Adjunct Faculty and Instructor Handbook

Information to support the success of Adjunct Faculty and Instructors, including Graduate Students who are instructors of record

Department of Psychology
Portland State University

April, 2017

Departmental Chair: Ellen Skinner
Associate Chair: Andrew Mashburn
Department Manager: Julie Bilski
Department Advisor: Scott Broussard

The online version of this Handbook can be found: http://www.pdx.edu/psy/resources-teaching-psychology
Contact 911 for emergencies, including medical emergencies.

Additional numbers to consider programming into your cell phone are:

Contact Authorities:
  • Use Emergency 911
  • (503) 725-4404 Public Safety (Emergency Line)
  • (503) 725-4407 Public Safety (Non-Emergency Line)
  • cpso@pdx.edu (Public Safety email)
Useful Contact Information

Main Office Location: Cramer Hall 317 (CH 317)
503-725-3923 (Main Line)                         503-725-3904 (Fax Line)

DEPARTMENT MAILING ADDRESS

REGULAR Mailing Address:
Psychology Department
Portland State University
PO Box 751
Portland, OR 97207

ONLY for PACKAGE DELIVERIES (FedEx, etc):
Portland State University
Cramer Hall Room 317
1721 SW Broadway
Portland, OR 97201

DEPARTMENT CONTACTS

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<th>Title</th>
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<td>CH 317I</td>
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</tr>
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</tr>
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<td>CH 317A</td>
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Copying and Scanning Requests for class materials – Please allow 3 working days for processing Deptpsy@pdx.edu

UNIVERSITY CONTACTS

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<td>503-725-9100</td>
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<td><a href="mailto:1715txt@follett.com">1715txt@follett.com</a></td>
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<td>503-725-3000</td>
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<td>503-725-4357</td>
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<tr>
<td>Grading - Registration and Records</td>
<td>503-725-3848</td>
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<td>Learning Center</td>
<td>503-725-4448</td>
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<td>Librarian for Social Sciences - Kim Pendell</td>
<td>503-725-4501</td>
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<td>Library Main Line</td>
<td>503-725-5874</td>
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<td>Office of Information Technologies (OIT) Help Desk</td>
<td>503-725-4357</td>
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<td>503-725-4422</td>
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NOTE: When calling a number with a 725 prefix from a university line you can dial 5 + the last four digits of the phone number.
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INTRODUCTION
Welcome to the Department of Psychology at Portland State University. This Handbook addresses numerous items of employment related to your work for the Department.

We faculty and staff in psychology are committed to excellence in education for our students. Each quarter you work with our department, you are an important part of that education and we thank you for your investment in student learning. We listen carefully to students about their experiences and we welcome hearing from you about yours.

Faculty and staff in our department aim to promote student learning through instruction and administration that communicates inclusiveness. This is in keeping with an overall university commitment that “celebrates diversity, builds partnerships, promotes equity, and provides support to enhance the successes of the campus community.” Office of Diversity and Inclusion: http://www.pdx.edu/diversity/

We encourage your consideration of the ways that your choice of learning objectives, course material, and classroom practices and activities support a constructive, inclusive learning environment.

It’s essential that you familiarize with university policies directly germane to your teaching. Certain of these policies are inserted in sections throughout this handbook; others are addressed in “Matters of Policy” and included in the appendices. Reading the policies will give you context for things that may come up; following the policies is a requirement, and therefore your knowledge of them is a must for your own protection and for the welfare of others in the university community.

We encourage you to visit our web page, www.pdx.edu/psy, in order to become familiar with our department. There you will be introduced to our emphasis on applied psychology—“Psychological Science where people live, learn, and work.” You can also read our mission statement and learn about features of our undergraduate program (e.g., practica, advising) about which students may ask you.

It may help you to know that PSU’s general education curriculum is called University Studies. Ours is a nationally recognized approach to general education, spanning all four years and concluding with a required interdisciplinary capstone, generally community-based. If there is a “U” which follows the course number of your course, e.g., 310U, it is particularly important that you familiarize yourself with the goals of University Studies. The “U” indicates that the course meets one of the University Studies requirements by addressing as many of the University Studies goals as possible. See the goals and learn more about the programs at http://www.pdx.edu/unst/university-studies-goals.
MATTERS OF EMPLOYMENT

Terms
For purposes of this handbook, the term “Instructor” refers to persons formally appointed with the title Instructor, as well as to adjunct faculty, visiting faculty, and postdoctoral fellows or graduate students who teach classes for the Department.

Vita
The Department of Psychology Office Manager needs a copy of your current vita (CV). Please attach your CV either as a .pdf, Word, or .rtf file in an e-mail to the Department Secretary.

Contact information
Upon agreeing to teach for the department, please provide your contact information (phone numbers, various e-mail addresses, address for ordinary mail, etc.) to the Department Secretary. Update this information at the start of Fall quarter (September 16 or shortly thereafter), or anytime there is a change in your contact information. To facilitate communication, lecturers’ email addresses are compiled in an e-mail distribution list, posted in the Psychology lobby, distributed to the Psychology Advisor, and posted on the department’s website ([www.pdx.edu/psy](http://www.pdx.edu/psy)).

Obtaining a PSU Identification Number
After signing your Letter of Offer you will need to go to the Office of Human Resources (HR) to obtain a PSU Identification Number. This Office is located in the Market Center Building located on 1600 SW 4th Avenue, Suite 518. Before you come in to sign the Letter the Department Manger will send you the documents you need to complete and bring with you for your visit to HR. After submitting the Letter and other documents you will be issued your nine-digit PSU Identification Number (not the same as your Social Security Number). You will need this number to park, get paid, and connect to Banweb, the online PSU Information System used for entering final grades and viewing class rosters.

Once you have your PSU Identification Number, you will be directed to go to ID Services ([http://www.pdx.edu/financial-services/idcard-staff](http://www.pdx.edu/financial-services/idcard-staff)) in the lobby of Neuberger Hall to get a photo identification card, which will have your ID number printed on the back.

Setting up an Odin Account
After you obtain Portland State University Photo Identification you must obtain an Odin account. An Odin account will allow you to get a PSU email address, campus wireless networking, library data access, and many of the other faculty services. Go to the Account Management web site at [http://www.pdx.edu/oit/computer-accounts](http://www.pdx.edu/oit/computer-accounts) or the User Support Services (Help Desk) in the basement of Smith Memorial Union (SMU 18) to set up an Odin Account.

It is important for you set up an @pdx.edu e-mail address for your e-mail correspondence with students in your classes. An e-mail address @pdx.edu conveys your professional
affiliation with the University. Additionally, the University Email Communication Policy states that employees may not use private email accounts, such as gmail.com, yahoo.com, and hotmail.com to conduct University business.

**Key Requests**
For New Adjuncts – before the start of the term the Department Office will prepare the initial key request to ensure the key(s) are ready for you to pick up during the first week. If you are teaching during the day you will have a key to the shared adjunct office you have been assigned. For those teaching an 8am or evening class you will have a key to the Department lobby (for mailbox access) and copy room as well.

The Secretary in the Department Office will notify you of any key requests he or she may have submitted for you. Key requests normally takes about 3-5 business days to be processed and will not be held for more than 40 days. You can check if your keys are ready to pick up by calling the PSU Facilities Office at 503-725-3738. Please remember to bring PSU ID card with you when you go to Facilities Office located in Suite 202 in the University Services Building (USB202) at 617 SW Montgomery, Portland, OR 97201.

For lost or replacement keys, please contact the Department of Psychology Front Office at 503-725-3923.

**Office Hours for Instructors**
Prior to the start of term, the Department Secretary will be requesting your office hours. Instructors are to hold one hour of office hours per course taught each term. Please provide some choices of desired office hours immediately upon receiving the requests, to aid in office allocation. You may also do your office hours “by appointment only” if that is more convenient for you.

**Payday**
The [Office of Human Resources](http://www.pdx.edu/hr) typically distributes pay on the last working day of the month. A direct deposit option is available through the Human Resources Office; you will need to complete a Direct Deposit form and provide a voided check.

**Mail**
Department office staff place mail into boxes built into the counter of the lobby. Please locate your mailbox and let your students know where it is. The department’s front office does not accept course materials and does not timestamp. If you need to get express mail or parcels delivered, use the street address of Cramer Hall, which is, 1721 SW Broadway, Portland, OR 97201 and be sure to include the department’s room number, 317 Cramer Hall.
Parking
The Parking Office (http://www.pdx.edu/transportation/node/44) is located at 1812 SW 6th Ave. (ground floor of Academic & Student Recreation Center). Their phone number is (503) 725-3442.

OFFICE PROCEDURES

Copy/Scanning Requests
3 working days in advance -- Please fill out a work request sheet for exams and other copying/scanning. The request sheets are located in a wooden box near the Department Secretary’s desk. Or, email your copy request, with attachment, to deptpsy@pdx.edu

A confirmation email will be sent to you and the completed copy requests will be put on the desk in your adjunct office.

Exams: In the interests of being as green and economical as possible, we ask that copies be made back to back; please format exam instructions so that they are clear to students.

Receiving Class Projects from Students
If you have a class project and have problems with where to have the students deliver it, please consult with office staff. In general, do not plan to have students drop off their work at the office.

