TAs do for

- different courses, unless it's something ECAC-related, happening IN ECAC. TAs for those other duties should be scheduled by the course instructors themselves, with their remaining TA hours.
- e. Any TA coordination that is not ECAC-related is the job of the course instructor, not the ECAC coordinator (you are not responsible for preparing or processing anyone's exams, nor are you responsible for scheduling TAs to do any duties other than ECAC).
10. Work with the Head TA to get the following stuff accomplished:
- a. Create the calendar (Head TA can do this).
 - i. Include the following information.
 1. Start and end dates for the term
 2. Holidays
 3. Dates for all exams for all courses served
 4. Due dates for any assignments in which ECAC is involved
 - ii. ECAC typically opens its doors starting the 3rd week of term.
 - iii. There are needs in the DE class to have ECAC's help during the first two weeks. Schedule about 1 hr/day for on-call email-checking hours during the first two weeks of term for those students. Typically, this is best arranged before the term starts, with an experienced TA filling those hours.
 - iv. Make sure that you save enough hours for finals.
 - b. Update the sign on the door (Head TA)
 - c. Prepare weekly tally sheets.
11. Once you know which courses are going to use ECAC, ask the instructors if they want to update the information about their class that's in the ECAC manual.

The first week of the term:

12. Ask the instructors who are using ECAC to be sure to advertise ECAC in their classes. The Head TA provides weekly overhead for this purpose.
13. Schedule a 1-hr planning meeting with all ECAC TAs. Hold this meeting AFTER any TA planning meetings for 114, 111, and other large intro classes, so the TAs know how many ECAC hours they need to fill.
14. The invitation list for the meeting includes all the TAs for the courses who are donating hours to ECAC. Sometimes an instructor will offer that all their ECAC hours be filled by one of their TAs, rather than distributed among all of them. Whatever works. Tell everyone to bring their personal schedules and if they really, really, really can't make the meeting that someone else will sign them up.
15. Bring to the meeting:
 - a. Overheads of each month's calendar with all the hour slots to be filled.
 - b. Overhead pens
 - c. Overhead with everyone's total ECAC-designated hours, so they know how much to sign up for.
 - d. Handouts of the calendar for TAs to fill in with their own hours.
 - e. Any handouts about ECAC you want the TAs to have.
16. At the meeting:
 - a. First, explain what ECAC's about. What's its purpose? What is the TA's obligation to ECAC? What will TAs get out of working in ECAC?
 - b. The Head TA (if experienced) can run the scheduling part of the meeting. He/she will use the calendar overheads to sign everyone up – they just

yell out the hours they want. Here's the order in which scheduling should happen

- i. TAs for certain courses scheduled close before those courses' exams
 - ii. TAs teaching 111 labs in the week preceding the labs they will teach, so students can get help with pre-readings.
 - iii. TAs as web lab experts for 111 in ECAC the week the lab is scheduled.
 - iv. Anybody who wants a "regular" time slot every week (this is rarely possible and is trumped by the other considerations above).
 - v. Fill in the rest.
- c. Take a tour of ECAC (led by the Head TA or you), definitely with any TAs who have not worked in ECAC before, and with ALL TAs if there are new common duties, as ECAC evolves.
17. After the meeting, work with the Head TA to create the calendar electronically and to tally TA hours. Some people will have hours left over that will be applied to finals or donated back to courses.
18. Make a PDF file of the calendar and post it on the ECAC website.
19. Update the ECAC website. <http://www.eos.ubc.ca/courses/ecac/>

Hiring Undergraduates:

1. Sometimes a need will arise to hire undergraduates to work in ECAC, if a particular expertise (such as meteorology) is missing among the grad students.
2. Undergrads are paid by the hour. Work with the graduate administrative assistant to determine hours and to complete the paperwork so the undergrads can get paid. Talk with an instructor from that expertise area to get a list of qualified undergrads (for example, see Stull for names of meteorology students).

