



New Academic Program Workflow Form

General

Proposed Name: Leadership Experiences & Dev.

Transaction Nbr: 00000000000157

Plan Type: Specialization

Academic Career: Undergraduate

Degree Offered: Undergraduate Certificate

Do you want to offer a minor? N

Anticipated 1st Admission Term: Sprg 2023

Details

Department(s):

SCNC

DEPTMNT ID	DEPARTMENT NAME	HOST
0426	Planetary Sciences	Y

Campus(es):

MAIN

LOCATION	DESCRIPTION
TUCSON	Tucson

Admission application terms for this plan: Spring: Y Summer: Y Fall: Y

Plan admission types:

Freshman: N Transfer: N Readmit: N Graduate: Y

Non Degree Certificate (UCRT only): N

Other (For Community Campus specifics): N

Plan Taxonomy: 52.0213, Organizational Leadership.

Program Length Type: Program Length Value: 0.00

Report as NSC Program:

SULA Special Program:

Print Option:

Diploma: N

Transcript: Y Leadership Experiences and Development

Conditions for Admission/Declaration for this Major:

Completion of PTYS 297A, as well as an application to and meeting with program/department interview committee and certificate academic advisor.

Requirements for Accreditation:

N/A

Program Comparisons

University Appropriateness

A fundamental goal of the Wildcat Journey (first Pillar in UArizona's Strategic Plan) is to offer students active and student-centered learning opportunities. The strong emphasis on experiential learning in our proposed LEAD certificate does just this. Our internship and preceptorship experiences form more than half of the curriculum in our program. For our internship experiences (6 units), the flexibility of the program combined with the ever changing diversity of students/their educational backgrounds calls for adaptable learning spaces and leadership, as the experiences are semi-tailored for and by students/their peers. This is directly in line with the UArizona's strategic plan as it helps to prepare students to be adaptive learners and leaders, as well as disruptive problem solvers who are prepared to lead meaningful lives and improve society in an ever-evolving world in their career of choice. In line with the "Wildcat Journey," this certificate evolved from a commitment to drive student success in a rapidly changing world. This certificate strives to prepare our students with the skills and mindsets to become leaders in their career field of choice, further preparing them to transition into the workforce post-graduation. Furthermore, in line with Institutional Excellence, this certificate incorporates innovative learning opportunities for students, which enhance the student experience (i.e., partake in peer-mentoring preceptorships).

A letter of support has been submitted in conjunction with this proposal, demonstrating the aforementioned diverse academic range of students and faculty who have interacted with the proposed certificate.

Arizona University System

NBR	PROGRAM	DEGREE	#STDNTS	LOCATION	ACCRDT
1	Leadeship	BAED	48	University of Arizona	N

NBR	PROGRAM	DEGREE	#STDNTS	LOCATION	ACCRDT
	Studies & Practice			- Main	
2	Agriculture Leadership Certifi	CERTU	1	University of Arizona - Main	N

Peer Comparison

See attached comparison chart.

Faculty & Resources

Faculty

Current Faculty:

INSTR ID	NAME	DEPT	RANK	DEGREE	FCLTY/%
13206943	Stephen Kortenkamp	0426	Assoc. Prof. Pract.	Doctor of Philosophy	.35
23359146	Hannah Edwards	0426	Instructor	Master of Science	1.00

Additional Faculty:

None

Current Student & Faculty FTE

DEPARTMENT	UGRD HEAD COUNT	GRAD HEAD COUNT	FACULTY FTE
0426	0	0	1.35

Projected Student & Faculty FTE

DEPT	UGRD HEAD COUNT			GRAD HEAD COUNT			FACULTY FTE		
	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3
0426	0	0	0	0	0	0	1.35	1.35	1.35

Library

Acquisitions Needed:

None

Physical Facilities & Equipment

Existing Physical Facilities:

Currently adequate facilities & equipment in Kuiper Space Sciences

Additional Facilities Required & Anticipated:

Periodic technology updates (i.e., computers, projector, etc.)

Other Support

Other Support Currently Available:

Administrative support from Dept. of Planetary Sciences as needed.

Other Support Needed over the Next Three Years:

Potential additional Instructional Specialist with exponential growth.

Comments During Approval Process

2/2/2023 4:15 PM

MELANIECMADDEN

Comments
Uploaded updated Additional Information and Peer Comparison documents with revised Program Description.