Using the Photocopier
You will need a copier code to use the copy machine. Please ask the Department Secretary for a copy code. The copier is for copying classroom materials such as tests and overhead transparencies. It should not be used for mass classroom handouts; instead, use the Desire2Learn (https://d2l.pdx.edu/) course tool (intranet) to distribute materials that students may print. Students can print up to 500 pages every term at computer labs as a part of their student fees. It should be a given that it is not permissible to copy any personal materials. To photocopy articles and book chapters for multiple students violates copyright laws, and we do not allow use of the copier in this way.

Canceling a Class Meeting
Should you become ill and need to cancel a class, please call the Department office at (503) 725-3923. Please talk voice-to-voice with someone in the office and let them know you are canceling the class for that day. Please note that messages might not be retrieved in time to post the cancellation. If you do leave a message, check back to confirm that it has been retrieved. Also, please send an e-mail to both the Department Manager and Department Secretary in order to follow up with the office staff. We will need your name, the course number, course title, day, class time, and room number.

If you have a TA, we ask that you consider whether they might have a role in holding the class that day. Thank you and get well soon!
RESOURCES

**Bookstore Orders**
Textbook orders must be placed by contacting Brigit Campf at the PSU Bookstore (503-546-1771) or by email at brigit@psubookstore.com. The bookstore wants your order at least 6 weeks before you need the books, so realize that ordering in advance is a must. Please refer to the order deadlines to assure that your textbooks will be available for your class(es).

- Winter term = Oct 15
- Spring = Jan 15
- Summer = April 1
- Fall = April 15

If you are teaching a course that other department instructors have recently taught, it’s possible other instructors have coordinated the use of particular textbooks. Please check with the Department Manager on what faculty member might be coordinating a course with multiple sections.

By federal law, at colleges and universities, copyright laws are strictly enforced. See this web site for more details on university copyright policy:
http://library.pdx.edu/about/university-copyright-policy/.

The university will not defend a person who violates copyright laws. You may work with one of the copy shop near campus or visit the university bookstore webpage for assistance in compiling your own materials.

In addition, consider putting your materials online through cooperation with the library reserve desk. You can put both hard copies and electronic copies of materials on reserve. The library offers a remarkable service called e-Reserves:
http://library.pdx.edu/services/submit-course-reserves.

Strict copyright laws apply but in general you can put as many articles from journals to which the library subscribes as you wish, one chapter from each book and one article from a journal to which the library does not subscribe. For further information, you can contact reserves@pdx.edu.

**Desire2Learn**
D2L is an electronic tool to support instructions and learning. Most students are familiar with it. If you have a TA, he or she should be a resource if you have any questions about D2L. The use of this system saves on printing and copying costs for students as well as serving as an organizational and communication tool for instructors.
For your own education about this tool, please go to http://www.pdx.edu/psuonline/
This site offers resources for both familiarizing yourself with and learning how to use D2L.

You will need to first activate your course for your students to access it. To do that please visit: http://www.pdx.edu/psuonline/course-activation-migration

If you encounter any issue with using D2L, please log into D2L (https://d2l.pdx.edu/) and click on the Help Tab to submit a help request form.

Disability Accommodations
Portland State has a Disability Resource Center (http://www.pdx.edu/drc/faculty-and-staff ) (DRC). This office coordinates any accommodations made for students. Please include a statement in your syllabus asking students who need accommodations to secure DRC paperwork and to provide you that paperwork within the first week of the quarter. An example statement might be:

"Disability Accommodations. Accommodations are collaborative efforts among students, faculty, and staff of the Disability Resource Center (DRC). Students who require accommodations must have the accommodations approved through the DRC. Students are responsible for contacting the Instructor by the end of the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet secured approval through the DRC should contact the DRC immediately at (503) 725-4150."

http://www.pdx.edu/drc/student-resources

When a student approaches you with a request for accommodations, but without DRC paperwork, ask the student whether he or she is registered with the DRC. If the student is not registered, refer him or her to the DRC office to inquire about service eligibility. Feel free to ask a student about the types of accommodations believed to be needed, but don’t ask specific questions regarding the diagnosis, nor ask to see the student’s documentation of disability as such. The student is required only to provide the DRC paperwork. You do not have to provide accommodations for which there is no DRC documentation. Students are required to self-identify to the DRC and request accommodations to be eligible for services.

What kinds of accommodations are involved? These will vary according to the effects of the student’s disability. Some commonly offered accommodations include:

- A note taker
- Extended time for taking examinations
- Books in alternative format
- Sign language interpreters and real-time captioners
In general, a student registered with the DRC who receives accommodations should give you a Faculty Letter and discuss accommodations with you. The Faculty Letter may require you to make an announcement in class to recruit a note taker; to send a course syllabus to the DRC office so that books in alternative formats may be obtained; and/or to deliver or e-mail an exam to the Testing Services (http://www.pdx.edu/drc/testing-accommodations-0) office (Room 310 of the University Center Building, 527 SW Hall Street). Further information about proctoring at the Testing Center for students registered with DRC may currently be found at the Testing Services web page (http://www.pdx.edu/shac/testing-drc).

The DRC Faculty Guide (http://www.pdx.edu/drc/frequently-asked-questions-for-faculty-and-staff) provides further information you may find helpful. If, at any time, you are unsure whether or how to fulfill an accommodation request, call the Disability Resource Center at (503) 725-4150 and/or e-mail that office at DRC@pdx.edu.

**Scantron**
Room 309 has a Scantron scoring machine for scoring multiple choice exams. The key to this room is in the department office. Scantrons and Item analysis forms are in the department office supply cabinet.

**Electronic Equipment Available for Checkout**
Room 309 has a checkout and reservation sheet for instructors to checkout equipment for their use. The equipment includes: laptops, netbooks, projectors, FlipCams, camcorder, TV, DVD players, and VCRs. All equipment must be returned immediately after usage. If you are experiencing any issues with the equipment, please inform the front desk or call AV Services (503-725-9100) if you are in the middle of class.

**Center for Academic Excellence**
The Center for Academic Excellence (room 303 Cramer Hall, 503-725-5642) has a book library, a DVD and video collection, and sample documents to assist you in preparing or conducting your class. Their book and video library offers particularly excellent access to diversity related materials. They also run workshops on various matters relevant to pedagogy during the year.

**Library**

**Find Books and DVDs:** Check the library catalog on the Library website (http://library.pdx.edu/) for available books and DVDs. Library books and DVDs may be put on reserve for students to use through the quarter. See the Reserve Desk section below for details on how to reserve books.

**Book a DVD for a specific date and time:** You can book a DVD from the library catalog. Click on the "Book This Item" button and they will process your media materials. Please
give them 24 hours to pull the item(s). If you have an urgent request please email the Library at circ@lists.pdx.edu.

**Streaming Video:** The Library has a growing number of videos available for streaming. You can search and browse video collections at http://library.pdx.edu/research/streaming-films-and-music/ Closed captions are available for almost all of the videos.

**Reserve Desk:**
The Library has a reserve desk at which you may put both Library and personal copies of books on reserve for students. Articles and book chapters may also be put on electronic course reserves. The Course Reserve page explains the process for putting various items on reserve (http://library.pdx.edu/services/submit-course-reserves/).

You can also request items be placed on reserve using the online form (http://library.pdx.edu/services/submit-course-reserves/course-reserves-request-form/).

Please request reserve items two weeks in advance of the quarter.

**Research Guide for Psychology:**
The research guide for psychology (http://guides.library.pdx.edu/psychology) is a collection of resources compiled by the Social Sciences Librarian. The guide also includes instructional content, such as video tutorials on using the advanced search in PsycINFO and Google Scholar.

**Social Sciences Librarian for Psychology:**
The librarian is an excellent resource for you and your students; the librarian will come to your class as well as consult with you and your students. For the librarian’s contact information, please see the Phone Directory of Frequently Used Numbers on page 4 of this handbook.

**Library Services for Faculty:** For more information regarding the services available to faculty, please go to the Faculty Services page (http://library.pdx.edu/services/faculty/).

**Room Scheduling, Non-classroom**
There is a sign-up book in the Department Office for scheduling rooms 317L, 369 and 364. In addition room 307 can sometimes be scheduled through the Department Manager. Please reserve the department small meeting rooms for small group meetings only.

All other rooms are scheduled through the university system and are very difficult to get. If you need to host a review session outside of normal class hours, please get in touch with the Front Office as soon as possible.
Audio Visual Equipment Scheduling
The AV staff in the basement of Smith Memorial Student Union will help with overhead light bulbs, transparencies, sudden equipment mishaps, etc. Arrangements for scheduling AV equipment (http://www.pdx.edu/oit/audio-visual-services) are also coordinated through their office; reach them at (503) 725-9100. Because classrooms no longer have direct telephone lines to the AV office we suggest keeping the AV phone number somewhere on hand while you are teaching.

Most university classrooms have the capacity to enhanced educations through the use of pictures, graphic, video, internet access, video conferencing, and other technologies. If you are uncertain how to use this equipment please contact A/V services or if you have a TA, he or she could assist you.

Room Temperature Control
Unfortunately, all the rooms are maintained at a given set point by the staff of the university’s Facilities office. Independent, room-by-room control is not available. As they say on the Oregon Coast, “dress in layers.”

Campus Safety
The following web site provides an overview of a variety of conditions and actions to take: http://www.pdx.edu/cpso/campus-safety-policies

Contact 911 for emergencies, including medical emergencies.

Other campus safety resources include the following:

Use Emergency 911
• (503) 725-4404 Public Safety (Emergency Line)
• (503) 725-4407 Public Safety (Non-Emergency Line)
• cpso@pdx.edu (Public Safety email)

Outside some buildings you will see Blue Light Phones which when you pick them up, immediately lead to dispatch of Campus Security.

