



# ADJUNCT FACULTY RESOURCE MANUAL

AMERICAN PSYCHOLOGICAL ASSOCIATION

COMMITTEE OF PSYCHOLOGY TEACHERS AT COMMUNITY COLLEGES (PT@CC) **2009**



*Your role in shaping the minds of students for further education and the workplace is vital.*

**T**he American Psychological Association (APA) Committee of Psychology Teachers at Community Colleges (PT@CC) created the Adjunct Faculty Resource Guide to support your instructional and professional development needs. This guide is divided into three parts: Getting Started, Getting Organized, and Getting Connected. We hope this guide will enhance your teaching ability and help you expand your network of colleagues in psychology.

As a psychology teacher at a community college, you will probably be asked to teach the introductory psychology course. This course will be many students' first and only exposure to the discipline of psychology. We want the introductory psychology course to be a great experience for you and your students, so we have included resources that were recommended by veteran teachers of psychology.

As reported by the American Association of Community Colleges (2008), here are some important facts about community colleges:

- Community colleges hire more adjunct faculty than any other institutions of higher education.
- Almost half of the undergraduate students in the United States are enrolled at community colleges.
- Accessibility and affordability are the two most compelling reasons for students making community colleges their institution of first choice.
- Older students, women, and ethnic minorities are more likely to attend community colleges as their institution of first choice.
- Community colleges educate close to 50% of new nurses and other health care workers and nearly 80% of the police, firefighters, and emergency medical technicians that serve our nation.

Your role in shaping the minds of students for further education and the workplace is vital. Throughout the years, know that APA and the PT@CC Committee are here as a resource for your teaching.

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## **A. College policies and procedures**

**A**s an adjunct faculty member, you may not see the need to learn about the institutional culture of the community college where you are employed, but we encourage you to do so if you are interested in pursuing a teaching career at a community college.

Institutional culture refers to the structural–functional relationships that exist within an organization. It also refers to external forces that shape and influence the organization. Learning as much as you can about how an organization functions, including how decisions are made, can be useful. For example, it may be useful to learn about your college’s budget process and how this process affects decisions regarding instruction at your college.

Every community college has a mission statement, a vision, and a strategic plan that includes yearly goals and objectives. These blueprints are used to guide the daily work of administrators. The college’s annual goals and objectives for instruction will affect you directly and indirectly. Because institutional assessment and student assessment are ongoing goals for all higher education institutions, you will probably be asked to assess student learning outcomes in your courses. You may also be asked to serve on committees and provide input about departmental and course assessment plans. Your level of involvement in committee work will depend on opportunities available at your college.

Every community college also has a college code or a set of bylaws that governs the work of the college. As an adjunct faculty member, you may want to become familiar with these bylaws because they are used to facilitate the governance process at your college, and they reference important college documents. For example, the bylaws will reference the full-time faculty handbook and the adjunct faculty handbook. You should have direct access to the college’s adjunct faculty handbook, which may be found on the college’s Web site. It may also be archived with other official college documents. At some colleges, there may also be an adjunct faculty handbook specifically tailored to the needs of adjunct faculty in your instructional area. We encourage you to learn as much as possible about your college’s governance process. You may also consider joining the faculty organization or faculty senate since these bodies give voice to the concerns of adjunct faculty at your college.

### **A.1 Adjunct faculty: Getting hired**

An instructional dean or department chair is responsible for hiring adjunct faculty before the beginning of an academic term and on an as-needed basis. Usually, the college does not express interest in a long-term commitment either during an interview with a potential adjunct faculty member or in a subsequent written employment contract. Yet, many adjunct faculty mem-

bers enjoy long-term working relationships in their academic departments. In fact, it is quite common for adjunct faculty members to become full-time faculty members in these same departments. This means that your teaching evaluations and the quality of your work relationships with colleagues weigh heavily in future hiring decisions at community colleges. So, we encourage you to develop good working relationships with full-time faculty and members of the administrative staff who can become your advocates.

Establishing a close rapport with anyone who works directly with your dean or chair can be beneficial. Generally, your most immediate contact person is your department's or dean's secretary. It's important to maintain a close working relationship with this person. He or she can assist you with getting copies of your syllabus and handouts prepared, obtaining a grade book, securing an examination or a copy of a textbook, obtaining office space, getting a mailbox, getting an e-mail account, and accessing a computer. Moreover, the department secretary can tell you how to obtain materials from the library and access instructional resources. In short, developing and maintaining good working relationships with faculty and staff in your department is very important. Getting to know veteran faculty members in your academic department or area may also prove to be valuable.

