

TEACHING TEAMS PROGRAM

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PTYS 397A:

Teaching Teams Professional Development in a Digital Age— 3 Units

Course Instructors:

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Course Description

The objectives of PTYS 397A are to provide professional development in areas that are affected by digital changes. Students will learn how to utilize digital tools regarding a variety of professional development topics, such as elevator pitches, project management, communication, resumes and portfolios, professionalism within social media, searching for jobs online, and interviewing.

Course Objectives

Students and working professionals alike are expected to utilize digital tools to complete assignments, projects, and even life tasks. The objectives of this course are for students to envision their career projections and to be immersed in technologies they will be utilizing in these perceived future career paths. These objectives will allow students to be more proficient in various professional settings. Students will utilize tools such as the Google workspace, Adobe Creative Cloud (via UA), and others in order to establish a professional online identity and then use their online portfolio to enhance job searches and interview skills.

Expected Learning Outcomes

Upon completion of this course, students will be able to...

1. Critically evaluate and consistently refine their resume and/or curriculum vitae and a corresponding digital portfolio.
2. Effectively present themselves to future employers, internships, and members within their field, both in person and digitally.
3. Articulate their value proposition as pertaining to career and personal interests and objectives to potential employers, advisors, and mentors.
4. Demonstrate practical skills with a variety of technology and social media to benefit their professional education experience.
5. Access and use continuing professional development resources.

Attendance, Participation, Course Requirements & Administration

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PTYYS 397a is a fully online course maintained through D2L. You are expected to log on to the course 3 times per week. This course requires active participation by students. Students are expected to read the assignments and be ready to engage in meaningful discussions (D2L, VoiceThread, etc.) of course readings/lectures/videos, build on topics and ideas, and create writing and video assignments. Your observations, interpretations, and questions are vital to our class experience. Our class encourages personal experience as a form of knowledge especially as it relates and connects to our class readings, theories, and topics.

To ensure fairness to all students, late work will not be accepted after the due date/time and designated grace period except under extraordinary circumstances or with prior approval. If you miss a deadline by just a few minutes, email your instructor immediately and explain the situation. If you anticipate a problem meeting a deadline (job interview, travel, illness, etc) email the instructor to work out a solution prior to the deadline.

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.

Grading Scheme

Your final Overall Grade for PTYS 397 is a weighted average of your workshop grade and the grade your home course instructor assigns you OR the grade from your course project. If you are a preceptor, your home course instructor for whom you precept will evaluate your attitude, participation, and contribution to his or her class by assigning you a letter grade (A, B, etc.). This grade will be averaged with your workshop grade to determine your overall final grade for PTYS 397, as follows: Workshop Grade (66.6%) + Course Project OR Preceptorship (33.3%)

Final Grading Scale

- A —90-100%
- B —80-89%
- C —70-79%
- D —60-69%
- E —Below 60%

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/5-308-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 oneself (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 Spring 2023 teaching, please see the COVID-19 Instructor FAQs.

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Online Collaboration/Netiquette

You will primarily communicate with instructors and peers virtually through a variety of tools such as discussion forums, email, and web conferencing. The following guidelines will enable everyone in the course to participate and collaborate in a productive, safe environment.

- Be professional, courteous, and respectful as you would in a physical classroom.
- Online communication lacks the nonverbal cues that provide much of the meaning and nuances in face-to-face conversations. Choose your words carefully, phrase your sentences clearly, and stay on topic.
- It is expected that students may disagree with the research presented or the opinions of their fellow classmates. To disagree is fine but to disparage others' views is unacceptable. All comments should be kept civil and thoughtful. Remember that this course abides by university policies regarding disruptive behavior: <https://deanofstudents.arizona.edu/student-rightsresponsibilities/disruptive-behavior>
- Compose your messages and posts in a word processing tool, and check your spelling and grammar before submitting your post / email.

Assignment Descriptions

These assignments are all required. As needed, more specific guidelines, rubrics and due dates (course schedule) for each assignment will be posted on the D2L site. All assignments that involve submission via D2L must be uploaded into the appropriate Dropbox or VoiceThread post on the respective deadline by 11:59 pm unless otherwise noted. Assignments are not accepted via email. To ensure fairness to all students, late work will not be accepted after the due date/time and designated grace period except under extraordinary circumstances or with prior approval. If you miss a deadline by just a few minutes, email your instructor immediately and explain the situation. If you anticipate a problem meeting a deadline (job interview, travel, illness, etc) email the instructor to work out a solution prior to the deadline.