There are also emergency phones inside buildings, and defibrillators as well.

In addition, you are encouraged to sign up for PSU Alert: “PSU Alert is an emergency notification system used to send emergency alerts, notifications and updates to your cell phone, pager, phone and e-mail account. In the event of an emergency, (fire, inclement weather, etc.) the PSU administration will be able to send important alerts and updates right to your preferred point of contact.”

For information on how to register for the system, go http://www.pdx.edu/cpso/psu-alerts-timely-warnings.
MATTERS OF POLICY

Students’ right to privacy is based on The Family Educational Rights and Privacy Act (FERPA). FERPA addresses such matters as:

- What are the legal constraints on use and disclosure of education records?
- What are the responsibilities of PSU employees regarding student records?
- What are the students' rights regarding their education records?
- Which education records may and may not be released and under what circumstances?
- Who can you contact when you have questions about appropriate ways to handle students' records?

Both for your own and students’ protection, it is important that you consider your practices in light of this law. It can extend to what can seem like the most routine of matters, such as forwarding students’ e-mails, placing papers or test results where they are available for other than the student to see, and writing letters of recommendation. For further information on FERPA, see the Appendix. A tutorial is available at http://www.pdx.edu/registration/ferpa-student-records-privacy-tutorial.

The university’s e-mail communication policy is included in Appendix A of this Handbook. It is important that you familiarize yourself with this policy.

PSU administration, faculty, staff, and students are responsible for assuring that PSU maintains an environment for work, study, and the provision of services and activities that is free from sexual harassment and discrimination based on age, disability, race color national origin, religion, marital status, sex, sexual orientation, gender identity, veteran status, and any others prohibited by Federal and State law. Any official of PSU, including an administrator, chair, supervisor manager, faculty member, lecturer, who receives a report of prohibited discrimination or harassment shall promptly notify the Office of Equity and Compliance or his or her respective supervisor. That is, you may talk either with the Chair or Associate Chair in Psychology, or with the Office of Equity and Compliance, 503-725-5919.

As the policy states, if you are informed of or observe any action related to the previous statement, you are obligated to report it. Investigation of the matter is required by law. If you observe or receive such information, it is often the case--and understandably so--that you will be asked to keep it confidential. It's important that the person speaking with you understand that you have an obligation to be sure his or her experience is investigated, that therefore you are required to disclose it, and that you will do so respectfully to persons who are appropriate officers of the university for dealing with the concern. It is best if you draw no conclusions about the incident with the person describing it. For your
information and protection, here are the statements regarding confidentiality drawn from the university's policies:

First, discrimination:
"To the extent permitted by law, the University treats as confidential all information received in connection with reports of prohibited discrimination. However, during the course of an investigation the compliance office may need to disclose information to other people within the university."

And on sexual harassment:
"To the extent possible, PSU treats as confidential all information received in connection with reports of sexual harassment. It may become necessary, however, to disclose particulars during the course of an investigation or attempt at resolution. All individuals who participate in any procedure under this policy have an obligation to maintain the highest confidentiality of any of the matters discussed."

That is, you too, must report an incident as indicated and maintain and otherwise maintain confidentiality.

The university’s sexual harassment policy is included in Appendix A of this Handbook, and is also available at [http://www.pdx.edu/diversity/office-of-equity-compliance](http://www.pdx.edu/diversity/office-of-equity-compliance). It is important that you familiarize yourself with this policy.

Information about the Student Code of Conduct, along with a link to the code is available at [http://www.pdx.edu/dos/student-conduct-at-psu](http://www.pdx.edu/dos/student-conduct-at-psu).

Information about our students with disabilities is included elsewhere in this handbook under Resources. It is critical that you familiarize yourself with good practices described there. Additional materials provided by the Disability Resource Center ([http://www.drc.pdx.edu](http://www.drc.pdx.edu)) for your consideration and possible use are also included in the Appendix.

Other policies possibly relevant to your PSU experience are available at [http://www.pdx.edu/oaa/reference-documents](http://www.pdx.edu/oaa/reference-documents) through the Office of Academic Affairs.

**STUDENT CONSULTATION**

**Advising**
If students have questions about developing a course plan or have any other advising question, please direct them to the Psychology Office located in Cramer Hall. The department offers Peer Advising, Freshman Group Advising, as well as Individual Advising with our graduate students or departmental advisor (Scott Broussard). For the students' convenience, they can ask simple questions like “do I need to take Business or Non-
Business Statistic class to fulfill the Psychology major requirements” to Psyadvis@pdx.edu, which is maintained by two Psychology graduate student advisors.

**Letters of Reference**

Students may ask for letters recommending them for admission to a program or school, or for a scholarship. Whether to agree or decline such requests is your professional decision. Instructors must abide by guidelines of the Family Educational Rights and Privacy Act (FERPA). If the student’s request does not include a FERPA release already, please use the form available from the Office of the Dean of Students [here](http://www.pdx.edu/sites/www.pdx.edu.dos/files/media_assets/DOS_FERPA_Release.pdf).

It is your prerogative to establish timelines that work for you for reference letters. We recommend that you don't supply letters for general purposes (e.g., unaddressed letters, or undated general recommendations of a student for no specific reason). The use of Portland State letterhead is carefully controlled and is allowed for official business only.

**Makeup Tests**

In addition to DRC-related situations, instructors sometimes approve that students take make-up examinations. Requests for making work will come up, so it is wise to establish clear guidelines and include them in your syllabus. The Department does not offer resources for proctoring make-up exams. If you do not proctor the exam yourself, you will need to coordinate arrangements through Testing Services. Students pay a fee for the proctoring service. While there is a fee to students, your time is also very valuable so you may wish to consider this a legitimate way to handle make-up tests if you offer a make-up option. It is normative that students be required to complete the test by the same day or next day as other students, and before the next class meeting.

If, for reasons other than documented disability accommodations, you decide to let a student reschedule an exam, you may wish to form an agreement with the student prior to agreeing to reschedule. Faculty vary considerably in this regard and, as noted in the policy, it is important that you publish your own policy in your course syllabus at the start of the quarter. One example of an agreement for rescheduling an exam may be found as an Appendix to the Adjunct Faculty and Instructor Handbook.

**Teaching Assistants**

Graduate Teaching Assistants are assigned to classes taught by part-time instructors based on a variety of factors, with class size and TA availability critical among them. The Department typically attempts to provide TAs for large courses and certain methods courses. The Department attempts to match prior experience with the needs of specific instructors when assigning TAs.

If you are assigned a TA, we ask that you meet with the TA before classes start if at all possible so that you can plan for the quarter and integrate the TA’s name and contact
information, as well as information about what class members can expect from the TA, into your syllabus. If it proves infeasible to meet before classes start, please meet during the first week of classes.

Teaching Assistantships are professional appointments. The department expects that such appointments offer professional development opportunities for TAs while also providing support to Instructors. We recommend that at a first meeting with the TA you exchange contact information, including ordinary preferred modes of contact and emergency contact information; clarify expectations for each other; and set schedules. These schedules often profitably include meetings every 2-3 weeks during the quarter to check in with each other on expectations and progress. We require the use of a TA Responsibility Form to help you lay out at the onset what will be involved in your work with a TA, and what help you need the TA to provide.

_TAs often find it helpful for Instructors_ to identify ahead of time the assignments on which Instructors need help; the nature of help needed; due dates for TA work; dates of exams; and a process whereby the TA will be informed and able to respond early on if the instructor in some way happens to be dissatisfied with TA performance. Instructors vary considerably in the authority they delegate to TAs. If you make your expectations as clear as possible this will help TAs to help you. We have received feedback from past Teaching Assistants that clarity of expectations helps a TA both to grow professionally and to work effectively with the Instructor in their different, but interdependent, roles on the teaching team.

General expectations for TA obligations including hours of involvement are included in the required TA Responsibility Form. (See appendices). Absence of TAs during the quarter is not a usual event. If a TA is to be absent at any point, he or she is required to notify the instructor in advance and negotiate the absence. Please check with the chair or Associate Chair if you have any concerns. Instructors often find it helpful for TAs to indicate what aspect of the course would provide them professional growth opportunity (e.g., holding office hours, delivering a guest lecture, or developing test questions, but likely not all three).

**Undergraduate Student Teaching Assistants**
Instructors occasionally use advanced undergrads as TAs. Approval from the Department Chair is required for these arrangements. To obtain approval, the student will need to submit a By Arrangement Form signed by the instructor to the Front Office.

A copy of the By Arrangement Form and a set of guidelines for working with an undergraduate TA are in Appendix B of this handbook.
COURSE MANAGEMENT

Elements of a Syllabus
A syllabus should list the course goals, the schedule, instructor contact information and course requirements. As noted earlier, it is important to include information about the Disability Resource Center. Due dates and exam times should be clearly specified. Please note that the dates and times for final exams (http://www.pdx.edu/registration/final-exams) are set by the Office of the Registrar and often differ from times the class meets during the regular ten weeks. Exams times during Exam Week cannot be changed.

Grading policies should be listed and a system for determining the student’s final course letter grade must be described. Missed exams and late assignments should also be addressed. Additionally, if you will be providing material over the Desire2Learn (intranet) course tool, you might urge students to ensure their familiarity with Desire2Learn within the first week of classes using this site: http://www.pdx.edu/psuonline/node/40.

