Department of Psychology
Undergraduate Instructor's Handbook

Table of Contents

Welcome

The Department was founded in 1888 when Joseph Jastrow was appointed as the nation's first Professor of Psychology. That fact is the basis for the Department's claim to being the oldest Psychology Department in the United States. Since Jastrow's time, the Department has grown in number and stature. Some of the many eminent psychologists who have been associated with the Department are Clark Hull, Harry Harlow, Carl Rogers, David Grant, and Leonard Berkowitz.

The Department has established itself among the very top ranked research departments. It has also grown to be one of the largest undergraduate majors at the University. At any one time, we have approximately 1200 students who are majors or working toward becoming majors. In addition, many thousands of students enroll in our courses (approximately 3700 students enroll in Introductory Psychology each year). Although the number of students puts a great stress on our limited resources, we take pride in our reputation for excellence in teaching. The Department welcomes your commitment to teaching and to meeting the mission of our undergraduate program.

The mission of the Undergraduate Program in Psychology is to provide students with opportunities to:

- Learn about the multiple content areas of scientific psychology
- Develop the ability to think critically and quantitatively
- Enhance written and oral communication skills
- Prepare for the most rigorous graduate and professional programs

  Graduates will be able to apply the science of psychology toward improving the intellectual, emotional, and economic well-being of the citizens of the State of Wisconsin and beyond. Some students will go to graduate school and become the next generation of scientists and college teachers who will create and disseminate new knowledge. Others will choose careers in areas such as business, medicine, law, education, and counseling. Because all courses in psychology emphasize critical thinking and the analysis of research, the Undergraduate Program prepares students to take on the challenges of a changing world.

This mission should guide your vision for your courses. You should fully consider the Department's mission for undergraduate curriculum as you prepare specific statements of goals on your syllabi.

In addition to this handbook, another useful source of information is at the Office of the Secretary of the Faculty. Also, the semester Timetable (http://registrar.wisc.edu/timetable/) provides a calendar and various policy statements (e.g., religious observances, students with disabilities, final exam). Finally, please feel free to consult with me (Room 321, jmharack@wisc.edu, 262-5924, and other members of the faculty and staff.

Karl Rosengren
Associate Chair, Director of Undergraduate Studies

People and Resources

A complete Department Directory (http://psych.wisc.edu/faculty/) is at the Psychology Department (http://psych.wisc.edu/home.html) web page. Here are some of the important people for getting started:

Topic/Issue	Contact	Room	Phone
Department Administrator	**Ben Ball**	223	2-3168
Department Chair	**Hill Goldsmith**	238	2-1040
Director of Graduate Studies	**Craig Berridge**	326	2-0387
Director of Undergrad Studies	**Karl Rosengren**	321	2-5924
Building manager	**Gary Malchow**	238	2-1041
Chair assist	**Jake Parker**	238	2-1040
Classroom Media Support	**Greg Minix**	109A	5-6325
Computers & Equipment Repair	**John Govin**	B91	2-3705
	Greg Kant	B92	2-6848
AV checkout for classes:	**Gary Malchow**	238 – (to pick up)	
	Go to: phpScheduleIt – to reserve equipment on-line:		
Course authorizations, enrollment, registration, timetable	**Dan Barnish**	223	2-0512
225 & Lecturer Coordinator	**Tina Winston**	220	2-1454
Extra credit coordinator	**Valerie Ahl**	330	2-1851
Graduate coordinator	**Kevin Belt**	238	2-2079
Grants	**Liz Rose**	217	2-3168
Parking	**Gary Malchow**	238	2-1041
Or go to:	http://www.fpm.wisc.edu/trans/		
Payroll/Benefits	**Weijung Shang**	219	2-3739
Photocopying & copy machines	**Gary Malchow**	238	2-1041
Reimbursements	**Susan Atkinson**	217	2-1042
Room reservations – General Assignment rooms--- Seminar rooms in Psych---	**Dan Barnish** phpScheduleIt	223	2-0512
	(http://glial.psych.wisc.edu/Schedules/RoomsAndEquipment/index.php)		
Teaching Assistants, Readers	**Dan Barnish**	223	2-0512
Undergraduate Advisors	**Melanie Jones**	426	2-8766
	Stephanie Osborn	428	2-2077
	Valerie Johnson	430	0-4844
Webpage	**Craig Rypstat**	B92	2-6848

New Undergraduate Major Curriculum – effective Fall 2015

Declaring the major

Students may declare the major at any time after taking 202: Introduction to Psychology or equivalent (201, 281), with a grade of no less than a C. Students with AP credit for Psychology need an AP score of 4 or 5 in order to declare.

Major Requirements

I. *Foundations* courses

The foundation courses provide grounding in basic psychological facts and an understanding of the methodologies used to produce those facts.

As foundational courses, all majors must take:

1. An introductory course in Psychology (202, 201, 281, or AP credit)
2. Basic Statistics for Psychology (210, 280 or equivalent) (Possible substitutions include: Statistics 371, Sociology 360, or General Business 303)
3. Research Methods (225 or 285)
4. Biology: Zoology 101 & 102 OR Zoology 151 & 152 OR Biocore 301-304 OR AP Biology (score of 4 or better)

Majors must have a grade of C or better across #1 and #2 in order to enroll in #3.

II. *Breadth* courses

Breadth courses familiarize students with the breadth of psychology.
All students must take **3 different breadth courses @ 3 credits each.**

Students must take one breadth course from **THREE** of the following five groups:
> GROUP A: 414-Cognitive Psychology, 406-Psychology of Perception, 413-Language-Mind-Brain
> GROUP B: 449-Animal Behavior, 450-Animal Behavior: The Primates, 454 or 484-Behavioral Neuroscience, 523-Neurobiology, 524-Neurobiology II
> GROUP C: 530-Introductory Social Psychology, 507-Psychology of Personality, 528-Introduction to Cultural Psychology, 522-Psychology of Women
> GROUP D: 560-Child, 564-Adult Development & Aging
> GROUP E: 509-Abnormal Psychology

Course structure for breadth courses
Breadth courses are generally large, lecture-format courses that enroll ~100 – 400 students (454 is an exception). Most currently have one 25% TA.
Breadth courses are open to non-majors.

Honors course structure for breadth courses
Most breadth courses have a 1-credit honors section that requires concurrent registration.
Others are stand-alone honors courses (e.g., 484: Behavioral Neuroscience).

III. *Depth* courses

Depth courses allow students to engage in depth with specific content areas in psychology.

All students must take **2 depth courses @ 4 credits each.**

Course structure for depth courses
Depth courses will typically be held for 2 75-min lectures + 1 discussion/lab section, or 3 50-minute lectures and 1 discussion/lab section per week.

For each depth course, there will be two 50% TAs. Each TA will be expected to attend lectures (and possibly give one or more lectures), develop activities for discussion/lab sections, lead 3 discussion/lab sections each week, and grade writing/lab assignments.

Each depth course will be open to at least 96 students (6 sections @ 16 students each)

Each depth course will have as prerequisite *one* relevant breadth course (from a fairly broad set of possible breadth prerequisites). For example, for a depth course in Cognitive Development, any one of following prerequisites would be acceptable: 414-Cognitive, 406-Perception, OR 560-Child.

Depth courses will give registration priority to Psychology majors.

Honors course structure for depth courses
Honors depth courses will have a separate course number (e.g., 503 and 583) that will be set up as a "meets with" course. The lecture portions of the regular and honors courses will meet together. The honors course will have a separate discussion section taught by the faculty instructor, with up to 16 students.

NOTE: For a complete list of course titles and numbers for the new curriculum, see the Psychology Major Checklist (Appendix A).

IV. Capstone Courses

These courses help students to develop a deeper understanding of particular areas of psychology in a seminar format. *ONE* course is required. Capstone courses require senior standing and completion of Psychology 225; other pre-requisites vary depending on topic. Capstone courses are small (25 - student limit), include discussion, papers, and readings from original sources. Some capstone courses may be offered periodically.

Old Undergraduate Major Curriculum – (Fall 2001 – Spring 2011)

Here is the curriculum at a glance. A complete set of requirements and courses is in Appendix A-1.

Entry into the major:

To become a Psychology Major, students must complete Zoology 101/102 or Zoology 151/152 or Biocore 301/302, or receive a 4 or better on the AP Biology exam, as well as Psychology Level I classes with no grade less than a C.

The Level I classes are:

> Introductory Psychology (201, 202, or 281)
> Basic Statistics for Psychology (210 or 280)
> Research Methods (225 or 285)

Note: Declaration of the major and enrollment in Psychology 225 requires a grade of C or better in Introductory Psychology and Psychometric Methods.

Because there are multiple sections of these courses, the Department applies grading standards across the sections. These standards are listed under "Course Specific Information" for Intro Psych courses, on Page 7.

Level II courses:

These courses are meant to provide breadth to the major. Students are required to take four Level II courses from at least three different topic groups (Biological, Clinical, Cognitive, Developmental, and Social/Personality).

Level III courses:

Students are required to complete two Level III courses. These are small-enrollment "capstone" courses meant to cover material in depth. Because these courses are expensive to teach (enrollment is limited to 25 students), and because they should be among the most important courses the student takes, there are special requirements for the teaching of these courses listed in the next section.

Substitution of research for one Level III course

If certain requirements are met, students may substitute two semesters of research experience to count as one Level III course. The student should complete the form, "CONTRACT: Substitution of Two Semesters of Research for One Level III Course" provided in Appendix B.

NOTE: For a complete list of course titles and numbers see the Psychology Major Checklist (Appendix A-1).

Special Course Requirements

Foundation courses (202, 210, 225)

The Department specifies grade distribution standards for Level I courses. See following section on "Course Specific Information."

Psychology 210 satisfies the University Quantitative Reasoning B requirement. For the College requirements for Quantitative Reasoning-B courses, see the Course-specific section for Psych 210.

Psychology 225 satisfies the University Communication-B requirement. Criteria and requirements for Comm-B courses are included in the Course-specific section for Psych 225.

Writing Intensive Courses

The University encourages us to designate courses as "writing intensive." To find out more about this designation, see http://www.ls.wisc.edu/handbook/ChapterFive/chV-8.htm

Writing Fellows Program

Writing fellows are trained undergraduates who serve as peer writing tutors. For more information about this see: http://www.wisc.edu/writing/wf/main.html

Course-Specific Information:

Psych 201/202/281 – Introduction to Psychology (& Honors)

Students taking any version of Introductory Psychology have the option of earning up to 15 extra credit points. The official rule is that students can earn up to 5% of the total points available for the course in extra credit. Hence, if in your course students can earn a total of 300 points through exam performance, they can earn up to 15 extra credit points. If the point value for exams is lower than 300, then you must apply a correction to ensure that students can earn only up to 5% of the total points (e.g., if the total points available is 240, then students can earn up to 5% of that value or 12 points in extra credit).

Please make sure that students understand that the rule is up to 5% of the total points for the course and make sure this is clear and explicit in your syllabus. And, of course, to ensure fairness across all sections of the course, apply the "up to 5% of total points" rule when adding extra credit scores to students final point totals for the course.

Our on-line sign-up and point tracking system is located at: http://uwmadison.sona-systems.com

Students can either participate in Department-approved research projects or take quizzes to earn the extra credit points. The coordinator of the Extra Credit program is Valerie Ahl (Room 330, veahl@wisc.edu, 2-1851). A handout is available from the coordinator specifying the details of the program. We now use an online sign-up and point tracking system located at http://uwmadison.sona-systems.com. The extra credit points are awarded **after** the grades have been assigned in the course. Students can raise their grade by no more than one letter grade with the extra credit points. The instructor of the course is not involved in administering either the extra credit points or the quizzes, but is responsible for getting the final tally of points added to each student's grades.