While work relationships with key personnel on your campus are extremely important, we encourage you to also pay strict attention to a number of administrative matters. Before you begin teaching your first course, make certain that you have a teaching contract that spells out your teaching assignments and the amount of pay you will receive over the semester. You will also need to meet with someone in personnel or the human resources department who can assist you with your W-4 forms, payroll deductions, and benefits. You will need a parking permit and employee identification card to access college resources.

## **A.2 Class attendance policy**

It is important to adhere to your college's attendance policy. You should include the attendance policy statement in your syllabus and refer to it often throughout the course. Most colleges require you to take attendance every class period because attendance records are used as official documentation for determining eligibility for financial aid.

### **A.3 Class cancellation**

Classes can only be canceled by your college's administration. When classes are canceled, it is usually due to inclement weather or an emergency. However, an instructional dean may cancel a class for a faculty member who is ill or who has an emergency. If you have an emergency, follow the procedures outlined in the adjunct faculty handbook provided by your college. Many community colleges use the buddy system (i.e., "I'll provide class coverage for you today in exchange for your covering my class tomorrow") when faculty members have to be absent from class for professional or personal reasons.

Because adjunct faculty members do not accrue personal or sick leave as part-time employees, they usually do not get paid when they miss a class period. Most institutions will actually deduct pay from their salary when they miss a class period. However, institutions may waive this policy if an adjunct faculty member misses a class period because of an emergency or death of a close family member. Institutions may also waive this policy for adjunct faculty members who have to report for military or jury duty. We encourage you to consult your adjunct faculty handbook for your college's official policy on class cancellation.

### **A.4 Grades**

Be sure to pay strict attention to your college's policy regarding grades. Grades should be recorded in your grade book and on the official grade sheets provided throughout the semester. However, you may be asked to record your grades electronically. Instructions for recording your grades online can be obtained from the college's office of records and registration or from your dean's office.

Some colleges require progress reports as a part of their retention strategy for at-risk students. You may be asked to provide information about your students' progress throughout the semester, especially for student athletes.

You may be asked to turn in your grade book to your dean's office at the end of the semester, especially if you are leaving the college at the end of the academic term. This action will ensure that grade disputes are addressed in a timely manner. Your adjunct faculty handbook should explain your college's policy regarding assigning grades and handling grade disputes.

It is very important to turn in your final grades on time. Some colleges impose a financial penalty for not turning in grades when they are due. Violating this policy may also serve as grounds for not rehiring you to teach in subsequent semesters.

### **A.5 Student records and confidentiality**

According to the Family Educational Rights and Privacy Act (FERPA), parents have the right to inspect and review their children's educational records. However, these rights transfer to students when they reach 18 years of age or attend a school beyond the high school level. This is federal law and must be followed when parents request information about their children's progress in your classes. If a parent becomes overbearing, please consult your dean or department chair for advice about how to handle matters regarding confidentiality. Student records must be kept confidential, and student grades must not be posted or readily available for others to observe.

You will need to maintain your students' records for a period of time and store them in a secure place. Guidelines for securing student records should be outlined in your college's adjunct faculty handbook.

### **A.6 Student support services**

Academic advisors are available to assist students in meeting their educational goals. Academic advisors are usually available on a walk-in basis and by e-mail, although access to online advising may be limited at some colleges. Students should contact an academic advisor to obtain information about degree programs, course offerings, transfer issues, and graduation requirements. Students also can access general information about programs of study on their college's Web site.

Students with disabilities are more likely to attend community colleges than 4-year colleges and universities because of the resources available to them at community colleges. If these students self-identify and seek educational assistance from your college, you will be asked to meet their needs. You will receive specific instructions about how to accommodate these students from your college's Office of Disability Support Services or Student Support Services.

To enhance student success at community colleges, most institutions have created mentoring programs that target first-generation college students and ethnic minorities. There are also retention specialists and educational programs to assist these students. We encourage you to include information about these programs and services in your syllabus.

### **A.7 Tutoring services**

Community colleges are open admissions institutions that provide ample opportunity for student success. One way community colleges bolster student success is by providing tutors for students enrolled in math, English, and biology--courses that have the highest student enrollments and attrition rates. Some community colleges also provide tutors for psychology courses.

Many community colleges offer online tutoring services to their students. It's important for you to know about these tutoring services and to encourage your students to use them. Moreover, we encourage you to include this information in your syllabus.

## B. Working with others

Several people, both on and off campus, can assist you with your instructional needs. The following chart outlines their unique roles and responsibilities.

