

## Welcome Letter from Lisa García Bedolla, Vice Provost for Graduate Studies and Dean of the Graduate Division

Dear Graduate Student Instructor,

I would like to welcome you as a member of the latest cohort of Berkeley GSIs to benefit from the Graduate Division's Professional Standards and Ethics Online Course for GSIs. This course was created exclusively for Berkeley GSIs by the Graduate Division's GSI Teaching & Resource Center with input from campus professionals with expertise in the areas addressed by the course.

This course reflects Berkeley's longstanding commitment to providing GSIs with excellent academic preparation, not only in research but also in teaching. In 1989, the campus established the GSI Teaching & Resource Center to prepare GSIs for the teaching they will do at Berkeley and in future careers. In 2004 the Center was acknowledged as "a model for TA development programs everywhere" by a team of external reviewers in the University's reaccreditation process.

In 1996, the Graduate Council established a comprehensive policy on the Appointments and Mentoring of GSIs, one of the first policies of its kind in the nation. This policy demonstrates the campus's commitment to providing GSIs with guidance and mentoring as they develop their skills as teachers. In 2003, 2012, and 2016 the policy was revised to include additional professional preparation of GSIs for teaching.

The online course that you are about to take comprises one of the requirements of the Graduate Council Policy on Appointments and Mentoring of GSIs and is intended to introduce you to policies, practices, and standards that all GSIs need to know in order to perform their responsibilities professionally and ethically. Coupled with the Teaching Conference you will attend the Friday before classes begin, the semester-long seminar on teaching and learning in higher education you will take in your department, and the mentoring you will receive from faculty, this online course will provide you with an excellent foundation as you begin to teach.

GSIs play a central role in undergraduate education at Berkeley. The goal of this course and of all of the programs of the Graduate Division's GSI Teaching & Resource Center is to enable you to carry out your responsibilities in a manner that promotes student learning and your own growth as a teacher while upholding the professional standards and expectations of the University. I wish you all the best as you begin to teach at Berkeley.

Lisa García Bedolla,

Vice Provost for Graduate Studies and Dean of the Graduate Division



# Frequently Asked Questions

## Who is required to take the online course, Professional Standards and Ethics for GSIs?

According to the [Graduate Council's Policy on Appointments and Mentoring of GSIs](#), all first-time GSIs at UC Berkeley are required to take the course.

Anyone who has a [CalNet ID](#) is welcome to take it, including faculty, staff, and students.

## When must it be completed?

Every first-time GSI must successfully complete the course before they interact with students, whether in person or online, in their role as an instructor.

## What topics does the course address?

The course consists of five modules:

- Practicing Professional Standards and Ethics as a GSI
- Creating Inclusive Classrooms
- Teaching Students with Disabilities
- Fostering Academic Integrity
- Creating an Educational Environment Free of Sexual Violence and Harassment

More information about these topics is posted on the [Course Overview](#) page.

## How long will it take to complete the course?

Each of the five modules should take approximately 1 hour to complete, and each ends with a short quiz. The modules can be taken in different sessions over time; there is no need to take them all at once.

## What does “successful completion” mean?

Successful completion means that the GSI scores **80% or higher on each of the five quizzes** (that is, a minimum of 8 out of 10 quiz items correct on each quiz).

## What if a GSI cannot pass a quiz?

For each module, the quiz can be taken **up to five times**. If you use all of your attempts and still have not passed, please contact the GSI Teaching & Resource Center ([gsi@berkeley.edu](mailto:gsi@berkeley.edu)) for assistance.

## What if GSIs have questions after taking the course?

The [Course Overview and Objectives](#) page on the GSI Teaching & Resource Center website can serve as a refresher on the topics covered in the course or guide you back to the sections of the course that deal with a particular question; you are welcome to re-enter the course at any time.

The course includes an extensive [Annotated Campus Resource List](#) with contact information for units on campus that can address follow-up questions. A PDF version of the Annotated Campus Resource List can be downloaded from that web page for offline use. This list, which includes references and links to the written materials referred to in the course, can also be found on the [GSI Teaching & Resource Center](#) website.

In addition, content specialists from various campus offices listed in the Annotated Campus Resource List are available to give presentations in GSI pedagogy course meetings to supplement the information covered by the online course. Contact the GSI Teaching & Resource Center at [gsi@berkeley.edu](mailto:gsi@berkeley.edu) for assistance.