The Department also strongly recommends including the following resources for students:

- **Advising** – Students are encouraged to take advantage of the advising resources available in the Psychology Department. From question about what classes to take to assistance in filing student petition, advisors are available to help. To schedule an appointment, please visit the Psychology Main Office located in Cramer Hall 317. Students can also email quick questions to psyadvis@pdx.edu.

- **Psychology Student Listserve** – The PsychWeb mail list is a general list serve for undergraduate students interested in psychology at Portland State University. Postings include events, research opportunities, occasional job posting and other resources potentially useful for undergraduates. Any student interested in is encouraged to subscribe to this list. To subscribe, send an email to majordomo@lists.pdx.edu and in the body of the email, put “subscribe psychweb”.

Sample syllabi are available at the web site of the APA Division 2 Office of Teaching Resources in Psychology (http://teachpsych.org/otrpsyllabi/index.php).

Research Solicitations
Unlike many Departments of Psychology, ours does not maintain a subject pool. On occasion, researchers may approach you for permission to recruit study participants from your class. Ideally the researcher will mention that the project has already been approved by the Portland State IRB and, if the researcher is a graduate student, the name of the faculty supervisor. Even so, you are not required to accommodate data collection requests.

Sometimes Instructors allow research data to be collected for extra credit in the class. If you do this, you must offer an alternative extra credit assignment worth a similar number
of points and involving a similar amount of time. This prevents coercion of students and allows an alternative for students uncomfortable participating in the research.

**Grading**

For undergraduate courses at Portland State, grading marks are interpreted as follows:

- A—Excellent
- B—Good
- C—Satisfactory
- D—Inferior
- F—Failure
- P—Pass
- NP—No pass

The following marks are also used:

- I—Incomplete
- IP—In Progress (UnSt 421 only)
- W—Withdrawal
- Au—Audit
- X—No basis for grade
- M—Missing grade/No grade received

*The distribution of students who receive grades of A, B, C, etc., will reflect student performance as well as your professional decisions. The distribution should also reflect class level (e.g., more low grades in a 200 level course than in a 400 level course).*

You will be submitting grades electronically via the “Banweb” system. To use this system you will need to access my.pdx.edu, access given to you when you signed up for your Odin account. For information on how to enter final grades and grading deadlines, please visit: [http://www.pdx.edu/registration/online-grading#dates_and_deadlines](http://www.pdx.edu/registration/online-grading#dates_and_deadlines)

**Grade Changes**

Information on grade change policies can be found at the website noted above.

Supplemental Grade Report (SGR) forms – these are used for grade to grade changes, such as C to B, and need to be signed off by the Department Chair. These forms can be found in the Department Office, they need to be filled in by you and turned in to the Department Office.

Online Grade Changes – for I, X, M and IP grades, changes to these grades must be made online and SGRs will not be accepted for these. These are also done on the “Banweb” system and instructions can be found on the website listed above under Grading.
**Student Work Load**
It’s important to consider the relative level of your course when you decide on the students’ workload. Demands at the 200 level are lower than at the 400 level. In addition, the Oregon University System is on a quarter system but textbooks are often created for semester length classes. Talk with other instructors for advice on work load and/or solicit example syllabi from them.

**Attendance and Making-up Missed Work**
The following is the Portland State Missed Class Policy ([http://www.pdx.edu/registration/attendance](http://www.pdx.edu/registration/attendance)) for undergraduate classes:

“It is the responsibility of each instructor to determine and publish the class attendance policy in the course syllabus distributed to enrolled students at the beginning of the quarter. The instructor’s class attendance policy supersedes requests for approved absences. Students are responsible for informing the instructor, in writing and at the earliest opportunity, of absences due to university-sanctioned events or personal responsibilities. If a student must miss class due to an unforeseen event, the student must inform the instructor of the reason for the absence. Absences not cleared with the instructor before the specific class event (exam, presentation, assignment due) may require a document from the relevant authority (e.g., coach, employer). If the instructor decides that the absence is justifiable, then he or she should attempt to provide opportunities for equivalent work. When absences are approved beforehand by the student and instructor, the instructor will allow students to make up missed work and/or give an option to attain attendance points. When there is a dispute between students and instructors over the opportunity to make up work or attendances, the issue will be adjudicated by the chair of the department and then (only if needed) the dean of that school or his/her designee. The student may not place any undue burden on the instructor to provide opportunities to make up course work due to excused absences.”

**Incompletes**
When a student requests an Incomplete (I), your approval is not automatic. A student must have completed most of the course work, must be passing the course to-date, must request the incomplete, and must agree to a plan – including a deadline – for completing course requirements. We encourage a written plan with written agreement that is verified by both the student and the instructor. You may extend the course deadline but you may not extend it past 12 months. Please keep your own availability in mind as you enter into this contract. For your consultation, an example agreement for assigning an Incomplete is in an Appendix to this handbook.

**Academic Dishonesty**
Consult the University policy for complete details on this topic. With downloading from the Internet now an easy matter, you may even need to re-think past paper assignments
(e.g., broad topical assignments may tempt students to copy work). For more information, see Appendix A and visit the following web site: http://www.pdx.edu/dos/psu-student-code-conduct#AcademicDishonesty

Teaching Evaluations
Each quarter and for each class you teach, you are required to have your students complete the departmental teaching rating forms. Plan your class time to allow this during the 10th week of classes. Forms will be placed in your mailbox and it is your responsibility to pick them up and follow instructions on the cover sheet.

Before distributing forms, ask a student to collect the forms and take them to the department office. It is very important that you leave the classroom while evaluation forms are being completed, that the students are assured through your actions that you will not see the evaluations before issuing grades, and that you do not review the evaluations until they are distributed to you at a later time. Evaluations are scanned, the results compiled in a way that includes departmental averages and allows you to see your evaluations against a departmental quarterly average. Usually the evaluation outcomes and the original forms with student comments are available about mid-way during the next quarter.

Thank you for your work in the Department. Please contact the Chair or Associate Chair if you would like to discuss any of these handbook topics.

Appendices for the Adjunct Faculty and Instructor Handbook:
APPENDIX A:
Policies You Need to Know
• Protecting Student Records Privacy – Family Educational Rights and Privacy Act (FERPA)
• Email Communication Policy
• Sexual Harassment Policy
• Policy Concerning Consensual Relationships
• Faculty Tips: Dealing With Disruptive Students
• Procedures for Complaints of Academic Dishonesty
Protecting Student Records Privacy – Family Educational Rights and Privacy Act (FERPA)

A. Education Records are records which:
   1. Contain information which is directly related and personally identifiable to a student; and
   2. Are maintained by an educational institution or by a party acting for the institution.

B. Student Rights under FERPA
   1. Right to inspect and review educational records (within 45 days of request).
   2. Right to request amendment of educational record.
   3. Right to consent to disclosure of personally identifiable information within student’s educational record. Requests must be in writing.
   4. Right to file a complaint alleging failure by Portland State to comply with FERPA requirements.

C. FERPA authorizes University to make public disclosure of directory information as long as the student has not exercised the right of non-disclosure (i.e. submitted a Student Records Privacy Request).
   Directory information is defined at PSU to include:
   1. Students’ name, current address, e-mail address and telephone number;
   2. Students’ dates of attendance;
   3. Students’ degrees and awards received;
   4. Students’ number of credits earned;
   5. Students’ fact of enrollment, including either full-time or part-time status.

D. Students may request non-disclosure of Student Directory Information, in writing, to Office of Admissions, Registration & Records. When this occurs, University officials may not acknowledge student’s existence or enrollment: “I have no information about that person.”

E. Important Faculty/Staff Information
   1. Student information to be held in strict confidence includes, but is not limited to:
      a. Student ID or Social Security number,
      b. Student age, race, gender, national origin, religious affiliation,
      c. Student exam or course grades,
      d. Student class schedule,
      e. Student financial, medical, student conduct and/or public safety records.
   2. Rights of Parents: None.
   3. Banner access for faculty assistants: Teaching and faculty assistants who access
Banner MUST have individual and unshared Banner accounts authorized by the department chair or director.

4. Job references and letters of recommendation from faculty/staff for a student should be given after the student has signed a written consent statement allowing release of information.

5. Institutions may disclose education records without written consent of students in very limited circumstances. Disclosure without written consent is permitted:
   a. to other school officials within the institution who have a legitimate educational interest, generally defined by the need to review an education record in order to fulfill professional job responsibilities,
   b. to persons in an emergency, if the knowledge of information is necessary to protect the health or safety of students or other persons.

F. Documents and Banner data to be treated as confidential (shall not be routed or posted openly in the classroom or faculty offices) includes but is not limited to:
   1. Class rosters,
   2. Grade reports,
   3. Exams, papers and other classroom assignments

G. Questions relating to release and maintenance of your students’ records should be referred to your department chair or Agnes Hoffman, 503-725-5502 or Cindy Baccar, 503-725-5533.
   Student concerns or complaints should be referred to the Office of Academic Affairs.

Email Communication Policy

Responsible Office: Office of Information Technology

I. Policy Statement

It is the policy of Portland State University that the University e-mail system is an appropriate medium for official communications form the University to employees and students. It is the responsibility of employees and students to receive such communications and to respond to them as may be necessary.

II. Reason for Policy/Purpose

The University must be able to communicate quickly and efficiently with employees and students in order to conduct official University business. E-mail is an appropriate medium for such communication and supports University goals regarding cost efficiency, expediency, and sustainability. This policy is not intended to limit the use of communication tools for pedagogical uses or reasons.
III. Applicability

This Policy applies to all employees and students.