DAY-TO-DAY (ECAC)

Once the ECAC schedule is set up, most of the bean counting can be done by the Head TA. Here are a few comments.

1. There's a spiral notebook in ECAC that serves as a communication tool in ECAC. This is the best place to write anything special that comes up that you need all the TAs to know about. They should read the logbook when they arrive to see what's new.
2. If they find they can't make their shifts, they need to find a sub and swap hours. Once they've arranged their swap, they should email you and the Head TA.
3. Try not to get involved in finding subs for people. It's their responsibility.
4. Occasionally, you'll need to get involved in finding subs, or there will be an emergency and someone has no time to find a sub. Make sure a sign goes up on the door if ECAC has to be closed at the last minute. Students really hate it if they come to ECAC when it's supposed to be open, and they find it closed with no explanation.

5. Swaps and subs will change hours assigned throughout the term. Work with the Head TA to make sure accounting is updated promptly, or you'll find yourself not knowing what and who when finals period rolls around.
6. Helping students who need more than ECAC.
 - a. Some students will seek tutors (and will pay them). The Dawson Club can sometimes be a contact for geology-related undergrads interested in tutoring, the Storm Club for weather/climate related undergrads, and the Oceanography Society for oceanography topics. Grad students sometimes are willing to tutor also.
 - b. Direct students to LEAP <http://www.leap.ubc.ca>

SUPPLIES (ECAC)

Any supplies for ECAC are charged to account COND 1st year. You can get most of what you need from Stores. Other stuff at the bookstore. If you need something big, consult with the EOS Administrator (as of June 2007, Paul DeLeon)

END-OF-TERM (ECAC)

At the end of the term, there'll be some stuff with finals and wrap-up. Work with the Head TA on these things.

1. Once you know the finals schedule (this is posted sometime in the middle of the term), you can work with the Head TA to schedule people with remaining hours for the final exam period.
 - a. ECAC is most popular right before exams, so stack the hours on days just prior to the finals for the courses ECAC serves.
 - b. TAs are supposed to be available until the end of the finals period. But there are conferences and field work, and... Make sure ECAC TAs know that if they have hours left over after scheduling the regular term, they will be expected to be available during finals.
2. Work with the Head TA to compile the ECAC tally data (how much ECAC was used, when, by students in which courses).

APPENDIX A: Example Schedule

EOSC 114 Natural Disasters Schedule

Fall 2007

<http://www.eos.ubc.ca/courses/eosc114/index.html>

Course Administrator: Sara Harris, EOS-South 363, sharris@eos.ubc.ca

Lecture Section 101: MWF 10-11 am FSC 1005

Lecture Section 102: MWF 1-2 pm Hennings 200

V: Video Review

S: Independent Student Study Session

IR: Instructor Review

September	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
	TAs replace w/new NM: Nicole McLearn MM: Mika McKinnon DC: David Cassis REF: Reb-Eli Farrell KJ: Katie Jones EL: Erin Lane JPM: J-P Mercier	EH: Emily Hopkin HU: Hide Uno	5 CLASSES BEGIN! Welcome (Stull&Course admin)	6	7 Fragile Systems (Stull) TA pick up V (1-2):	8	9
10	Fragile Systems (Stull) TA pick up V (1-2):	11	12 Fragile Systems (Stull) TA pick up V (1-2):	13	14 Fragile Systems (Stull) TA pick up V (1-2):	15	16
17	Earthquakes (Kennedy) TA pick up V(11-12):	18 <i>Last day to withdraw w/o a "W"</i>	19 Earthquakes (Kennedy) TA pick up V(11-12):	20	21 Earthquakes (Kennedy) TA pick up V(11-12):	22	23
24	Earthquakes (Kennedy) TA pick up V(11-12):	25	26 Earthquakes (Kennedy) TA pick up V(11-12): Evals:	27	28 Volcanoes (Bevier)	29	30