### WORKING WITH OTHERS

| RESOURCE PERSON  | ROLE/RESPONSIBILITY  |
|--|--|
| Department Secretary/<br>Administrative Assistant                                  | Responsible for the day-to-day operations of the office and can assist you with requests for office supplies and teaching resources  |
| Learning Resources Faculty<br>Representative/Librarian                             | Responsible for purchasing teaching resources to supplement classroom instruction<br><br>This person often conducts lectures on information literacy and works closely with faculty to coordinate the learning resources component of their courses (e.g., online databases needed for writing assignments). |
| Information Technologist/<br>Instructional Technologist                            | Responsible for software and equipment requests that support instruction<br><br>This person also can assist with designing multimedia presentations for classroom and professional development use.  |
| Coordinator for Professional<br>Development/Coordinator for<br>Newly Hired Faculty | Responsible for planning professional development programs for faculty<br><br>Faculty development programs usually focus on teaching, learning, and assessment.  |
| Publisher's Representatives/<br>Textbook Representatives                           | Responsible for providing the most current teaching resources for all areas of psychology<br><br>Ask your department chair, department secretary, or bookstore manager for contact information.  |
| Coordinator for Internships/<br>Cooperative Learning                               | Responsible for coordinating internship and cooperative learning opportunities; can speak with your classes and provide enormous amount of information to your students  |
| Coordinator for College<br>Life Services   | Responsible for all student clubs and organizations, including honor societies   |
| College Union or<br>Faculty Federation   | When available, a union or faculty federation can be an important resource for general advocacy and support of faculty.  |



## **A. Course planning and management**

The mission of the community college is to provide high-quality educational programs for adult learners and to meet the workforce development needs of the surrounding community. Understanding this mission should assist you in organizing and teaching your course. Your students will have a wide range of abilities and diverse life experiences. To meet your students' needs, you may be asked to use varied instructional strategies and assessment tools.

### **A.1 Planning your course**

If this is your first teaching assignment, we encourage you to ask your department chair or department secretary for a sample course outline. This outline could save you time planning and managing your course. After reviewing the outline, you will know how the course has been organized. Suggestions for creating a course outline or syllabus are described on page 11.

Many community colleges offer courses in a 15-week format; however, it is very common for community colleges to offer weekend-only courses and accelerated courses in 8-week or 12-week formats. One-week courses are usually offered during the summer and between terms. Community colleges also offer hybrid courses (i.e., a combination of face-to-face and online class meetings) and online courses. As an adjunct faculty member, you may be asked to teach a psychology course in one or more of these formats during the same academic term.

If you are a veteran adjunct faculty member, you may be less concerned about course content and more concerned about teaching the same course in a different format. For example, you may not have had an opportunity to teach a 1-week course or a weekend course because these courses are usually taught by full-time faculty members. Your department chair can provide you with copies of course outlines to use as guides to teaching in a variety of instructional formats.

### **A.2 Managing your course**

As a new adjunct faculty member, you will learn quickly about the range of abilities of your students. You will be expected to teach students who have different learning styles and challenges. You will be encouraged to use a variety of teaching strategies in your classroom to meet their academic needs.

Research suggests that students retain more information when they are actively engaged in the learning process, so it is important to use teaching strategies that are interactive and engaging. We suggest that you use cooperative and collaborative teaching strategies. Do not rely exclusively on lectures. You may also want to use instructional technology to enhance your

teaching. However, it is important to remember that technology is a tool to enhance your teaching, not a resource designed to replace you as the instructor.

While you are thinking about how to address the academic needs of your students, consider what you want them to know after they have completed your psychology course. You may find it helpful to focus on the core learning objectives (CLOs) of the entire course, not just the factual pieces of information that students will learn from your lectures. Think about the knowledge, skills, and values that you want your students to gain. Two resources from APA might be particularly helpful as you consider these issues.

The APA has published *Guidelines for the Undergraduate Psychology Major*, a document that describes 10 learning goals and outcomes for the undergraduate psychology major ([www.apa.org/ed/psymajor\\_guideline.pdf](http://www.apa.org/ed/psymajor_guideline.pdf)). Another important resource is an APA report on *teaching, learning, and assessing in a developmentally coherent curriculum*. Developed by the APA Board of Educational Affairs Task Force on Strengthening the Teaching and Learning of Undergraduate Psychological Science, this report ([www.apa.org/ed/Teaching-Learning-Assessing-Report.pdf](http://www.apa.org/ed/Teaching-Learning-Assessing-Report.pdf)) identifies developmentally appropriate competencies that serve as benchmarks of student success as students progress from their first course through degree attainment and provides models for teaching, learning, and assessment.

Your next step will be to decide how to use the resources available on your campus to achieve the core learning objectives. Community colleges invest a great deal of money in learning resources because they know that these resources aid learning and instruction. You may need the help of the learning resources faculty (i.e., librarians), the coordinators of the writing center, and student support services staff to achieve your instructional goals. Some of your students may need academic support to complete their class assignments and projects.