2/2/2023 4:15 PM

MELANIECMADDEN

Comments
Approved.

2/2/2023 4:17 PM

RGOMEZ

Comments
Approved.

2/2/2023 4:18 PM

MELANIECMADDEN

Comments
Approved.

I. CERTIFICATE DESCRIPTION–

The proposed new Leadership Experiences and Development (LEAD) undergraduate certificate provides students with leadership opportunities that are not typically available to them in the standard academic settings of their degree programs. The education provided in the LEAD certificate further equips students with the skills needed to have a successful career match as they become leaders in their desired careers – whether they are entering that career immediately after graduation with their Bachelor’s degree, or after additional graduate or professional education. Students entering the LEAD certificate begin the curriculum as preceptors (peer-leaders and peer-mentors in the classroom). These experiences occur concurrently with their involvement in an experiential learning workshop, where students additionally explore areas of effective communication, curriculum vitae/resume development, professional letters and personal statements, and interviewing – guiding students to dive deeper into their personal career development skill-set as emerging leaders. The curriculum then builds on this foundation by offering both an advanced preceptorship/workshop as well as two internships. The tiered internship courses allow students to directly practice and develop interpersonal skills important for entering positions of leadership as they serve as peer-leaders for multi-disciplinary student groups. Completion of the LEAD certificate signifies that students have an advanced capability, proficient knowledge, and multifaceted leadership experiences explored through group dynamics, career-related communication, public speaking/presenting, as well as digital and new media for professional use as pertaining to their desired career path.

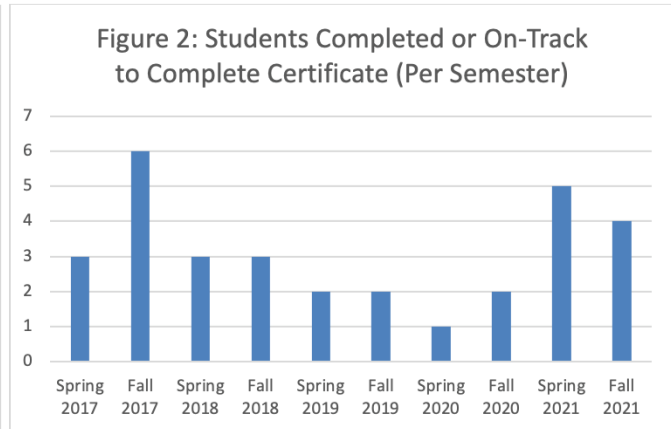
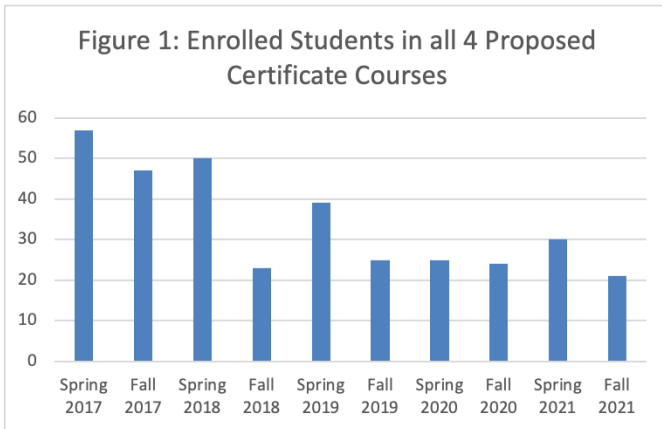
II. NEED FOR THE CERTIFICATE/JUSTIFICATION –

The purpose of this certificate is to offer a comprehensive education and recognition of each student’s leadership skills as they pertain to the student’s career and professional development. Students will be introduced to, develop, and master professional skill sets - with the goal of preparing students to become leaders within their desired future careers. This certificate, when combined with any undergraduate degree, has been shown to serve as a successful pathway to a variety of graduate programs. Many of our previous students who completed all 4 of our courses have gone on to graduate programs. For example, in Healthcare Management, Educational Psychology, general Psychology, Middle Eastern and North-African Studies (MENAS), Linguistics, Library Information Sciences, as well as Military Officer training programs, etc. Students who complete our LEAD undergraduate certificate will be prepared for successful careers as they combine soft and hard skills learned within the curriculum with their technical skills learned within their major(s) and/or minor(s).