The faculty committee has also made a resolution to incorporate the following into the syllabus for Psychology 202:

1) Each instructor's syllabus will be updated to incorporate the recommendations of the APA Board of Educational Affairs Working Group on Strengthening the Common Core of the Introductory Psychology Course. These boil down to:
   a) Emphasizing the scientific method as the foundation of the course
   b) Organizing the course around five "pillars" of content: Biological; Cognitive; Development; Social and Personality; Mental and Physical Health. (Roughly equal proportions of course will be allocated to each pillar.)
   c) Within each pillar, incorporate each of four cross-cutting themes: cultural and social diversity; ethics; variations in human functioning; and applications.

2) Each instructor will advocate to students, early and often, participation in Peer Learning Association (PLA)-led study sessions. (Beginning in the Spring 2015 semester, an infrastructure of study sessions led by trained PLA discussion leaders will be in place, and able to accommodate students from all sections of Psych 201/202.)

3) The Psychology 201/202 instructors will institute regular meetings, at least two per semester, at which exams, and exam scores, will be compared, and if disparities between sections are

identified, discuss how to reduce them. These meetings will also provide a structured setting in which to discuss and share best-practices and pedagogical innovations that have proven to be effective in individual sections.

Psych 210/280 – Basic Statistics for Psychology (& Honors)

Students enrolling in Statistics register for 3 hours of lecture per week (handled by the lecturer) and 1 hour of laboratory instruction (handled by the TA). For the laboratory component, students are assigned both Room 210 and Room 106. Room 106 contains 16 student computers loaded with SPSS, as well as an instructor machine with projection capabilities. This lab is locked and is accessible via an ID-swipe pad. Only students registered for the course are authorized to enter the lab. The lab is booked rather tightly, so it is important for lab sessions to conclude promptly. Students will need to be instructed when they should attend the classroom (210) or the lab (106).

Psych 210 and 280 meet the Quantitative Reasoning B (QR-B) requirements, which are spelled out in the memo reproduced below:

August 2011

TO: Chairs of departments currently listed as offering Quantitative Reasoning B courses

COURSES FOR THE DEPARTMENT OF: **Psychology**
                210-Basic Statistics for Psychology
                280-Honors Basic Statistics for Psychology

FROM: Associate Dean Nancy Westphal-Johnson, College of Letters and Science

RE: Information about Quantitative Reasoning B criteria

I am writing to remind you that Quantitative Reasoning B courses should continue to be taught in a way that meets the established criteria for such courses (the criteria are attached to this memo); please share this information with QR B course instructors in your department. If you have questions about the current QR B listings for your department or resources available to QR B instructors, please visit the UW-Madison General Education web site http://www.ls.wisc.edu/gened/) or contact me (westphal@ls.admin.wisc.edu, 3-2506).

XC: Departmental Administrators of relevant departments.
        Professor Gloria Mari-Beffa, QR-liaison
***
The General Education requirement in Quantitative Reasoning (QR) consists of two parts:

QR-A: 3 credits in mathematics, computer science, statistics, or formal logic.

QR-B: 3 additional credits in quantitative reasoning.

The QR-B course follows the QR-A course and is expected to make use of skills learned in QR-A for dealing with quantitative information. A very important goal of every QR-A course is to

increase the readiness of students to understand, process, and reason with quantitative information and relationships in many different contexts.

The guidelines for a QR-B course are that they must make *significant* use of quantitative tools in the context of other course material, for example:

- the recognition and construction of mathematical models and/or hypotheses that represent quantitative information,
- the evaluation of these models and hypotheses,
- the analysis and manipulation of mathematical models,
- the drawing of conclusions, predictions, or inferences, and
- the assessment of the reasonableness of conclusions.

Psych 225/285 – Research Methods (& Honors)

Students enrolling in Research Methods register for 3 hours of lecture per week (handled by the lecturer) and 100 minutes of laboratory and 1 hour of discussion (handled by the TA). For the laboratory & discussion components, students are assigned to Room 126. These rooms contain 8 student computers loaded with SPSS, as well as an instructor machine with projection capabilities. This lab is locked and is accessible via an ID-swipe pad. Only students registered for the course are authorized to enter the lab.

Psych 225 and 285 satisfy the requirements for the General Education Communication Part B (Comm-B). The requirements related to Comm-B courses are reproduced below:

Criteria for Courses Satisfying Part B of the General Education Communication Requirement
(As updated by the Communications Implementation Committee, 1997-2000; revised by Gen Ed subcommittee, 2002-03 and approved by UAPC on 26 June 2003)
For assistance with Comm B course approval,
please consult Sherry Reames
(slreames@facstaff.wisc.edu).

Purpose: The second Communication course will be a low-enrollment course involving substantial instruction in the four modes of literacy (that is, speaking, reading, writing, and listening), with emphasis on speaking and writing, either in the conventions of specific fields or in more advanced courses in communication.

Objectives: Specific objectives will vary with each discipline, but each course is expected to develop advanced skills in
- critical reading, logical thinking, and the use of evidence
- the use of appropriate style and disciplinary conventions in writing and speaking
- the productive use of core library resources specific to the discipline

Requirements: Specific requirements will vary, but each course is expected to include:

- numerous assignments [6-8 would be ideal], spaced through the semester, that culminate in oral or written presentations. The balance between oral and written presentations may vary, as appropriate to the discipline, so long as the total amount of graded communication remains reasonably consistent from course to course. In a course with a 50/50 balance, students should submit at least 20 pages of writing (in multiple assignments) and give 2 or more formal oral presentations totaling at least 10 minutes. In a course with the maximum emphasis on writing (75%), students should submit at least 30 pages of writing and give 2 or more formal oral presentations totaling at least 5 minutes. Drafts count in the total number of pages.
- at least two opportunities for each student to be graded for oral communication as well as two or more opportunities to be graded for writing. Comm-B courses should also include informal, ungraded oral communication activities that give students further opportunities to develop and receive feedback on their speaking skills.
- at least two assignments that require students to submit a draft or give a practice speech, assimilate feedback on it, and then revise it. Additional opportunities for feedback and revision would be better yet.
- at least one individual conference with each student, preferably early in the semester, to discuss the student's writing and/or speaking.
- an information-gathering component beyond a beginning level, normally involving two hours of instructional time in one of the campus libraries. Such activities should be planned in consultation with appropriate members of the library staff; contact Abbie Loomis, 443D Memorial Library, for help in getting started.

Prerequisites: Successful completion of or exemption from first communication course. Courses designated as satisfying Part A of the requirement may not be used to satisfy Part B of the requirement.

Class size: Recommended 20 or fewer students. Those departments or individuals requesting approval for courses with larger class size must clearly demonstrate how the objectives and requirements of the course can be satisfied within the larger format.

Instructors: Faculty and other qualified instructional staff

Assessment: There will be normal evaluations of student work by individual instructors. In addition, each course proposal shall include an assessment plan designed to demonstrate that the course meets the objectives and requirements stated above.

- -

Strategies for Integrating Oral Communication into the Comm-B Course (DRAFT)

Speaking-intensive courses make oral communication a significant means for developing course material. In the tradition of the Comm-B course, most speaking-intensive Comm-B courses will make oral communication part of the course methodology, as opposed to the subject matter of the course. In other words, the course will most likely focus on teaching the content of the course and not on teaching oral communication skills.

At the same time, the speaking-intensive Comm-B course should include both preparation for oral communication activities and regular evaluation and feedback related to students' oral work. As with any skill, oral communication competence is enhanced by a developmental learning strategy in which students receive guidance as they prepare for oral communication activities

and are offered more than one speaking opportunity. Instructors must articulate guidelines for effective oral communication, evaluate oral communication performance with respect to those guidelines, and provide opportunities for repeating activities and improving performance.

Oral communication activities in the Comm-B course can take many forms. The purpose of this document is to provide examples of oral communication activities that can be used as a series of assignments or in combination to enhance oral communication outcomes in the Comm-B course. This list is intended only to suggest alternatives; other kinds of oral communication activities or assignments are certainly possible.

Oral Presentations

The oral presentation encourages students to understand course material well enough to communicate it to others. In general, this category of assignment gives students an opportunity to speak to an audience from a position of expertise. Although the most familiar form of the oral presentation is the formal speech, some creative variations can make oral presentations a more feasible part of the Comm-B course. In all cases, instructors should communicate expectations to students, evaluate oral presentations with respect to clearly articulated criteria, and provide multiple performance opportunities.

> ***Course content presentations, short form****:* To start a class meeting, one or two students are asked to review the theme, content, or conclusions of the previous class session. These presentations can be kept to a couple of minutes each, and they function to reorient the class for the day's meeting.

> ***Course content presentations, long form****:* Students, perhaps working in pairs, are assigned the task of leading the class through some of the assigned material. This activity reduces the tension between devoting time to class content and allowing oral communication opportunities.

> ***Debates***: Students typically working in groups develop arguments for opposing positions on an issue related to course content. This assignment is particularly well-suited to illuminating different sides of complex issues.

> ***Role-playing****:* Students are asked to adopt the perspective of a scholar, character, or other persona relevant to the course content and to represent that person's point of view on the topic within the class period devoted to the relevant material.

Learning Groups

Learning group activities involve creating a context in which communication with others is integral to mastering course material, gaining new insights, and critical thinking. A speaking-intensive approach to learning groups and class discussion involves more than merely having discussion and using groups in class. Effective use of learning groups requires clearly articulated guidelines for good discussions, an assessment of how interactions are contributing to the achievement of learning objectives, and multiple opportunities for participation. Although the most familiar form of the learning group is the full class discussion, variations on that format can enhance the educational benefits of communicating with others in groups.

Class discussion with feedback: Supplementing the traditional class discussion format with written evaluations of students' contributions provides the feedback essential to oral communication skill development. As with any assignment students complete regularly throughout the semester, evaluation should be frequent, periodic, and related to clearly articulated performance criteria.

Unstructured study groups: Students working in small groups spend class time analyzing course content or identifying unresolved issues. This smaller group venue can provide a valuable context for developing ideas and exploring thoughts in a collaborative environment. As a final step, groups should reflect on how their communication with each other contributed to gaining new insights.

Structured study groups: Students working in small groups are each assigned a role to play in the group deliberations (e.g., leader, facilitator, and informant). The group then spends class time analyzing course content or identifying unresolved issues. As a final step, groups reflect on how their roles influenced their communication and their performance on the task.

Task Groups

Task group activities require students to work together, usually outside of class, to accomplish a task together. Beyond using communication with others to gain insight, the task group also creates a product that reflects their collective expertise and effort. Because task groups typically meet outside of class time to work on projects, they can offer important opportunities for oral communication practice without competing with time devoted to class content. As with any oral communication activity, however, instructors must devote time to articulating guidelines for effective group communication and provide periodic performance evaluations.

Research groups: Students working in groups collaboratively prepare a research paper or case analysis. The assignment should be sufficiently complex that students can distribute parts of the task and must share responsibility for the final product. Periodic review and guidance with respect to communication and the group process is essential to keep research groups on track.

Task-forces: Students working in groups design and implement a plan to accomplish some goal. One example is CA 368: Theory and Practice of Persuasion, in which student groups mount persuasion campaigns to accomplish an influence goal that relates to the theme selected by the class as a whole (e.g., promoting healthy behavior).

Interpersonal Interactions

Interpersonal communication activities involve two students communicating together to convey information, explore and develop their ideas, or accomplish a goal. In other words, this venue complements the functions of oral communication activities achieved by presentations, learning groups, or task groups. Interpersonal communication learning activities are also particularly well-suited to promoting interviewing and listening skills. If opportunities for interpersonal interaction are to enhance students' communication competence, instructors must articulate guidelines for effective face-to-face interaction, assess students' communication performance, and provide opportunities for practice and improvement.

