

Logistics, Tips, and Resources for Psychology Instructors

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ARIES accounts

- All instructors need an Aries account. Through Aries, you will have access to certain student information, as well as the ability to grant overrides and submit final grades. All graduate students have access to AriesLite. If you have problems related to Aries, contact Ginger.
- If you access Aries from off-campus, you will need to login to AriesWeb through [CSU's Pulse Secure login site](#).

Course overrides and the RAMweb waitlist

- Giving a student an override is optional. If you choose to submit an override for a student, once you have completed it, the student will then need to register for the class. The override does not automatically register the student for the class.
- Overrides are processed through ARIESweb by going to the student's page and scrolling down to the Overrides link.
- Fire codes prohibit students from being enrolled into a class when there is not a chair available for them. The maximum number of chairs is determined by Facilities, according to the physical size of the classroom, so please carefully consider override requests and do not give more than a few, if any. You cannot allow extra students to sit on the floor, even though they often offer to do that when they really want an override.
- RAMweb waitlist: If you choose not to give a student an override, refer them to the RAMweb waitlist. To find it, they first attempt to register for the course; when the system tells them the course is full, it gives them the option to get on the waitlist. They will then be notified via email when a student drops the course and they are next in line for registration. The student then has 24 hours to register for the course, but if they miss that window, they go to the end of the waitlist. Here is the [Registrar's FAQ page about the RamWeb waitlist](#).
- If a student would like to get into a course after the registration deadline, they first need to obtain permission from the instructor. In the rare event that you approve a late override, please communicate with the Psychology Main Office about it, as they will handle the required paperwork. The student will be assessed a \$50 late fee.

Texts and materials

- Someone in the main office helps instructors order the text and materials, including ordering a desk copy of the text for you. Ginger can tell you who is currently working on ordering texts. They usually require your text information well in advance of the semester (e.g. in mid-April for fall classes).
- CSU and the CSU bookstore encourage instructors to consider and adopt digital materials, open educational resources, and inclusive access.
- With inclusive access, students have access to the digital textbook or other electronic course materials starting on or before the first day of class; students are then automatically billed for their materials through their student account unless they "opt out" and acquire the materials a different way. Obtaining materials through inclusive access very often saves them money, as the publisher gives us a discount on inclusive access materials. [Read about inclusive access, including the goals and process, here.](#)
- As you are considering your options for materials, Kurt Kaiser (kurt.kaiser@colostate.edu) at the CSU Bookstore is a great resource on the topic of inclusive access and digital materials. He can walk you through available options for choosing the most affordable and/or inclusive course materials, and answer any questions.

Syllabus

- For help creating a syllabus, many examples may be found on the website of the APA Division 2 (Society for the Teaching of Psychology) [here \(Syllabus Project\)](#).
- In addition to scheduling, assignments, materials, etc., syllabi should include the following:
 - student learning objectives
 - information about [academic integrity as required in all CSU course syllabi](#) (see below)
 - [language recommended by CSU's Title IX office](#), currently on the OEO website, for inclusion in course syllabi (see below)
 - a statement about student accommodations and a link to the [Student Disability Center](#) (see below)
 - relevant websites such as [CSU's Health Network](#), for medical and counseling services (see below)
- In keeping with the philosophy of CSU and the College of Natural Sciences, please consider using inclusive, welcoming, supportive language throughout your syllabus. Refrain from “scolding” students, using a threatening tone, or “yelling” at students with all caps (“DO NOT turn papers in late...”).