Students who complete this certificate will be advanced compared to peers, allowing for a competitive edge when applying for jobs. Surveys of employers consistently show they are looking for recent graduates who have more than core and discipline specific knowledge in their desired subject field. Employers have repeatedly described seeking workers with the following soft skills:

- i. The ability to communicate ideas clearly and confidently to non-experts, in both formal and informal presentations and in writing.
- ii. The ability to work confidently within a diverse group.
- iii. The ability to problem solve and make decisions on their own.
- iv. Strong skills in the ability to plan, organize, and have a strong work ethic.
- v. Leadership skills – facilitate effective teamwork and manage various group dynamics.
- vi. The ability to translate one’s studied major or discipline acquired education and expertise to real world scenarios.

The 4 courses we are proposing as part of this certificate have been offered for several years and typically (over the past five years) enroll on average about 68 annually (Fall and Spring semesters combined). Our internships (PTYS 393 and 493, formerly LASC 393 and 493) that will complete the certificate have averaged about 4-9 students each year. We anticipate that the first year of this certificate being offered will see a similar number in the capstone internship, based on our current enrollment. Historically the number of enrolled students in our introductory preceptor professional development workshop (PTYS 297A, formerly LASC 297A) has reached into the hundreds each year (300+ from 1999 to about 2007, 150+ as recently as 2015), but has gradually fallen off as more UA departments and programs develop their own preceptor programs; however, our enrollment has over the last five years maintained a steady inflow of new students each semester. Additionally, over the same five-year period, the number of individual students who have completed or are on-track to complete all four courses within the proposed certificate has averaged 6 students per year.



The proposed certificate directly addresses the types of difficult-to-assess soft skills employers seek and repeatedly describe as highly desirable (see listing in Section II above). Surveys of employers consistently obtain feedback regarding the skills that they seek in new hires. These soft skills are the types of experiential learning that our program offers to students. A credential recognizing this, such as certificate, minor, or major, will be advantageous to students who complete our program. According to a Job Outlook survey (2016) done by the National Association of Colleges and Employers, over 80% of surveyed employers are looking for evidence of leadership skills in new college graduates. The images below reflect data found within this survey.

Attributes employers seek on a candidate's resume

ATTRIBUTE	% OF RESPONDENTS
Leadership	80.1%
Ability to work in a team	78.9%
Communication skills (written)	70.2%
Problem-solving skills	70.2%
Communication skills (verbal)	68.9%
Strong work ethic	68.9%
Initiative	65.8%
Analytical/quantitative skills	62.7%
Flexibility/adaptability	60.9%
Technical skills	59.6%
Interpersonal skills (relates well to others)	58.4%
Computer skills	55.3%
Detail-oriented	52.8%
Organizational ability	48.4%
Friendly/outgoing personality	35.4%
Strategic planning skills	26.7%
Creativity	23.6%
Tactfulness	20.5%
Entrepreneurial skills/risk-taker	18.6%

Influence of attributes

ATTRIBUTE	2016 AVERAGE INFLUENCE RATING*	2015 AVERAGE INFLUENCE RATING*
Major	4.0	3.9
Has held leadership position	3.9	3.9
Has been involved in extracurricular activities (clubs, sports, student government, etc.)	3.6	3.6
High GPA (3.0 or above)	3.5	3.6
School attended	2.9	2.8
Has done volunteer work	2.8	2.8
Is fluent in a foreign language	2.2	2.4
Has studied abroad	2.0	2.1

*5-point scale, where 1=No influence at all, 2=Not much influence, 3=Somewhat of an influence, 4=Very much influence, and 5=Extreme influence.

Source: *Job Outlook 2016*, National Association of Colleges and Employers

II. PROGRAM AFFILIATION-

No Undergraduate Degree Affiliation. However, all certificate courses are currently offered through the UArizona Teaching Teams Program (in the Department of Planetary Sciences/Lunar and Planetary Laboratory).

Please see Letter of Support, signed by numerous current and alumni students and faculty who utilize the Teaching Teams Program.