IV. Definitions

Official Communications. Communications from the University to the students and employees, previously often sent by U.S. mail, that are important and that may trigger and obligation for the recipient to respond.

University E-mail Account. The “pdx.edu” e-mail account assigned by the PSU Office of Information Technology.

University E-mail System. The “pdx.edu” enterprise e-mail system managed by the PSU Office of Information Technology.

V. Policy/Procedure

1. E-mail Accounts

1.1 The University will provide every student and employee with a University e-mail Account in order to access Official Communications.

1.2 University employees’ e-mail addresses are not confidential. Employee e-mail addresses will be visible to other University e-mail account holders.

2. Rights and responsibilities

2.1 E-mail sent by the University to a University e-mail account is an official form of communication to employees and students. It is the responsibility of employees and students to receive such communications and to respond to them as may be necessary.

2.2 Official Communications may be time-critical and employees and students are expected to review messages sent to their University e-mail account on a reasonably frequent and consistent basis.

2.3 Persons with University e-mail accounts are responsible for managing the account in a manner that maintains sufficient space for e-mail to be delivered. Assistance with managing a University e-mail account can be requested from the OIT Helpdesk.
2.4 The University is not responsible for the delivery failure of e-mail, including attachments, sent from the University e-mail system to any non-University e-mail account.

2.5 Supervisors are required to work with employees without a computer in their work station to ensure that such employees have regular access to a computer in order for such employees to be able to receive e-mail communications in a timely manner.

2.6 Employees may not use private e-mail accounts, such as gmail.com, yahoo.com, and Hotmail.com, to conduct University business.

2.7 The University reserves the right to access and review e-mail communications as provided in the Acceptable Use Policy. In addition, users of e-mail should be mindful that the Oregon Public Records Law, and its exceptions, may apply to e-mail in the same manner as it applies to other University records.

VI. Links to Related Forms

Not Applicable.

VII. Links to Related Policies, Procedures and Information

Acceptable Use Policy

University E-mail May Be a Public Record

VIII. Contacts

Questions regarding this Policy should be directed to the Office of Information Technology at (503) 725-6246 or can be e-mailed to cio@pdx.edu

**Topic: Sexual Harassment Policy**

Section: 1.100

Responsible Office: Office Action & Equity Opportunity

Date of Establishment/Revision

1. POLICY
Sexual Harassment, in all its forms, is unethical behavior, disruptive of workplace and campus life, and inherently antithetical to the University's mission, purpose and functioning. PSU administration, faculty, staff, and students are responsible for assuring that PSU maintains an environment for work, study, and the provision of services and activities that is free from sexual harassment. Sexual harassment is prohibited by Federal and State law, Oregon University System rules and policy, and is prohibited at Portland State University (PSU).

2. DEFINITION

Sexual harassment is any unwelcome and unwanted sexual advance or request for sexual favor or other verbal or physical conduct of a sexual nature when:

A. Submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of an individual's employment, participation in a sponsored educational program, participation in services, or participation in sponsored activity; or

B. Submission to or rejection of such conduct is used either explicitly or implicitly as a basis for any decision affecting terms or conditions of an individual's employment, participation in a sponsored educational program, participation in services, or participation in sponsored activity; or

C. Such conduct has the effect of unreasonably interfering with an individual's work performance, receipt of services or academic activities, or creates an intimidating, hostile or offensive environment.

Sexual harassment can occur between any individuals associated with PSU, i.e., between an employee and a supervisor; between co-workers; between faculty members; between a faculty, staff or student and a customer, patient, vendor, or contractor; or between a student and a faculty member or another student. Sexual harassment can occur independent of the gender of the parties involved.

3. EXAMPLES OF SEXUAL HARASSMENT

Sexual harassment can encompass any sexual attention that is unwelcome and unwanted. Examples of verbal or physical conduct prohibited by this Policy include, but are not limited to:

A. A pattern of sexually charged conduct not legitimately related to the subject matter of a course that causes discomfort or embarrassment including:

   • comments of a sexual nature;
• sexually explicit statements, questions, jokes, or anecdotes;
• touching, patting, hugging, brushing against a person's body, or repeated focused staring;
• remarks about sexual activity, experience, or orientation; and/or
• display of inappropriate sexually oriented materials in a location where others can see it

B. Direct or implied threats that submission to sexual advances will be a condition of employment, work status, participation in activities, promotion, grades, assignments, or letters of recommendation; and

C. Physical sexual assault.

4. REPORTING SEXUAL HARASSMENT

PSU encourages anyone who believes that s/he has experienced or witnessed sexual harassment to come forward promptly. While sexual harassment concerns may sometimes be resolved by the person being harassed dealing directly with the alleged harasser, when such a course of action is not possible or appropriate, concerns or issues regarding sexual harassment should be brought to the attention of:

• A supervisor or department head most directly concerned, excluding the person accused of the harassment;
• Any academic or administrative official of PSU including but not limited to the president, a vice president, university counsel, the provost or a vice provost, a dean, a chair, or a director;
• The Office of Affirmative Action;
• Office of Student Affairs;
• Members of the Sexual Harassment Resource Network;
• Ombuds Office;
• Campus Public Safety.

Any Supervisor, Manager, Faculty Member, Sexual Harassment Resources Network Member, or other University Official who receives a report of sexual harassment shall promptly notify the Affirmative Action Office of the complaint. The Affirmative Action Office has primary responsibility for investigating and resolving reports of sexual harassment.

5. OPTIONS FOR RESOLUTION

Individuals who report concerns about sexual harassment will be advised of their options for resolution of the complaint. These options include:

A. Informal resolution of the complaint with the assistance of the Affirmative Action Office and, where appropriate, the individual(s) to whom the report was initially made; or
B. Filing a formal grievance through the University's grievance procedures.

6. CONFIDENTIALITY

To the extent possible, PSU treats as confidential all information received in connection with reports of sexual harassment. It may become necessary, however, to disclose particulars during the course of an investigation or attempt at resolution. All individuals who participate in any procedure under this policy have an obligation to maintain the highest confidentiality of any of the matters discussed.

7. NON-RETALIATION

Retaliation against an individual for reporting sexual harassment or for participating in an attempt at resolution, an investigation, or any activity under this policy is strictly prohibited. Any act of retaliation or reprisal violates this policy and will be treated as a separate matter. Anyone found to have retaliated against anyone making use of this policy or any procedures related to this policy will be subject to appropriate disciplinary or corrective action(s), up to and including severance of any relationship with PSU.

8. FALSE COMPLAINTS

It is a violation of this policy for anyone to make an intentionally false accusation of sexual harassment. Anyone who is found to have made an intentionally false accusation of sexual harassment will be subject to appropriate corrective and/or disciplinary action.

9. CORRECTIVE ACTION

Where sexual harassment is found, steps will be taken to ensure that the harassment is stopped immediately. Appropriate corrective measures will be implemented and may range from counseling, verbal or written reprimands, suspensions, or other action, up to and including dismissal, in accordance with established PSU policies and procedures. Matters involving students will be investigated by the Affirmative Action Office and findings will be forwarded to the Office of Student Affairs for processing under the Student Conduct Code.

Policy Concerning Consensual Relationships

DEFINITIONS

Consensual Relationships: Relationships that are amorous, romantic or sexual in nature, legal within the state of Oregon, in which both parties are willing participants.
**Power Differential**: The actual or perceived imbalance of power that exists in a relationship when one of the parties in the relationship is an instructor or a supervisor and the other is a student or supervisee.

**Instructor**: All who teach at the University, who may be paid or volunteer employees of the University or of any University-affiliated, -supported or -sanctioned program, including faculty members, academic staff, administrative staff, other instructional personnel and undergraduate or graduate students or teaching assistants with teaching, advising, mentoring, or tutorial responsibility, and who are partly or wholly responsible for advising, evaluating or grading students' performance.

**Student**: Any person studying with an instructor, where that instructor is partly or wholly responsible for evaluating or grading that student's performance.

**Supervisor**: Any person who directly or indirectly controls or affects the terms and conditions of employment of other employees.

**Supervisee**: Any person whose terms and conditions of employment are directly or indirectly controlled or affected by a supervisor.

**RATIONALE**

It is a generally accepted principle, reflected in various nepotism policies, sexual harassment policies, and others, that anyone in a position of power or authority should avoid situations where he or she would make determinations or evaluations affecting the terms and conditions of employment or student status for relatives, family members, spouses or significant others with whom he or she has an intimate relationship. Such a relationship, combined with the power and responsibility of making such determinations or evaluations, is considered to be a conflict of interest.

**POLICY**

The University recognizes that two consenting adults should be free to conduct a personal relationship if they so wish; however, if a consensual relationship should develop between an instructor or supervisor and a student or supervisee, where a power differential exists, the instructor or supervisor should report the matter, as soon as possible, to his or her immediate supervisor, i.e.; Department Chair, Professor in charge of the course, the unit supervisor, etc. This immediate supervisor, in consultation with the Director of Affirmative Action, will immediately make arrangements so that the official determination(s) affecting the terms and conditions of employment, study, or progress in a program of the person(s) involved in the consensual relationship can be carried out under the direction of a competent objective third party(s). This should be carried out in a manner that maintains the highest degree of confidentiality possible.
It should also be made clear that the instructor, mentor, tutor, or supervisor should not, thereafter, be allowed to have undirected responsibility for supervising, evaluating, or grading the consensual relationship partner's performance. This is due to the possibility of residual feelings resulting from the consensual relationship, which could preclude impartiality.