October

October	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
1	Volcanoes (Bevier)	2	3 Volcanoes (Bevier)	4	5 Volcanoes (Bevier) Qs for midterm 1 due (Stull, Bevier & Kennedy)	6	7
8	Thanksgiving Day University Closed	9	10 Volcanoes (Bevier) Evals: Test Proof meeting. 3-7 pm (x3): Compiler:	11	12 Landslides (Eberhardt) <i>Last day to withdraw with a "W"</i>	13	14
15	Landslides (Eberhardt) S: 2-4 pm V: 4 pm: Photocopy M1:	16 S: 2-4 pm IR: 4-6 pm (Stull, Bevier & Kennedy)	17 MIDTERM 1 (Stull&Course admin) Invigilate 10-11 (x4): Invigilate 1-2 (x4):	18 ? check (x2): Scantron file edit:	19 Landslides (Eberhardt) Qs for Final exam due (all)	20	21
22	Landslides (Eberhardt) Evals:	23	24 Storms (Stull) TA pick up V (1-2): Final exam test- proofing meeting 2-7 pm (x3): Compiler:	25	26 Storms (Stull) TA pick up V (1-2):	27	28 Field Trip?? (x2):
29	Storms (Stull) TA pick up V (1-2): Final exam due to EnrolServ	30	31 Storms (Stull) TA pick up V (1-2):	FOR SCHEDULE UPDATES, CHECK THE COURSE WEBPAGE! DATES ARE SUBJECT TO CHANGE! http://www.eos.ubc.ca/courses/eosc114/index.html			

EOSC 114 Natural Disasters Schedule
 Fall 2007

<http://www.eos.ubc.ca/courses/eosc114/index.html>

Course Administrator: Sara Harris, EOS-South 363, sharris@eos.ubc.ca

November

Lecture Section 101: MWF 10-11 am FSC 1005
 Lecture Section 102: MWF 1-2 pm Hennings 200

V: Video Review
 S: Independent Student Study Session
 IR: Instructor Review

Mon	Tues	Wed	Thurs	Fri	Sat	Sun
			1	2 Storms (Stull) TA pick up V (1-2): Qs for Midterm 2 due (Stull, Eberhardt)	3	4
5 Storms (Stull) TA pick up V (1-2): Evals:	6	7 Waves (Harris) Test Proof meeting, 3-7 pm (x3): Compiler:	8 S: 2-4 pm V: 4 pm:	9 Waves (Harris) Photocopy M2:	10	11
12 Remembrance Day University Closed	13 S: 2-4 pm IR: 4-6 pm (Eberhardt, Stull)	14 MIDTERM 2 (Stull&Course admin) Invigilate 10-11 (x4): Invigilate 1-2 (x4):	15 ? check (x2): Scantron file edit:	16 Waves (Harris)	17	18
19 Waves (Harris) Evals:	20	21 Meteor Impacts (Sutherland)	22	23 Meteor Impacts (Sutherland)	24	25
26 Meteor impacts (Sutherland)	27	28 Meteor impacts (Sutherland) Evals:	29	30 Summary & Disaster Scenario (Stull) CLASSES END!		

December

Mon	Tues	Wed	Thurs	Fri	Sat	Sun
3	4	5 FINAL EXAMS BEGIN! 114 Final TBA Schedule IR w/ Sutherland & Harris	6 114 photocopy (3 hrs): ? Check (2 Tas * 3 hrs):	7	8	9
10	11	12	13 Scantron file edit:	14	15	16
17	18	19 FINAL EXAMS END!	20	21	22	23