III. CERTIFICATE REQUIREMENTS-

UNDERGRADUATE CERTIFICATE

Minimum total units required	12
Minimum upper division units	9
Total transfer units that may apply to the certificate.	3 (Transfer of a similar PTYS 397A Course)
Pre-admissions expectations (i.e., academic training to be completed prior to admission)	Completion of PTYS 297A, as well as an application to and meeting with program/department interview committee and certificate academic advisor.
Certificate requirements. List all certificate requirements including core and electives. Courses listed must include course prefix, number, units, and title. Mark new coursework (New) . Include any limits/restrictions needed. Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.	<ul style="list-style-type: none"> • PTYS 297a Teaching Teams Professional Development Workshop (3 Units) • PTYS 397a, Professional Development in a Digital Age (3 Units) • PTYS 393 Teaching Teams Professional Development Internship (3 units) • PTYS 493 Advanced Teaching Teams Professional Development Internship (3 units)
Internship, practicum, applied course requirements (Yes/No). If yes, provide description.	<p>Yes – PTYS 393 and 493. PTYS 393 (formerly LASC 393), Teaching Teams Professional Development Internship (3 units): This internship covers elements of learning environments, communication skills, giving effective feedback, performance evaluation, and cooperative learning strategies.</p> <p>PTYS 493 (formerly LASC 493), Advanced Teaching Teams Professional Development Internship (3 units): This internship allows for interns to peer-lead a section of PTYS 297 with a faculty/staff mentor, in addition to expanding their training from 393.</p>

<p>Any double-dipping restrictions (Yes/No)? If yes, provide description.</p> <p>*A maximum of 6 units may double-dip with a degree requirement (major, minor, General Education) or second certificate.</p>	<p>Yes, a maximum of 3 units may double dip with degree requirements (major, minor, General Education) or second certificate.</p>
<p>Additional requirements (provide description)</p>	<p>Completion of a preceptorship (for the purpose of practicing one’s leadership in an experiential classroom setting) while taking PTYS 297 or PTYS 397 (can precept internally within this certificate if needed), or have completed a preceptorship for different University credit.</p> <p>For convenience, we have provided an abbreviated description of course objectives for PTYS 297A and PTYS 397A below:</p> <p style="padding-left: 40px;">The objectives of PTYS 297A are to provide professional development in areas of leadership, public speaking, group dynamics, interview skills, as well as to assist students with their preceptorships. 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 career development topics, such as elevator pitches, project management, communication, resumes and portfolios, professionalism within social media, searching for jobs online, and interviewing.</p> <p style="padding-left: 40px;">For both PTYS 297A and PTYS 397A, this done with a two-fold process:</p> <p style="padding-left: 80px;">1. Students participate in the workshop to gain experience with skills that support successful teaching and learning models.</p> <p style="padding-left: 80px;">2a. (FOR PRECEPTORS) Students are expected to apply the skills they learn and practice in the workshop to their preceptor duties. Preceptor duties vary from one experience to another depending on each student’s academic trajectory. During PTYS 397A, students may precept for PTYS 297A.</p> <p style="padding-left: 80px;">2b. (FOR NON-PRECEPTORS) Students are expected to apply the skills they learn and practice in the workshop to their independent study projects based around career and leadership development.</p>

IV. CURRENT COURSES--.

Course prefix and number (include cross-listings)	Units	Title	Pre-requisites	Modes of Delivery (online, in-person, hybrid)	Campus and Location Offered	Dept signed party to proposal? (Yes/No)
PTY 297A	3	Teaching Teams Professional Development Workshop	None	Online	F, Sp Pending: Su	Yes
PTY 397A	3	Professional Development in a Digital Age	Instructor Consent Required	In-Person Pending: Online	F, Sp	Yes
PTY 393	3	Teaching Teams Internship	Instructor Consent required; application and meeting with program interview committee	In-Person Pending: Online; Hybrid	F, Sp	Yes
PTY 493	3	Advanced Teaching Teams Internship	Instructor Consent Required; PTY 393	In-Person Pending: Online; Hybrid	F, Sp	Yes