### **A.3 Assessing your students**

Assessment is an important component of effective teaching. You will find many assessment tools to determine what your students have learned. It is important to assess their knowledge of the subject matter in a variety of ways: multiple choice examinations, quizzes, written assignments, service-learning projects, oral presentations, and role-playing.

If you are teaching an introductory psychology course, you may want to use a number of assessment tools, including writing assignments. Writing assignments expose your students to the *Publication Manual of the American Psychological Association* and psychological research published in peer-reviewed journals. These assignments will also acquaint them with online

databases that they can use to find current research in psychology. Writing assignments that are well constructed can help your students gain research, writing, information literacy, and critical thinking skills. Many of these assignments have been created for your use and can be found among the teaching resources presented in Appendix A.

We suggest that you create rubrics for evaluating students' writing assignments and discuss these rubrics with your students when presenting these assignments in class. These simple steps will ensure that you are perceived as a fair and objective grader.

The master syllabus provides general guidelines about the number and type of examinations that should be given during the semester. You may be required to administer a departmental final exam, which is becoming more of the norm given the increasing emphasis on accountability in higher education. If there is a departmental final exam, your department chair will give you instructions about how to prepare your students for this summative assessment.

## B. Creating a syllabus

A syllabus is a course outline that describes the instructor's expectations and provides factual information about the college and the course. If your college does not have a template for creating a syllabus, then follow the guidelines established by the department of psychology. If there are no departmental guidelines, ask the chair for a sample syllabus for your course. At a minimum, you should include the following information in your syllabus.

A syllabus is also a legal document that can be used in a grievance or hearing concerning academic performance or student conduct. It should include sufficient unambiguous information about your college's general policies and your specific class policies. For example, it should include the college's policies regarding attendance, final examinations, and grades. It should also include your policies regarding make-up exams and late assignments.

For more information and examples of more than 160 refereed syllabi for a variety of undergraduate and graduate psychology courses, you may wish to consult *Project Syllabus*. Created as a teaching resource by the Society for the Teaching of Psychology (APA Division 2), *Project Syllabus* is available through the Office of Teaching Resources in Psychology ([www.teachpsych.org](http://www.teachpsych.org)).

## SAMPLE COURSE OUTLINE

- ▶ Name of the College
- ▶ Department of Psychology
- ▶ Course Title, Number, and Credits
- ▶ Course Description
- ▶ Instructor's Name, Office Location, Telephone Number, E-Mail Address
- ▶ Office Hours
- ▶ Textbooks: Required and Recommended
- ▶ Course Objectives
- ▶ Course Competencies/Core Learning Outcomes
- ▶ Course Requirements
- ▶ Class Schedule/Schedule of Course Content
- ▶ Examinations: Dates and Formats
- ▶ Guidelines for Written Assignments

### **C. Learning resources**

Students will need to spend time in the library, computer lab, and writing center to complete their assignments. You may want to meet with the coordinators for the writing, tutoring, and computer centers as soon as possible to let them know what types of written assignments and examinations you are requiring in your classes and how much time your students will need to spend in the computer lab. If you plan to schedule a class meeting in the computer lab, you may want to make these arrangements before classes begin.

You may also want to meet with your learning resources faculty representative (librarian) to discuss your course's learning goals and outcomes. He or she can assist your students with completing their assignments and also help you develop online projects to enhance your students' information literacy and critical thinking skills. Moreover, he or she can inform you about online databases available to you and your students and help you purchase audiovisual aids for your classes, place materials on reserve for student use, and order journals and books for instructional purposes.

If your college has a testing center, you will need to know its policy for administering tests. If you teach a face-to-face weekend class, you may be allowed to leave exams in the testing center for students to complete between class meetings. If you teach an online course, your students may be required to take their final examination in person in your college's testing center. Knowing your college's testing center policies also should help you plan for excused absences and emergencies.

Many colleges have a service-learning coordinator to assist students with their service-learning projects. The service-learning coordinator can help you create projects for your students. Service-learning experiences are course-based services that meet a community need.

***You may also want to meet with your learning resources faculty representative (librarian) to discuss your course's learning goals and outcomes.***

Service-learning usually involves reflective activities that connect course content to the service-learning experience. Students also may want to complete internships at your college by participating in either a paid or nonpaid cooperative internship in the local community. To assist students in obtaining internships, you may wish to explore resources within the community that might be open to providing internship opportunities.

