



Job Description

JOB TITLE: Psychology Instructor - General

LAST REVISED: OCTOBER 1998

DEFINITION

Under administrative direction of an educational administrator, to develop curriculum, provide lecture and laboratory instruction, evaluate student performance of students engaged in the study of psychology and other related courses, and perform other related work as required.

EXAMPLES OF FUNCTIONS AND TASKS

Curriculum Development - ESSENTIAL: Review and evaluate curriculum, in order to meet student interests and needs within the parameters of Divisional/Departmental budget constraints and availability of equipment and materials; coordinate with part-time instructors to enhance consistency of lecture/laboratory content; evaluate and/or revise course descriptions to fit curriculum designs; present proposals for curriculum changes to the curriculum committee and/or other appropriate shared governance body; make changes to curriculum, as necessary and as approved, within the shared governance structure. **PERIPHERAL:** Review curriculum for concordance with changes in laws, regulations, and standards.

Lecture/ Laboratory Preparation - ESSENTIAL: Review and evaluate new textbooks for content, readability, and cost effectiveness; select textbooks determined to be the most useful and appropriate; read current literature (normally several sources- books, newspapers, periodicals, and other printed materials) to prepare lectures; prepare, edit, and update syllabus materials for lectures and/or laboratories; review and select and/or prepare computer and audio-visual materials for classroom/laboratory use; prepare typewritten and/or graphic handouts and/or transparencies for classroom/laboratory use; coordinate and confer with book publishing company sales representatives providing instructional materials. **PERIPHERAL:** Complete book order forms and provide master copies of syllabi for printing; place appropriate reference items on reserve in the library; prepare lesson plans to be used in a lecture and/or coordinates lectures with laboratory learning assignments; attend conferences to increase knowledge of subject matter and teaching methods and techniques; Familiarize self with operation of all equipment currently available for use which is appropriate for the subject area. Introduce and present lecture/laboratory information and concepts in a clear and logical manner; use analogies and/or examples to convey important psychological concepts; provide instructional objectives to direct student learning; outline major points of information on board or overhead projector; enhance presentations with visual aids and/or demonstrations and/or examples, as available; distribute handouts to clarify particularly difficult topics; answer student questions clearly and without ridicule, improper criticism, or bias; encourage student participation and involvement in classroom discussions; monitor student activity and take steps to prevent and/or control unacceptable behavior; maintain order in classrooms and laboratories, and provide equal opportunity for student participation.

Student Performance Evaluation - ESSENTIAL: Develop quizzes, texts and laboratory/classroom examinations which are understandable and which fairly evaluate student progress; monitor student activity during examinations/quizzes and takes steps to prevent and/or control unacceptable behavior, e.g., cheating; deal swiftly, rationally, and consistently with persons involved in cheating and/or other unacceptable behavior; read and evaluate student responses on examinations/quizzes and marks and grades papers accordingly; assign, read, and evaluate homework assignments/projects to promote learning; tabulate scores and assigns official grades; advise students on academic matters regarding their performance; refer students to appropriate student services (for example, ESL, EOPS, etc.) **PERIPHERAL:** Input student scores into a computer (including word processing software), and make printouts of scoring data available to affected students.



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Shared Governance Participation - ESSENTIAL: Attend and participate in departmental meetings and activities; respond in writing to requests for information (for example, employment process position questionnaires, unit planning guides, environmental impact reports, etc.); participate in articulation/curriculum development, investigation and costing of departmental equipment needs and selection of textbooks; represent department by serving on campus-wide committees. **PERIPHERAL:** Attend and participate in divisional and/or building meetings and activities, as well as those organized by the Faculty Senate and the Staff Development Committee; serve on employee selection committees, as requested; serve as a functional member of one or more committees and/or task forces; attend Board of Trustees and/or College Council meetings, as necessary; read and respond to information polls distributed by the Faculty Senate.

Ancillary Student Services - ESSENTIAL: Hold regular office hours; provide advice to students regarding academic performance; provide students and peers with a positive role model in terms of character and citizenship; participate in graduation and outstanding student award ceremonies. **PERIPHERAL:** Provide students with letters of recommendation, as requested; hold review sessions of classroom/laboratory material, as necessary; advise and encourage students relative to Psychology Department curriculum.

MINIMUM QUALIFICATIONS

Degrees/Licenses/Certifications:

ESSENTIAL: Master's degree in psychology **OR** Bachelor's degree in psychology **AND** Master's degree in counseling, sociology, statistics, neuroscience, or psychiatric social work **OR** the equivalent.

Knowledge of:

ESSENTIAL: Scientific psychology, with a specialization; teaching practices, methods, and techniques; current directions in psychological theory and research.

Ability to:

ESSENTIAL: Lecture in front of large groups of students; explain psychological concepts in a clear, logical and concise fashion; interact effectively with student, peers and administrative personnel; work independently to solve problems. **PERIPHERAL:** Recognize variation in student backgrounds, abilities, and learning styles; be patient with students; maintain integrity, honesty, reliability, and cooperation.

Physical Suitability Requirements:

ESSENTIAL: Incumbent must be able to perform the following, with or without reasonable accommodation:
Almost Constantly: Stand, sit, walk and turn to deliver lectures, other instruction, or instructional materials; work in the confines of a classroom and/or laboratory environment; reach overhead to operate equipment; lift, push, pull, stoop, squat, bend and carry (up to maximum of 20 lbs.) to move and operate equipment and prepare laboratory materials; utilize manual and finger dexterity to operate equipment, computers, and to prepare laboratory materials; utilize hearing to respond to student questions, normal conversation, and telephone calls; utilize vision (near and far) to read written materials and computer screens and to operate equipment.

Faculty Salary Schedule, subject to placement at date of hire.

FLSA exempt.

SCFA bargaining unit status.

Classification III, Bloodborne Pathogens Exposure Control Program.