APPENDIX C: Example spreadsheet for planning TA hours

EOSC 114 - TA Duties		TA first name:										
Fall 2007		LAST name:										
		Speciality:	OC	Geo	Geo	OC	OC	OC	Geo	OC	Geo	
Enrolment for EOOSC 114		TOTALS										
Enrolment for lecture	Allotted Nominal Weekly Hours	24	3	3	3	3	3	3	1.5	1.5	3	
400	Eights of a TA position	2	2	2	2	2	2	2	1	1	2	
Enrolment for DE	Salary/Term (if MSc student)											
100	Salary/Term (if PhD student)											
Total enrolment	Percentage of Max Allowed TA	25%	25%	25%	25%	25%	25%	13%	13%	25%		
500	Nominal Total Hours	48	48	48	48	48	48	24	24	48		
Bustin TA hours/week	minus Vacation	2	2	2	2	2	2	1	1	2		
39.26	Actual Hours Available / term	368	46	46	46	46	46	23	23	46		
		Hours										
Mandatory Hours (114)		Breakdown	Needed	Allotted								
Intro. TA meeting	1 x 7 TA present	7	7	1	1	1	1	1	1	1		
114 Final Exam Invigilation	3 h for everybody	27	27	3	3	3	3	3	3	3	3	
MANDATORY DUTIES 114 SUBTOTAL		34	34	4	4	4	3	4	4	4	3	
EOSC 114 Duties												
Head 114 TA	0.5 h/w x 12 w (+6 start up)	12	12		12							
Exam Compilation (create Word *.doc)	(2 midterms x 4 hr) + 5 h final	13	13				4			9		
Test proofing mtg (2 midterms & final)	(4+4+5 = 13 h/term) x 3 TA	39	39		4		13	13		9		
Photocopying exams	2 each midterm + 3 final	7	7		3				4			
114 Midterm exam invigilation for 2 sections	(1.5 hr x 2 midterms x 2 sect) x 3 TA	18	18		3		6	4.5	3	1.5		
Run Scantrons (2 midterms & final)	1 hour per exam	3	3		2				1			
Exam ? Checking (2 midterms & final)	2TAs*(2+2+3)=14 h	14	14				7	7				
Edit Scantron file (2 midterms & final)	(2 midterms x 2 hr) + 3 hr final	7	7				3	4				
Play videos for Roland&Ben	14 classes * 0.5 hrs/class	0	0									
Eval collection	2 classes x 2 Tas x 5 instr. x 0.5 hr	10	10	1	3	3	1	2				
Video Review Sessions	3 h/exam x 2 midterms	6	6						6			
Head ECAC coordinator	0.75 h/w x 12 w (+6 start up +3 end)x2	42	42			42						
Field Trip	2 TA x 8 hours	0	0									
EOSC 114 SUBTOTAL		171	171.0	1.0	17.0	13.0	42.0	34.0	30.5	14.0	19.5	0.0
ECAC from 114 TAs												
ECAC scheduling meeting + training	1 hr x all TAs	5	8	1	1	1	1	1	1	1	1	
ECAC	enrolment/4.1 = 426/4.1	121	10		10							
ECAC 114 SUBTOTAL		126	18	1.0	11.0	1.0	1.0	1.0	1.0	1.0	0.0	1.0
17.64	TOTAL hours / term	331	223	6.0	32.0	18.0	46.0	39.0	35.5	19.0	23.5	4.0
	Unused hours (neg = overworked)		145	40.00	14.00	28.00	0.00	7.00	10.50	4.00	-0.50	42.00
Nomenclature:												
m = minutes, h = hours, w = weeks, l =												
labs, e = exams												

APPENDIX D: Example description of TA duties. Hand this out to TAs**EOSC 114: General description of TA duties, Spring 2007**

Below are possible TA duties for EOSC 114. Please have a look and determine which duties are of most interest to you. You can also check out the EOSC 114 website at <http://www.eos.ubc.ca/courses/eosc114/index.html>. You'll need username: eosc114 and password: tsunami to access the Notes page. Browse away!