Find out where your college's technology center is housed so that you can get assistance with instructional technology and software to use in your classroom. You also need to know about the technological capabilities of your campus. For example, can you access your college's online databases from home? You may want help with creating an online course or a PowerPoint presentation, multimedia software, or e-mail. Generally speaking, there are in-house courses designed to teach you how to use your college's e-mail system and how to create an online or hybrid course. You may also need to borrow equipment for professional development purposes, take a course, or attend a conference to strengthen your technological skills.

## **D. Teaching Resources**

Dozens of teaching resources are available to you. The most readily available resource is the instructor's resource manual accompanying your textbook. This manual includes sample course outlines, lecture launchers, teaching tips, chapter outlines, learning objectives for every chapter, writing assignments, lists of audiovisual aids, and class exercises. It also includes recommended reading lists and Web sites to supplement the textbook. These resource guides are often overlooked as teaching resources. You can also find countless Web sites that will enhance your instruction and enliven your students' classroom experience. Please see Appendix A for a few examples.

In addition, you may wish to browse the textbook publisher's Web site where you may find links that supplement the textbook and provide additional learning opportunities for your students. Moreover, most publishers provide CDs and DVDs as supplemental materials for their textbooks.

The American Psychological Association's Web site ([www.apa.org](http://www.apa.org)) is an invaluable teaching resource for any psychology course. You will find information about APA and its mission and also learn about the 50+ divisions whose members represent a broad cross-section of psychologists with a wide variety of interests in psychology. The APA division that will probably be most helpful to you as an instructor is APA Division 2, the Society for the Teaching of Psychology—the single largest group of psychology teachers in the world.

## *On the APA Web site, you can learn about professional development and networking opportunities that will help you grow as a professional and inform your teaching.*

There are other advantages to using the APA Web site. You will be exposed to the most current thinking on different psychological topics, and you will remain abreast of new developments. Students enrolled in psychology courses are often seeking information about topics that go beyond the scope of the class lecture. You and your students can use the APA Web site to find out more about these topics and identify psychologists conducting research on them.

On the APA Web site, you can learn about professional development and networking opportunities that will help you grow as a professional and inform your teaching. For example, you will learn more about the APA Committee of Psychology Teachers at Community Colleges (PT@CC), which is discussed on page 17, and the resources available to you and your students.

Another excellent teaching resource on the APA Web site is the Online Psychology Laboratory (OPL). OPL ([opl.apa.org](http://opl.apa.org)) offers interactive psychological studies and demonstrations as resources for both students and teachers. OPL is especially helpful for fostering scientific reasoning and for getting your students to understand that psychology is a science that uses the scientific method to answer questions

about animal and human behavior. OPL is also especially helpful to community college faculty who do not have access to an experimental laboratory for conducting research.

Appendix A includes teaching resources that may be helpful. Appendix B includes a checklist to help you prepare for your new teaching position as an adjunct faculty member.



## **A. Becoming a member of a professional organization**

The APA is committed to meeting the needs of undergraduate faculty. The APA Committee of Psychology Teachers at Community Colleges (PT@CC) was established to meet the needs of faculty at community colleges.

The mission of PT@CC is to:

- promote the highest professional standards for teaching psychology as a scientific discipline,
- cultivate a professional identity with the discipline of psychology among psychology teachers at community colleges,
- develop leadership qualities among psychology teachers at community colleges to increase participation and representation in professional psychology activities and organizations,
- establish and maintain communication with all groups involved in the teaching of psychology and the greater psychological community, and
- encourage psychological research on teaching and learning at community colleges for the purpose of providing students the best possible educational opportunities.

To learn more about PT@CC, visit [www.apa.org/ed/pcue/ptatcchome](http://www.apa.org/ed/pcue/ptatcchome). You may participate in PT@CC by joining APA as a Community College Teacher Affiliate. The application for membership is available on the APA Web site ([www.apa.org/membership](http://www.apa.org/membership)). As a member of PT@CC, you will receive the *Monitor on Psychology*, a monthly publication of APA; the *Psychology Teacher Network (PTN)*, a quarterly newsletter for teachers of introductory psychology; and special mailings throughout the year. If you are already a member of APA and would like to join PT@CC, please contact staff in the APA Education Directorate at 1-800-374-2721, ext. 6140, or via e-mail to [education@apa.org](mailto:education@apa.org).

You may also wish to consider joining the Society for the Teaching of Psychology (STP) (APA Division 2). STP represents the interests of psychology teachers in academic institutions from secondary schools through graduate schools. It promotes teaching excellence, research on teaching, professional identity, and development; sponsors and cosponsors teaching-related programs at national and regional psychology conventions; publishes *Teaching of Psychology*; disseminates teaching and advising materials through the online Office of Teaching Resources in Psychology (OTRP); and administers the annual Excellence in Teaching Awards and the G. Stanley Hall/Harry Kirke Wolfe Lectures. To learn more about STP, visit [www.teachpsych.org](http://www.teachpsych.org). As a member of STP, you will receive the journal *Teaching of Psychology* and gain

access to a wealth of teaching resources. You will also have access to information about teaching conferences where you can meet people with similar interests and needs.