Role-playing in dyads*:* Students working in pairs are assigned to particular roles and conduct a simulation relevant to class material. The activity might involve simulating an employee-employer interaction, a clinical interview, a conflict resolution episode, etc. In this way, the role-play provides opportunities both to apply course material and to practice communication skills.

Interviews*:* Students working in pairs interview each other on some topic related to class material. This might involve quizzing each other on course content or seeking information about each other relevant to the topic of the day. As a final step, dyads should reflect on the effectiveness of interviewing techniques for both gaining information and establishing rapport.

Learning dyads*:* Students working in dyads spend class time sharing their points of view on a topic and/or identifying unresolved issues. This venue gives students an opportunity to develop their thinking and practice expressing their ideas without the pressure of the full class audience. Used in combination with class discussion, the learning dyads can help students formulate ideas that they can then more easily express to the class.

Syllabus

Courses do not have standard syllabi. Nonetheless, there are several expectations the Department has for a good syllabus. It should **clearly specify the goals of the course and the method of grading.**

In addition, University legislation specifies that the following must appear on the syllabus:

Where to take complaints about a Teaching Assistant or Course Instructor:

Occasionally, a student may have a complaint about a Teaching Assistant or course instructor. If that happens, you should feel free to discuss the matter directly with the TA or instructor. If the complaint is about the TA and you do not feel comfortable discussing it with him or her, you should discuss it with the course instructor. If you do not want to approach the instructor, make an appointment to speak to the Department Chair, Professor Hill Goldsmith: chair@psych.wisc.edu.

If your complaint has to do with sexual harassment, you may also take your complaint to Dan Barnish, Instructional Program Manager, dbarnish. Her office is located on the second floor of the Psychology building, room 223.

If you believe the TA or course instructor has discriminated against you because of your religion, race, gender, sexual orientation, or ethnic background, you also may take your complaint to the Office of Equity and Diversity, room 179-A Bascom Hall, or go to: http://www.oed.wisc.edu/

(Optional) If your TA is not a native English speaker and you have difficulty understanding his or her speech, ask the TA to repeat sentences that you do not understand. If you have serious or prolonged difficulty understanding, discuss the problem with the course instructor. But remember that this is a multicultural institution and that the diversity of TAs can add substantially to your education. Some patience with unfamiliar accents may reward you with a better understanding of the world.

Recommended statement about ethics:

Ethics of being a student in the Department of Psychology

The members of the faculty of the Department of Psychology at UW-Madison uphold the highest ethical standards of teaching and research. They expect their students to uphold the same standards of ethical conduct. By registering for this course, you are implicitly agreeing to conduct yourself with the utmost integrity throughout the semester.

In the Department of Psychology, acts of academic misconduct are taken very seriously. Such acts diminish the educational experience for all involved – students who commit the acts, classmates who would never consider engaging in such behaviors, and instructors. Academic misconduct includes, but is not limited to, cheating on assignments and exams, stealing exams, sabotaging the work of classmates, submitting fraudulent data, plagiarizing the work of classmates or published and/or online sources, acquiring previously written papers and submitting them (altered or unaltered) for course assignments, collaborating with classmates when such collaboration is not authorized, and assisting fellow students in acts of misconduct. Students who have knowledge that classmates have engaged in academic misconduct should report this to the instructor.

For detailed information on how to avoid plagiarism, please see the following website: http://writing.wisc.edu/Handbook/QuotingSources.html

Your instructor will contact you if s/he has concerns about academic misconduct. You will have an opportunity to explain your work and address your instructor's concerns. Following the meeting, if your instructor believes that you engaged in misconduct, s/he will decide on an action. Following UW protocol, your instructor will inform the Dean of Students' Office of the outcome of the meeting and proposed sanction. Penalties for substantiated cases of academic misconduct include a zero on the assignment or exam, a lower grade in the course, and failure in the course. Repeated acts of academic misconduct may result in more serious actions such as probation or suspension. For complete information on proper conduct, academic misconduct, and sanctions, please see UWS Chapter 14: http://students.wisc.edu/saja/misconduct/UWS14.html

Recommended info regarding pandemic/catastrophic readiness:

Pandemic/Catastrophic Readiness:
The University suggests that faculty develop and add a pandemic/catastrophic-readiness statement within each syllabus. This statement should instruct students to be proactive by determining if they would have computer and Internet access if relocation is imminent during or after event conditions. In addition, students with Internet access should be instructed to monitor the UW-Madison homepage (wisc.edu) for emergency information and updates.

For more info regarding creating a pandemic/catastrophic readiness plan for your course, go to: https://kb.wisc.edu/images/group86/21597/Preparing-your-course-for-social-distance-teaching.pdf

Example: Pandemic/Catastrophic Readiness Statement
In the event that this course is no longer able to meet face-to-face, students should (first go to section XX in this syllabus and complete the alternative assignment) and/or (immediately check the course site and read the announcement.) and/or (etc.). . . ."

Examples of prior semesters' syllabi are available upon request – contact Dan Barnish (262-0512) or Gary Malchow (262-1041) for specific courses.

The Academic calendar can be found at: http://www.secfac.wisc.edu/acadcal/

Research Lab Course Agreement
Psychology Course Number: _____
Course Title: _____
Semester/Year: _____ / _____

Student Name (print clearly) _____

Name of immediate supervisor (print clearly) _____

Name of Faculty (if different than above) _____

Number of credits: _____

(Note: 1 credit hour = 3 hours of effort/week)

Goals / Learning objectives

Nature of tasks to be assigned

- ☐ Background reading
- ☐ Research design
- ☐ Preparing and/or making materials
- ☐ Scheduling participants
- ☐ Data Collection
- ☐ Data Coding
- ☐ Data Analysis
- ☐ Animal Care and related procedures
- ☐ Library research
- ☐ Other (please describe below)

Expected work/meeting schedule and days/times to be kept open

Planned meetings

- Lab meetings DAY/TIME: _____
- Project meetings DAY/TIME: _____
- Individual meetings DAY/TIME: _____

General info regarding meetings (nature/purpose/expected preparation):

_____

_____

_____

Evaluation / Grading

Evaluation will be based on (please check all that apply, and note percentages if applicable):

☐   Performance in carrying out expected duties   %
☐   Term paper _____%
☐   Presentation _____%
☐   Other (please specify) _____

Other info regarding evaluation

_____

_____

_____

Performance Feedback

Performance feedback will be provided

☐   In writing
☐   Orally

Timing of feedback (please check all that apply):

☐   At mid-semester
☐   At end of semester
☐   Other _____

Capstone Research Substitution

Is this course eligible to be used toward research substitution for a capstone course?

☐   Yes, eligible
☐   No, not eligible
☐   Eligible if certain conditions are met (please specify):

_____

_____

_____

Student signature and date

_____

Faculty mentor signature and date

_____

Note: Copies of the course agreement are to be signed and kept by the instructor and the student. A copy is also emailed to Dan Barnish (Room 223).

Course Agreement for Psych 399: Service Learning in Psychology

Course Agreement
Psychology 399: Service Learning in Psychology
Semester/Year: _____/_____

Student Name (print clearly) _____

Supervising instructor (print clearly) _____

Number of credits: _____
(Note: 1 credit hour = 3 hours of effort/week)

Goals / Learning objectives

_____

_____

_____

_____

Field placement information
Site: _____
Supervisor(s): _____
Number of hours per week and schedule:

_____

_____

Additional information

_____

_____

Course meetings
Schedule of course meetings: _____
General info regarding meetings (nature/purpose/expected preparation)

_____

_____

Additional course requirements
☐ Reading assignments (list attached)
     Note: Readings are required and students are to submit reflections on a regular basis.
☐ Field report journal
☐ Term paper
☐ Presentation
☐ Other (please describe below)

Evaluation / Grading

Evaluation will be based on (please check all that apply, and note percentages if applicable):

☐ Assessment from field supervisor _____%
☐ Field report journal _____%
☐ Term paper _____%
☐ Presentation _____%
☐ Other (please specify) _____

Other info regarding evaluation

_____
_____
_____
_____
_____

Student signature and date:

_____

Faculty mentor signature and date:

_____

NOTE: A separate agreement with the site supervisor, with other details about the assignment, may also be required.

Student Resources (for referral or inclusion in syllabus)

Departmental Advising

Two advisors are available in the Psychology Department to help with curriculum issues, especially related to the psychology major: Stephanie Osborn - Room 428 and Melanie Jones - Room 426 (email: advisor@psych.wisc.edu). Check their doors for walk-in hours or suggest students make an appointment online at http://glial.psych.wisc.edu/Schedules/Advising/. Other advising services are available through each college and in most departments, including Cross-College Advising and the International Studies Office.

Counseling Services

University Health Services provides a variety of counseling services (e.g., coping with stress, test anxiety, time management, depression, etc.). Their counseling office is at 115 N. Orchard (265-5600), or can be reached at http://www.uhs.wisc.edu/home.jsp?cat_id=36.

Special Needs

The McBurney Disability Resources Center provides a variety of services for those who might need special accommodations. Services can include counseling, testing, and recommending accommodations. Contact them at 1305 Linden Drive, 263-2741, or http://www.mcburney.wisc.edu/. In addition, the TRIO Student Support Services provides support for low-income families, first generation college students, and students with disabilities. Contact them at 16 Ingraham Hall, 1155 Observatory Drive, 265-5106, or http://www.education.wisc.edu/trio/

Writing Assistance

The **UW Writing Center** (http://www.wisc.edu/writing) can provide many forms of assistance. Their main facility is at 6171 H.C. White, but they also have offices in several dorms. There also are a variety of web-based resources. In particular check out their Writer's Handbook: http://www.wisc.edu/writing/Handbook/index.html.

Tutoring Services

Greater University Tutoring Service (GUTS: 302A Union South, 263-5666, offers tutoring in some courses. A list of possible paid tutors in psychology may also be available from our undergraduate advisors in psychology. The GUTS website (http://guts.studentorg.wisc.edu) also has some great tips regarding study tactics, etc.

Safety Concerns

The SAFEwalk and SAFEride programs are designed to ensure that people get from point A to point B safely. SAFEwalk operates from 7 p.m. to 1 a.m. every night, 365 days a year. For more info call 262-5000 or go to: http://transportation.wisc.edu/transportation/safeservices_walk.aspx

Visitor & Information Programs

VIP provides up-to-date information about campus and community resources. VIP offers helpful and friendly staff at the Campus and Community Information Welcome Desk at Union South, or the Welcome Center at 21 North Park Street, or the Town Center Welcome Desk at the Wisconsin Institutes for Discovery. (http://vip.wisc.edu/campus-tours/

Student Advocacy & Judicial Affairs (SAJA), 263-5700, 75 Bascom Hall

The Assistant Deans in SAJA, under the auspices of the Offices of the Dean of Students often serve as ombudspersons, student advocates or problem-solvers for the University community.

Grades, Exams, and other Student Material

Submitting Grades

Grades can be manually entered through the Faculty Center at Learn@UW, or they can be transferred from your file at Learn@UW. Instructions are provided at: http://registrar.wisc.edu/grading_final_instructions.htm

Retention of grading records

Faculty records of grades should be retained for 5 years. Source documents (blue books, term papers, exams, etc.) should either be returned to the student or retained for one semester and then destroyed. For more details, see http://archives.library.wisc.edu/records/schedules/GRS_StudentRec.pdf .

Confidentiality, posting grades and returning material

It is essential that you maintain confidentiality in posting grades and returning exams and other student material.

