

TEACHING TEAMS PROGRAM**PTYS 393****Teaching Teams Professional Development Internship****Teaching Teams Course Instructors:**

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Course Description

PTYS 393 is a professional development internship for students who completed PTYS 297A (formerly LASC 297A). Enrollment is limited and requires an application with cover letter, a CV, and an interview. The internship covers elements of learning environments, communication skills, giving feedback, performance evaluation, and cooperative learning strategies, as well as requires students to serve as a preceptor in one section of PTYS 297A inside the Teaching Teams Program alongside an advanced intern leader or co-leader and a faculty/staff mentor.

Course Objectives

This internship provides students with opportunities to begin actualizing the content and training developed during PTYS 297A by being involved in the facilitation of the workshop for new students. Interns will be involved in many aspects of the 297A workshop including evaluation, revision both in and out of the classroom for the duration of the semester, and concluding with a proposal for workshop modifications in the future.

Expected Learning Outcomes

Upon successful completion of this internship, students will be able to:

1. Facilitate weekly activities that incorporate principles of professional communication, leadership and group dynamics, resume/CV building, and interview skills designed for a diverse group of undergraduate students.
2. Providing insightful, thoughtful feedback that supports student improvement and encourages lifelong development.
3. Analyze workshop content in order to formulate appropriate curricula that caters to the skills, experiences, and knowledge, inherent to professionalism.
4. Assist those students in 297A who are preceptors in courses across campus.

Course Materials

There is no textbook for this course. All reading and materials will be posted on the course D2L page. Students must have Internet access to connect to D2L for any course announcements, emails, and Dropbox.

TEACHING TEAMS PROGRAM**Grading:**

PTYYS 393 is a pass/fail internship. Students in this internship may receive an S-Superior, a P-Passing, or an F-Fail. These credits do not affect your GPA but do add to your unit total. If you would like further information on UA Grading Policy please see the UA catalog at: <https://catalog.arizona.edu/policy/gradesand-grading-system>

Attendance and Participation/Course Requirements

PTYYS 393 requires attendance for weekly in-person team meetings, however...

- If you feel sick, or may have been in contact with someone who is infectious, stay home. Except for seeking medical care, avoid contact with others and do not travel.
- Notify your instructor(s) if you will be missing a meeting or an assignment deadline.
- Non-attendance for any reason does not guarantee an automatic extension of due date or rescheduling of examinations/assessments.
 - Please communicate and coordinate any request directly with your instructor.
- If you must miss the equivalent of more than one week of the internship, you should contact the Dean of Students Office DOS-deanofstudents@email.arizona.edu to share documentation about the challenges you are facing.
- Voluntary, free, and convenient COVID-19 testing is available for students on Main Campus.
- COVID-19 vaccine is available for all students at Campus Health.
- Visit the UArizona COVID-19 page for regular updates.

Classroom Conduct

Classroom conduct follows the guidelines established by the Arizona Board of Regents' Student Code of Conduct (see the policy below for more information <https://public.azregents.edu/Policy%20Manual/5308-Student%20Code%20of%20Conduct.pdf>). Within this online classroom, students must act professionally and respectfully. Disruptive and disrespectful students in violation of the Student Code of Conduct will face consequences. The Arizona Board of Regents' Student Code of Conduct prohibits threats of physical harm to any member of the University community, including to one's self (see policy link above for more information).

Please see resources at [The Office of Instruction and Assessment](#) and/or the [Arizona Online's Digital Learning](#). To review frequently-asked questions relevant to Fall 2020 teaching, please see the [COVID-19 Instructor FAQs](#).

Assignment Descriptions (Broken Down by Development Component & Workshop Component)

More specific guidelines and due dates for each assignment will be posted on the D2L site – please contact your instructor (Hannah Edwards – hjohnson20@email.arizona.edu) if you have any questions.

A detailed course calendar (schedule of assignments) can be found on D2L under “Content” -> “Syllabus & Course Calendar.”

All assignments must be submitted online on their respective deadline by 11:59 pm unless otherwise noted. Assignments are not accepted via email, unless otherwise noted. No late work will be accepted.