Title IX

- Make sure to follow university policies regarding sexual misconduct and Title IX. CSU encourages all instructors to include certain syllabus language with regard to Title IX (below), and it comes directly from the university Office of Title IX programs. [CSU's Title IX Office website](#) includes the most current language instructors should include in a syllabus, as well as helpful information about Title IX for instructors; please read it before the semester begins, so that you know your responsibilities related to Title IX.
- In July of 2020, the Title IX website indicated that there may be changes coming to reflect newly issued regulations by the U.S. Department of Education. Please keep up to date by checking the Title IX website (link above).
- Here is the most recent [Title IX language from OEO for inclusion in the syllabus](#), from the OEO’s website (July 2020). As stated above, regulations are changing, so please check the Title IX website as you are creating your syllabus, so that any information you include is up to date. For now, this should be included in our syllabi:

Sexual Misconduct: CSU’s Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation policy designates faculty and employees of the university as “responsible employees.” This designation is consistent with federal law and guidance, and requires faculty to report information regarding students who may have experienced any form of sexual harassment, sexual misconduct, relationship violence, stalking, or retaliation. This includes information shared with faculty in person, electronic communications or papers, or in-class assignments. As “responsible employees,” faculty may refer students to campus resources, together with informing the Office of Support and Safety Assessment to help ensure student safety and welfare. Information regarding sexual harassment, sexual misconduct, relationship violence, stalking, and retaliation is treated with the greatest degree of confidentiality possible while also ensuring student and campus safety.

- Any student who may be the victim of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation is encouraged to report to CSU through one or more of the following resources:

- Emergency Response 911
- Deputy Title IX Coordinator/Office of Support and Safety Assessment (970) 491-1350
- Colorado State University Police Department (non-emergency) (970) 491-6425

The Family Educational Rights and Privacy Act (FERPA)

- The Family Educational Rights and Privacy Act (FERPA) describes student and family rights with regard to educational records. Please guard student information carefully, including grade data, student ID numbers, and any personal information. Parents do not automatically have the right to student records, but students may provide consent. If you have any concerns or doubts about how to handle student information, talk to Dr. Richards or see the [FERPA website, here.](#)

CSU policies regarding grading

- At CSU, grades of C-, D+, and D- are not permitted. If you and another instructor are teaching the same course, make sure you agree on what will constitute the “plus” grade so that it does not differ between sections. (If using the “minus” grade, do the same thing.) A final grade of 87 might be a B+ in one section while the threshold in a different section of the same course might be 88; please make sure to come to an agreement on what will constitute a “plus” or “minus” grade across sections.
- See this site for the General Catalog’s [description of grading policies.](#)

CSU policy regarding exams

- Instructors in CSU courses may not give any exam or assignment during the week before finals week if it constitutes ten percent or more of the student’s final grade. Here is [a link to CSU's final exam policy.](#)

CSU sanctioned events

- Instructors must allow students to miss class and make up assignments/exams on days when they are participating in CSU sanctioned events. Typically, you will receive a letter describing the event before it occurs. Examples of sanctioned events include CSU band and sports participation, ASCSU participation, and workshops. Please work with the student to allow them to make up their work, and always be clear about your new deadline for make-up work.
- Here is the link to the General Catalog’s [description of sanctioned events and related policies.](#)

Religious accommodations

- CSU allows students to request accommodations for religious holidays, and instructors are asked to make reasonable accommodations to allow students to make up work on those days. The policy and student request form can be found here: [Religious Holidays and Observances.](#)

Classroom behavior and the student code of conduct

- The CSU General Catalog states that teachers are responsible for “controlling the conduct of the class and the demeanor and behavior of the students” in a classroom. The General Catalog also states that students may not act in ways that disrupt other students from learning, or a teacher from teaching. More about classroom behavior can be found [at this link in the General Catalog.](#)
- A pdf of the [Student Code of Conduct is here.](#)

- If you believe a student is in violation of the Student Code of Conduct, you may consult with someone in the Student Conduct office or Dr. Richards about whether an incident report is appropriate, or go ahead and file by using this form: [Incident Report Form](#).