The most efficient way of posting grades is through Learn@UW. For details see the Learn@UW section. In addition, the Department maintains two bulletin boards in the main lobby for posting grades. If you use the bulletin boards, please be certain that you maintain confidentiality. DO NOT post grades using the students' names, ID numbers, or any portion of these numbers. The University lawyers have decided that it is ILLEGAL under the Family Education Rights and Privacy Act (FERPA) for anyone to post a grade with any Social Security number, Student ID number OR ANY PORTION OF THESE NUMBERS. The ONLY LEGAL way to post grades is to randomly assign a number to each student with only that student and the instructor knowing the number, and to use those numbers in posting grades. For more details go to: http://registrar.wisc.edu/ferpa_overview.htm

Psychology Department policy for returning student papers and exams

The Dean's Office has informed us that we must discontinue returning student papers and exams by simply putting them in piles or in the cabinet in the reading room for anyone to search through. This policy has been designed under the direction of the Associate Chair for Undergraduate Studies.
Goals:
1. Keep papers and grades confidential
2. Have a workable system for returning papers to students who want them
3. Prevent plagiarism
4. Keep clutter out of hallways

Here are two methods for meeting these goals. In the first method, the instructor does most of the work. In the second method, the Department does most of the work. If you prefer some other method of returning papers to your students, you may use that so long as it does not conflict with the goals stated above.
1. Students who want papers returned should give the instructor a self-addressed, stamped envelope. Unsent papers would be stored by the instructor for at least one year. After one year, the papers may be destroyed by the faculty member in a manner that ensures confidentiality or given to Dan Barnish who will have them destroyed in such a manner.
2. Place papers/assignments in sealed envelopes in TA's mailboxes. Provide time limit for retrieval.

Learn@UW

Learn@UW - Getting Started with Learn@UW

Want the absolute minimum information to start a Learn@UW course?
The following steps will help you to log in and activate your Learn@UW course and begin adding content.

1. Log in to Learn@UW at https://learnuw.wisc.edu/
2. Expand Semester
   - o This document explains how to expand a semester to view current Learn@UW courses.
3. Activate Course
   - o This document, for UW-Madison course instructors, describes the process for activating a course.
4. Add Materials to Learn@UW
   - o The following documents explain how to begin customizing a course by adding and removing Navigation Bar (NavBar) tools and to begin adding materials to the course Content tool.
   - o Add or remove NavBar Tools
   - o Add Course Content

Additional Resources

- Getting Started with Learn@UW (35 min online tutorial)
- Getting Started Checklist Printout

Training & Help Resources

Every semester DoIT offers group training sessions for basic and more advanced skills in using Learn@UW. See also http://www.doit.wisc.edu/training/pte/default.aspx for more information and other classes scheduled in the near future.

Individual help is available online, or through the DoIT help desk (264-4357) or at the Digital Media Center (Room 3130 Genetics-Biotechnology, 425 Henry Mall, 265-4817).

Textbooks, Reading Packets, and Reserve Readings

Textbook Selection

The Department does not maintain a list of approved textbooks; you may choose your own. Feel free to talk to department faculty and lecturers for ideas about good textbooks. Also, there is a collection of recent books for Psychology 202, 210, and 225 in the Lecturers' Office (room 423).

Textbook Information

Instructors now have the ability to enter textbook information into the Faculty Center. This includes textbooks, materials, special instructions and website urls. Once displayed, this information is available in Class Search and to enrolled students in their Student Center.

For more information and instructions for entering textbook information, go to:
http://registrar.wisc.edu/textbook_information.htm

Contact your favorite bookstore if you have specific questions about textbook editions or desk copies.

If you need assistance, your departmental curricular and enrollment representative, Dan Barnish will have access to the Textbook Update page for your classes. Teaching Assistants will also have access to update textbook and resource materials for the class sections that they are instructing, therefore a coordinated effort will be necessary to avoid any duplication or confusion.

Reading Packets

For L&S guidelines regarding copying handouts, go to:
http://www.ls.wisc.edu/handbook/ChapterFive/chV-11.htm#handouts

Reading packets can be produced pretty quickly by L&S Copy Center, however in the beginning of the semester there may be a longer wait. You should send a written request for approval to sell instructional material copied for classroom use to: **Brian Bubenzer (bubenzer@ls.wisc.edu), 307D South Hall, 265-0603.**

Include a cover memorandum which includes your (instructor's) name, the course name/number, and which sem/yr the course will be offered.

As a separate enclosure, provide a bibliography of titles, chapters, or page numbers as appropriate (or a relatively short syllabus with the readings to be copied clearly marked.)
- Provide the copy center with a cover sheet (which they will print as part of the total packet) to help identify material; i.e. name/number of class, instructor/teaching assistant name, section number (if appropriate), etc.
- State and County sales tax will be added on to the cost of reproducing class handouts/packets.
- There are several conditions that must be met prior to approval being granted and must be addressed in the request:
    - Your request must be made, and permission granted, in advance of selling any handouts
    - The handouts being sold are in lieu of other required text material.
    - Students have the option of buying the handout or not, and are told this. At least one copy (and more depending on the size of the class) will be placed on reserve in a library or reading room for students who do not purchase the handout/packet.

- o Only the costs of preparing and copying the handouts are passed on to the students.
- o All necessary copyright permissions must be obtained. The copyright law permits limited copying of copyrighted materials for academic purposes, under the "fair use" doctrine. The campus office of Administrative Legal Services has indicated in a memo of March 7, 1983, that it believes instructional staff members will be in compliance with the law when copying is done within the following guidelines:
    - The materials are not used repeatedly; that is, you have not used them in preceding classes and are not likely to use them in subsequent classes (semester by semester);
    - No more than one copy is made for each student;
    - The notice of copyright is included on the first page of each copy distributed;
    - The students are not assessed a fee beyond the actual cost of reproduction, and upon payment the copy becomes the property of the student;
    - In the case of longer materials and books, the portion copied is selective and sparing in comparison to the whole of the work.

In addition, reading packets are produced at a number of private campus copy shops, as well as at StudentPrint (http://studentprint.rso.wisc.edu), Floor 3, 3301, 333 East Campus Mall (262-6216).

L&S Copy Centers

L&S Copy Centers provide digital printing service in both color and black & white. You can submit files electronically from the comfort of your office. It is like sending the job to your own printer. They will even install the print drivers for you. Image clarity and sharpness, plus the density of solids and tints are clearly better with digital technology. If you would like the print drivers installed, please give them a call at 262-0761.

They offer class packet printing service and will help you get the necessary copyright approval, scan, straighten, and cleanup your originals, print and assemble your packets, and sell them to your students. They will then have your packet in a digital file which will speed up any reprints. Included are materials explaining the course packet authorization and printing process.

They also print class handouts and exams. For information on L&S Copy Centers services, contact Susan Cory (263-1803) or Gar Gibson(263-3718) at the Humanities Copy Center. The contact person at Social Science Copy Center is Dwight Evans (262-5396).

Go to: http://www.ls.wisc.edu/copycenters/

Reserve Readings

Once course packets are created, it is the instructor's responsibility to ensure that the readings are placed on reserve at appropriate libraries for those students who decide not to purchase the packet. Readings may be placed on reserve at the College Library in H.C. White Hall (2-3245) or the Psychology Reading Room (Room 438). At the beginning of the semester it may take several weeks to get the material on reserve at the College Library, so plan ahead.

The following links are for creating e-reserves:
http://www.college.library.wisc.edu/services/reserves/
http://www.college.library.wisc.edu/services/for_faculty/request.shtml

Instructor Resources

Testing and Evaluation

Scantron answer sheets are available in the Psychology Department Main Office. Computerized scoring of multiple choice exams takes place at the Office of Testing and Evaluation. They are located at 373 Educational Sciences Building, 1025 West Johnson Street, 262-5863. In addition to exam scoring, they will conduct item analyses, handle jumbled answer sheets and alternate forms, and can upload grades directly to Learn@UW.

Office Supplies

Basic office supplies are stored in Room 429, which is accessible with your FM key. Should a copy machine run out of paper, additional paper is also stored in this room. If you have other special supply needs, consult with Gary Malchow.

Photocopy machines

Copy machines are located on floors 2 and 4 near the elevator. You will be assigned a copy code for course-related copying. That code will need to be shared with your TAs.

McBurney Disability Resources Center

The McBurney offices certify students who need special accommodations. Most frequently this involves individualized testing or additional time for testing sessions. If needed, you can contact them at 1305 Linden Drive, 263-2741, or http://www.mcburney.wisc.edu/. Individualized testing can be handled in two ways. You can refer the student to Testing and Evaluation to handle the testing, but then you have to deliver and retrieve the exam from their offices. Or you can handle the testing yourself. The small room inside the Reading Room (Room 438) often is available, or you can reserve a departmental conference room for testing (see Seminar Room Res. p.27).

Classroom Media Support

Many of our classrooms have built in projectors and other equipment for instruction. The person who supports this equipment is Greg Minix, Room 109A Psychology, 265-6325, gminix@fpm.wisc.edu. If any classroom equipment malfunctions report it to Greg. In addition, he offers training sessions at the beginning of each semester for those who need equipment keys. If a room does not have the electronic equipment you need, check with Gary Malchow to see if it might be available for checkout.

Other Computer Support

Computers in offices and labs are maintained by the shop (Room B91). Occasionally a laptop might be available for checkout for instructional purposes.

Timetable issues, Room assignment, etc.

Dan Barnish, Room 223, 2-0512 handles these issues.

Advisors

It is often helpful to consult with the departmental advisors regarding particular student problems. They often have suggestions for dealing with various student crises or other problems you might encounter. Stephanie Osborn or Melanie Jones (advisor@psych.wisc.edu).

Using AV Equipment in Cabinets in Classrooms

AV Equipment On-line Training

Classroom Media Support has developed an online training that new users will need to go through at their leisure. This online training session will provide you with all the information you will need to successfully use the AV systems. It will also explain how to get a passcode and key, which are necessary to use the AV systems.

If there are questions after the online training, they can be addressed at any AV open house. The AV open house schedule can be found in the on-line training. *Please note: no formal face to face training sessions are scheduled.* The open houses are strictly drop-in sessions for specific issues like setting up a laptop, picking up a key or answering your AV questions.

To get started on the training, go to the website <http://www.wisc.edu/support> and click on the On-Line Training, Passcode Application, Key Checkout link at the center of the page.

If you have an AV cabinet key and passcode from past semesters they will continue to work. If you need a key, you can pick one up at any of the open houses, at Greg Minix' office, or he can send one to you via campus mail. The key is yours to keep for as long as you teach at UW Madison.

Greg Minix Classroom Media Support
Room 109A Psychology Bldg
1202 W. Johnson Street
Madison, WI 53706
gminix@fpm.wisc.edu <mailto:gminix@fpm.wisc.edu>
608.265-6325
http://www.fpm.wisc.edu/support

Teaching Hints

There are many ways to be a successful teacher, and no compendium could cover them all. Here are a couple of ideas, however, to help get you started.

1. **The goals of teaching**:
    You should not think of yourself as a transmitter of information. Instead, you will have more fun and your students will learn more if you think of yourself as arranging opportunities for the students to learn. And what is it that your students should be learning? Of course there is basic information, but that is only one component that needs to be learned. In addition, students should learn skills of analysis, writing, and research (see mission statement). Often the only way to learn these skills is through practice. Thus, students in Introductory Psychology can be given exercises on applying different types of explanations to everyday behavior (how would a behaviorist explain X? how would a cognitivist?); students in Basic Statistics for Psychology can be given real data (perhaps that the class collects) to analyze, or they can be asked to criticize stories in the media; and the students in Research Methods design multiple research projects. A challenge for you is getting the students to the point where they can successfully engage in such an exercise.

2. **Don't try to teach everything**:
    You should make it clear to your students that they are adults and responsible for their own learning. There is not enough time to cover everything that is in the textbook or everything that is important. Your job is to give the students the tools for learning the material. It is up to the student to use those tools to the greatest extent possible. Consequently, feel free to tell students (orally, on the syllabus, and to repeat it): they are responsible for X, Y, and Z from the textbook. Lectures will be used for expanding on topics, adding new topics, discussion, demonstrations, etc.