1. Exam invigilation. There are two midterms in this course. The course meets MWF 9-10 and MWF 2-3 (2 sections). Check your own timetable to ensure that you are available on these days/times. NOTE: EVERYONE gets 3 hours of final exam invigilation credit. The final exam invigilation assignments are determined later, by the department. (You'll invigilate SOME final exam, not necessarily this one).
2. Test-proofing meetings: These are lengthy (3-5 hour meetings) at which we vet the exam questions for midterms and final.
3. Exam compilation: Detail-oriented? Skilled at spotting extra spaces in Word documents? Perhaps this task is for you.
4. Photocopying: self-explanatory.
5. Exam processing: Includes fun activities like running Scantrons, alphabetizing, checking for and correcting errors and confusions. Good stuff!
6. Instructor evaluations – We have multiple instructors for this course, so on the last day of each instructor's section, we pass out instructor evals. We need TAs to distribute and collect the eval sheets and return them to the main office.
7. Picking up the video in class – on some days, we have instructors who have to teach on the other side of campus directly after this class finishes. On those days, we need a TA to finish up showing the video, and return the video and an overhead to the instructor's mailbox.
8. Video review sessions – these are in the early evening and take place a couple of days before midterms and the final. If you're good with a VCR and a DVD player, sign up for this.
9. Staff the help desk in the Earth Course Assistance Centre – field questions from students in a variety of introductory Earth and Ocean Sciences courses.

Questions? Email me: sara@eos.ubc.ca.

APPENDIX E: Example of TA duties and hours. Hand this out to TAs.**Hours of credit for 114 duties**

TASK	Hours
Final exam invigilation (NOTE: everyone gets this credit, so take it off the top. The final exam invigilation schedule will be determined by the department later. You will invigilate SOME final exam, not necessarily this one.	3
Midterm exam invigilation (per section)	1.5
Midterm test-proofing meeting	4
Midterm compilation	4
Midterm photocopying	2
Midterm running Scantrons	1
Midterm question mark checking	2
Midterm Scantron file editing	2
Final exam test-proofing meeting	5
Final exam compilation	5
Final exam photocopying	3
Final exam running Scantrons	1
Final exam question mark checking	3
Final exam Scantron file editing	3
Passing out and collecting evals (both sections in one day)	1
Picking up videos in class for certain instructors (each instance)	0.5
Midterm Video Review Sessions	3
ECAC (the rest of your hours)	

APPENDIX F: Actual hours of TA commitment. Use the hours per term, since the TA work will not be evenly spread throughout the term.

Nominal hours per week	Hours per term
"1.5-hr TA"	23
"3-hr TA"	46
"4.5-hr TA"	69
"6-hr TA"	92
"7.5-hr TA"	115
"9-hr TA"	138
10.5-hr TA"	161
"12-hr TA"	184

APPENDIX G: Example of an exam with all the formatting, to send to instructors as a template for them to use. If they use it, then all the questions will be autonumbered (super-important), all the answer formats will already be the same (e.g. A), B), C), not a., b., c., or any of the other possibilities. Saves you and your TA's time!

EOSC 114 MIDTERM 1

Last Name, First Name: _____

2007 Spring - Term 2

Student Number: _____

Instructions: Closed book. No calculator. Indicate all your answers on the Scantron sheet. Only the Scantron sheet will be marked, but turn in both the Scantron (answer) sheet and this question packet. Put your name and student number on both the Scantron sheet and the question packet. There is only one best answer to each question. Don't leave any questions unanswered (if you don't know the answer, then guess). Good luck!

This is "Test Form" (A). Please indicate (A) in the "Test Form" column on your Scantron sheet.

1. The SI standard unit of mass is the _____.
A) microgram B) milligram C) gram D) kilogram E) megagram
2. The units for density are _____. A) J/s B) kg/m³ C) m/s² D) N/m² E) N-m
3. The units of pressure are the same as the units for _____.
A) density B) work C) heat D) strain E) stress
4. The result of less-dense materials floating on top of more-dense materials is called _____.
A) calcification B) precipitation C) densification D) evaporation E) stratification
5. An example of a natural disaster that exhibits a dilution of energy is a (an) _____.
A) earthquake B) tsunami C) thunderstorm D) landslide E) rogue wave
6. The bottom layer of the atmosphere is called the _____.
A) mesosphere B) thermosphere C) stratosphere D) exosphere E) troposphere
7. Which prefix represents the largest value? A) kilo B) mega C) giga D) tera E) nano
8. The number 10⁴ equals _____. A) 4 B) 10 C) 104 D) 1,000 E) 10,000

