

Syllabus for DPS 695e

Seminar in Preparation for the Professoriate
Fall 2016

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Catalog Description: Develop competencies needed in the role of a professor in higher education. Participate in discussions, writing, and presentations related to personal interests and the content of the class.

Inclusive Excellence: Inclusive Excellence is a fundamental part of the University of Arizona's strategic plan and culture. As part of this initiative, the institution's administration and faculty members embrace and practice diversity and inclusiveness. These values are expected, respected and welcomed in this course.

Expanded Course Description:

- a. **Purpose:** The purpose of the class is to provide a setting in which doctoral students in special education and rehabilitation who have the common goal of working in higher education can learn the competencies needed to fulfill that role with confidence and competence.
- b. **Knowledge bases upon which the course rests:** The knowledge base for this course often is learned indirectly as advanced students work closely with faculty mentors and while on the job. Thus, the intent of the class is to make this knowledge base explicit through experiences, presentations, and interviews with faculty members who have applied this knowledge successfully. This knowledge base includes finding a position that matches personal and professional goals (searching, applying, writing a CV, creating a portfolio, negotiating a contract); expectations for professional service; options for institutional, professional, and community service; making professional presentations; development of a research agenda; publishing; regulations and procedures for Human Subjects protection; designing course syllabi that incorporate important principles of adult learning; course and faculty evaluation criteria and procedures; and organizing for efficient and effective performance of the three important components of a faculty member's responsibilities (teaching, research, and service).
- c. **Description of how the course fits within existing programs in the department and college:** The course is part of the Special Education and Rehabilitation doctoral programs, and is required for those students preparing for roles in higher education, both because of personal goals and because of their participation in the special education professoriate grant projects.
- d. **Target audience:** Although the course was designed initially for doctoral students in the Preparation for the Professoriate projects, it now is required in both the special education and rehabilitation programs. Other interested doctoral students in the department or in the College of Education may take the class.

- e. **Instructional Methods:** Presentations will be made by the instructor, advanced doctoral students and guest lecturers (faculty members, other UA personnel, and community members). Students also will participate in discussions and working groups to extend learning and generate ideas for applying the principles, ideas, and information presented by the instructor(s), other students, and guest lecturers to their specific project(s).

Course Objectives

1. Develop **knowledge** of the following: alternatives for locating position vacancies; steps in the application process; assembling a strong application packet; interview strategies; nuances of contracts and contract negotiations; expectations and options for professional service; making presentations at professional conferences and meetings; critical components of a research agenda; research expectations; requirements for Human Subjects protection; publishing in scholarly contexts; developing preservice programs of study and course syllabi; faculty and course evaluation processes; and balancing and integrating the three expected roles of professors (teaching, research, and service); the importance of good mentorship.
2. Develop and/or enhance **competencies** in completing the following activities: (a) reviewing job announcements and preparing application materials; (b) interviewing and negotiating for a position in higher education; (c) preparing effective posters; (d) preparing effective PowerPoint presentations; (e) making effective presentations and poster sessions at professional conferences and meetings; (f) preparing a research agenda; (g) planning preservice professional education programs and preparing course syllabi; (h) reviewing, evaluating, and providing constructive suggestions for improvement of others' products; and (i) interviewing, analyzing results, and compiling results of interviews of professors in higher education.
3. Develop and/or enhance **competencies** in designing the following products: (a) an application packet (including a letter, a CV, and a homepage for an electronic portfolio) for a specific position open in the student's field or a related area; (b) a PowerPoint presentation using relational methods and visual formats to use in a symposium or seminar; (c) a poster presentation; (d) reports of an interview of a faculty member in higher education; (e) a research agenda; and (f) a course syllabus that includes an explanation of how it fits into a preservice or graduate education program.

Course Outline: A tentative schedule for the class sessions is included. Actual topics and class sessions may vary depending on the schedules of the guest speakers and the interests of the members of the class.

Prerequisite Courses and Experiences: Students must be doctoral candidates in the College of Education. If students have not taken Professional Writing (SERP 695M), or if they have significant numbers of grammatical, punctuation, and APA writing errors, they must complete the exercises designed for and completed in the Spring 2011 Professional Writing class.

