Teacher Training Program  
Department of Psychology  
Fordham University  

2015-2016

The Department of Psychology is committed to the teaching of psychology at all levels and seeks to provide doctoral students with opportunities for professional development through the teaching of psychology. These programs are for graduate students to prepare for full time academic careers, to complement practice with teaching, and to develop leadership, organizational, and public speaking skills. The Department provides a sequence of programs that begins during a doctoral student’s first year and continues until the student earns his or her PhD degree. These programs are important vehicles for students’ professional development and they embody the highest values of the Department and University: academic excellence, care of the person, and service to others. As in all areas of Psychology, the Department places emphasis on ethics and integrity; therefore, ethics related to teaching are featured at various training points in collaboration with the Center for Ethics Education.

The underlying philosophy behind the Teacher Training Program is that students trained in our doctoral programs should be prepared to take on positions in a wide range of academic settings. In order to be successful at the full range of academic settings, all doctoral students should be prepared to teach undergraduate courses in Introductory Psychology (now titled ‘Foundations of Psychology’ at Fordham University), Statistics, and Research Methods. Doctoral students should also be prepared to teach within their area of expertise based on their respective doctoral program. Finally, it is also anticipated that, through the Teacher Training Program, students will be capable of preparing and teaching courses that fall outside their primary area of expertise. This breadth of training is in order to prepare for the real expectations frequently placed on newly hired professors at many institutions of higher learning.

The Psychology Department Teacher Training Program begins with teaching assistantships in undergraduate laboratory courses. Thereafter, the Department offers:
1) Teaching of Psychology Seminar every year, required for all students,
2) Teaching Fellowships (competitively awarded, requiring the Teaching of Psychology Seminar) for which all 3rd year students may apply,
3) Senior Teaching Fellowships (competitively awarded) for 4th or 5th year students,
4) Teaching Associate positions for ABD students, and
5) Mentorship by full-time faculty.

In general, training should include:

1. Review of University policies and resources.
2. Development of a syllabus, teaching materials, and course plan including clear statements of course goals, students’ learning objectives, and assessment mechanisms.
3. Strategies for identification of teaching resources, such as readings, videos, in-class and outside activities, lab exercises, and so on, that would enhance the course.
4. Observation and feedback by faculty.
5. Lecturing.
6. Leading class discussions.
7. Review of testing materials and assistance in test construction.
8. Paper and test grading.
10. Learning how to consider diversity in the classroom.

The following sections review available teaching positions, instructional resources, and assessment goals.

I. Teaching Positions

a) Teaching Assistance and Lab Instruction

Teacher training begins with work as teaching assistants in undergraduate courses involving labs. The Psychology faculty believe that students learn Psychology best through hands on activities and that experiencing the research process firsthand is essential to education in this field. Therefore, the undergraduate curriculum includes labs in which students engage in research activities and report writing. Foundations of Psychology, Statistics, Research Methods in Psychology, Cognition, Learning, Memory, Sensation and Perception, Social Psychology, and Behavior Analysis all have lab sections. All graduate assistants are given the opportunity to serve as Teaching Assistants (TAs) and to collaborate with the course professor on the content of these weekly labs and the assignment of lab grades.

TAs are assigned lab courses according to their backgrounds, interests and availability. TAs are encouraged to work closely with the professor, to attend lectures that are relevant to the labs, to offer guest lectures in the course, and to grade lab reports. Typically, first year graduate students are assigned to Foundations of Psychology labs, second year students to the more advanced undergraduate courses, and third year students may be assigned to graduate course labs that involve psychological assessment. Assistants collaborate with professors in the design of labs and are responsible for delivering the lab component of the course. In teaching the lab section(s), they learn and perform curriculum planning, preparation of teaching materials, the use of instructional media, lecturing, classroom presentation, instruction in scientific writing, individual tutoring, and grading. The faculty member or Teaching Fellow is ultimately responsible for the structure of the entire course, lecture and lab. The teaching assistant reports to the course instructor. Teaching Fellows are assigned a Faculty supervisor who is familiar with the content matter and who can assist with all phases of the course.

Teaching Assistants’ training begins with a required orientation in August. A Teaching Training Checklist has been created for TAs to follow over the course of the semester.