### **How will the University know that a GSI has completed the course?**

A report of all the GSIs who successfully completed the course is generated from the Gradebook in bCourses. This report is subsequently uploaded to a Student Information Systems (SIS) database. Because course completions are not auto-recorded in SIS, please be aware that there may be a delay between the time you finish the course and the time the completion registers in SIS.

### **How will I, or my department, know that I completed the online course?**

A checklist of first-time GSI requirements should appear on your dashboard in CalCentral. Once the report of your completion is uploaded to SIS (please see “How will the University know...?” above), the item for the GSI Ethics Course will be removed from your CalCentral checklist. Because course completions are not auto-recorded in SIS, please be aware that there may be a delay between the time you finish the course and the time the completion registers in SIS.

Once SIS has the data, departmental Graduate Student Service Advisors will have the ability to verify individuals’ completions through their staff CalCentral interface.

### **Will I receive a certificate of completion?**

No, there is no final certificate. However, you can print or take a screenshot of your bCourses Gradebook entry showing the five passing scores.

### **Am I paid for taking the course?**

Yes. GSIs are normally paid beginning August 1 for the fall semester and beginning January 1 for the spring semester; this allows GSIs to complete the course after the start date of their position but before their first day of interacting with students in their role as instructors.

## **Do GSIs still need to take the online sexual harassment prevention course offered by the UC Learning System?**

Yes. The University has adopted a plan for all members of the UC Berkeley community to receive updated training about sexual harassment and sexual violence. The training strategy involves engaging every student and employee through multiple channels.

- All incoming graduate students are required to take the online training module by Vector Solutions called “Sexual Assault Prevention for Graduate Students.” This training can be accessed via your CalCentral Dashboard. All incoming graduate students must also participate in a live virtual training offered through their department or the PATH to Care office in their first six weeks on campus. Options to complete this training are scheduled at the beginning of each term and at select department orientations. Further information can be found on the campus [Addressing Sexual Violence and Sexual Harassment website](#) under [Required SVSH Prevention Trainings](#).
- All employees of the University, including GSIs, are required to take the UC Sexual Violence and Sexual Harassment Prevention Training for employees. As their hiring papers are processed, GSIs will be sent emails granting them access to the course.

The module on sexual harassment prevention in this online ethics course fulfills the sexual violence and sexual harassment prevention training requirement for GSIs in their first semester of teaching and is a long-standing preparation requirement for all first-time GSIs. It differs from the other trainings in that it focuses on sexual harassment issues as they may arise in the course of a GSI’s duties.

### **Who created the course?**

The GSI Professional Standards and Ethics Online Course was created by the Graduate Division’s GSI Teaching & Resource Center with input from a distinguished advisory group consisting of professionals on the campus with expertise in the areas covered by the course. The advisory group included:

Connie Chiba, Former Coordinator, Disabled Students’ Services, Disabled Students’ Program

Nancy Chu, Former Assistant Vice Provost, Campus Climate and Compliance, Title IX/VI Compliance Officer

Kathleen Dickson, Former Ombudsperson for Graduate and Undergraduate Students and Postdoctoral Appointees

Sarah Hawthorne, Former Assistant Provost, Disability Compliance and Academic Compliance; Associate Campus Counsel

Maria Lucero Padilla, Former Manager, Compliance Education, Office for the Prevention of Harassment and Discrimination

Neal Rajmaira, Former Director, Student Judicial Affairs

Susan Bell, Staff Psychologist, Counseling & Psychological Services

Wayne Creager, Former Case Administrator, Student Judicial Affairs

Information for the yearly updates to the course has been provided by:

**Athletic Study Center**

Derek van Rheenen, Director

Richard DeShong, Systems Analyst

**Center for Student Conduct**

Erin Slater, Former Conduct Coordinator

Maria S. Jaochico, Former Associate Director

Jason Wimbley, Former Conduct Coordinator

Becca Lopez, Assistant Dean of Students and Director

Erin Niebylski, Former Assistant Director

Jeff Woods, Former Student Conduct Specialist

Jessi Benveniste, Former Conduct Coordinator

Michael Mann, Interim Assistant Director

Amir-Ali Karkia, Former Conduct Coordinator

**Center for Support and Intervention**

Noah Henry-Darwish, Former Case Manager

James Kato, Interim Assistant Dean of Students and Director

Eric Lavi, Case Manager

**Counseling & Psychological Services**

Aaron Cohen, Staff Psychologist

Linda Zaruba, Staff Psychologist

**Disability Compliance Office**

Derek Coates, Disability Compliance Officer

**Disabled Students' Program**

Karen Nielson, Former Director

Carolyn Swalina, Acting Assistant Director for Accommodation Services / Lead Disability Specialist and Supervisor