Course Assignments or Requirements:

All students will participate in interviews and compile results across faculty members. Students must

- choose faculty members at varied levels of professional service (e.g., assistant professors, associate professors, full professors, administrative personnel), who have had a significant influence on their careers or their development as professionals;
- interview one faculty member in higher education who has not already been interviewed; and
- report the results of this interview in writing and in class discussions.

Students also may have the option of participating in writing a report about results of interviews.

All students will complete individual and small-group projects. Students must

- participate in presentations and discussions led by the instructor, advanced doctoral students, and guest lecturers;
- review, evaluate, and provide suggestions for improvement of other students' products;
- participate in simulations, discussions, and other experiences designed to enhance competencies in the eight activities listed in Objective 2 on Page 2; and
- develop, and when necessary, revise, the six products listed in Objective 3 on Page 2.

Methods of Evaluation:

Final grades will be based on two separate, but related components: (a) class participation and (b) the quality of the final products.

- Class Involvement. This component will be evaluated on the following criteria: frequency of class attendance, quality of participation in class activities, quality of feedback given to others, timeliness of feedback to others, timeliness of submission of assignments, quality of comments made to others.
- Original Products. This component will consist of evaluations of each product submitted. Criteria for evaluation of each product will be developed in advance based on the objectives of the project, interviews with professors, and the content of the guest lectures. All products must be the original work of the student. If, for example, the student has participated in the development of a course syllabus, it may not be submitted for this assignment. However, if the student developed the course syllabus alone, it can be modified or improved and submitted for this assignment.

Grading:

Each product will be evaluated on a 5-point Likert scale. Students are encouraged to revise all products at least once, if needed, to develop superior products. Final scores will be averaged across all products, and grades assigned based on the following scale:

- A—4.5 to 5.0

- B—3.5 to 4.4
- C—2.5 to 3.4
- Below 2.5—No Credit, must be revised until a higher score is achieved

Superior evaluations of class involvement will result in raising a student's grade by one letter while inferior evaluations of class involvement will result in lowering of a student's grade by one letter.

Text and Required Readings:

All students are expected to have the following as a reference book:

American Psychological Association (2009). *Publication manual of the American Psychological Association*. (6th ed.). Washington, D.C.: American Psychological Association.

In addition, the instructor and guest speakers may identify materials to be read prior to the class session(s) on particular topics.

Supplemental Readings:

The instructor(s) will identify supplemental readings for students based on their particular needs.

Schedule of Topics and Activities:

Date	Topic/Activity	Assignment Due
Aug 22	Discussion of Class Requirements Discussion of Characteristics of Exemplary Professors Faculty Activities and Responsibilities <u>Focusing Question:</u> "How did that professor enlarge, enlighten, and enliven you?" <u>Activity:</u> Analyze characteristics and behaviors needed for the three parts of a professor's responsibilities: teaching, research, and service. Review of Interview Questions	None Being here! ☺

Aug 29	<p>Searching for academic positions in higher education</p> <p>Developing a General Curriculum Vita</p> <p>Tips and Examples of PowerPoint Presentations</p>	<p>Begin searching for academic positions in higher education.</p> <p>Find at least 3 different examples of Curriculum Vitae and come to class prepared to discuss the examples.</p> <p>Review your own PowerPoint presentations, and locate materials to use for a relational presentation with lots of visual images.</p>
Sept 5	Labor Day Holiday: No Class	
Sept 12	<p>Tips for Making Professional Presentations</p> <p>Developing Effective PowerPoint Presentations</p> <p>Relational Presentations</p> <p>Using Visual Images to Enhance Presentations</p> <p>Developing an On-Line Portfolio</p>	<p>Bring a draft of a PowerPoint presentation with at least 10 slides. Have available photographs, visual images, and other materials you can use to practice creating a relational visual presentation.</p> <p>Find at least 3 different examples of On-line Portfolios and come to class prepared to discuss the examples. One source is other doctoral students in the department who have developed them or who have passed their comprehensive exams (many developed on-line portfolios for these exams).</p>