1. **Course Contract (20 Points):** Due by the end of Week 1. Students who fail to submit the course contract may be administratively dropped from the course.
2. **Weekly VoiceThread Participation (60 Points/week):** For each of the 8 weeks, as prompted within the weekly VoiceThread lectures, students will be asked to participate in and contribute to discussions within the lectures. Prompts within the VoiceThread lectures may ask students to contribute in written, spoken, or video form. A breakdown of points will be given on slides which require participation.
3. **Career Projection Assignment (100 Points):** Follow the instructions posted on D2L to self-assess yourself/career projections and create a roadmap how you (optimally) foresee

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yourself reaching your future career. Examples will be posted to D2L. Extra Credit will be awarded if you utilize technology to create your visual roadmap (PowerPoint, Adobe Photoshop or Spark, etc.).

4. **D2L Quizzes** (50 points per quiz, 2 quizzes): Students will have two D2L quizzes to test their learning. The first quiz will be due at the end of Week 3, covering topics from weeks 1 - 3. The second quiz will be due at the end of Week 7, covering topics from weeks 4 - 7. These quizzes are open note and are not timed. Students may re-take each quiz up to 4 times.

5. **Culminating Online Portfolio Assignment** (300 Points): Choose to create a form of online portfolio (LinkedIn, Personal Website/Blog, Instagram, or another approved by the entire teaching team). Examples/How To videos will be posted to D2L. Your online portfolio needs to include:
 - Your name
 - Your UA email (or other professional email)
 - 10 elements of content (I.e., 10 posts on Instagram; OR 10 elements on your LinkedIn profile such as education, interests, skills, “about me” bio, etc.; 10 elements of content on your personal website such as blog style posts, photos, etc.)On a Word document, paste the URL (or username for Instagram) of your online portfolio. On this document, identify your name, email, and the 10 elements of content you have published.

Summary of Assignments Points

Course Contract	= 20
Weekly VoiceThread Participation (60 Points/week)	= 480
Career Projection Assignment	= 100
D2L Quizzes (50 Points per quiz, 2 Quizzes)	= 100
Culminating Online Portfolio Assignment	= 300
Course Project* or Preceptorship (1/3 of overall course grade)	= 500
	= Total Points: 1500

PTYS 397 Grade

A—1350-1500 points B—1200-1349 points C—1050-1199 points D—900-1049 points E—Below 900 points

*Course Project Assignment Descriptions

Only to be completed by students who are not completing a preceptorship in lieu of these points.

The course project is a Mock Application. Preceptors fulfill these points through the completion of their preceptorship (assignments and duties assigned within your preceptor contract). More specific guidelines, rubrics and due dates for each project will be posted on the D2L site – please contact your instructors if you have any questions.

Mock Application (500 points – 1/3 of your overall course grade):

Each of the following sub-points are required for this project option. Please combine these documents in a .PDF for submission.

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- a. Provide a link to a job, internship, school, etc. that you are interested in applying for (if it is a job or something similar posted online, it may be smart to save the website as a .PDF for later reviewal in case it is removed).
- b. Write a hypothetical cover letter (for job, internship, etc.) OR personal statement (for graduate or professional school) to/for a position you may be interested in (Hint: think back to Week 5). Keep your writing to one page single spaced.
- c. Tailor your CV or Resume for the position in which you are applying.
- d. Answer the following questions: Why do you want to apply for this? How does what you are applying for help you reach your end-career goal? What are you most looking forward to if you were to get this position?

Summary of Assignments Points (For Non-Preceptors)

Mock Application Course Project = **Total Points: 500**

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, 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

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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/student-assistance/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 520-626-8667 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: As described, there will be two course quizzes (on top of Syllabus quiz) given via D2L (open for the entirety of Week 3 and Week 6). There will be no time limit, nor a live proctor. Students are excepted to take quizzes without notes (closed book). Final exam information: this course does not have a final exam. A course project (Culminating Online Portfolio Assignment) is done in the place of a final exam.

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 to complete the aforementioned assignments (See **Assignment Descriptions above**) (**Deadlines for assignments are seen in the course calendar below, as well as on D2L**) on your own time to accomplish the following: critically evaluate and consistently refine your resume and/or curriculum vitae and a corresponding digital portfolio; effectively present yourself to future employers, internships, and members within their field, both in person and digitally; articulate your value proposition as pertaining to career and personal interests and objectives to potential employers, advisors, and mentors; demonstrate practical skills with a variety of technology and social media to benefit your professional education experience; access and use continuing professional development resources.

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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.

Safety on Campus and in the Classroom: For a list of emergency procedures for many types of incidents, please visit the website of the Critical Incident Response Team (CIRT): cirt.arizona.edu

Additional Syllabus Policies Applying to All University of Arizona Classes: For an up-to-date list, including policies on Academic Integrity, Accessibility and Accommodations, see: catalog.arizona.edu/syllabus-policies