Security

- If a security issue arises, please either call the CSU Police Department at their non-emergency phone (970) 491-6425 or dial 911.
- Instructors may choose to look over the CSU Police Department's webpage regarding active assailant/shooter situations, and watch their video called "Run. Hide. Fight." Here is the CSU PD's website for [Active Assailant/Shooter Resources](#), including a link to the video.

The honor pledge

- Instructors are encouraged to "provide students with the opportunity" to sign the honor pledge on assignments and exams (it appears on the exam scantron sheet). However, we cannot *require* a signature for the pledge, nor can we deduct points when students opt not to sign it, or forget to sign it.
- As of May 2020, the CSU honor pledge states: *"I have not given, received, or used any unauthorized assistance (on this assignment/exam)."* The [CSU Honor Pledge can be found here](#), in the General Catalog.

Academic integrity

- According to the CSU General Catalog, instructors must state in the course syllabus that the course will adhere to CSU's academic integrity policy and student code of conduct. Instructors are also asked to address academic honesty with their students, at the beginning of the semester.
- The General Catalog also states that by the end of the second week of classes, instructors should address the issue of academic integrity by providing specific information and guidelines.
- Here is the [link to the Academic Integrity Policy](#) from the CSU Faculty Manual.
- Feel free to use this or a similar academic integrity statement in your syllabus:

Academic Honesty: CSU students are expected to follow the guidelines for student conduct outlined in the *CSU Student Conduct Code* (see <https://resolutioncenter.colostate.edu/student-conduct-code/>). Violations of this code, such as inappropriate, disruptive classroom behavior and any form of cheating (including plagiarism) may be reported to the Office of Student Resolution and Student Conduct Services. A hearing may be required, and potential sanctions include grade penalties, loss of course credit, and expulsion from the university. Ignorance of the definitions of *plagiarism* and *cheating* will not be an acceptable defense. Each instance of plagiarism, classroom cheating, and other types of academic dishonesty will be addressed according to the principles published in the CSU General Catalog.

Of course, academic integrity means more than just avoiding plagiarism. It also involves doing your own reading and studying. It includes regular class attendance, careful consideration of all class materials, and engagement with the class and your fellow students. Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars, and citizens, we will ask to you sign the CSU Honor Pledge as part of completing all of our major assignments. While

you will not be required to sign the honor pledge, we will invite each of you to write the following statement at the end of each paper, followed by your signature:

"I have not given, received, or used any unauthorized assistance on this assignment."

Reporting academic misconduct

- TILT (The Institute for Learning and Teaching) provides helpful information about how to handle suspected or certain academic misconduct, including plagiarism. [This is the place to start, as it describes what instructors should do.](#) The website includes a description of necessary steps (starting with a meeting with the student, in which the student can give their side of the story), options for instructors, suggestions regarding documentation, and student rights.
- TILT's information is based on [the Academic Integrity Policy](#) described in the Faculty Manual. Also, see "Academic Integrity," in this document.
- Document everything. For example, if/when you meet with a student, send the student an email after the meeting, briefly summarizing what was discussed, and what will happen next.
- If you decide to make a report, you'll be asked to upload documentation, including email strings (made into a pdf), and to file a report. The [form for reporting Academic Misconduct is here](#), on the website of the Office of Student Conduct (part of the Student Resolution Center).
- Regarding plagiarism, keep in mind that there is a range of misconduct, and that not all misconduct is egregious. On one end of the spectrum, students very likely need instruction about what constitutes plagiarism, and you can treat those as teaching moments. For example, sometimes when paraphrasing, students simply change a few words, but basically they have copied someone else's idea, often without citing a source. Many of our first-year students tell us that in high school that was acceptable, or it went unnoticed. This is a perfect opportunity for learning about how psychologists write, how we deal with writing about other people's ideas, and why our disciplinary writing conventions are important to us. In such a case, meeting with the GTA or instructor to learn about how to do things differently next time might be the best response. Other cases of cheating or plagiarism are more blatant. Two students might turn in the same paper, with or without differences between the two, and you may feel that a report and a consequence is in order.
- Whatever the situation, instructors have options regarding reporting. First, read the instructor options, which can be found at the TILT website in the first bullet, above. Also feel free to consult with Dr. Richards or other faculty; we often consult with each other about such decisions.
- Instructors have the option of simply reporting the academic offense for *recording only* in the Office of Student Conduct (using the form above). Typically, this is done 1. to motivate the student not to repeat academic misconduct in the future, and 2. so that if they do, there will be a record of this particular concern in the Student Conduct database, in case there are any future incidents. If you do choose to make this type of report, it is suggested that you let the student know that you are doing so, and why. In-person meetings are typically better than email, when possible. Document everything, as always, and have your GTA or supervisor present. Again, this can become a teaching moment.