In addition to becoming a member of PT@CC and STP, you may be interested in joining one of the seven regional psychological associations. They are: Eastern Psychological Association (EPA), Midwestern Psychological Association (MPA), New England Psychological Association (NEPA), Rocky Mountain Psychological Association (RMPA), Southeastern Psychological Association (SEPA), Southwestern Psychological Association (SWPA), and the Western Psychological Association (WPA). You can learn more about the regional associations by visiting the following Web sites:

**Eastern Psychological Association (EPA)**

[www.easternpsychological.org](http://www.easternpsychological.org)

**Midwestern Psychological Association (MPA)**

[www.midwesternpsych.org](http://www.midwesternpsych.org)

**New England Psychological Association (NEPA)**

[www.nepa-info.org](http://www.nepa-info.org)

**Rocky Mountain Psychological Association (RMPA)**

[www.rockymountainpsych.org](http://www.rockymountainpsych.org)

**Southeastern Psychological Association (SEPA)**

[www.sepaonline.com](http://www.sepaonline.com)

**Southwestern Psychological Association (SWPA)**

[www.swpsych.org](http://www.swpsych.org)

**Western Psychological Association (WPA)**

[www.westernpsych.org](http://www.westernpsych.org)

The regional psychological associations sponsor annual conventions, which provide an important venue for networking and professional development.

We also encourage you to attend local, regional, and national teaching conferences, where you will meet colleagues who share your passion for teaching psychology.

## **B. Participating in professional development programs**

Attending professional development programs will broaden your knowledge base and widen your network of colleagues. If your goal is to attain a full-time teaching position, attending professional development programs—particularly those focusing on pedagogy, assessment, and the scholarship of teaching—can enhance your teaching portfolio. We encourage you to ask your department chair about professional development opportunities. Some colleges have a professional development coordinator who organizes workshops, lectures, and conferences for faculty. Some departments of psychology also offer professional development programs for adjunct faculty.

***We also encourage you to attend local, regional, and national teaching conferences, where you will meet colleagues who share your passion for teaching psychology.***

## **C. Serving as a student advocate**

We encourage you to become an advocate for psychology majors by including information about college resources in your syllabus and sharing information about college life on your campus. You also might consider serving as a coadvisor to the Psychology Club or Psi Beta, the national honor society in psychology for community colleges ([www.psibeta.org](http://www.psibeta.org)). Because introductory psychology courses are many students' first and only exposure to the discipline of psychology, we encourage you to teach the science of psychology and share information about career options available to psychology majors.

# APPENDIXES

**A. Teaching Resources**

**B. Checklist for New Adjunct Faculty**





## **Psychology Related Web Sites**

**American Psychological Association**

[www.apa.org](http://www.apa.org)

**APA National Standards for High School Psychology Curricula**

[www.apa.org/ed/natlstandards.html](http://www.apa.org/ed/natlstandards.html)

**AskEric: Psychology Lesson Plans**

[www.eduref.org/cgi-bin/lessons.cgi/Social\\_Studies/Psychology](http://www.eduref.org/cgi-bin/lessons.cgi/Social_Studies/Psychology)

**Association for Psychological Science**

[www.psychologicalscience.org](http://www.psychologicalscience.org)

**Biopsychology**

<http://psych.hanover.edu/APS/teaching.html>

**Cognitive and Perceptual Psychology**

<http://psych.hanover.edu/APS/teaching.html>

**History and Systems in Psychology**

<http://psychclassics.yorku.ca/>

**Lifespan Developmental Psychology**

<http://devpsy.org>

**Online Psychology Laboratory**

<http://opl.apa.org>

**Personality**

[www.spsp.org/](http://www.spsp.org/)

**Psi Beta**

[www.psibeta.org](http://www.psibeta.org)

**Psi Chi**

[www.psichi.org](http://www.psichi.org)

**Psychology Teachers at Community Colleges (PT@CC)**

[www.apa.org/ed/pcue/ptatcchome.html](http://www.apa.org/ed/pcue/ptatcchome.html)

**Social Psychology Network**

[www.socialpsychology.org](http://www.socialpsychology.org)

**Social Psychology**

<http://jonathan.mueller.faculty.noctrl.edu/crow/activities.html>

[www.prisonexp.org](http://www.prisonexp.org)