Sept 19	<p>Dr. Linda Shaw Matching Positions, Qualifications, and Interests Applying and Writing Letters of Application Creating a CV Tailored for a Position Tips for Interviewing for Jobs Negotiating Contracts</p> <p>Professional Service Options and Opportunities</p>	<p>Complete your review of job announcements and bring descriptions of at least three professoriate positions open in your field or a related area.</p> <p>Complete your interview of a faculty member in higher education. Write a report of your interviewee's answers to questions about (a) job interviews and (b) professional service (including workshops and presentations). Bring a hard copy to class. Send a soft copy to class members.</p>
Sunday Sept 25	<p><u>No Class</u>: Email Position Announcement for your Chosen Position, A Draft of your Letter of Application, your CV, and a Home Page for your On-Line Portfolio to the members of your peer review group.</p>	<p>Draft of Letter of Application, CV, and Home Page for Electronic Portfolio</p>
Sept 26	<p>Peer Editing of Letters of Application, Curriculum Vitae, and Home Pages for Electronic Portfolios</p> <p>Interviewing Practice</p>	<p>Be prepared to share evaluations and Suggestions for Letters of Application, CVs, and Home Pages of Classmates.</p> <p>Find or develop at least 10 sample interview questions that might be asked of someone who is applying for the position you have selected. Bring a hard copy of these questions to class.</p>

Oct 3	<p>Research and Scholarship Developing a Research Agenda Publishing (books, journal articles, and other media)</p>	<p>Final Product Due: Submit Hard Copies of Position Announcement, Letter of Application, Curriculum Vita, and Home Page for Electronic Portfolio.</p> <p>Write a report of your interviewee's answers to questions about (a) research agendas (b) publishing, and (c) other scholarly activities. Bring a hard copy to class. Send a soft copy to class members.</p>
Sunday, Oct 9	<p><u>No Class:</u> Email draft of your research agenda to your peer editing group.</p>	<p>Draft of Research Agenda</p>
Oct 10	<p>Peer Editing of Research Agendas Tips for Making Poster Presentations</p> <p>Making Posters</p>	<p>Be prepared to share evaluations and suggestions for Research Agendas of classmates.</p> <p>Bring to class or have available in soft copy (can be a photo) at least 3 examples of Poster Presentations (either your own or one made by your advisor, a peer, or another faculty member in your program).</p>
Oct 17	<p>Writing Applications to Institutional Review Boards (IRB) Review of Human Subjects Protection Program at UA Practice Writing an Application</p>	<p>Review UA Website for the Institutional Review Board.</p> <p>Find at least one successful recent IRB application from someone with similar research interests and review it.</p>

Oct 24	<p>Teaching Tips for Preparing Course Syllabi Course Evaluation Criteria and Procedures Developing online courses</p>	<p>Review the criteria for developing course syllabi at the UA. Write a report of your interviewee's answers to questions about teaching. Bring a hard copy to class. Send a soft copy to class members.</p> <p>Find at least 3 sample course syllabi based on these criteria and bring them to class.</p> <p>Review course evaluation criteria and reports from UA.</p>
Oct 31	<p>Faculty Evaluation Criteria and Procedures Role of Mentorship in Achieving Success Balancing and Integrating the three "roles" of faculty members in higher education: Teaching, Research/Scholarship, and Service</p>	<p>Final Product Due: Submit hard copy of Research Agenda.</p> <p>Review faculty evaluation criteria and procedures from either the Special Education or Rehabilitation Program at UA.</p> <p>Write a report of your interviewee's answers to questions about (a) faculty evaluation; (b) balancing the three roles of faculty members; and (c) integrating the three roles of faculty members. Bring a hard copy to class. Send a soft copy to class members.</p>
Sunday, November 6	No Class: Email Draft of Course Syllabus and Poster to your peer editing group	Draft of Course Syllabus and Poster
Nov 7	Peer Editing of Course Syllabi Peer Editing of Posters	Be prepared to share evaluations and Suggestions for Course Syllabi and Posters of classmates.
Sunday, November 13	No Class: Email Draft of PowerPoint Presentation to your peer editing group.	Draft of PowerPoint Presentation