3. **Organization (at many levels)**:
    One key to learning is organization. We know from research in cognitive psychology that apprehending the organization of the material goes a long way toward learning the material. However, organization is rarely obvious to the novice learner in a domain. Thus, it is up to you to convey the organization explicitly: Say what you are going to say; say it; say what you said.

    Organization at the level of the course: You should think carefully about the goals of the course and how you will arrange lectures and exercises to achieve those goals. It is helpful if the goals and the organization are made explicit to the students on the syllabus. Be sure to point out the goals on the syllabus. Also, it is helpful to point to those goals during the lectures, "Now we are starting to work on Goal A."

    Organization at the level of the lecture: Students may have trouble connecting the ideas across lectures and within a lecture. It is often worthwhile to begin a lecture with a review of what has been covered in the last several lectures to orient the student toward the current lecture. Then, prepare the students for the current lecture by providing (perhaps on the board) an outline or overview of the current lecture. While giving the lecture, it is helpful if you explicitly relate what you are talking about to the outline, "Now we are going to talk about X." At the end of the lecture, a summary may be helpful.

4. **Examples and demonstrations**:
   We all learn best from concrete examples and demonstrations. Also, they help to enliven the class. Thus, you might arrange for a demonstration of classical conditioning, a videotape of children performing a Piagetian task, or a perceptual illusion. It may not be obvious to the students, however, how the demonstration relates to the course material. Be explicit in your description of the relations.

5. **Encouraging discussion and thinking in the classroom**:
   A. Large classes: One way to enliven a large class is to have small, ad hoc discussion groups. For example, you could ask the students to figure out how a particular theory would apply in a particular situation, or what the theory would predict for a particular experiment. Then, the students turn to their neighbors to discuss the question for 3-5 minutes. Following the discussion, volunteers could report on the arguments developed in their groups, and a vote could be taken. Finally, the results of the experiment could be revealed, and the instructor can illustrate how the theory should have been applied in this situation.

   B. Small classes: For most students, intellectual discussion does not come naturally or easily. Here is one procedure for fostering clear discussion. First, have students read a specific assignment (e.g., a research paper) in preparation for the discussion. Second, on the day the discussion is scheduled, begin by writing a particular discussion question on the board (of course, these could be distributed earlier, too). Third, lecture on the background to the assigned reading to give the students additional information to use in their discussion and a way of framing their discussion. Fourth, have students form groups to work out answers to the discussion questions. Finally, with the groundwork laid out, prompt the students to begin the discussion.

6. **Enthusiasm**:
   The importance and relevance of the material that you are teaching may not be apparent to students. Your enthusiasm helps to convey these qualities and helps to keep the students motivated (and awake). Enthusiasm doesn't mean that you need to be bubbly. However, you should communicate why you think the material is important, exciting, and beautiful, and how learning the material will help to shape and change the student's life.

Teaching Evaluations for Lecturers

In an effort to encourage effective teaching, the Department has four types of evaluations: early student evaluations, end-of-semester student evaluations, peer evaluations, and a third-year review. The primary purpose of the evaluations is to give you feedback on your teaching and to help you enhance the effectiveness of your teaching. The evaluations are also used in making decisions about hiring and salary.

Early Student Evaluations (form in Appendix C)
These evaluations are performed for new instructors teaching courses for the first time. The Lecturer Coordinator (Tina Winston) will contact the instructor to arrange a time for the evaluations. The Lecturer Coordinator will explain the evaluation procedure to the class, and will then distribute and collect the forms. The Lecturer Coordinator and the Director of Undergraduate studies will review the evaluations and pass them on to the instructor.

End-of-semester Student Evaluations (form in Appendix D)
All courses in the Department are given an end-of-semester evaluation. (The form is the same as the one used for early evaluations.) You will be contacted near the end of the semester to determine if you wish to administer the evaluation yourself, or if you would prefer that it be done by the staff. Whether you or a member of the staff administer the evaluation, care should be taken to ensure anonymity of the respondents until after grades are determined. **Thus, the instructor and TA may not be in the room when the evaluations are completed and the forms should be delivered directly to the Department office**. The forms will be available for your inspection early in the next semester.

Peer Evaluations (Appendix E)
New instructors are evaluated by peers at least once. The format of the peer evaluation is included in Appendix D. You will be contacted by the evaluator to determine a good time for the evaluation to take place.

Third Year Review
During the lecturer's third year, the Undergraduate Committee will be responsible for making a recommendation to the Executive Committee of the Department regarding renewable status. In making this decision, the Undergraduate Committee will consider the Department's potential long-term need for the course being taught by the lecturer and whether it is likely that faculty coverage will satisfy the demand for the course. If the Undergraduate Committee determines that there is likely to be a long-term need for a lecturer-taught course, then the committee will conduct a thorough evaluation of the quality of the lecturer's teaching. That evaluation will consist of **a)** another peer review, **b)** faculty examination of teaching materials such as syllabus, examinations, and pedagogical goals, and **c)** consideration of current and previous student evaluations. (The Chair of the Department in consultation with the Undergraduate Committee may appoint ad hoc faculty members with specific expertise in an area to assist in the evaluation of a lecturer's teaching.) After examining these data, the Undergraduate Committee will forward a recommendation concerning renewable status to the Department's Executive Committee (or a committee charged by the Executive Committee with making these decisions). Hiring in the fourth year will be contingent upon a positive vote at this level.

Review for Promotion to Senior Lecturer

The Department of Psychology's Undergraduate Program depends on a large and continuing contribution from our renewable lecturers. When a renewable lecturer meets specific criteria, he or she has the opportunity to be reviewed for promotion to Senior Lecturer. The criteria are listed below:

- 6 years of teaching in the department
- Evaluation – to consist of student evaluations as well as peer review and faculty examination of teaching materials such as syllabi and examinations
- A review of the lecturer's teaching philosophy and pedagogical goals
- Service to the department – evaluation of the lecturer's teaching and non-teaching contributions to the department as a whole and/or to the University. These contributions can include student advising, participating in department and University committees, initiatives, and/or organizations, assisting in peer review of new lecturers, preparation and analysis of student surveys, and other involvements demonstrably connected to the teaching mission of the University.

Defined by the University of Wisconsin Academic Personnel Office, a **Senior Lecturer** has "extensive teaching experience and subject matter expertise in an academic discipline. A lecturer at this level has gained a reputation among his or her peers for demonstrably sustained superior contributions to teaching within a department or division. At this level, the independent selection, organization and development of course contents and instructional materials and approaches used are expected. Involvement with committees engaged in supporting this development is typical. However, the direct delivery of instruction is the primary responsibility of this title."

To be reviewed for promotion to Senior Lecturer, one must submit a portfolio. This portfolio should consist of:

- A cover letter formally requesting a review of status and how the various requirements of the new status are met
- A statement of teaching philosophy
- A vita
- Sample teaching materials such as syllabi, tests, handouts, etc.
- Student evaluations (compilation from the end of the semester evaluations that the department passes out) from the last 3 semesters

Request form for Authorization for Lecturer to Supervise Undergrad Theses, Problems Courses, and Directed Study (Psych 693-699)

Note: Only regular Psychology Department faculty or joint faculty may supervise students for senior thesis, honors thesis, or a Hilldale Fellowship.

To: Undergraduate Curriculum Committee (Karl Rosengren, Associate Chair)

From: _____

Position: _____

Date: _____

Approval requested for the period: _____/_____/_____ to _____/_____/_____

Please complete one form per project. Attach a brief CV (maximum 2 pages of relevant qualifications). The committee may request further information.

Indicate the number of students expected to enroll in each course.

693 ☐   694 ☐   695 ☐   697☐   699 ☐   Other _____

Brief description of project: _____
_____
_____
_____
_____

Who else, if anyone, will be involved in supervision of the student(s) working on this project?
_____
_____

Briefly describe the student(s) participation in the project, and the potential educational benefits.
_____
_____
_____

How will the student(s)' work be assessed?
_____
_____
_____

Approval granted for period stated above ☐ Approval not granted ☐

Signed: _____

November 1998
Updated November 2008

Other helpful Information

1. REGISTRATION POLICIES: The UW system that maintains student records and course information is called ISIS. Enrollment continues on the web through the first two weeks of classes, and with department authorization, continues through the ninth week. During the first days of classes, you can expect to be bombarded by requests to get into your section. Instructors usually begin to compile waiting lists (the office does not keep waiting lists) on the first day of class. This varies greatly from one course to another, but you might expect 10-15% of the enrolled students to drop as students adjust their schedules. You may admit students to your class from your own wait-list. If requested, we will facilitate your controlling course access by lowering the lecture enrollment limit so that no openings show up when students drop, however you should notify Dan Barnish if you want your enrollment limit lowered.

Please send lists of students' names and the last 4 digits of students' campus IDs for *adds only* to Dan Barnish, Room 223 dbarnish@wisc.edu so that she can enter online permissions. Students should be informed and reminded to enroll before the deadline for adding a course. (see deadlines paragraph below) Please remind students to enroll – if they do not register for the course themselves, they will not be in the class.

For a complete list of the **registrar's deadlines** go to: http://registrar.wisc.edu/index.htm. After the second Wednesday of the semester, dropped classes will carry a "DR" on students' transcripts, which does not adversely affect GPA. The final deadline for dropping a course is the end of the ninth week.

2. CLASS ROSTERS several times during the semester. Occasionally, students have completed a course, but were not on the roster. You cannot add a student to the grade roster if the name isn't on the electronic class roster. Rosters can be retrieved through the supervising instructor's My UW anytime after registration has begun. After TA names have been entered into the Timetable ISIS, they will also have access. For complete instructions on the use of electronic rosters see: http://registrar.wisc.edu/class_rosters.htm.

3. TAs ASSIGNED TO YOUR CLASS: If a teaching assistant has been assigned to assist you with your course, it is your formal responsibility and authority, as the supervising instructor, for directing and monitoring the TA's activities. Much of the education progress of our students depends on the quality of the relationship between TAs and instructors. It is the responsibility of all parties to maintain an effective working relationship, but if problems occur that cannot be resolved, please inform the Associate Chair, Karl Rosengren (mailto:krosengren@wisc.edu) or the TA Coordinator, Dan Barnish (dbarnish@wisc.edu).

You are also required to complete a Teaching Assistant Workload form (see Appendix F) indicating the total number of hours your TA should expect to work for your course. The Teaching Assistant Association (TAA) contract is for a fixed number of hours of work – not for the completion of a given set of tasks. The number of hours of work varies with the appointment percentage (e.g. 25% = 180 hours; 33% = 240 hours; 50% = 360 hours). The total number of hours on the worksheet should equal the total number of hours cited in the TA appointment letter. The workload form must be signed by both you and your TA. You and your TA should retain copies of this and also submit a copy of the signed form for the Department's records (to Dan Barnish, Room 223).

The College of Letters & Science requires that each TA teaching labs or discussion sections for the first time be evaluated by the course instructor early in the semester. The instructor is to conduct the evaluation by observing one of the TA's discussion sections **within the first two weeks of the semester**. The contract between the State and the TAA requires you to give the TA 24 hours notice of the first evaluation visit in any semester.