VI. Learning Outcomes -

Leadership Experiences and Development (LEAD) undergraduate certificate

Learning Outcome #1: Develop and master career-ready skills within communication and presentation abilities.
Concepts: Students will practice communication and presentation skills for complex major and other academic related topics throughout the four courses.
Competencies: Students will demonstrate effective communication and presentation skills.
Learning Outcome #2: Provide and demonstrate leadership abilities and skills per the needs of their desired career and future professional teams/groups.
Concepts: Students will apply leadership skills developed within core workshop courses of this certificate.
Competencies: Students will demonstrate effectiveness as peer-leaders and peer-mentors within the core experiential internships of this certificate.
Learning Outcome #3: Develop the ability to create and foster positive group dynamics, as well as proficiently navigate group dynamics.
Concepts: Students will apply adaptable leadership skills within larger teaching teams as they navigate group dynamics in experiential classroom settings.
Competencies: Students will demonstrate effective high-level communication and social awareness skills.
Learning Outcome #4: Confidently demonstrate professional preparedness through one's resume, curriculum vitae, personal statements, cover letters, and interview skills.
Concepts: Students will develop career-ready documents (curriculum vitae, resume, etc.) and partake in mock-interviews for their specific desired career fields.

Competencies: Students will demonstrate high-level written and oral communication skills, showcasing their personal and professional strengths.
Learning Outcome #5: Develop critical thinking and problem-solving skills that are ready to be used within a career setting alongside information and skills learned within one's major(s) and/or minor(s).
Concepts: Students will engage with critical analysis and apply the skills they learn in the core workshop courses of this certificate.
Competencies: Students will demonstrate critical analysis skills within the core experiential internships of this certificate while evaluating resumes/CV, presentations, personal statements, cover letters, and mock interviews of their peers.
Learning Outcome #6: Effectively demonstrate organizational skills.
Concepts: Students will engage with and develop time management, calendar, and project management concepts.
Competencies: Students will demonstrate effective time and organizational skills as they manage involvement within larger teaching teams alongside their coursework.
Learning Outcome #7: Be proficient in the utilization of digital technologies for career and professional related tasks.
Concepts: Within the core workshop courses, students will engage with various digital technologies which are translatable to the workforce.
Competencies: Students will demonstrate career-ready technological skills within the core workshop courses as well as the core internships.

VII. CONTACTS AND ADMINISTRATION

UNDERGRADUATE (delete if n/a)

- a. List the name and contact information for the primary point of contact for the certificate:

Stephen Kortenka, kortenka@arizona.edu
Hannah Edwards, hjohnson20@arizona.edu

- b. List the name and contact information for the person or persons who will serve in the role of Director of Undergraduate Studies (DUS) for the certificate (this is not always the same as the DUS for affiliated programs or head of the managing academic unit.):

Stephen Kortenka, kortenka@arizona.edu

- c. If known, list the members of the certificate oversight committee for this certificate. Note: undergraduate certificate oversight committees shall consist of a minimum of 3 members, 2 of which are faculty and at least one of the 2 is participating faculty in the certificate program. The oversight committee is responsible for 1) qualifications of participating faculty, 2) coordination of admissions recommendations with the Office of Admissions, and 3) curricular changes:

1. Stephen Kortenka, PhD, Associate Professor of Practice in Department of Planetary Science, Teaching Teams Program Director and Faculty Supervisor (kortenka@arizona.edu)
2. Hannah Edwards, MHM, Instructional Specialist Coordinator and Lead Instructor with Teaching Teams Program (hjohnson20@arizona.edu)
3. Mark Marley, PhD, Professor and Head of Department of Planetary Sciences, Director of Lunar and Planetary Laboratory, (marksmarley@arizona.edu)

VIII. REQUIRED SIGNATURES

Program Director/Main Proposer (print name and title):

Stephen Kortenkamp, PhD

Associate Professor of Practice in Department of Planetary Science,
Teaching Teams Program Director and Faculty Supervisor

**Program Director/Main Proposer
signature:**



Date: 09/09/2022

Department Head (print name and title):



Mark Marley, PhD

Professor and Head of Department of Planetary Sciences,
Director of Lunar and Planetary Laboratory

Department Head's signature:

Date: 9/10/22

Associate/Assistant Dean (print name): Rebecca L. Gómez

Associate/Assistant Dean's signature:



Date: 9/12/22

Dean (print name): Carmala Garzione

Dean's signature:



Date: 9/13/2022

For use by Curricular Affairs (Undergraduate):

Committee	Approval date
APS	
Undergraduate Council	
Undergraduate College Academic Administrators Council	

For use by Curricular Affairs (Graduate):

Committee	Approval date
GPERC	
Graduate College Academic Administrators Council	



BUDGET PROJECTION FORM

Name of Proposed Program or Unit: Leadership Experiences and Development Certificate