Nov 14	Peer Editing of PowerPoint Presentations	Final Product Due: Submit hard copy of Course Syllabus. Be prepared to share evaluations and Suggestions for PowerPoint Presentations of classmates.
Nov 21	Poster Presentations Discussion of Poster Presentations	Invite at least one faculty member or doctoral student to attend the Poster presentations. Share your poster with your audience. Be prepared to participate in a discussion of Posters and how they can be improved.
Nov 28	PowerPoint Presentations Discussion of PowerPoint Presentations	Present your PowerPoint Presentation. Evaluate the PowerPoint Presentations of Classmates. Be prepared to share and discuss your evaluation and suggestions for improvement of all classmates' PowerPoint Presentations.
Dec 5	PowerPoint Presentations Discussion of PowerPoint Presentations	Present your PowerPoint Presentation. Evaluate the PowerPoint Presentations of Classmates. Be prepared to share and discuss your evaluation and suggestions for improvement of all classmates' PowerPoint Presentations.
Dec 12	Celebration!	Final Products Due: All Final Versions of All Products and All Revisions of Final Products

Lab Experience: No lab experience is required.

Instructor and University Policies:

1. **Attendance:** Attendance is required at all class sessions. If students must miss class because of illnesses or emergencies, they are expected to complete the assignment for the class missed as well as to get notes or audio files from other students or the professor. *All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion, Absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored.*
2. **Submission of Assignments:** Because the success of the peer editing process depends on student promptness, penalties will be imposed for late submission of assignments. Each student can be late with only one assignment. Additional late submissions will lower the student's grade by one letter.
3. **Students Requiring Accommodation for Disabilities:** *If students anticipate problems related to the format or requirements of this course, they should meet with the instructor. The instructor and student will discuss ways to ensure full participation in the course. If a student determines that formal, disability-related accommodations are necessary, he or she must be registered with Disability Resources (621-3268; drc.arizona.edu) and notify the professor of eligibility for reasonable accommodations. The student and instructor can then plan how best to coordinate these accommodations.*
4. **Elective Name and Pronoun Usage:** In this class, the instructor will use gender pronouns and names as requested by students, and rosters indicating these choices will be updated if the student changes name or pronoun use after registration. Because the course includes group work and in-class discussion, everyone is expected to create and participate in an educational environment of inclusion and mutual respect, which includes using names and gender pronouns as requested by each individual.
5. **Expected Classroom Behaviors:** Students are expected to demonstrate respect for their professor, guest lecturers, and other students. Cell phones and pagers are to be turned off in class and put away; not left on the table to be watched. This means students may not send or receive text messages or receive telephone calls. Although computers may be used in class, students may not get and send electronic messages or use the internet during class unless asked to do so by their professor or given special permission. If a student is observed accessing the internet for email or other purposes without specific permission, he or she will be asked to discontinue the use of a computer in class. This policy will be strictly enforced.
6. **Policies Against Plagiarism:** Students are expected to follow the Student Code of Academic Integrity found at <http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity>
7. **Policies Against Threatening Behavior by Students:** Students are expected to follow university policies regarding threatening behavior as stated at <http://policy.web.arizona.edu/~policy/threaten.shtml>
8. **Possible Changes in this Syllabus:** Information contained in this syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.
9. **Contact with your Instructor:** If a student wants to schedule an appointment, he or she should call Dr. Maker at 622-8106 (home) or 360-0314 (mobile). If the question is simple, an email to junemaker@hotmail.com is fine, but if the question is complex, please discuss it with the instructor after class or by phone.

10. **Graduate Assistant/Co-Instructor:** I-Chen Wu will be the assistant in this class. Please contact her if you have questions about her presentations or about the class when the instructor is out of the country. Fahad Alfaiz will be assisting in developing PowerPoint Presentations, so contact him with questions about these presentations. I-Chen can be reached at and Fahad can be reached at