The Department must record that the observation was made. Therefore, if you have any TAs teaching labs or discussion sections for the first time, you will receive a form to complete and return to Dan Barnish. (See Appendix G)

At the end of the semester, you will also be asked to complete a TA evaluation form that should be emailed to Dan Barnish, Room 223. (See Appendix H)

4. READER/GRADERS: Hourly project assistant readers/graders are employed in a variety of courses throughout the College to provide faculty and instructional academic staff with assistance with grading responsibilities. College policy is intended to provide departments the maximum amount of flexibility possible in this area. Reader assistance is intended to provide faculty members and instructional academic staff with assistance in the grading of problem sets, exams, homework, papers, and projects, but is not intended to relieve faculty members of their overall grading responsibility for the course. We expect faculty and instructional academic staff to play an active role in grading student coursework. A call for reader/grader requests will go out to all instructors shortly before each semester begins (Request form at: http://glial.psych.wisc.edu/index.php/internalmenu/234). For complete information and L&S guidelines, go to: http://www.ls.wisc.edu/handbook/ChapterFive/chV-13.htm

5. EMAIL LIST FOR YOUR CLASSES: This feature is now available through My UW Faculty Center. On the course roster page there is a tab marked "EMAIL." If you choose that tab, you will be able to see student email addresses. You will also see a link with which to create (enable) a class email list. If an email class list is already created, an additional link, "Send Email," will be accessible. This link will access the default email application on your computer and the class list email address will populate into the "Send To" field. The class roster will always reflect up-to-the-minute enrollment in your class. The class list email addresses are refreshed 6 times throughout the day.
        You can also go directly to https://classlists.wisc.edu to enable and administer your class lists. One feature you might consider - especially if you are teaching large lectures. You can change the security setting so only administrators can use the class list. Go to Enable → Manage → Advanced options → Change security.

6. GRADING SYSTEM - UW-Madison uses the following grading system:
        A   (Excellent) – 4 grade points
        AB   (Intermediate Grade) - 3.5
        B   (Good) - 3
        BC   (Intermediate Grade) - 2.5
        C   (Fair) - 2
        D   (Poor) - 1
        F   (Failure) – 0
The grading system is explained in more detail at: http://registrar.wisc.edu/Grades_and_Grading_%20Policy.htm
Some special grading circumstances are outlined below.

7. AUDITS: Guest students and auditors require instructor permission prior to enrolling for classes. Once the instructor gives approval, submit that information to Dan Barnish (Room 223) who enters the student specific permission into ISIS; the student then enrolls for the course on the web. Students may not audit Laboratory classes and typically do not take examinations. Audited courses are graded either S (Satisfactory) or NR (No Report).

8. PASS/FAIL: Students may take certain elective courses for Pass/Fail credit. A grade of S (satisfactory) is submitted for grades A through C, and U (unsatisfactory) for grades D and F. The instructor should not know that the student is taking the course pass/fail. These credits do not affect the student's GPA. For more information go to: http://registrar.wisc.edu/pass_fail_option.htm

9. INCOMPLETES are meant for students who have completed at least 2/3 of the course work with a passing grade – not for students who are failing. Students are given four weeks into the next semester to complete the remaining course work. The L&S policy on incompletes is at: http://registrar.wisc.edu/incompletes.htm.

10. GRADE CHANGES can now be done on-line, provided that the student is enrolled in the course before the grade rosters are created. For complete instructions for making E-Grade changes go to: http://registrar.wisc.edu/documents/egradingchange.pdf
For grade changes that cannot be done online, you will need to complete a Grade Change Report form, which can be obtained from Dan Barnish, Room 223.

11. STUDENT ABSENCE: The Health Service does not issue notes for documentation of illness. The university policy on religious observance is that a student's claim should be accepted at face value. For more information regarding class work and religious observance, see http://www.secfac.wisc.edu/governance/ReligiousObservancesMemo.htm

12. ACADEMIC MISCONDUCT: Cheating and plagiarism are technically referred to as academic misconduct. The most common penalties assigned in resolution of the 80-100 formal academic misconduct complaints filed each year on campus are grade reductions and removal from the course. It is important for instructors to be aware of academic misconduct and to be prepared to deal with it if it happens. Be sure, also, that teaching assistants assigned to your class know that they should immediately consult with their course supervisors if they suspect academic misconduct. For more complete information regarding academic misconduct, go to: https://kb.wisc.edu/ls/page.php?id=21697

13. DISRUPTIVE CLASSROOM BEHAVIOR: Occasionally instructors may have a student who exhibits disruptive behavior in the classroom. For information on how to handle these situations, go to: http://www.wisc.edu/students/saja/pdf/Handling%20Classroom%20Disruptions1.pdf

14. DISABILITIES AND McBURNEY CENTER: Some students have disabilities that require accommodation. The McBurney Center is responsible for evaluating students and designing accommodations. Remember that evaluating students' disabilities and finding accommodations is not your responsibility. Students who need special accommodations should contact you at the beginning of the semester. They should present you with a Visa, which specifies the accommodations recommended by McBurney. You can also refer students to the McBurney Center, http://www.mcburney.wisc.edu.

15. ROOM RESERVATIONS: For review sessions, exams and make-up exams, guest speakers, etc. that you would like to schedule in General Assignment classrooms to be held outside of your regular scheduled class time, contact Dan Barnish, dbarnish@wisc.edu, 262-0512. In order to make room reservations, please provide the following information: date, time (beginning and ending), course & section numbers, instructor name, purpose for the room reservation (e.g. "review, exam, movie, etc."), number of seats and if you need exam seating (one open seat between students), special equipment or technology, and room preference (if you have a preference).

16. SEMINAR ROOM RESERVATIONS: To reserve seminar rooms in the Psychology Building (e.g. 311, 519, and 634) go to http://glial.psych.wisc.edu/Schedules/RoomsAndEquipment/index.php. If you are not already registered, you will first need to register. See instructions in Appendix I, or go to: http://psych.wisc.edu/internal/RoomScheduling.html.

Appendix A - Psychology Major Checklist

PSYCHOLOGY MAJOR CHECKLIST

FOUNDATION COURSES

These courses provide a grounding in basic psychological facts and an understanding of the methodologies used to produce those facts. Students are strongly encouraged to complete Intro Psych and a Breadth course (see below) **before** taking statistics.

_____   **Introduction to Psychology**, Psych 201, 202 or 281 (Honors). GPA Requirement: ≥2.0*

_____   **Basic Statistics for Psychology**, Psych 210 or 280 (Honors)
Possible substitutions include: Statistics 371, *or* Soc. 360, *or* General Business 303. GPA Requirement: ≥2.0*

   _____   *** You must earn an average GPA of 2.75 or greater in Introduction to Psychology and Statistics in order to enroll in Research Methods.** If a course is taken a second time, the higher grade will be calculated for this average.

_____   **Research Methods**, Psych 225. If you transferred in either Intro Psych or Statistics,
you MUST contact a Psychology advisor at advisor@psych.wisc.edu from your wisc.edu account, including your campus ID number. If you had to repeat Intro Psych or statistics or Psych 225, you MUST fill out a 225 authorization form, available in room 238 Psychology. GPA Requirement: ≥2.0

_____   **Biology**: Students may choose from one of four Biology Paths: Zoology 101 and 102 OR Zoology 151 and 152 OR Biocore 301-304 OR AP Biology score of 4 or better. GPA Requirement: ≥2.0 in each course.

BREADTH COURSES

These courses are meant to familiarize students with the breadth of psychology. Choose <u>three</u> courses from <u>three</u> different topic groups listed below. Specific grades are not required, but you must meet the L&S requirements of at least a 2.0 GPA in all Psychology courses numbered 300 or above. **Students are strongly encouraged to take a Breadth course prior to taking statistics**. ** Some additional courses may count for a Breadth course. Please watch Department announcements per semester and ask the Advisor about specific courses **

Biological
_____   **Psychology 449** - Animal Behavior **or 489** (Honors)
_____   **Psychology 450** - Animal Behavior-The Primates
_____   **Psychology 454/455** - Behavioral Neuroscience/Laboratory in Behavioral Neuroscience *or 484/485* (Honors)
_____   **Psychology 523** - Neurobiology
_____   **Psychology 524** - Neurobiology II: An Introduction to the Brain and Behavior

Cognitive and Perceptual Sciences
_____   **Psychology 402** – Literacy, Brain, and Behavior
_____   **Psychology 406** - Psychology of Perception *or 486* (Honors)
_____   **Psychology 413** - Language, Mind and Brain
_____   **Psychology 414** - Cognitive Psychology

Clinical
_____   **Psychology 509** - Abnormal Psychology
_____   **Psychology 511** - Behavior Pathology: Neuroses
_____   **Psychology 512** - Behavior Pathology- Psychoses

Developmental
_____   **Psychology 560** - Child Psychology
_____   **Psychology 564** – Adult Development and Aging

Social and Personality
_____   **Psychology 408** – Psychology of Human Emotions
_____   **Psychology 507** - Psychology of Personality *or 587* (Honors)
_____   **Psychology 522** – Psychology of Women
_____   **Psychology 528** – Introduction to Cultural Psychology
_____   **Psychology 530** - Introductory Social Psychology

DEPTH COURSES

These courses are meant to develop a deeper understanding of particular areas of psychology through both a lecture and discussion format. Choose two courses (classes are 4 credits each). (Check course listings to see new courses as they become available.)

_____	**Psychology 501/581** – Depth Topics/Honors Depth
_____	**Psychology 502**/**582**– Cognitive Development /Honors Cognitive Development
_____	**Psychology 503/583** – Social Development/Honors Social Development
_____	**Psychology 504/584** – Affective Neuroscience/Honors Affective Neuroscience

CAPSTONE COURSES

These courses help students to develop a deeper understanding of particular areas of psychology in a seminar format. Two courses are required from this category. Pre-requisites are senior standing and completion of Psychology 225. Capstone courses are small (25 - student limit), include discussion, papers, and readings from original sources. ** **Because these are low enrollment courses, students are limited to one Capstone course per semester.** Some additional courses may count for a Level III course. Please watch Department announcements each semester and ask the Advisor about specific courses **

_____	**Psychology 410** – Intermediate Statistics for Psychology
_____	**Psychology 411** - Current Topics (many separate lectures and topics per semester-check the timetable for listings. Students may receive credit for Psychology 411 in more than one semester, as long as the topics are different. They will count for separate Capstone courses.)
_____	**Psychology 421** - Psychology of Language
_____	**Psychology 430** – History of Psychology
_____	**Psychology 550** - Animal Communications and the Origin of Language
_____	**Psychology 556** – Hormones, Brain, and Behavior
_____	**Psychology 610** - Statistical Analysis of Psychological Experiments

_____	**Psychology Research**: When specific criteria are met, two semesters of research with the same professor may be used

for one Capstone course. Use the "Research Substitution Form" available at: http://psych.wisc.edu/ugstudies/kmForms.html, in conjunction with your professor to make this substitution.*

 _____	**Graduate Level Course**: With the permission from the Department, a senior may use a graduate course or seminar as a Capstone course. However, permission must be obtained by the Undergraduate Advisor prior to receiving this substitution.*

*Students may substitute only one Capstone course with EITHER the research substitution or an approved graduate course.

MAJOR DECLARATION

_____	Declare your major with one of the Undergraduate Psychology Advisors, Stephanie Osborn or Melanie Jones in Rooms 426 and 428 Psychology. Intro Psych must be **successfully completed** prior to declaration. Directions for how to make an appointment with one of the advisors are found at: psych.wisc.edu > Undergraduate Program > Advising > Schedule an Appointment. Alternately, you may search for Melanie Jones or Stephanie Osborn through WiscCal.

ADDITIONAL GRADUATION REQUIREMENTS FOR THE PSYCHOLOGY MAJOR

_____	You must have at least 34 credits within the Psychology Department (excluding the Biology requirement).

_____	You must have an average GPA of at least 2.0 in all Psychology Courses and in your upper level Psych courses.

_____	**TRANSFER STUDENTS**: You must have at least 15 credits of upper level coursework taken in residence (Courses numbered 300 or above count towards these 15 credits)

_____ **L&S STUDENTS**: Please be aware of the 60 credit rule; you need 60 credits of upper level coursework (I, A, or D in the Schedule of Classes)

_____ FOR STUDENTS **WHO STUDY ABROAD**: You must have at least 15 credits in the Psychology Department ON CAMPUS.

_____ **ALL STUDENTS**: BE SURE TO CHECK YOUR DARS AND MEET WITH THE ADVISOR TO ENSURE YOU ARE ON TRACK FOR A TIMELY GRADUATION!!!