Budget Contact Person: Hannah Edwards	Projected		
	1st Year 2023 - 2024	2nd Year 2024 - 2025	3rd Year 2025 - 2026
METRICS			
Net increase in annual college enrollment UG	10	15	20
Net increase in college SCH UG	30	45	60
Net increase in annual college enrollment Grad	-	-	-
Net increase in college SCH Grad	-	-	-
Number of enrollments being charged a Program Fee	-	-	-
New Sponsored Activity (MTDC)	-	-	-
Number of Faculty FTE	-	-	-
FUNDING SOURCES			
Continuing Sources			
UG AIB Revenue	5,550	8,325	11,100
Grad AIB Revenue			
Program Fee Revenue (net of revenue sharing)			
F and A AIB Revenues			
Reallocation from existing College funds (attach description)			
Other Items (attach description)	82,275	82,275	82,275
Total Continuing	\$ 87,825	\$ 90,600	\$ 93,375
One-time Sources			
College fund balances			
Institutional Strategic Investment			
Gift Funding			
Other Items (attach description)			
Total One-time	\$ -	\$ -	\$ -
TOTAL SOURCES	\$ 87,825	\$ 90,600	\$ 93,375
EXPENDITURE ITEMS			
Continuing Expenditures			
Faculty	31,851	31,851	31,851
Other Personnel	50,099	51,101	52,123
Employee Related Expense			
Graduate Assistantships			
Other Graduate Aid			
Operations (materials, supplies, phones, etc.)			
Additional Space Cost			
Other Items (attach description)			
Total Continuing	\$ 81,950	\$ 82,952	\$ 83,974
One-time Expenditures			
Construction or Renovation			
Start-up Equipment			
Replace Equipment			
Library Resources			
Other Items (attach description)			
Total One-time	\$ -	\$ -	\$ -
TOTAL EXPENDITURES	\$ 81,950	\$ 82,951.98	\$ 83,974
Net Projected Fiscal Effect	\$ 5,875	\$ 7,648.02	\$ 9,401



**New Academic Program
PEER COMPARISON**

Program name, degree, and institution	Proposed UA Program	Peer 1 Leadership Studies & Practice Minor, University of Arizona – College of Education	Peer 2 Certificate in Agricultural Leadership & Innovation, University of Arizona College of Agriculture
Current number of students enrolled		63	20
Program Description	<p>The proposed new <u>Leadership Experiences and Development (LEAD)</u> undergraduate certificate provides students with leadership opportunities that are not typically available to them in the standard academic settings of their degree programs. The education provided in the LEAD certificate further equips students with the skills needed to have a successful career match as they become leaders in their desired careers – whether they are entering that career immediately after graduation with their Bachelor’s degree, or after additional graduate or professional education. Students entering the LEAD certificate begin the curriculum as preceptors (peer-leaders and peer-mentors in the classroom). These experiences occur concurrently with their involvement in an experiential learning workshop, where students additionally explore areas of effective communication, curriculum vitae/resume development, professional</p>	<p>The Leadership Studies & Practice Minor offers students an opportunity to develop a critical awareness of leadership theories and issues and provides essential leadership competencies and skills needed in any career field. Through a focus on leadership as a relational process, collaboration, and social change, students will acquire knowledge and develop dispositions and skills to address complex societal issues as effective, engaged, and ethical leaders.</p>	<p>The Undergraduate Certificate in Agricultural Leadership and Innovation offers students interested in pursuing any profession within agriculture and the life sciences, as well as those generally interested in serving as agents of change, an opportunity to develop and enhance leadership skills that include, but are not limited to, the ability to develop and lead innovative programs and initiatives within agriculture and the life science industry, community organizations, and government agencies, facilitate team development, and engage in a range of entrepreneurial strategies aimed at the diffusion of innovation and the creation of meaningful change.</p>

	<p>letters and personal statements, and interviewing – guiding students to dive deeper into their personal career development skill-set as emerging leaders. The curriculum then builds on this foundation by offering both an advanced preceptorship/workshop as well as two internships. The tiered internship courses allow students to directly practice and develop interpersonal skills important for entering positions of leadership as they serve as peer-leaders for multi-disciplinary student groups. Completion of the LEAD certificate signifies that students have an advanced capability, proficient knowledge, and multifaceted leadership experiences explored through group dynamics, career-related communication, public speaking/presenting, as well as digital and new media for professional use as pertaining to their desired career path.</p>		
Target Careers		The program will prepare students for leadership roles within a wide variety of career fields, particularly in education.	Agriculture and the life science industry, community organizations, and government agencies as they pertain to agricultural science.
Emphases? (Yes/No) List, if applicable	No	No	No
Minimum # of units required	12 units	18 units	12 units
Level of Math required (if applicable)	N/A	N/A	N/A