---END---

APPENDIX H: Exam compiler instructions and tips

What to do:

1. Compile all questions (submitted by instructors) into one document for the test-proofing meeting. It's highly recommended that you do as much formatting as possible BEFORE the test-proofing meeting. It helps to start with a file that is already in the desired format. Some instructors will submit files in different formats which will require more work. See instructions below.
2. Compile a second document (same as above) with the answers to each question.
3. Email these 2 drafts to the course administrator, who will bring hardcopies to the test-proofing meeting.
4. Note all corrections during the test-proofing meeting.
5. Make all corrections for the final version of the exam.
6. Using the version that still has the answers, create different versions of the exam by permuting blocks of questions. Make sure to keep questions that are sequential together, and to keep figures next to their question. The number of versions to make is as follows:
 - a. For midterms, if there are two sections to the course: 5 versions (A to E)
 - b. For midterms, if there is only one section: 3 versions (A to C)
 - c. For the final: two versions (A and B)
7. Save a copy of each version with answers, and another copy without answer.
8. For each version, fill a scantron sheet giving the answer key. (Use student name: ANSWER A, or ANSWER B, etc.)

Some instructions:

1. Format should be as shown in Appendix G.
2. Exam should be in 10 point Arial font.
3. Use automatic numbering for all questions. This is super-duper important!!!! You MUST autonumber the questions, even if it takes a bit of fussing with the file formatting. We make 5 versions of these exams and without autonumbering the original, the process is very prone to error.
4. Answer options should be in caps (A-E) followed by a parenthesis. Do not autonumber the answer choices.
5. Use small margins (but top left-hand corner should be able to be stapled without obscuring the question.)
6. Question numbers should be sticking out prominently on the left-hand side of the page.
7. Fit as many answer options on a line as possible while maintaining readability (some answer options can also be on the same line as the question if there is room).
8. Do not split an answer across a line break, unless the answer is more than one full line long.

Formatting tips/what to check:

1. To see your formatting within the exam file, make sure the formatting marks show. In MS Word, you can do this by going to Tools/options/view, then click the "All" box in the formatting marks section. This will be useful for you with hard and soft returns and autonumbering.
2. To avoid getting a new question number when you don't want one, use SHIFT-RETURN (the "soft" return) when starting a new line within a question. The formatting symbol for the soft return (which will show up in your document) is an arrow curving down and to the left).
3. Only use a "hard" RETURN (the one that looks like a backward P with two vertical lines, the paragraph symbol) when starting a new question. The hard return will result in a new autonumber.
4. Check to make sure that questions do not break across page breaks. Adjust page breaks appropriately.
5. To create consistent spacing between questions in order to enhance readability, format paragraph and select a spacing "before" or "after" (e.g. 6 pt).
6. Make sure the following words in a question are capitalized: NOT, FALSE, TRUE, EXCEPT, ONLY
7. Check to make sure that all questions have 5 answer options and are all labeled A), B), C), D), E).
8. Use a consistent format throughout for "fill-in-the-blank" questions. Example: "The name of this exam compiler is _____." Type out the blank space that is to be filled by the answer and make sure all questions like this follow this format.

Useful keyboard shortcuts:

Control A = select all

Control C = copy

Control V = paste

Control F = find and replace

Control/shift/ + an arrow key = select adjacent words (right/left arrows) or entire paragraph (up/down arrows)

Control S = Save

APPENDIX I: Photocopying exams with multiple versions. The TA who does the photocopying MUST stay with the photocopier during the entire process. The photocopier is in a public place with students wandering around. Tell them to bring something to read.

Photocopy instructions when using colored paper for the last page of a document

(When photocopying an all-white midterm, ie. Versions A, C, and E, you can ignore instructions 2, 4, 7, and 8, as they are specific to the colored paper part.)