All instructors, supervisors, students and supervisees should understand that these situations are of concern to Portland State University. It is the instructors and supervisors, who, by virtue of their special power and responsibility, will bear the burden of accountability in such cases. There are substantial risks in an apparently consensual relationship where a power differential exists, even if the conflict of interest issues are resolved, involving potential charges of sexual harassment and/or violations of University policy. Such consensual relationships have the potential for very serious consequences and should be avoided, where possible.

Where such relationships cannot be, or are not avoided, this policy mandates the declaration to and intervention by a supervising authority, for the protection of both parties involved in the consensual relationship. Any instructor or supervisor who enters into such a relationship should be aware that liability protection under Oregon statutes may not apply in subsequent actions arising out of consensual relationship situations, where the instructor or supervisor failed to comply with this policy, and that failure to comply with this policy can lead to disciplinary action up to and including dismissal.

Persons with concerns about risk or conflicts associated with Consensual Relationships should contact the Affirmative Action/Equal Opportunity Office. Retaliation of any kind against anyone for expressing concerns about a Consensual Relationship or for participating any way in any proceeding pursuant to this Policy is prohibited.

**Faculty Tips: Dealing With Disruptive Students**

*Students and faculty have shared responsibility for maintaining an appropriate learning environment*

Faculty have the professional responsibility to treat students with understanding, dignity and respect. Students are also expected to demonstrate appropriate, respectful behavior toward other members of the university community, both faculty and peers. Disruptive students in the academic setting hinder the educational process. Disruptive student conduct is prohibited by the Student Conduct Code (Oregon Administrative Rule 577-31-125), which also enumerates formal actions and remedies for resolving student misconduct issues.

*What constitutes Disruption?*

"Disruption," as applied to the academic setting, means behavior that a reasonable faculty member would view as interfering with normal academic functions.
Examples include, but are not limited to:

- Persistently speaking without being recognized
- Interrupting other speakers
- Behavior that distracts the class from the subject matter or discussion
- In extreme cases, physical threats, harassing behavior or personal insults
- Refusal to comply with faculty direction

**PREVENTION**

The best time to deal with disruption is before it begins. Faculty can take steps to reduce the likelihood of disruptive behaviors in the classroom.

- Explicitly state expectations for conduct in the syllabus. Include specifics, such as "turn off pagers and cell phones before entering the classroom." Explain consequences for inappropriate behavior.
- Review these expectations with students during the first class meeting
- Model respectful communication with your students.
- Facilitate respectful exchange of ideas among your students.
- Respond to problems consistently and in a timely manner.

**HANDLING CLASSROOM DISRUPTIONS**

In cases of IMMEDIATE THREAT to you or others, immediately call Campus Public Safety 502-725-4404.

Otherwise...

1. Have a private conversation with the student to discuss the disruptions you are observing, and possible remedies for the situation.
2. Follow up with a written summary to the student, re-stating your expectations and consequences for continued disruption.
3. Students who chronically disrupt classes and interfere with the learning environment may be asked to leave the class. Campus Public Safety may be called to remove the student if necessary.
4. Consulting your Department Chair or College Dean may be helpful in developing a plan for dealing with a disruptive student.
5. Faculty can consult with the Dean of Students, and may consider filing a Complaint of Misconduct with Office of the Dean of Students.
6. Formal disciplinary action may include: Disciplinary reprimand, probation, suspension or dismissal.
7. Keep records of the difficulties, and your efforts to resolve them, including all written communication. These will be helpful in the case of formal actions.
NEED TO TALK TO SOMEONE?

Faculty are educators and academicians. Being forced into another role - such as counselor or friend - by a student situation can be uncomfortable, and is outside the range of faculty responsibility. In such situations, consider consulting with campus resources that may be helpful in resolving issues with the student. A range of support and information services is available to faculty and to students.

**Disability Resource Center** consultation regarding equal access to education and maintaining academic standards

**Counseling & Psychological Services** consultation regarding mental health issues, mental disorders, working with disturbed and disturbing students, crisis debriefing

**Office of the Dean of Student Life** information and support regarding application of the Student Conduct Code

Although some disruptive students may have emotional or mental disorders and thus are disabled and protected under the Rehabilitation Act/ADA, they are held to the same standards of conduct as all other students.

**RESOURCES:**

**Affirmative Action**
122 Cramer Hall
503-725-4417

**Campus Public Safety**
1939 SW Broadway
Emergency: 503-725-4404
Non-emergency: 503-725-4407

**Counseling & Psychological Services (CAPS)**
Suite 200 University Center Building
1880 SW 6th Ave.
503-725-2800

**Disability Resource Center**
435 Smith Memorial Center
503-725-4150

**Office of the Dean of Student Life**
433 Smith Memorial Center
503-725-4422
REFERENCES:

Student Conduct Code is available at:
http://www.pdx.edu/dos/psu-student-code-conduct

Faculty Tips: Dealing with Disruptive Students is brought to you by:
Counseling & Psychological Services (CAPS)
& the Office of the Dean of Students (DOS)
Procedures for Complaints of Academic Dishonesty
http://www.pdx.edu/dos/psu-student-code-conduct#AcademicDishonesty

Excerpt from the PSU Student Code of Conduct:

(1) Course Instructors have the primary responsibility and purview to respond to academic dishonesty with students enrolled in their respective courses. Course Instructors may issue a zero or a failing grade for the assignment for which the dishonesty was found. Course Instructors may not issue a failing grade for the course unless a failing grade on the assignment in question results in a failing grade for the course, per the syllabus. Instructors may not dis-enroll a student from a course.

(2) Departments, programs, colleges, or schools may also address academic dishonesty in accordance with their respective policies and procedures. These entities are limited to the following academic sanctions: (a) Issuing a zero or a failing grade for the assignment for which the dishonesty was found; or (b) Suspension or Expulsion from the department, program, college or school per the process proscribed by the respective entity.

(3) Any person may submit a written complaint to DOS alleging that a student(s) has engaged in academic dishonesty. Any charge should be submitted as soon as possible after the activity takes place, preferably within fourteen days of such activity.

(4) If the complaint is submitted by anyone other than the Course Instructor, the complaint is also referred to the Course Instructor in which the alleged academic dishonesty occurred.

(5) Faculty submitting a complaint alleging academic dishonesty will be notified of the outcome of this complaint upon request.

Stat. Auth.: ORS 351
Stats. Implemented: ORS 351.070
Hist.: PSU 2-2002, f. & cert. ef. 10-22-02; PSU 4-2006, f. & cert. ef. 8-22-06

577-031-0143

Appeals

(1) Appeals from the decision of the Senior Conduct Officer or the Committee shall be made to the Vice Provost for Student Affairs, whose decision is final.

(2) Appeals must be in writing and filed with the Vice Provost for Student Affairs within ten (10) working days following the date of the letter notifying the Respondent of the outcome of the hearing.
(3) The request for an appeal must include specific justification, such as: errors, failure to consider all of the evidence presented, or any other action, including any new evidence not known at the time of the original hearing, which denied the student a fair hearing.

(4) During the appeal hearing, the Respondent may bring up to two (2) third party advisors of his/her choice as long as the availability of the advisor does not interfere with the timeliness of the hearing. The Respondent will be expected to speak for himself or herself at the hearing. The Respondent may elect to have an attorney serve as an advisor. The Respondent must notify the Vice Provost of Student Affairs at least 24 hours prior to the scheduled meeting if his or her attorney will be present. The University assumes no responsibility for any costs associated with such representation.

(5) The Vice Provost of Student Affairs may dismiss the appeal if the Respondent fails to appear at the appeal hearing.

(6) During the appeals hearing:

(a) The Senior Conduct Officer or the Chair of the Committee will have the opportunity to offer information and to review and respond to all information presented;

(b) The Respondent will have the opportunity to offer information and to review and respond to all information presented;

(c) The Vice Provost of Student Affairs may ask questions of any person present during the hearing. The Vice Provost of Student Affairs may invite questions and comments from advisors or others present. No person other than the Vice Provost for Student Affairs may ask questions of persons present at the hearing.

(d) If the Vice Provost of Student Affairs decides an essential person or piece of information is missing, the Vice Provost of Student Affairs may decide to reconvene the hearing at the earliest practical time that the missing information will be available.

(7) After the Vice Provost of Student Affairs has determined that all the necessary information has been presented and questions answered, the appeals hearing will be closed. The Vice Provost of Student Affairs will determine, based on a preponderance of evidence, whether or not the appeal is warranted, and, if so, what subsequent actions may be appropriate.

(8) The Vice Provost of Student Affairs' decision will be in writing to the student with copies to the Senior Conduct Officer and/or Chair of the Committee.

(9) Pending resolution of an appeal, the student is entitled to all rights and privileges of a student in good standing except as provided in OAR 577-031-0139.
APPENDIX B:
TA Information

- Graduate TA Responsibility Agreement/Checklist
- Graduate Teaching Assistant Rating
- Undergraduate Students as Teaching Assistants - Guidelines for Working with Undergraduate TA’s
- By Arrangement Form for Undergraduate TA’s
TA Responsibility Agreement/Checklist

Student:______________________  Professor:_______________________

Term:_______________________  Course:_________________________

TA hours contracted:___________

Professor and TA should initial each of the following items after review:

_____/_____  1. We have read and understand the paragraph below.

_____/_____  2. TA has been provided with a copy of a class syllabus and/or an estimated timeline for major responsibilities (i.e., paper or exam grading).