Mary Lee Vance, Former Disability Specialist

Paul Hippolitus, Former Director

Ed Rogers, Former Director

**Division of Student Affairs/Dean of Students**

Akirah Bradley, Former Assistant Dean of Students

Christina Gonzales, Former Associate Dean of Students and Director, Center for Student Conduct

Susan Trageser, Former Assistant Dean of Students and Director, Center for Student Conduct

**Division of Equity and Inclusion**

Amy Scharf, Project/Planning Analyst

**Graduate Division**

Sharon Paige-Medrich, Former Executive Assistant to the Dean

Andrew Smith, Former Assistant Dean for Research and Planning  
Sara Quigley, Institutional Research Analyst

**Office for the Prevention of Harassment and Discrimination**

Cherie A. Scricca, Former Acting Director/Title IX Officer  
Denise Oldham, Former Director and Title IX Officer  
Elizabeth Rome, Associate Director of Investigations and Deputy Title IX Officer  
Kellie Brennan, Executive Director of Civil Rights and Whistleblower Compliance  
Ava Blustein, Special Projects Analyst and Deputy Title IX Coordinator, Civil Rights Program

**Office of Emergency Management**

Amina Assefa, Manager

**Office of Planning and Analysis**

Sereeta Alexander, Director

**Office of the Registrar**

James F. Collins, Veteran Services, Interim Associate Registrar  
Walter Wong, Former Registrar

**PATH to Care Center**

Mari Knuth-Bouracee, Former Director  
Khirin Carter, Prevention Manager, Graduate Programs  
Virginia A. DuPlessis, Former Assistant Director  
Carol Callens, Confidential Advocate

**Student Parent Center**

Ginelle Perez, Former Program Director  
Tomie Lenear, Program Director

**UC Police Department**

Wade Macadam, Officer for Crime Prevention & Safety Programs  
Kevin Vincent, Detective

If you have further questions regarding the course, please contact the GSI Teaching & Resource Center at [gsi@berkeley.edu](mailto:gsi@berkeley.edu).

# Course Overview and Objectives

## Module 1

### Practicing Professional Standards and Ethics as a GSI

#### Preview of Module

In Module 1, you will examine the following topics:

- ethics and standards in teaching;
- understanding your responsibilities as a GSI;
- managing the instructional environment;
- advising and appropriate relationships with students;
- fair evaluation of student performance; and
- student information and privacy rights.

#### Learning Objectives

After exploring these topics, you should be able to...

- identify standards of professionalism and ethical behavior for GSIs and apply these standards successfully to ethical dilemmas;
- take steps to identify your responsibilities and those of the instructor of record;
- create an instructional environment that is conducive to student learning and safety;
- establish professionally appropriate relationships with students and refer them to appropriate campus resources;
- take steps to ensure that student performance is evaluated fairly; and
- protect the privacy rights of students regarding grades and other personal information, and identify who has the right to know this information.

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## Module 2

### Creating Inclusive Classrooms

#### Preview of Module

In Module 2, you will examine the following topics:

- the diversity of UC Berkeley students;
- advantages and challenges of learning in a diverse environment;
- strategies and resources for promoting an inclusive academic environment; and



- relevant policies and laws.

### Learning Objectives

After exploring these topics, you should be able to...

- explain to a colleague why GSIs should strive for an inclusive academic environment;
- identify instances of discrimination, stereotyping, and harassment in the learning environment;
- develop informed and measured responses to discrimination, stereotyping, and harassment in the learning environment;
- develop pedagogical and professional-development practices that promote inclusion and support equity for all students;
- refer to federal legislation and campus policies on nondiscrimination based on protected categories; and
- identify campus resources that can help you and your students learn more about ways to build and benefit from an inclusive learning environment.

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## Module 3

### Teaching Students with Disabilities

#### Preview of the Module

In this module, **Teaching Students with Disabilities**, you will examine the following topics:

- addressing student needs within a Multi-Tiered System of Support model;
- Universal Design for Learning and effective teaching and instructional design practices;
- tips for teaching students with disabilities;
- relevant policy and law;
- accepted terminology;
- UC Berkeley statistics;
- the Disabled Students' Program (DSP);
- academic accommodations; and
- campus resources.

### Learning Objectives

After exploring these topics, you should be able to...