Development Component (1 credit):

Description: This component comprises two main areas – Training (Interns will attend a training as assigned by TTP instructors. Interns will be trained in professionalism, virtual conduct, and the sign-up process for potential preceptors) **and Curriculum Development** (Interns will assist in the review of PTYS 297A curriculum and provide input on facilitation improvement).

TEACHING TEAMS PROGRAM**Workshop Component Workshop (2 credits):**

Description: This component comprises two main areas – **Workshop** (Interns will play the part of a preceptor/TA, aiding better the functionality of a section of PTYS 297A led co-led by an advanced intern(s). Duties will vary by section and supervising instructor/faculty. Additionally, interns will help to identify potential students for the internship position for the subsequent semester), **and Curriculum Meeting** (Interns will also be attending a weekly curriculum meeting. At these meetings, the interns will share their formative evaluations of the program. They will be evaluating the course structure, the strengths and weaknesses of the current workshop and its instructor(s), and will develop ideas on how to improve the curriculum. These evaluations will be incorporated into a formal proposal by interns at the end of the semester).

Assignments which comprise these two components include:

1. **Introduction Video of Self (2 Points):** Post to PTYS 297A Week 1 VoiceThread: ~30-60 second video including your name, Position in Teaching Teams, Year in School, Major/Minor(s), and Fun Fact about yourself.
2. **Review of Discussions #1-5 (2 Points):** Review and list updates or changes you would want to make to discussions #1-5. Bring review to Team Meeting.
3. **Review of Discussions #6-10 (2 Points):** Review and list updates or changes you would want to make to discussions #6-10. Bring review to Team Meeting.
4. **Elevator Pitch Grades Submitted (2 Points):** Upload documents to D2L Dropbox.
5. **60 Second Presentation Grades Submitted (2 Points):** Upload documents to D2L Dropbox.
6. **120 Second Presentation Grades Submitted (2 Points):** Upload documents to D2L Dropbox.
7. **Resume Grades (Draft – not Publish) (2 Points):** Save as Draft on D2L.
8. **Availability for Week 10 Interviews (2 Points):** Note availability on the When2Meet Link posted to D2L.
9. **PLW Grades Submitted (2 Points):** Upload documents to D2L Dropbox.
10. **Submit Career Conversations (2 Points):** Upload document to D2L Dropbox.
11. **Participate in Interview Finals (4 Points):** As scheduled, attend and contribute to Interview Finals.
12. **Career Conversations Meeting (2 Points):** As scheduled, attend to Career Conversations with Dr. Kortenkamp and Mrs. Edwards.
13. **Intern Project: (2 Points):** Upload document(s) to D2L Dropbox & Present Project in the Weekly Curriculum Meeting.
14. **Weekly Meetings (32 Points Total, 2 Points Each):** As scheduled, attend and contribute to Weekly Curriculum Meetings.
15. **VoiceThread Participation Grades Posted (20 Points Total, 2 Points Each):** On a weekly basis, grade and post feedback on weekly discussions.
16. **VoiceThread Contributions (40 Points Total, 4 Points Each Week):**
Aid in posting: (1) choose one slide each week to post a sample response as a TA, OR respond to 2 student comments to facilitate conversation.
AND (2) Review questions asked by your students and provide responses – message Hannah, Steve, Ashley, or Morgan if you don't know how to answer a question.
 - a **For PTYS 297A Week one, 2 of these points will be for posting an example elevator pitch to the Elevator Pitch Assignment Slide.**

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Summary of Assignments Points

Introduction Video of Self	= 2
Review of Discussions #1-5	= 2
Review of Discussions #6-10	= 2
Elevator Pitch Grades Submitted	= 2
60 Second Presentation Grades Submitted	= 2
120 Second Presentation Grades Submitted	= 2
Resume Grades (Draft – not Publish)	= 2
Availability for Week 10 Interviews	= 2
PLW Grades Submitted	= 2
Submit Career Conversations	= 2
Participate in Interview Finals	= 4
Career Conversations Meeting	= 2
Intern Project	= 2
Weekly Meetings (2 Points Each)	= 32
VoiceThread Participation Grades Posted (2 Points Each)	= 20
VoiceThread Contributions (4 Points Each)	= 40