Exam (or other) printing

- The main office needs at least 24-hour notice for copy jobs and at least 48 hours for exams. Please send all copy/print jobs to psyprintservice@lists.colostate.edu. You will receive a confirmation when your copy/print job is complete.

- When you submit a print job for exams, please indicate whether or not you need scantrons to be inserted in each exam, and whether you want your exam forms to be alternated. This is highly recommended.
- Please put as many questions as you can on each page, without making the font *too* small. It helps the department budget to save paper, and of course, it saves trees.

Scoring scantron exams at the University Testing Center (UTC)

- You (or your GTA) must deliver your exams to the University Testing Center for scoring at 203 General Services Building. Put your exam key(s) on top, with the form letter and answers bubbled in. You will bubble in a code for on the scantron keys, so the machine knows it's the key – currently that is 010, but check with the Testing Center to make sure, when you drop off the first exam.
- Students with exam accommodations (e.g. more time, quiet room) will likely take their exams at the Student Disability Center (see below). In this case, you will be able to have their exams sent from the Student Disability Center directly to the UTC for grading.
- Please ask your GTA to pick up your scantrons from the UTC soon after the tests have been graded. You may then store them in your office (or your GTA's office) until the end of the semester; see "Storage of old tests and papers," below.
- A link for your exam results will be sent to you from the UTC. If you have students who took their exams at the SDC, often a second link is sent to you with their scores included.
- Additional [information, as well as forms needed for exam scoring, can be found here.](#)

Course evaluations, and feedback

- It is highly encouraged that you do a mid-semester evaluation with your students especially during the first semester of teaching, but you may opt to do mid-semester evaluations every semester. There are many ways to do this, including an online survey, attaching a ½ sheet to the first exam for open-ended questions, asking scantron questions directly following the last test question, etc.
- Course evaluations need to be completed at the end of each semester. The course evaluation process has undergone recent changes across the university and is ever-changing. Most recently, students are asked to complete an online course survey through Canvas at the end of the semester.
- The course evaluation link will either be automatically added to your Canvas course at the end of the semester, or you will be able to decide when to add the link. In either case, instructors are asked to announce the link and allow time in class for completion of the online survey. [Course survey results are available on this website](#), typically shortly after the start of the next semester.
- If you would like someone to do a teaching observation, please talk with Dr. Richards or other faculty; many teachers would be happy to do this for you.

Final grades

- Final grades are typically due the Tuesday after finals week by 2:00 pm., or after the last day of classes in the summer. This is a hard deadline. If grades are not entered by the deadline, the only way to change a grade is through the "Grade Change" link found in ARIES. This can be a laborious process for a class of any size, but particularly for larger classes such as PSY100.
- For all students receiving an "F" in the course, you will be asked by ARIES to enter the last date of contact the student had with you or in the course, and whether or not the student ever

attended class. ARIES provides definitions for these; for example, “contact” can be a paper turned in online.