Note: It greatly facilitates the set up on the day of the exam if the scantron sheets are already in the exam. Get scantrons from the course administrator, or ask for them directly in stores in the basement of the geology building. We use the 200-questions form No F-1712-PAR-L. Insert one form in each exam booklet.

1. Use the photocopier in EOS-Main 104 (next to the main office). The code is 90114. Just type this number in, then hit the ID button, and it will skip the password and go into the main menu.
2. You need to get colored paper and staples from the main office (usually there is plenty of staples in the machine, but when doing 400+ copies, it can run low). Get the colored paper from Alex Allen. It doesn't matter what color you get, as long as it's not white. Get 2 colors; use one of them for the last page of version B, and the other color for the last page of version D (A, C, and E will be on all-white paper).
3. You aren't going to make all of version B and D from the colored paper. We only use colored paper on the last page, to differentiate between versions A and B, and versions C and D, when putting them out next to each other (we put them upside down under the seats or on the table, hence the colored page as the last page rather than the first). Eg. if the midterm is 5 pages long, the first 4 will be white, and the 5th will be colored.
4. Load the colored paper into tray #2 (on the left), on top of the white paper that is already in there. Tray #1 (on the right) will be used for the white paper (check that it has white paper in it, sometimes it gets low as that tray is used a lot).
5. When you are in the main menu, you will see all sorts of touch-buttons. Touch "1->2 sided", and choose "2->2 sided", then hit OK (this is assuming the template midterm versions you have are already 2-sided; if they aren't make the template midterm 2-sided before you go on: 2-sided midterms take up less paper!). You should be back at the main menu now.
6. Touch "staple", and "top left", then hit OK.
7. Back at the main menu, touch "special features". Touch "cover sheet/insertion", then "back cover". Touch "paper select", then "2 LTR" (this is tray #2). Touch "done", then "next". Touch on "making 2-sided copies", then hit OK and "done".
8. Back at the main menu, touch "paper select", then "1 LTR" (this is for the white paper of tray #1), then "done".
9. By now the main menu should have the following buttons highlighted in blue: finisher ("staple"), 2 sided ("2->2-sided"), staple, and special features.
10. To set the number of copies, just type in the number you want to make. It should appear on the main menu in big numbers. Before making 100+ copies, you should make one test copy to make sure everything is formatted properly, as if

there is a mistake you will make 100+ copies of that and waste a lot of time and paper! To start photocopying, hit the big green button.

11. Obviously, you only need to do this procedure for versions B and D. When doing A, C, and E, make sure the colored paper is out of tray #2, in case the photocopier decides to use some of the tray #2 paper to supplement the tray #1 paper it usually uses (if it runs out of tray #1 paper, it may go to tray #2 paper until tray #1 is re-filled). You will have to make sure tray #1 is always full of paper, as you will be using up a lot of it making 400+ midterms; if it runs low just steal some from tray #2 or get more from the main office).
12. When you have all the copies done, make sure to take the remaining colored paper out of tray #2 and return it to Alex Allen. If you run out of a particular colored paper for a version, just use another color (eg. all the last pages of version B don't **have** to be green, just use another color Alex is wanting to get rid of. In the end version B may have some last pages green, blue, pink, etc. It doesn't matter.).
13. Put the midterms in ECAC, in the filing cabinet. Tell the course administrator which drawer you put them in (just find an empty one to store them in for now; the EOSC114 drawer is full now with last year's exams).
14. As this photocopier is used by a lot of people, it may be nice to not make all 400+ copies at once, as you will be depriving other people of using it. Do them in batches of 50 or so, so when that batch is done someone else can use it if they are waiting in line. To exit, just hit the "ID" button and you will be logged-out. You will have to re-log-in afterwards, and re-enter all the data above if you are continuing with colored-paper photocopying.