Total: 120 Points

Grading Scale

Superior—108-120 points

Pass— 84-119.99 points

Fail— 83.99 points and below

Academic Integrity

The guiding principle of academic integrity is that a student's submitted work must be their own. This includes avoiding plagiarism, or misrepresenting the words or ideas of another as one's own. To avoid plagiarism, you must credit the source whenever you use the words or ideas of another. Academic dishonesty will not be tolerated under any circumstances. Students who plagiarize will receive a failing grade for the course and be referred to the Dean's Office. For more information, see the complete Student Code of Academic Integrity <http://deanofstudents.arizona.edu/codeofacademicintegrity>

Students with Disabilities

If you anticipate barriers related to the format or requirements of this course, please meet with your instructor to discuss ways to ensure your full participation in this course. If you determine that disability related accommodations are necessary, please register with Disability Resources (52062132678; drc.arizona.edu) and notify your instructor of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations.

Classroom Behavior Policy

To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (e.g., texting,

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chatting, online shopping, etc.). This course also supports elective gender pronoun use and self-identification; rosters indicating such choices will be updated throughout the semester, upon student request. As the course includes some group work and discussion, it is vitally important for us to create an educational environment of inclusion and mutual respect.

Threatening Behavior

UA policy prohibits threats of physical harm to any member of the University community. Details on the policy are available at: policy.arizona.edu/education-and-student-affairs/threatening-behavior-students.

Nondiscrimination and Anti-harassment

The University is committed to creating and maintaining an environment free of discrimination. Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others. Details on the official UA policy are available at: policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy

Additional Resources for Students

UA Academic policies and procedures are available at catalog.arizona.edu/policies.

Student Assistance and Advocacy information is available at: deanofstudents.arizona.edu/studentassistance/students/student-assistance

Confidentiality of Student Records

All student records, not just grades but also any identifiable material submitted for credit are handled according to FERPA guidelines, see www.registrar.arizona.edu/ferpa/default.htm

Subject to Change Statement

Information contained in this course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.

Academic advising: If you have questions about your academic progress this semester, please reach out to your academic advisor (<https://advising.arizona.edu/advisors/major>). Contact the Advising Resource Center (<https://advising.arizona.edu/>) for all general advising questions and referral assistance. Call 520626-8667 or email to advising@.arizona.edu

Life challenges: If you are experiencing unexpected barriers to your success in your courses, please note the Dean of Students Office is a central support resource for all students and may be helpful. The [Dean of Students Office](#) can be reached at (520) 621-2057 or DOS-deanofstudents@email.arizona.edu.

Physical and mental-health challenges: If you are facing physical or mental health challenges this semester, please note that Campus Health provides quality medical and mental health care. For medical appointments, call (520) 621-9202. For After Hours care, call (520) 570-7898. For the Counseling & Psych Services (CAPS) 24/7 hotline, call (520) 621-3334.

Exams and Assessments: There are no exams for this course.

Equipment and software requirements: For this class you will need daily access to the following hardware: laptop or web-enabled device with webcam and microphone; regular access to reliable internet signal; ability to download and run the following software: web browser, etc.

Staying current: You are required attend weekly meetings, as well as assignments delineated at weekly meetings before the next meeting to accomplish the following: plan, implement, and reflect on weekly activities that incorporate principles of professional communication, leadership and group dynamics, resume/CV building, and interview skills designed for a diverse group of undergraduate students; assess, measure, and grade student performance by providing insightful, thoughtful feedback that supports student improvement and encourages

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lifelong development; Analyze workshop content in order to formulate appropriate curricula that caters to the skills, experiences, and knowledge, inherent to professionalism; Assist those students in 297A who are preceptors in courses across campus.

COVID-19: Please refer to <https://www.arizona.edu/coronavirus-covid-19-information> for updates and current information regarding COVID-19 here at the University of Arizona.