Incompletes

- Incompletes are rarely given. The faculty manual states that Incompletes are not appropriate for students who are failing a course; instead, they are given when a passing student is unable to complete the course due to circumstances beyond their control. The instructor does, however, have some discretion. Graduate students should discuss these cases with their supervisor.
- If you do give an Incomplete, enter an ‘I’ into ARIES as the student’s final grade.
- For all Incompletes, there should be a documented plan, developed by the instructor and the student, for how course requirements will be satisfied.
- Please have the student satisfy the Incomplete *with you*, if at all possible. In your documentation, include the deadline for all remaining assignments/exams, and any information that will help the student to complete them. It is best to have the student agree to the plan via email response to you *before* entering the “I” in ARIES.
- Copy the completion plan to both Ginger and Dr. Richards. Very likely, the student’s academic advisor will be notified, and the documentation/plan will be added to the student’s file for future reference.
- In very rare cases, a student will need to retake the entire class in order to make up an Incomplete. If it is not possible for the student to retake the course with you, their future instructor will need to be notified so the student can be added manually into the course roster, as student do not register for the course the second time around. The student would then take the course as usual. At the end of the semester, the grade they earned must be entered into ARIES as a replacement for the Incomplete they earned the previous semester, so please arrange for the new instructor to inform you of the new grade so that you can go back into ARIES and record it (as the original instructor). If you will not be on campus or have ARIES access when the student completes the course, please notify Dr. Richards and Ginger, and one of them will make the grade change.
- Students have 1 year to finish the Incomplete requirements before the “I” turns to an “F” and shows up as such on their transcript. Make this very clear to the student, and include it in your correspondence. Again, it is advisable to have the student complete any requirements as soon as possible.
- Here is [additional information, and CSU policy, regarding Incompletes.](#)

Storage of old tests and papers

- Essential assignments from your completed course (e.g., scantrons, hard copy writing assignments or anything else unavailable on Canvas) need to be saved for 1 year. The Psychology Main Office will assist with storing these items. Typically, they will provide a printer-paper box for all scantrons and major writing assignments on paper. Low stake writing assignments on paper can be thrown away about 6-8 weeks after the semester, so you do not need to put those in long-term storage.
- On the outside of the storage box, write your name along with the name, section(s), and semester of the course. The main office can help with all of this.

Classroom services and equipment

- If you have problems with any teaching equipment in your classroom, contact Classroom Support Services directly at (970) 491-5920, or dial “0” from any phone provided in a classroom. The link for [Classroom Support Services is here.](#)
- If there are problems in your classroom with room temperature, lighting, chairs, or desks, contact the Facilities Customer Service Center at (970) 491-7077. A link to the [Facilities Customer Service Center is here.](#)
- If you need supplies such as whiteboard markers or erasers, please ask someone in the Psychology Main Office.
- If you want to schedule a study session in a Psychology room (such as our seminar rooms, C-68, BSB357, etc.), talk with someone in the Psychology Main Office.

Undergraduate teaching assistants (UTAs)

- You may choose to have one or more undergraduate teaching assistants, called “learning assistants” in some departments. UTA tasks may vary but should not simply be alphabetizing or taking notes; UTAs should be given a variety of tasks that allow them to experience and participate in a variety of teaching activities (helping develop content, writing test questions, a short class presentation when appropriate, etc.).
- There has been discussion across the university about whether UTAs should be allowed to grade the work of other undergraduate students, but we are not aware of any specific policy about this. If you decide to involve a UTA in grading, you and/or your GTA should provide careful supervision with informative feedback, and calibrate grades with them regularly. Additionally, you may want to be careful not to have “younger” students grading “older” students’ work; for example, juniors grading seniors’ papers.
- In order to earn credit for their work, UTAs complete a Special Studies form in the Psychology Main Office. Typically, students are eligible to receive credit for PSY384 (Supervised College Teaching) for this type of experience. The form will need to be signed by both you and the student. Note that these credits are only available on a Satisfactory/Unsatisfactory basis and are not eligible for GPA credits, so you will need to enter either S or U for the student at the end of the semester, in ARIES.
- After you and the student fill out the form, office staff will give the student the information they need to register for their credits. The number of credits can be negotiated between the student and the instructor, but note that 1 credit is intended to be equivalent to 3 hours per week of work.
- If you need assistance recruiting UTAs, talk with Karla, Kate, or Sam about advertising in Psi Chi/PSA or other classes. Additionally, the advising staff may be able to help; contact Dr. Richards or Cassidy.
- UTAs must have already taken the course for which they will be the UTA.
- Consider having some requirements for eligibility as a UTA, such as an “A” in the same course (which they must have already taken), a minimum GPA, and a reference/recommendation from a faculty member or graduate student who knows the applicant. Vet your UTAs carefully.