The major purpose of the orientation is for all teaching students to review and discuss expectations and requirements for instructors at all levels. In addition, time will be allocated for the TA and course instructor to meet each other. TAs, course instructors and faculty supervisors should establish a meeting schedule. The TA and instructor should arrange for bi-weekly in-
person meetings until the midterm. After the midterm, the TA and instructor should decide whether in-person meetings are still necessary, or whether a bi-weekly phone or e-mail connection would be adequate. TAs and instructors are both responsible for ensuring that they maintain bi-weekly communication. Bi-weekly meetings should include an explicit discussion of grading, including rubrics, and how much each lab component counts toward the final grade. It is the TA’s responsibility to grade lab assignments; it is the course instructor’s responsibility to grade course assignments. **It is the responsibility of the faculty supervisor to oversee this process.**

Lecture and lab syllabi should be integrated to provide students with a cohesive experience of the course. The instructor should include a “lab tab” for the class on Blackboard and the TA should be taught about and utilize Blackboard for the lab. The lecture and lab syllabi should include course goals and student learning objectives, an attendance policy, a missed exam and late assignment policy, an academic integrity statement, and reference to disability services. TAs should be introduced to the *Fordham University Undergraduate Faculty Handbook*, which includes information on many of these issues:

[http://legacy.fordham.edu/academics/handbooks_publicati/undergraduate_facult/](http://legacy.fordham.edu/academics/handbooks_publicati/undergraduate_facult/)

Faculty supervisors responsible for overseeing the first three required major courses (Foundations of Psychology, Statistics, and Research Methods) are encouraged to jointly meet with fellows and assistants at this orientation to review components of the labs and ensure consistency across sections. The same process is recommended for Biopsychology, which satisfies the Life Science Core requirement.

**b) Teaching Fellowships**

Graduate students are eligible to apply for a Teaching Fellowship in their 3rd year of study, after completing the Seminar in Teaching Psychology, and in most cases, having served as a Teaching Assistant. These fellowships are awarded by the Department of Psychology on a competitive basis. Students awarded Teaching Fellowships have the opportunity to teach three undergraduate Psychology courses during the academic year, including the supervision of TAs in lab courses. Students have some choice of assigned courses which take place within all three of Fordham’s colleges, providing students with an opportunity to have contact with various student populations.

Teaching Fellows will be assigned a faculty supervisor and are encouraged to draw on faculty resources such as course syllabi on file, and to consult with faculty and fellows who have taught the course to which the fellow is assigned. The student is the course instructor, responsible for designing and implementing the course in full, from beginning to end.

In their 4th or 5th year, doctoral students may apply for distinguished Senior Teaching Fellowships, awarded competitively to graduate students of various arts and sciences disciplines by the Graduate School of Arts and Sciences. They have the responsibility of instruction of three undergraduate Psychology courses in their entirety during the academic year.
Additional details about Teaching Fellowships and Senior Teaching Fellowships can be found in the GSAS Academic Policies and Procedures Guidebook (currently, the most recent available version is from 2013-2014).

http://legacy.fordham.edu/images/graduate_schools/gsas/flip/guidebook.html#p=1

c) Teaching Associate Positions

The Department offers Teaching Associate positions, as available, to advanced graduate students. Associates are assigned instructional responsibilities in single undergraduate courses on a semester basis. This program allows students to gain additional experience as an undergraduate instructor and to broaden their portfolio of teaching competencies. This responsibility includes supervising TAs in lab courses.

II. Instruction

a) The Teaching of Psychology

The goals of this course, which is offered annually, are to provide graduate students the opportunities to 1) reflect on the role and function of college teaching, and 2) complete activities, such as preparing a syllabus and developing assessments while getting feedback from other graduate students and the instructor.

This course is required for appointment as Teaching Fellow and Teaching Associate in the Department of Psychology but does not assure such appointment. Any student interested in college teaching, such as those seeking adjunct appointments at area colleges, should take this course in order to obtain a letter of reference.

The course is worth 3 credits and meets three hours a week. It focuses on such topics as the following: the purpose and goals of college teaching, grading papers and designing and grading essay exams, generating discussions, syllabus construction, lecturing, alternatives to lecturing, assessment, writing assignments, and classroom management. This course also addresses techniques for multicultural education and diversity, as well as managing non-academic issues, and accommodating students with disabilities. Readings include such texts as Teaching Tips by W. McKeachie and Teaching What You Don’t Know. Throughout the course, emphasis is placed on practical considerations for the new college instructor.

b) Supervision and Evaluation

All teaching students are assigned a faculty supervisor, and meet with their faculty supervisors regularly. Meetings should include general training to be a professor and address strategies for managing specific issues that occur during teaching individual courses.