APPENDIX K: Cover sheet for ECAC exam results**Master Grade List for Exam _____**

EOSC 114 – Natural Disasters

Section _____

Time _____

Instructions for ECAC TAs:

- 1) Do NOT let students see the grades for any other students. Privacy is required. So do NOT let students see this grade list.
- 2) If a student requests that you check their Scantron sheet (such as when the Scantron machine misinterprets an incomplete erasure), then use your judgment and award extra marks if appropriate. Print and sign your name next to any such change on this Master Grade List.
- 3) Never let the student walk out of ECAC with their own Scantron form. Only let them view their Scantron form with you.

Scantron forms location _____

APPENDIX L: Example of exam information for ECAC manual. This is essentially the information in the *_GRADE file, output from ScanScoreUBCX.

EOSC114 Spring 07 Midterm 2

100% score for 70 correct answers.
 EOSC114 NatHaz Spr07
 M2

Message to students: 3 gift marks for all. Questions? Go to ECAC.
 100% score for 70 correct answers.
 3 gift marks were added to each student before calculating %.

Namestart	Stu.Num.	Ver	Key	Score%	Grade	Corrected Score %	TA's Printed Name
Section 201 (9 am)							
[REDACTED]	[REDACTED]	B	B	60	C		
[REDACTED]	[REDACTED]	A	A	41.4	F		
[REDACTED]	[REDACTED]	B	B	58.6	[REDACTED]		
[REDACTED]	[REDACTED]	A	A	71.4	B-		

.....through both sections, plus space for makeups...

Nameend

Max Score = 98.6 A+
 Avg Score = 67.6 C+
 Min Score = 21.4 F

Histogram

Floor	Grade	Students
90	A+	24
85	A	20
80	A-	43
76	B+	18
72	B	41
68	B-	44
64	C+	41
60	C	42
55	C-	37
50	D	31
0	F	37
	sum	378

APPENDIX M: Example of field trip sign-up sheet for ECAC.

EOSC 114 Sea-to-Sky Highway Field Trip Signup Sheet
Saturday, 21 October 2006 (9 am to 6 pm)
\$7 cost, non-refundable after 14 October 2006

	Name	Student #	Email write clearly!	Paid \$7?	Ticket #
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					

	Name	Student #	Email	Paid \$?	Ticket #
27					
28					
29					
30					
31					
32					
33					
34					
35					
36					
37					
38					
39					
40					
41					
42					
43					
44					
45					
46					
47					
48					

WAITING LIST

49					
50					
51					
52					
53					
54					
55					

APPENDIX N: Example of ECAC introduction to instructors.

> Hello Liz, Mary Lou, Lionel, Roger, James, Maite, Phillippe, Stuart,
> Uli, and Erik,
>
> We're in the process of planning for the Earth Course Assistance Center
> for next term, and it looks like each one of you is involved in
> teaching at least one introductory level class (110, 111, 112, 114, 210,
> 311, or 314).
> ECAC, the integrated help desk for intro courses, is staffed by TAs
> throughout the term and can be used by your students, should you
> choose to contribute TA time to the endeavour. The big advantage of
> ECAC is that students have much more opportunity to find a TA on duty,
> since TA hours are pooled from several introductory classes. It's
> also a centralized "one stop" place for students to get their
> questions answered or directed to an appropriate person. ECAC can
> also help you with distributing exam scores and other administrative
> tasks. If you aren't familiar with ECAC and want more information
> about it, please feel free to call or email me.
>
> Here's what I'd like to know:
>
> 1. Are you planning for your students to use ECAC during spring term?
> Based on the total enrollments in all affected classes, I'll ask you
> to contribute some portion of your TA hours to ECAC, to be assigned
> throughout the term. During previous terms, we've asked for
> enrollment/4, so if you had 100 students, you would contribute 25 TA
> hours to ECAC for the entire term. The factor may be slightly higher
> or lower, depending on which classes participate.
> 2. If you are planning to use ECAC, when are your midterm exams
> scheduled? We will attempt to staff ECAC with TAs for your class just
> prior to your midterm exams when demand is highest.
> 3. If you are planning to use ECAC, do you have any needs that ECAC can
> help with? Any resources that should be available in the ECAC room?
>
> Thanks!