Principles of community

- CSU has developed policies related to inclusion, community, and support. These are very much related to recent Student Success Initiatives, so it is recommended that all instructors [review the Principles of Community here.](#)

Campus Resources

The Student Disability Center (SDC)

- The [Student Disability Center](#) is a resource for students who need class accommodations, including those related to test-taking. A letter documenting the need for accommodations will be provided to you by the student or the SDC office. If a student has requested testing accommodations, those are submitted online and you will receive an email asking you to do this in advance of the exam date. [Information about uploading exams for the SDC can be found here.](#)
- Syllabi should include a statement about accommodations. Feel free to use this one (carefully crafted with SDC staff a couple of years ago), or something similar:

Student Disability Center (SDC) Services: The Student Disability Center helps students with reasonable accommodations when there is a documented permanent or temporary disability. See [the Student Disability Center website](#) for information about qualifications, documentation, accommodations, and timelines as well as for CSU's policy on service dogs and support animals.

If you will receive accommodations from the Disability Center, please contact the instructor as soon as possible and communicate with the instructor in a timely manner throughout the semester. **Important Note:** Accommodations after the fact (for example, after an exam or assignment deadline) are not guaranteed. Timely communication with the teacher and with the Student Disability Center is required for any exceptions.

Tell Someone

- If you are concerned about anyone connected with the CSU Community (employee or student), you are encouraged to contact [the Tell Someone office at this link](#). Their website describes reasons to file a report, and provides a way to do so online. You may also call them directly at (970) 491-7407, either to file a report, or to discuss whether you might need to do so. As indicated on their website, if you believe a member of the campus community is in imminent danger to themselves or others, immediately contact CSU police by calling 911 or the CSU Police Department's non-emergency number at (970) 491-6425.

Psychology Department Advising Center

- Our department currently has four full-time Academic Success Coordinators (ASCs) who hold information sessions for students that are thinking about changing their major to Psychology. (There is no Psychology minor at CSU.) Please refer such students to [this website, where they can sign up for a Psychology major information session](#). The [Psychology Advising Center webpage](#) also has an FAQ section. If you have questions about anything related to academic advising or requirements for Psychology majors, contact Cassidy or Dr. Richards.

The CSU Health Network and Counseling Services

- [The CSU Health Network](#) located at Prospect and College offers medical and psychological services for students. In recent years, due to a high demand for psychological services, counseling appointments are not automatically available. When you refer a student to the Health Network for counseling, they will likely speak with someone who will determine what services would be appropriate. While you should feel free to refer students for psychological services, please do not tell them that therapy appointments are guaranteed. Instead, let

students know that someone will work with them to determine what services will be helpful, appropriate, and available. For example, some students may be referred to group therapy or to work with other offices on campus, depending on the issue and staff availability. Review the [CSU Counseling Services website](#) for information about referrals, emergency services, and making appointments.

Here is a sample paragraph for the syllabus, about Counseling Services at the Health Network:

Personal Counseling

The CSU Health Network offers individual and group counseling, and helps students find such resources on and off campus. You may contact the Health Center at Prospect and College to see whether you are eligible for services, or see [the Counseling Center website for information](#). Some of their services may be covered by your student fees.