To sign up for the Psychology Majors listserve, please send an email to: join-psych_majors@lists.wisc.edu.

Questions related to the Psychology major may be sent to: advisor@psych.wisc.edu.

Appendix A-1 - Old Psychology Major Checklist

Level I Requirements

These courses provide a grounding in basic psychological facts and an understanding of the methodologies used to produce those facts.

_____ **Introduction to Psychology**, Psych 201, 202 or 281 (Honors)
GPA Requirement: ≥2.0*

_____ **Basic Statistics for Psychology**, Psych 210 or 280 (Honors)
Possible substitutions include: Statistics 371, *or* Soc. 360, *or* General Business 303
GPA Requirement: ≥2.0*

_____ *** You must earn an average GPA of 2.75 or greater in Introduction to Psychology and Statistics in order to enroll in Research Methods <u>and to declare the major</u>.** If a course is taken a second time, the higher grade will be calculated for this average.

_____ **Research Methods**, Psych 225 or 285 (Honors) If you transferred in either Intro Psych or Statistics, or received AP credit for Intro, you MUST fill out a 225 authorization form, available in room 238C Psychology.
GPA Requirement: ≥2.0

_____ **Biology**: Students may choose from one of four Biology Paths:
- Zoology 101 and 102
- Biocore 301-304
- Zoology 151 and 152
- AP Biology, score of 4 or better

GPA Requirement: ≥2.0 in each course

Major Declaration

_____ Declare your major with one of the Undergraduate Psychology Advisors, Stephanie Osborn or Melanie Jones in Rooms 426 and 428 Psychology. All Level I courses must be **successfully completed** prior to declaration. Directions for how to make an appointment with one of the advisors are found at: http://psych.wisc.edu/ugstudies/ScheduleAnAppointment.html. If you transferred in any of these courses from another institution please bring a copy of your transcript from that school with you to your declaration appointment.

Level II Requirements

These courses are meant to familiarize students with the breadth of psychology. Choose <u>four</u> courses from at least <u>three</u> different topic groups listed below. Specific grades are not required, but you must meet the L&S requirements of at least a 2.0 GPA in all Psychology courses numbered 300 or above. ** Some additional courses may count for a Level II course. Please watch Department announcements per semester and ask the Advisor about specific courses **

Biological
_____ **Psychology 449** - Animal Behavior **or 489** (Honors)
_____ **Psychology 450** - Animal Behavior-The Primates
_____ **Psychology 454/455** - Behavioral Neuroscience/Laboratory in Behavioral Neuroscience *or* **484/485** (Honors)
_____ **Psychology 523** - Neurobiology
_____ **Psychology 524** - Neurobiology II: An Introduction to the Brain and Behavior

Cognitive and Perceptual Sciences
_____ **Psychology 402** – Literacy, Brain, and Behavior
_____ **Psychology 406** - Psychology of Perception *or* **486** (Honors)
_____ **Psychology 413** - Language, Mind and Brain
_____ **Psychology 414** - Cognitive Psychology

Clinical
_____ **Psychology 509** - Abnormal Psychology
_____ **Psychology 511** - Behavior Pathology: Neuroses
_____ **Psychology 512** - Behavior Pathology- Psychoses

Developmental
_____ **Psychology 560** - Child Psychology

Social and Personality
_____ **Psychology 507** - Psychology of Personality *or* **587** (Honors)
_____ **Psychology 522** – Psychology of Women
_____ **Psychology 528** – Introduction to Cultural Psychology
_____ **Psychology 530** - Introductory Social Psychology

Level III Requirements

These courses help students to develop a deeper understanding of particular areas of psychology. Two courses are required from this category. Pre-requisites are senior standing and completion of Psychology 225. Level III courses are small (25 - student limit), include discussion, papers, and readings from original sources. ** Some additional courses may count for a Level III course. Please watch Department announcements per semester and ask the Advisor about specific courses **

_____ **Psychology 410** - Psychometric Methods II

_____ **Psychology 411** - Current Topics (many separate lectures and topics per semester-check the timetable for listings. Students may receive credit for Psychology 411 in more than one semester, as long as the topics are different. They will count for separate Level III courses.)

_____ **Psychology 421** - Psychology of Language

_____ **Psychology 517** - Introduction to Clinical Psychology

_____ **Psychology 550** - Animal Communications and the Origin of Language

_____ **Psychology 610** - Statistical Analysis of Psychological Experiments

_____ **Psychology Research**: When specific criteria are met, two semesters of research with the same professor may be used for one Level III course. Use the "Research Substitution Form" available at: http://psych.wisc.edu/ugstudies/Forms.html, in conjunction with your professor to make this substitution.

_____ **Graduate Level Course**: With the permission from the professor, a senior with a cumulative GPA of 3.5 or better may use a graduate course or seminar as a Level III course. However, permission must be obtained by the Undergraduate Advisor prior to receiving this substitution.

Additional Graduation Requirements for the Psychology Major

_____ You must have at least 29 credits within the Psychology Department (the Biology courses do not count towards this requirement).

_____ You must have an average GPA of at least 2.0 in all Psychology Courses

_____ You must have an average GPA of at least 2.0 in all upper level Psychology courses

_____ **TRANSFER STUDENTS**: You must have at least 15 credits of upper level coursework taken in residence (Courses numbered 300 or above count towards these 15 credits)

_____ **L&S STUDENTS**: Please be aware of the 60 credit rule; you need 60 credits of upper level coursework (I, A, or D in the timetable)

   I have _____ upper level credits and I need _____ more upper level credits

_____ FOR STUDENTS **WHO STUDY ABROAD**: You must have at least 15 credits in the Psychology Department ON CAMPUS.

_____ **ALL STUDENTS**: BE SURE TO CHECK YOUR DARS AND MEET WITH THE ADVISOR TO ENSURE YOU ARE ON TRACK FOR A TIMELY GRADUATION!!!

_____ **L&S STUDENTS who matriculated prior to May 21st, 2007**: Please be aware of the 80 credit rule on your DARS report-If you take more than 40 credits in the Psychology Department, the excess will not count towards the 120 credits you need to graduate.

   I have _____ credits in the Psychology Department and I need _____ credits outside of the Psychology Department

Any student who **first enrolled in college prior to Fall, 2001**, please see the advisor. You have the option of following another set of requirements within the Psychology Department.

To sign up for the Psychology Majors listserve, please send an email to: join-psych_majors@lists.wisc.edu.

Appendix B - Substitution Research credits for Capstone course

CONTRACT: Substitution of Two Semesters of Research for One Capstone Course

Student Name: _____Student ID # _____

Lab/Faculty Research Mentor: _____

A student may substitute two semesters of research courses (618, 681/682, 691/692, 693, 694, 695, 697, 699) for one Capstone course **pending completion of the following requirements**:

1. The credit hours in the two research courses must sum to at least 4
2. A grade of no less than a B will be received in each of the two courses
3. The student and the Psychology faculty member will meet, on average, at least once a week.
4. The student will make contributions to the laboratory that will involve significant intellectual or methodological skills (e.g., data analysis, research design, surgery, library research) and not solely clerical skills (e.g., data entry, data collection, copying)
5. The contributions that the student will make over the two semesters will form a coherent body of experimental or intellectual work.
6. The student will write papers for both semesters of the course, and the student will receive feedback from the Psychology faculty member on those papers
7. **Any additions or alterations to this contract are listed below:**
   _____
   _____

By signing this contract both parties recognize that this student intends to substitute two semesters of research for one Capstone course and understand the work that needs to be completed for the substitution to occur.

_____   _____
Psychology Faculty Research Mentor (signature)   Date

_____   _____
Student (signature)   Date

This form must be filed with the **Undergraduate Advisor, Room 428,** prior to completion of the first semester of research. Once you receive your grade in the second semester, you will return to obtain this form and fill out the bottom portion, confirming that you completed all requirements for the substitution.

I certify that this student has completed the necessary requirements for the research substitution.

Course 1 _____(for _____ credits)   Semester taken _____   Grade _____

Course 2 _____ (for _____ credits)   Semester taken _____   Grade _____

_____   _____
Psychology Faculty Research Mentor (signature)   Date

_____   _____
Department Advisor (signature)   Date
Effective Date: _____DARS Code psych 3/ advisor_____ Dean's signature _____

44

Appendix C - Early Evaluation of New Courses

_____ COURSE TITLE

_____ INSTRUCTOR, SEMESTER

We are seeking input from students who are enrolled in our new courses. Please answer the questions openly and honestly. Add any comments if you can provide any other feedback.

1. How well organized is the course?
Very poorly organized   1   2   3   4   5   6   7   Very well organized

2. How well prepared is the instructor for class sessions?
Very poorly prepared   1   2   3   4   5   6   7   Very prepared

3. How stimulating are the class sessions?
Not at all   1   2   3   4   5   6   7   Very stimulating

4. How clearly has the instructor conveyed his/her expectations of students?
Expectations are very vague   1   2   3   4   5   6   7   Expectations are very clear

5. How does the workload compare to your expectations of a Capstone course?
Much lighter than I expected   1   2   3   4   5   6   7   Much heavier than I expected

6. How accessible is the instructor outside of class (face-to-face meetings or email)?
Very inaccessible   1   2   3   4   5   6   7   Very accessible

Check here if you have not tried to contact the instructor_____

7. Compared to other courses at UW, how much do you think that you will learn in this course?
Much less than average   1   2   3   4   5   6   7   Much more than average

8. How comfortable are you participating during class sessions?
Not at all   1   2   3   4   5   6   7   Completely comfortable

Please continue on the other side.

9. What do you see as the strengths of the instructor and/or the course?

10. Do you have any suggestions for improving the instruction, content, and/or format of the course?

11. Please comment on the assigned readings & grading elements of the course.

12. Why did you take this course?

Psychology FACULTY Instructional Evaluation

Course Number _____   Instructor's name _____

Please use this form to anonymously evaluate the instructor and course. For each question in Parts I and II, indicate your view by filling in the appropriate bubble with a No. 2 pencil. For Part III (on the back of this form), please make written comments.

PART I: INSTRUCTOR EVALUATION

		Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree	Not Applicable
1.	Considering everything (class size, course objectives, etc.) the instructor was effective.	O	O	O	O	O	O
2.	The instructor was clear and well-organized.	O	O	O	O	O	O
3.	The instructor showed interest in the subject matter.	O	O	O	O	O	O
4.	The instructor was open and responsive to students' questions.	O	O	O	O	O	O
5.	The instructor was available for consultation outside of class by email, appointments, or office hours.	O	O	O	O	O	O
6.	The instructor's methods of student evaluation (e.g., exams, assignments, and papers) provided fair test of knowledge of the course material.	O	O	O	O	O	O

PART II: COURSE EVALUATION

		Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree	Not Applicable
7.	The course was thought-provoking and stimulating.	O	O	O	O	O	O
8.	I learned a lot in this course.	O	O	O	O	O	O
9.	The course was well-coordinated and ran smoothly.	O	O	O	O	O	O
10.	Optional question; see blackboard	O	O	O	O	O	O

11. I took this course primarily because
   1=it is required for my major
   2=it fulfills a University requirement
   3=this course was available and fit my schedule
   4=I am interested in the topic
   (choose only one)   ①   ②   ③   ④

12.	The grade that I expect to receive in this course is	O	O	O	O	O
		A or AB	B or BC	C	D	F

46

What were the particular strengths of the instructor and this course?

Do you have any suggestions for improving the instruction or the course?