All teachers receive feedback from their faculty supervisors and have the opportunity to evaluate their experience formally. In addition, all undergraduate classes include the administration of the
Student Educational Evaluation Questionnaire (SEEQ) to all students which provides Teaching Assistants, Teaching Fellows and Teaching Associates with quantitative and qualitative feedback from their students. These evaluations are good sources of performance assessment that graduate students can learn from. Typically, our Teaching Fellows and Associates receive very high scores and superlative comments on the SEEQ which may be kept as an impressive record of high quality teaching for potential employers.

All teachers will also be evaluated once each semester with the Teacher Evaluation and Observation Form to help students grow from observations of their teaching. The Teacher Evaluation and Observation Form is used to assess the course syllabus and course material, as well as through class observation the teacher’s variety of instruction, organization, presentations skills, clarity of instruction, content knowledge, and instructor-student rapport. Once the form is completed, the supervisor shares the report with the teacher. Completed observation forms are kept together in a file cabinet in the department office.

### III. Assessment

As part of Middle State’s requirements, the Psychology Department will assess its courses on a regular basis. Course syllabi need to have goals and learning objectives. A clear connection between goals and assessment should be evident, with course goals linked to the methods used to assess them (e.g., exams, papers, and/or projects). During the 2015-2016 academic year, we will be closely assessing adherence to our Teacher Training requirements.
IV. Useful Resources

The Psychology Department Teaching Training tab on Blackboard contains question and answer sessions with representatives from Counseling and Psychological Services, Office of Disability Services, the Center for Ethics Education, Office of Multicultural Affairs and Service Learning.

All teaching students should become familiar with the variety of Fordham documents available to address a broad range of student concerns:

**Fordham Undergraduate Faculty Handbook**
http://legacy.fordham.edu/academics/handbooks_publicati/undergraduate_facult/

**GSAS Academic Policies and Procedures Guidebook**
- Teaching Fellowships
- Senior Teaching Fellowships
- Teaching Associates
http://legacy.fordham.edu/images/graduate_schools/gsas/flip/guidebook.html#p=1

**FCRH Dean’s Office Contacts**
http://www.fordham.edu/info/20315/about/2952/staff_and_leadership

**FCLC Dean’s Office Contacts**
http://www.fordham.edu/info/20880/about/1762/staff_and_leadership

**Student Life**
http://www.fordham.edu/info/21682/deans_of_students_and_student_life

**Academic Integrity Policies**
http://www.fordham.edu/info/21684/regulations/3695/the_fordham_university_undergraduate_policy_on_academic_integrity.

**Academic Integrity Tutorial**
http://www.fordham.edu/info/22218/essential_resources/4322/academic_integrityTutorial

**Office of Disabilities Services Online Training Program for Students with Disabilities**
https://cd133a089e349d9d8cbaab651d894a726d4f93c1.googledrive.com/host/0B3vWHbtudjbTdHFLbkxDbXRfUm8/
Contact: Mary Byrnes, Director, Office of Disability Services, mbyrnes11@fordham.edu

**Alternative Testing Information for Students with Disabilities**
http://www.fordham.edu/info/20183/for_faculty/4684/faculty_notification_letters_and_e-mails
Student Mental Health Emergency Brochure
http://www.fordham.edu/downloads/file/573/faculty_guide_responding_to_mental_health_emergencies

Student Mental Health Emergency Numbers
http://www.fordham.edu/info/20046/for_faculty_staff_friends_and_families/1398/mental_health_emergencies

Dangerous Student Brochure
- Designed by Senate Student Life Committee/Academic Affairs working group (Chaired by Dr. Procidano)
  http://www.fordham.edu/downloads/file/574/faculty_guide_responding_to_a_students_threatening_behavior

Office of Multicultural Affairs
http://www.fordham.edu/info/20908/multicultural_affairs

Institute of American Language and Culture
http://www.fordham.edu/info/20061/centers_and_institutes/950/institute_of_american_language_and_culture

Tutoring
http://www.fordham.edu/info/20316/academics/3085/tutoring

Writing Center
http://www.fordham.edu/info/20126/writing_center

Media Services (for difficulties with classroom equipment)
From inside the classroom: Dial 1 on classroom phone
From outside the classroom:
RH: 718-817-4170
LH: 212-636-6313
http://www.fordham.edu/info/20626/teaching_and_learning_environment

*All psychology papers MUST BE written in APA citation format.

Helpful APA Citation Resources:
https://owl.english.purdue.edu/owl/section/2/10/
http://www.citationmachine.net/apa/cite-a-journal