_____/_____  3. We have identified responsibilities, along with their associated time commitments below.

_____/_____  4. Office hours have been determined (if necessary) and are listed below.

Office Hours:

Please check off responsibilities and provide details as needed:

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Time</th>
<th>Code/Access Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____Attend Lectures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____Copying (code req’d.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____Blackboard (access req’d.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____Library (proxy card req’d.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____Technical Services (proxy req’d.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____Other</td>
<td>(continue on reverse, if necessary)</td>
<td></td>
</tr>
</tbody>
</table>

*As indicated on the web page for the Office of Research and Sponsored Projects (ORSP), http://www.gsr.pdx.edu/forms/GA_Terms.pdf), “The graduate assistant is provided a salary on a monthly basis as compensation for the service that has been provided. The salary is not directly dependent on the actual number of hours worked each month, but rather is paid for satisfactory performance of professional responsibilities.” The website also provides guidelines for hours worked relative to your FTE. The guidelines are meant to give you an approximation for what you can expect. For example, you are
paid for 13 weeks. In general, a guideline is 156 hours for your responsibilities as a teaching assistant over the term. Research hours are in addition. Your research responsibilities are worked out individually with your advisor. As the ORSP web page says, "In all cases the assistantship is regarded as a contribution to the graduate student's learning experience as well as a service to the university."

From the Graduate Student Handbook:

In general, departmental RA’s will only be requested to participate in activities related to research. TA’s can also be requested to participate in activities related to research and other professional activities. Graduate assistants will not be requested or permitted to perform personal tasks for faculty.

When the number of hours required per week will not be equally distributed over the term, advance information regarding the time requirements of the assistantship should be provided. In general, graduate students are expected to work during the week of final examinations, and may also be asked to assist in completing final grades generally during two working days after the end of finals week. A TA’s responsibilities for a particular class and to a particular professor are terminated at the end of the quarter during which the TA was performed (i.e., at 5 p.m. on the day grades are due). Any time not used during the quarter cannot be used later. Faculty and graduate assistants are encouraged to remain flexible and to consider the student's workload. If a Teaching Assistant is working with more than one faculty member, the faculty members should make efforts to coordinate the total workload.
Teaching Assistant Rating

Student Name: _____________________________________________________
Supervising Faculty: _____________________________________________
Term: ________________________________________________________

Instructions: Please circle the appropriate response after each behavior or activity. (Note: If the assistantship was both a research and teaching assistantship, please complete both forms.) For behaviors or activities that do not apply to the assistantship, please circle “NA”.

**Dependability and Responsibility**

1. Uses care in grading test materials or homework.
   - Almost Never 1 2 3 4 5 Almost Always NA
2. Completes work assignments in agreed-upon period of time.
   - Almost Never 1 2 3 4 5 Almost Always NA
3. Carefully keeps track of test materials or homework (i.e., does not lose them).
   - Almost Never 1 2 3 4 5 Almost Always NA
4. Maintains office hours as scheduled.
   - Almost Never 1 2 3 4 5 Almost Always NA
5. Completes work for instructor with care and accuracy.
   - Almost Never 1 2 3 4 5 Almost Always NA
6. Displays a motivated and energetic approach to work.
   - Almost Never 1 2 3 4 5 Almost Always NA
7. Maintains confidentiality (e.g., student information, test content).
   - Almost Never 1 2 3 4 5 Almost Always NA

**Interacting with Students**

8. Interacts with students in polite and professional manner.
   - Almost Never 1 2 3 4 5 Almost Always NA
9. Gives advice or information to students about non-routine matters after first checking with instructor.
   - Almost Never 1 2 3 4 5 Almost Always NA
10. Maintains appropriate personal relationship with students.
    - Almost Never 1 2 3 4 5 Almost Always NA
11. Is flexible in dealing with students.
    - Almost Never 1 2 3 4 5 Almost Always NA

**Interacting with Faculty**

12. Is flexible in dealing with faculty.
    - Almost Never 1 2 3 4 5 Almost Always NA

13. Thoroughly performs clerical tasks such as proofreading exams, ensuring that multimedia and other equipment are functioning, etc.
    - Almost Never 1 2 3 4 5 Almost Always NA
14. Handles workload imbalances for course (e.g., at end of term, midterms) with advance notice from instructor.

| Almost Never | 1   | 2   | 3   | 4   | 5   | Almost Always | NA |

Faculty Signature: ___________________________________________________________________________________{

Faculty Comments:

_______________________________________________________________________________________________________

I have read the above evaluation and have discussed it with the supervising faculty. (Note: Signing below does not imply that you agree with the evaluation.)

Student Signature

Student Comments:

_______________________________________________________________________________________________________

I have reviewed this completed form.

Department Chair Signature
Rev. 12/
Guidelines for Working with Undergraduate Students as Teaching Assistants

NEW  Updated September 17, 2012

Overview. By working with undergraduate TAs in their classes, Instructors have the potential to gain additional support for their teaching, enrich and enhance their classes, and provide learning experiences for the TAs themselves. However, such arrangements can be complicated, because they involve TAs who are peers of the students in the class, and there is no formal structure for arranging how the TA’s work will be conducted or how it will be coordinated with the work of graduate TAs. To help instructors create the best possible experience for themselves, the undergraduate (and graduate) TAs, and the students in their classes, the following guidelines have been developed, which highlight some of the most important issues and recommendations for practice.

1. Selection. Undergraduates who are selected as TAs should be upper-division (juniors or seniors), and they should be selected on the basis of their exceptional performance. They must have taken the class themselves previously and received a very high grade. They should have demonstrated the skills needed to work with our undergraduate students: subject content competence, dependability, conscientiousness, maturity, good judgment, flexibility, kindness, respect, thoughtfulness, and exceptional communication skills.

2. Structure. The student must be in a By Arrangement with the Instructor because that provides a structure and formalizes the relationship, giving the Instructor evaluative authority. The student signs up for PSY 405, using the By Arrangement Request available in the office.

   a. The Instructor decides on an appropriate number of credit hours, based on the expectation that a student generally will complete 30 hours of work for each credit hour. The Instructor determines whether it will be Pass/No pass or graded. If graded, then criteria must be set for performance.

   b. The Instructor signs the by-arrangement form, or if it is a graduate instructor, the Chair (or Associate Chair) signs the form. In either case, the Chair (or Associate Chair) signs the form and must be aware of the arrangement. (Please be sure the signature is legible so that the instructor can be identified).

   c. The student should understand that one PSY405 (for up to 4 hours) can be counted toward a major in Psychology, but any additional courses (PSY399-409) are counted as general elective credits.

3. Letters of recommendation. Undergrad TAs often request a letter of recommendation following their work as a TA. This issue should be spelled out before the class starts.
4. **Assistance to instructor.** In general, the focus of the undergraduate TA should be primarily to assist the Instructor rather than the students. In assigning responsibilities, it’s important to think through the authority assigned to the undergraduate TA with those who are essentially his or her peers. The value of the undergraduate TA is as an informal resource, but there is potential for confusion with peers if the undergraduate TA is assigned the role of content expert.

5. **Expectations and responsibilities.** We strongly recommend that the Instructor develop a written agreement about tasks and expectations associated with them and whether the TA is to be graded or Pass/No pass. **It is the responsibility of the instructor to determine that all undergraduate TA tasks are appropriate for FERPA (The Family Rights and Educational Privacy Act), as well as fully respectful of every student involved.**

   a. Undergraduate TAs can help with class preparation, such as finding materials for the Instructor, preparing PowerPoint slides, and designing activities that could be meaningful to the class.

   b. They can also help with activities during class, such as taking attendance, collecting homework, or assisting in the organization of small group activities.

   c. Generally, undergraduates would not perform grading and would not have access to students' performance or grade information. An excerpt from FERPA, included below, provides information about what is meant by educational records and what is protected under the guidelines:

   “What are student education records? Most student records at the university are considered education records that are protected by FERPA.”

Examples of education records include:

- Admissions information for students who are accepted and enrolled;
- Biographical information including date and place of birth, gender, nationality, information about race and ethnicity, and identification photographs;
- Grades, test scores, evaluations, courses taken, and official communications regarding a student's status;
- Course work including papers and exams, class schedules, as well as written, email or recorded communications;
- Disciplinary records;
- Students' financial and financial aid records;
- Internship program records.
- Employment records related to a student's employment in a position for which only students are eligible.
**Education Records** include any information or data recorded in any medium that is directly related to a student and maintained by the University or by a person acting for the University. Record mediums include, but are not limited to, electronic databases and files, handwriting, print, tapes, film, e-mail, microfilm, and microfiche.”

We strongly encourage your review of the FERPA Tutorial, available at the following site:

http://pdx.edu/registration/ferpa-student-records-privacy-tutorial

d. In general, undergraduates would not hold office hours. Putting the undergraduate in this position assigns the student an authority that is potentially confusing to his or her peers. It also blurs the responsibilities of the graduate TA if there is one for the same class.

e. If the class also has a graduate TA, it is important to establish the unique role and responsibilities of the graduate TA. Unless there are sufficient distinct tasks, an undergraduate TA should not be assigned when there is also a graduate TA. If there are exceptional reasons that warrant doing so, then the relationship between the two positions should be made clear so that each can articulate the difference.
APPENDIX C:
Useful Forms for the Classroom

- Contract for the Assignment of an “Incomplete”
- Request to Reschedule an Exam
**Contract for the Assignment of an “Incomplete”**

This contract pertains to the grade of “Incomplete” which the student, 

*(name)______________________________________________________________,*

is requesting of instructor _____________________________ on *(date)__________________.*

The **PSU Bulletin** policy on Incompletes is quoted on the second page. The student has read the policy. Contact information for the student is as follows:

(PSU student ID#) _______________________________________________________

(Mailing address) _______________________________________________________

_____________________________________________________________

_____________________________________________________________

(Telephone numbers): ________________________________________________

_____________________________________________________________

(E-mail addresses – please print): _______________________________________

_____________________________________________________________

A grade of Incomplete is requested for this reason:

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

Documentation is attached. All work will be completed by *(date)__________________

The work to be completed is as follows:

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________
Under this agreement the maximum grade the student can earn in the course is: _____.