- understand how to appropriately design and implement instructional supports that align with Universal Design for Learning principles;

- differentiate between how to implement Universal Design for Learning strategies and how to ensure students' disability accommodation needs are met;
  - identify appropriate steps to take to find out if you have students for whom the Disabled Students' Program has issued a Letter of Accommodation;
  - respond appropriately if a student tells you that they have a disability and need an accommodation;
  - explain to a colleague Berkeley's policies and procedures for determining whether a student needs an accommodation, what that accommodation should be, and how you and the instructor of record become informed about this determination;
  - state the reasons you are not the appropriate person to decide whether a student needs a disability accommodation, and why you should not devise disability accommodations of your own;
  - work toward a classroom environment based on the concept of Universal Design for Learning, which will minimize difficulties for students with and without disabilities, enabling students to participate fully in the learning process; and
  - identify the resources on campus that can address questions you may have about teaching students with disabilities.
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## Module 4

### Fostering Academic Integrity

#### Preview of Module

In Module 4, you will explore the following topics:

- the UC Berkeley Campus Code of Student Conduct;
- forms of academic misconduct;
- causes of academic misconduct and strategies to address them;
- steps to promote academic integrity;
- test-taking and cheating;
- preventing plagiarism;
- responding to academic misconduct;
- students' rights when a complaint is filed; and
- campus resources.

#### Learning Objectives

After exploring these topics, you should be able to...

- identify what constitutes academic misconduct;

- explain to a colleague some of the reasons that students cheat or plagiarize;
  - select teaching strategies to foster academic integrity;
  - identify the resources on campus that can assist in handling academic violations of the UC Berkeley Campus Code of Student Conduct; and
  - describe the steps you should take as a GSI to handle student academic misconduct.
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## Module 5

# Creating an Educational Environment Free of Sexual Harassment

### Preview of Module

In Module 5, you will explore the following topics:

- the GSI's role in maintaining an environment free from discrimination and harassment;
- policy, law, and campus units that deal with instances of sexual harassment and sexual violence if you, other instructors, or a student are impacted;
- forms of sexual harassment and indicators that GSIs may see;
- teaching strategies for preventing sexual harassment; and
- responding to sexual harassment and sexual violence if you, other instructors, or a student are impacted.

### Learning Objectives

After exploring these topics, you should be able to...

- distinguish ways in which a GSI's role in relation to the University of California (UC) Policy on Sexual Violence and Sexual Harassment (SVSH) ([Links to an external site.](#)) differs from a student's role;
- understand federal law and the UC SVSH Policy and complaint resolution procedures;
- identify prohibited behavior as defined in the UC SVSH Policy, in order to avoid and deter it in course-related interactions;
- prevent sexual harassment in your role as a GSI;
- respond helpfully and appropriately to possible incidents of sexual harassment and sexual violence;
- identify campus resources available to GSIs and students for confidential consultation and support; and
- identify to whom reports of sexual harassment and violence should be made to seek resolution.

# Course Instructions

To enter the course modules, please use the links on the [course home page in bCourses](#). Page through each module using the “Next” link on each page. You can also click on the "Next" link at the bottom of this page to proceed to the course.

Please note the following **technical matters**:

- This course works best on a laptop or desktop computer. The course has features that require JavaScript; instructions for enabling JavaScript in your browser are available at [activatejavascript.org](http://activatejavascript.org).

At the end of each of the five course modules is a **Module Quiz**. These quizzes help you master the material by reviewing content, connecting concepts, and applying concepts to new scenarios. They also demonstrate your successful completion of each module.

- You must score an 8 or higher out of 10 on each quiz. If your score is under 8, you are allowed to retake the quiz up to four times (that is, you have 5 attempts total). If you exhaust four of your five attempts and still have not passed, please contact the GSI Teaching & Resource Center ([gsi@berkeley.edu](mailto:gsi@berkeley.edu)) for assistance.
- Each of the quizzes is linked from within its corresponding module. The Quizzes tool is not available in the bCourses navigation menu for this course.

We invite you to take advantage of the optional **Discussions** for the course modules, which you can access using the Discussions tool in the bCourses left sidebar. The Discussions provide a good venue for further conversation with peers about the course content.

To receive hard-copy **evidence of completion** after you have successfully completed all the modules and quizzes, go to “Grades” in the bCourses left sidebar. Your quiz scores will show up in Grades. You can print or take a screenshot of this page to keep as evidence of your completion. Your completion data will also be uploaded to the campus Student Information System (though not immediately in real time) to verify that you have satisfied the Ethics Course requirement.

We ask you to fill out the [Course Evaluation](#) after you complete all of the course modules. Your comments and feedback help us improve the course.