Please comment on the assigned readings.

Please comment on the method of evaluation (e.g., exams, assignments, and papers).

Any additional comments?

Appendix E - Guidelines for Review of Lecturer Teaching

Adopted 12/9/02

<u>Guidelines for Review of Lecturer Teaching</u>

1. The goals of peer teaching evaluation for lecturers in the Department of Psychology are:
   a. to foster a cooperative teaching environment in which excellent teaching is mutually encouraged among the instructional staff, and
   b. to provide information for teaching evaluations other than student evaluations, in an effort to help improve teaching, and
   c. to provide information on teaching performance to be used in decisions about rehiring, renewable status and/or promotion.

   Rationale: Lecturers hired in their fourth consecutive year are eligible for "renewable status," which represents a long-term financial commitment on the part of the Department. These peer evaluations are intended to provide information that can assist the Undergraduate Committee in their recommendations regarding renewable status. Thus, all evaluations are intended to be both formative and summative.

2. Formal evaluations of lecturer teaching will be conducted at the following times:
   a. the first semester that a lecturer teaches a new course;
   b. the second semester that a lecturer teaches the course mentioned in 2a; and
   c. any semester that the lecturer requests an additional teaching evaluation, e.g., to demonstrate improvement in teaching, to obtain any additional feedback, etc.

3. Procedures for Peer Review of Lecturer Teaching: The class to be observed will be chosen from among several meeting times offered by the lecturer. The lecturer will provide the reviewer, in advance, with a copy of the syllabus and other written materials from the course. Following the in-class observation and examination of the teaching materials, the reviewer will write an evaluation following department guidelines. One copy of the report will be forwarded to the Associate Chair of Undergraduate Studies, and one copy will be given to the lecturer. The lecturer is encouraged to meet with the reviewer to discuss the written report. If the lecturer reviewer, or the Associate Chair of Undergraduate Studies wishes to meet, a meeting will be held to provide feedback for further discussion of didactic techniques as well as substantive (content-related) issues.

4. The first *and* second time that a lecturer teaches a new course, he or she will receive a peer review of teaching. The peer review will be conducted by an experienced lecturer or by a tenured faculty member appointed by the department chair and/or the Associate Chair of Undergraduate Studies. If scheduling permits, the same reviewer will observe the lecturer both the first and second time the course is offered.

5. Lecturers have the option of requesting an additional teaching evaluation during any subsequent semester. The results of such reviews will become part of the lecturer's personnel folder.

6. Once the lecturer has been evaluated twice for a particular course, if he or she continues teaching that course without any additional new courses, the lecturer will be reviewed at least every second time the course is taught, until renewable status has been obtained.
    Rationale: In order to promote and maintain excellence in teaching, lecturers will be reviewed on   a regular basis. A regular schedule of reviews permits the lecturer to get adequate feedback regarding his or her teaching and enables the Undergraduate Committee to have sufficient data with which to make recommendations regarding renewable status to the Executive Committee.

7. Peer reviews of teaching are not intended to replace evaluation by students, but rather should be used in conjunction with them in evaluating teaching performance.

8. At the time of interview application, these guidelines will be verbally shared with prospective lecturers. At the time of hire, a copy of these guidelines will be given to the lecturer, and another copy placed in his or her personnel folder.

9. The criteria and format for evaluation of lecturer teaching will be the same as those for evaluation of faculty teaching.

Peer Evaluation of Lecturer Teaching   Department of Psychology
Adopted 12/02   University of Wisconsin

PEER EVALUATION of TEACHING for LECTURERS

The goals of peer teaching evaluation for lecturers in the Department of Psychology are:
 a) to foster a cooperative teaching environment in which excellent teaching is mutually encouraged among the instructional staff, and
 b) to provide information for teaching evaluations other than student evaluations, in an effort to help improve teaching, and
 c) to provide information on teaching performance to be used in decisions about rehiring, renewable status and/or promotion.

Name of Instructor: Date:

Course number and name:

Name of evaluator:

1. Please write a brief <u>non-evaluative description</u> of the class you visited. Was it a large lecture, a small class, or a discussion? What material was covered? What methods were used to present the material (e.g., lecture? slides? dialogue between instructor and students?) How was the time apportioned?

2. Please write an evaluation of this class session. Your evaluation should address the following issues:

 a) Comment on the content selected for the class session (material up-to-date, level of complexity of material appropriate for course, integration with other class material or theme of course).
 b) Comment on the style of presentation of the material (clarity, organization, use of class time, instructor expertise).
 c) Comment on classroom interactions, decorum, and atmosphere (instructor enthusiasm and interest, response to student questions and comments, moderation of discussion among students, stimulation of deeper thinking and questions by students, apparent student interest).

3. Please write an evaluation of the syllabus and any other written materials (e.g., exams or assignments) that you considered. Your evaluation should include responses to the following questions:

 a) Does the syllabus set out clear learning objectives for the course?
 b) Is the syllabus well-organized and well-conceptualized?
 c) Is the instructor covering the major areas that should be covered in this course?
 d) Does the syllabus make clear the basis for grading?

4. Overall Summary
 a) What do you see as the instructor's strengths and how can the instructor capitalize on them to improve?
 b) What weaknesses do you see and how can the instructor improve?
 c) (optional) What did you, as an observer, learn that can help you in your own teaching?

Appendix F - TA Workload Form – Department of Psychology

Teaching Assistant Workload Form

Instructor _____   TA _____

Semester workload hours required for Psychology _____ (course #)

(25% appt = 180 hr, 33%=240, 50% = 360)

1. Lecture attendance, if required	Hours _____
2. Quiz or laboratory attendance	Hours _____
3. Preparation for quiz or labs	Hours _____
4. Preparation of exams	Hours _____
5. Grading exams, lab reports, and papers	Hours _____
6. Meetings with course instructor *Note.* Some hours may apply to 11c.	Hours _____
7. Consultation with students	Hours _____
8. Preparation of course lecture(s), if required	Hours _____
9. Participant pool work	Hours _____
10. Communications B training	Hours _____
11. Required training (must total at least 8 hours for new TAs) a. College Welcome Week (4 hours if attended) b. Departmental Welcome Week (2 hours if attended) c. Training provided by course instructor	Hours _____ Hours _____ Hours _____
12. Other Describe:	Hours _____
SEMESTER TOTAL	Hours* _____

*Should equal total number of hours cited in TA appointment letter.

Signatures:

Instructor_____ TA_____

Date _____

Copies of this form should be retained by Instructors & TAs.

Email one signed copy to Dan Barnish by **second week of classes**.

Appendix G - EARLY SEMESTER TA EVALUATIONS

Date:

To: Certain Faculty and Instructors
From: Dan Barnish
Re: Early TA Evaluation

The College of Letters & Science requires that each TA teaching labs or discussion sections for the first time be evaluated by the course instructor early in the semester. The instructor is to conduct the evaluation by observing one of the TA's discussion sections **within the first two weeks of the semester**. The contract between the State and the TAA requires you to give the TA 24 hours notice of the first evaluation visit in any semester.

We have to record that the observation was made. To make that as easy as possible for both you and me, please complete the form below after your observation and return it to me.

I do not anticipate that you will observe any serious teaching or language problems. However, you may have an opportunity to offer useful advice that can turn this into a positive exercise. If you report serious problems on the form, I will inform Karl Rosengren (Associate Chair for Undergraduate Studies) and we will proceed from that point as appropriate.
_____

Course Professor: _____
Course Title & Number _____

I observed the discussion/lab section conducted by _____ (TA) on _____ (date).

☐ yes ☐ no The TA exhibited serious teaching problems.

☐ yes ☐ no The TA exhibited serious English language problems.

Signature: _____   Date: _____

Please note any additional comments on back and **return to me.**

Appendix H - END OF SEMESTER TA EVALUATIONS BY INSTRUCTOR

<u>Faculty Evaluation Form for Teaching Assistants</u>
Please Return

Professor _____   **Teaching Assistant** _____

Course _____   **Semester**: _____

Space is provided at the end of the form for further explication and comments.
Please insert number as applicable in space provided.

0=Not applicable;   1=Strongly Disagree;   2=Disagree;   3=Neither Agree or Disagree;   4=Agree;   5=Strongly Agree

_____ 1. The TA had adequate knowledge of the subject matter in the course.

_____ 2. The TA performed satisfactorily in helping write, administer, and grade examinations for the course.

_____ 3. Clerical work in the course, including keeping adequate and accurate records, was satisfactory.

_____ 4. The TA's teaching ability was satisfactory for this course.

_____ 5. The TA has shown improvement in his\her teaching over the semester.

_____ 6. To your knowledge, the TA met on schedule with all his/her classes and appointments with students. (If not, cite specific classes missed and indicate whether a substitute was provided:_____)

_____ 7. The TA met all conferences scheduled with the course instructor. (If "no," cite specific instances:_____)

8. Cite any favorable comments and strong points about this TA. _____
9. Cite any unfavorable comments and weak points about this TA. _____
10. What is your overall rating of this TA?
☐ Outstanding   ☐ Above Average   ☐ Average   ☐ Below Average   ☐ Poor

11. Would you be willing to accept this TA for this course again?
Yes☐   No ☐
If "no," would you recommend this TA for teaching any other course in the department?
Yes☐   Give specific recommendations: _____   No ☐

Signature: _____   Date: _____

Appendix I - PROCEDURES FOR RESERVING SEMINAR ROOMS & AV EQUIPMENT

Reserving seminar/meeting rooms and AV equipment in the Psychology Building is now handled online, using the software program **phpScheduleIt**. In order to use this program you must be a registered client. Directions for registering and using the program are listed below:

First-time users:

1. Go to the Department web page: http://psych.wisc.edu

2. Click on "Internal"

3. Go to "WHO: Facilities and Operations"

4. Click on "Room Reservations (meetings)" or go to:

   http://glial.psych.wisc.edu/Schedules/RoomsAndEquipment/index.php

5. Create an account using the "Click here to register" link

6. Fill in the appropriate blanks

7. **DO NOT** change the Time zone

8. Click the "**Register**" button

Registered users:

1. Follow steps 1-4 as above, and sign in using your email address and password

2. You will be taken to the main schedule page, where you can view room and equipment availability.

3. In the "**Quick Links**" tab, click the "**Bookings**" link.

4. You will now see a grid of all seminar rooms scheduled for the current week.

   a. **Note**: you will not be able to reserve rooms until you are **registered and the program administrator has approved your access to room reservations**. (see instructions above)

5. You can scroll through the calendar months at the top of the screen to find the date(s) you wish to reserve your room for, or if you are looking to reserve a room for the current week, find the date, room and time slot you need.

6. Once you find the time slot you want, double-click the time slot you want your reservation to begin.

   a. You will be taken to a box to fill in details about your reservation. The reservation End time will default for 1/4 hour, but you can change this by clicking on the arrow in the "**End**" box and select the ending time.
   b. For repeating reservations, go to the upper right corner, click on Repeat every (Day, week, month)
   c. Then click on "Choose Date" for the date that you want the reservation to end (scroll through the calendar months).

7. **Important:** In the "**Summary**" section, enter the purpose for your room reservation and any other details that may be relevant to your room request. **Note:** This section **must** be completed to get approval for your reservation.

8. Click **"Save"** to send the reservation to the administrator

9. You will receive an email notice indicating that you have requested a reservation; **however** your room is not confirmed until you receive a second notice confirming that the reservation has been approved by the administrator.

   a. **Note:** Reservations should be requested at least 24 hours in advance. If you need to reserve a room on shorter notice, please email Dan Barnish to let her know you need your reservation confirmed sooner. If you do not receive a confirmation, the room has not yet been approved and is not reserved.
   b. Occasionally, there may be unexpected conflicts. When this happens, you will be contacted to reschedule your room reservation.