**Society for the Teaching of Psychology**

[www.teachpsych.org](http://www.teachpsych.org)

## PSYCHOLOGY RELATED SOFTWARE

### American Psychological Association

750 First Street, NE  
Washington, DC 20002  
800-374-2721  
[www.apa.org/software/](http://www.apa.org/software/)

## AVAILABLE FROM PUBLISHERS

### Allyn & Bacon

75 Arlington Street  
Suite 300  
Boston, MA 02116  
800-852-8024  
[www.pearsonhighered.com/MyPsychLab](http://www.pearsonhighered.com/MyPsychLab)

### American Psychological Association

750 First Street, NE  
Washington, DC 20002  
800-374-2721  
[www.apa.org/books/](http://www.apa.org/books/)

### Houghton Mifflin

222 Berkeley Street  
Boston, MA 02116  
800-225-1464  
[www.hmco.com](http://www.hmco.com)  
*PsychAbilities*

### Wadsworth/Thomson Learning

10 Davis Drive  
Belmont, CA 94002  
800-423-0563  
[www.cengage.com/wadsworth](http://www.cengage.com/wadsworth)  
*Psyk-Trek*  
*Psych Odyssey*  
*PsycNow*  
*PsychStudy*

### Worth Publishers

41 Madison Avenue  
New York, NY 10010  
800-446-8923  
[www.worthpublishers.com](http://www.worthpublishers.com)  
*PsychQuest*  
*PsychInquiry*  
*PsychSim*

## PSYCHOLOGY-RELATED VIDEOS AND DVDS

### General

#### ***Discovering Psychology: Updated Edition***

Produced by WGBH Boston with the American Psychological Association, 2001  
ISBN: 1-57680-414-3  
1-800-LEARNER  
[www.learner.org/resources/series138.html](http://www.learner.org/resources/series138.html)

#### ***Psychology: The Human Experience Teaching Modules***

Produced by Coast Learning Systems with Worth Publishers  
VHPS  
16365 James Madison Highway  
Gordonville, VA 22942  
888-330-8477 or 540-672-7600  
[www.worthpublishers.com](http://www.worthpublishers.com)

#### ***Scientific American Frontiers Video Collection, 2nd Edition***

Worth Publishing  
VHPS  
16365 James Madison Highway  
Gordonville, VA 22942  
888-330-8477 or 540-672-7600  
[www.worthpublishers.com](http://www.worthpublishers.com)

#### ***Scientific American Frontiers***

[www.pbs.org/saf](http://www.pbs.org/saf)  
To order copies of specific episodes:  
1-800-344-3337 or [www.pbs.org](http://www.pbs.org)

#### ***The Brain Video Teaching Modules, 2nd Edition***

Annenberg/CPB Project  
Produced by Colorado State Uni-

versity, 1997  
ISBN: 1-57680-263-9  
1-800-LEARNER  
[www.learner.org](http://www.learner.org)

#### ***The Many Faces of Psychology***

Produced by the Office of Instructional Services, Colorado State University  
Worth Publishers  
VHPS  
16365 James Madison Highway  
Gordonville, VA 22942  
888-330-8477 or 540-672-7600  
[www.worthpublishers.com](http://www.worthpublishers.com)

#### ***The Mind: Teaching Modules, 2nd Edition***

Annenberg CPB Project  
Produced by Colorado State University, 2000  
ISBN: 1-57680-180-2  
1-800-LEARNER  
[www.learner.org](http://www.learner.org)

### Biopsychological

#### ***Mystery of the Senses***

NOVA, 1995  
ISBN: 1-884738-57-5  
[www.pbs.org](http://www.pbs.org)

#### ***Secret Life of the Brain***

NOVA, Producer David Grubin, 2001  
ISBN: 0793641306  
[www.pbs.org/wgbh/nova/teachers/programs/22s1\\_hearing.html](http://www.pbs.org/wgbh/nova/teachers/programs/22s1_hearing.html)

***Secrets of the Mind***  
NOVA, 2001  
ISBN: 1-57807-806-7  
[www.pbs.org/wgbh/nova/mind/probe.html](http://www.pbs.org/wgbh/nova/mind/probe.html)

***Stranger in the Mirror***  
NOVA, 1993  
ISBN: 1-57807-926-8  
[www.pbs.org/wgbh/nova/teachers/programs/2020\\_mirror.html](http://www.pbs.org/wgbh/nova/teachers/programs/2020_mirror.html)

## **Developmental**

***Frontline: Inside the Teenage Brain***  
Item #: FRL92012  
[www.pbs.org/wgbh/pages/frontline/shows/teenbrain/](http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/)