The student has initiated this request for an Incomplete. The student agrees it is the student’s responsibility, not the instructor’s, to monitor deadlines related to this contract. The student agrees that if the work is not completed and submitted to Instructor by the deadline, the student will receive a grade of “F” for the course as a whole.

Signed,

_________________________________ __________________
(Student name)    (Date)

Approval:   _________________________________ __________________
Psychology instructor   (Date)

Incompletes.
A student may be assigned a mark of I by an instructor when all of the following four criteria apply:
Χ Quality of work in the course up to that point is C- level or above.
Χ Essential work remains to be done. “Essential” means that a grade for the course could not be assigned without dropping one or more grade points below the level achievable upon completion of the work.
Χ Reasons for assigning an I must be acceptable to the instructor. The student does not have the right to demand an I. The circumstances must be unforeseen or be beyond the control of the student. An instructor is entitled to insist on appropriate medical or other documentation.
Χ Consultation must have occurred and a formal agreement must be reached between instructor and student.

A written record of the remaining work and its completion date should be kept by both instructor and student. The instructor may specify the highest grade that may be earned. This should not exceed the level of achievement displayed during the normal course period. The deadline for completion of an Incomplete can be no longer than one year. The instructor may set a shorter deadline which shall be binding. An agreement to a longer period must be by petition to the Scholastic Standards Committee. Failure to make up the incomplete by the end of one calendar year will result in the mark of I automatically changing to a grade of F or NP, depending on the grading option chosen by the student at registration. The instructor, department chair, or dean may set earlier deadlines. For graduating students, incompletes awarded in fall term 2006 or later will be automatically changed to a grade of F or NP prior to conferral of the degree. The faculty of record must file supplemental grade changes no later than 30 days after the degree is awarded. Grades of F or NP will remain on the academic record after the degree is awarded and cannot be removed. In cases where a student’s inability to complete the work by the deadline is due to extraordinary circumstances such as catastrophic injury or illness, petition can be made to the Scholastic Standards Committee who will review the case to determine appropriate action.

[formatting added] Portland State University Bulletin 2010-2011, p. 46.
Request to Reschedule an Exam

This request to reschedule an exam comes from (please print name)

__________________________________________________________________ ,

student ID# (not SSN) ____________________________ ,

on (date) ____________________________ . Contact information is:

Mailing address (ordinary, US Postal Service mail):

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Telephone number(s):  _____________________________________________

______________________________________________

E-mail addresses (please print):  ______________________________________

___________________________________________

The exam involved is (for example, "History of Psychology final exam"):

_____________________________________________________________________

For what reason does the student make this request?

_____________________________________________________________________

_____________________________________________________________________

FORM CONTINUES ON NEXT PAGE ➔
To the student: Please initial the appropriate statements below. Although some of these may seem obvious, we have learned over time they aren’t obvious to all people, particularly at busy times of the quarter.

I have read the syllabus regarding exam reschedules. __________

I am aware that my exam will be equivalent, but not necessarily identical, to the one administered at the normally scheduled time. I’ll bring a Scantron and pencils, but I won’t know the format of the exam (short-answer, essay, multiple choice, etc.) until I am taking the exam. __________

I will not tell other people the contents of this exam, nor learn its contents from others. __________

I am attaching documentation about the need to reschedule. __________

It is up to me to make my appointment at Testing Services for a time slot to which the instructor agrees. __________

The student has initiated this request to reschedule the exam. The student agrees that if the exam is not completed by the agreed date, the student will receive a grade of “F” for the exam.

Signed,

______________________________________________               _________________
Student signature       Date

Approval to take exam on (date agreed by instructor): ________________________________

______________________________________________                 ________________
Psychology instructor signature         Date
APPENDIX D:

DRC Information

- Disability Resource Center Information
- Working with Students with Disabilities
Disability Resource Center Information

Universal Design in Higher Education

Darcy Kramer
Disability Resource Center
Portland State University

Principles of Universal Design

- Equitable Use
- Flexibility in Use
- Simple and Intuitive Use
- Perceptible Information
- Tolerance for Error
- Low Physical Effort
- Size and Space for Approach and Use

Classroom

- Invite students to discuss disability-related issues
  - Offer multiple communication modalities (phone, email, in person)
  - Pause during lecture to check and see if all students have understood material
  - Encourage participation
    - For group projects - offer options for group participation (online, in person, etc.)

Physical Environment

- Make sure the building in which the class is held is accessible
- Move furniture if needed to make room layout accessible
- Labs need to be designed with accessibility and safety in mind

Delivery Methods

- Use multiple modalities to deliver information
  - Visual
  - Auditory
  - Tactile/Hands-on
  - Computers
  - Collaboration

Technology

- Use technology to make materials accessible — if you’re not sure, the Instructional Support Lab can assist
- Students who use text-to-speech technology need printed material in advance whenever possible
- Know where students can go to receive help using technology (at Portland State University: Assistive Technology Center)
- Video content must be captioned or have transcripts available.
Feedback and Assessment

- Provide students with feedback about progress in classes regularly
- Allow students to turn in drafts or partial assignments for comment and guidance
- Use multiple and accessible methods to assess student progress

Accommodations

- Plan for accommodations
- Know campus protocols for testing, alternative formats, etc.
- Relocate classes – requests can go through the Disability Resource Center if student cannot access the classroom

Disability Resource Center Can Help Faculty...

- Develop and use learning style surveys
- Suggest faculty use options for assignments (such as oral vs. written)
- Explore possibility of using alternative testing styles

Disability Resource Center Can Help Students...

- Explore their learning styles
- Communicate effectively with University faculty and staff
- Adapt to changing requirements and needs in the classroom
- Raise awareness of UDI within the university and the community

Questions?
Different disabilities require different techniques in order for students to learn effectively. It is important to listen to what the student needs when helping them with writing.

Questions to ask:
- How can I help you with this paper?
- What is the best method for us to work on this paper?
- How do you work best? In writing? By talking? By listening?
- Would it be helpful for me to write notes, or would you prefer to do that?
- Is this a good place for us to work? Does the noise/lighting/etc. bother you?

Learning Modalities

Different learning modalities need to be taken into consideration in working with students, regardless of disability status, but are especially helpful in working with students with disabilities.

**Visual/Spatial**
- May use words such as "I see" "doesn't look right" "I can't picture it"

**Aural/Auditory**
- May use words such as "sounds right" "I hear you" "I'm listening"

**Verbal/Linguistic**
- May use words such as "let's talk" "need to discuss" "talk it out"

**Tactile/Kinesthetic**
- May use words such as "feels right" "get a grip on this" "get in touch with"

**Logical/Mathematical**
- May use words such as "process" "procedure" "system" or "pattern"

**Social/Interpersonal**
- May use words such as "work together" or "explore options"
Communication Hints

Treat people with disabilities with the same respect and consideration with which you treat others. There are no strict rules when it comes to relating to people with disabilities. However, here are some helpful hints.

General

- Ask a person with a disability if he/she needs help before providing assistance.
- Talk directly to the person with a disability, not through the person’s companion or interpreter.
- Refer to a person’s disability only if it is relevant to the conversation. If so, mention the person first and then the disability. “A man who is blind” is better than “a blind man” because it puts the person first.
- Avoid negative descriptions of a person’s disability. For example, “a person who uses a wheelchair” is more appropriate than “a person confined to a wheelchair.” A wheelchair is not confining—it’s liberating!
- Ask for permission before you interact with a person’s guide dog or service dog.

Blind or Low Vision

- Be descriptive. Say, “The computer is about three feet to your left,” rather than “The computer is over there.”
- Speak all of the content presented with overhead projections and other visuals.
- When guiding people with visual impairments, offer them your arm rather than grabbing or pushing them.

Learning Disabilities

- Offer directions/instruction both orally and in writing. If asked, read instructions to individuals who have specific learning disabilities.

Mobility Impairments

- Sit or otherwise position yourself at the approximate height of people sitting in wheelchairs when you interact.

Speech Impairments

- Listen carefully. Repeat what you think you understand and then ask the person with a speech impairment to clarify and/or repeat the portion that you did not understand.

Deaf or Hard of Hearing

- Face people with hearing impairments so they can see your lips. Avoid talking while chewing gum or eating.
- Speak clearly at a normal volume. Speak louder only if requested.
- Use paper and pencil if the person who is deaf does not read lips or if more accurate communication is needed.
- In groups raise hands to be recognized, so the person who is deaf knows who is speaking. Repeat questions from audience members.
- When using an interpreter, speak directly to the person who is deaf; when an interpreter voices what a person who is deaf signs, look at the person who is deaf, not the interpreter.

Psychiatric Impairments

- Provide information in clear, calm, respectful tones.
- Allow opportunities for addressing specific questions.