***Life's Greatest Miracle***  
NOVA, 2002  
ISBN: 6307023651  
[www.pbs.org/wgbh/nova/miracle/](http://www.pbs.org/wgbh/nova/miracle/)

***Secret of the Wild Child***  
NOVA, 1994  
ISBN: 1-57807-908-X  
[www.pbs.org/wgbh/nova/teachers/programs/2112\\_wildchil.html](http://www.pbs.org/wgbh/nova/teachers/programs/2112_wildchil.html)

## **Cognitive**

***The Forgetting: A Portrait of Alzheimer's***  
Item #: FOPA901  
[www.pbs.org/theforgetting/](http://www.pbs.org/theforgetting/)

***Secrets of the Psychics***  
Nova, 1993  
ISBN: 1-57807-040-6  
[www.pbs.org/wgbh/nova/teachers/programs/2012\\_psychics.html](http://www.pbs.org/wgbh/nova/teachers/programs/2012_psychics.html)

***Young Dr. Freud***  
Item #: YODF901  
[www.pbs.org/youngdrfreud/](http://www.pbs.org/youngdrfreud/)

## **Variations in Individual and Group Behavior**

***A Class Divided***  
Frontline  
Item #: FRON399  
[www.pbs.org/wgbh/pages/frontline/shows/divided/](http://www.pbs.org/wgbh/pages/frontline/shows/divided/)

***American Experience: A Brilliant Madness***  
Item #: AMER9409  
[www.pbs.org/wgbh/amex/nash/](http://www.pbs.org/wgbh/amex/nash/)

***Candid Camera Video for Social Psychology***  
McGraw Hill Companies  
ISBN: 0-07-250468-4  
1-800-338-3987  
[www.mhhe.com/catalogs](http://www.mhhe.com/catalogs)

***Dying to Be Thin***  
NOVA, 2000  
ISBN: 1-57807-232-8  
[www.pbs.org/wgbh/nova/thin/](http://www.pbs.org/wgbh/nova/thin/)

***Everybody Rides the Carousel***

[Illustrates Erik Erikson's psychosocial stages of development]  
Social Studies School Service  
1-800-421-4246  
[www.socialstudies.com/c/product.html?nocache@2+s@jVYQVJQVvfJWw+record@TF17907](http://www.socialstudies.com/c/product.html?nocache@2+s@jVYQVJQVvfJWw+record@TF17907)

***Quiet Rage: The Stanford Prison Experiment***

Philip G. Zimbardo, Inc.  
P.O. Box 20096  
Stanford, CA 94309-2996  
[www.prisonexp.org](http://www.prisonexp.org)

***Searching for Asian America***

National Asian American Telecommunications Association  
145 Ninth Street, Suite 350  
San Francisco, CA 94103  
(415) 552-9550  
[www.asianamericanmedia.org](http://www.asianamericanmedia.org)

***The World of Abnormal Psychology***

Produced by Alvin H. Perlmutter, Inc.,  
& Toby Levine Communications, 1992  
ISBN: 1-55946-679-0  
1-800-LEARNER  
[www.learner.org/resources/series60.html](http://www.learner.org/resources/series60.html)

# B

## CHECKLIST FOR NEW ADJUNCT FACULTY

### Human Resources

- I have submitted a complete employment application, including my college transcripts.
- I have completed my W-4 Form and other personnel forms.
- I have received an employee identification card and a parking permit.
- I have received my teaching contract for the academic term.

### Department of Psychology

- I have a copy of the textbook and the instructor's resource manual.
- I have a copy of a sample syllabus.
- I have attended an orientation for new adjunct faculty (if available) and met with the chair of the psychology department.
- I have received a copy of the adjunct faculty handbook (if available).

### Administrative Support

- I have been assigned an office and given a key to it.
- I have access to photocopying services.
- I am aware of general operating procedures for administrative assistance.
- I have a grade book.
- I have a mailbox and an e-mail account.
- I have my class assignments.
- I have received my class roster(s).
- I can locate my classroom(s).

### Learning Resources

- I can locate the library, and I know its hours of operation.
- I have placed reference materials on reserve in the library.

- I have access to audiovisual aids to enhance my teaching.
- I know where the computer labs are located.
- I can use the technology available to me in the classroom.
- I know how to contact the writing center, the tutoring center, and the student support services office.
- I am aware of the college's policy on students with disabilities and can locate the disability support services office.

## **Professional Development and Networking**

- I am aware of professional development opportunities available to adjunct faculty.
- I plan to attend conferences on the teaching of psychology.
- I will learn about opportunities for membership in national associations, including the American Psychological Association (APA), the APA Psychology Teachers at Community Colleges (PT@CC), and the Society for the Teaching of Psychology (APA Division 2).