Level of Second Language required (if applicable)	N/A	N/A	N/A
Pre-Major? (Yes/No) If yes, provide requirements.	N/A	N/A	N/A
Special requirements to declare/gain admission? (i.e. pre-requisites, GPA, application, etc.)	<p>Completion of a preceptorship while taking PTYS 297 or PTYS 397 (can precept internally within this certificate), or have completed a preceptorship for different University credit.</p> <p>For convenience, we have provided an abbreviated description of course objectives for PTYS 297A and PTYS 397A below:</p> <p>The objectives of PTYS 297A are to provide professional development in areas of leadership, public speaking, group dynamics, interview skills, as well as to assist students with their preceptorships. 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 career development topics, such as elevator pitches, project management, communication, resumes and portfolios, professionalism within social media, searching for jobs online, and interviewing.</p> <p>For both PTYS 297A and PTYS 397A, this done with a two-fold process:</p>	The minor advisor in the College of Education is the only one who can declare the minor. The student must email the minor advisor.	None – Students complete the courses and contact the academic advisor for assistance (if needed) when declaring.

	<p>1. Students participate in the workshop to gain experience with skills that support successful teaching and learning models.</p> <p>2a. (FOR PRECEPTORS) Students are expected to apply the skills they learn and practice in the workshop to their preceptor duties. Preceptor duties vary from one experience to another depending on each student's academic trajectory. During PTYS 397A, students may precept for PTYS 297A.</p> <p>2b. (FOR NON-PRECEPTORS) Students are expected to apply the skills they learn and practice in the workshop to their independent study projects based around career and leadership development.</p>		
<p>Internship, practicum, or applied/experiential requirements? If yes, describe.</p>	<p>Yes – PTYS 393 and 493.</p> <p>PTYS 393 (formerly LASC 393), Teaching Teams Professional Development Internship (3 units): This internship covers elements of learning environments, communication skills, giving effective feedback, performance evaluation, and cooperative learning strategies.</p> <p>PTYS 493 (formerly LASC 493), Advanced Teaching Teams Professional Development Internship (3 units): This internship allows for interns to peer-lead a section of PTYS 297 with a faculty/staff mentor, in addition to expanding their training from 393.</p>	<p>None.</p>	<p>None.</p>

Additional questions:

- 1. How does the proposed program align with peer programs? Briefly summarize the similarities between the proposed program and peers, which could include curriculum, overall themes, faculty expertise, intended audience, etc.**

The two peer programs identified above share similarities with our proposed LEAD certificate program in terms of the overall theme of Leadership. The goals of all three programs are to better prepare students to enter leadership roles within their chosen careers or graduate programs (educational and agricultural leadership, respectively, for the two peer programs, while more broadly scoped for our LEAD certificate program).

- 2. How does the proposed program stand out or differ from peer programs? Briefly summarize the differences between the proposed program and peers, which could include curriculum, overall themes, faculty expertise, intended audience, etc.**

On a high-level, the proposed LEAD certificate differs from its peers in its curriculum and intended audience. The LEAD certificate is heavily based on the experiential learning of students (i.e., engaging as a peer leader, mentor, or preceptor). While the peer programs involve studies of leadership theory, including the awareness of one's leadership as learned within a traditional classroom setting, the LEAD certificate trailblazes the ability to experience and practice leadership in diverse environments both in and out of the classroom. Additionally, the LEAD certificate is not intended for a siloed audience - similar to the peer programs (the Leadership Studies & Practice Minor as intended for students within the College of Education, nor the Certificate in Agricultural Leadership & Innovation as intended for students within the College of Agriculture and Life Sciences). The LEAD certificate is intended for all undergraduates, as they prepare to become leaders in their field of work and study. This is reflected in the diverse backgrounds of students and faculty that have used our program and signed the attached letter of support.

- 3. How do these differences make this program more applicable to the target student population and/or a better fit for the University of Arizona?**

A fundamental goal of the Wildcat Journey (first Pillar in UArizona's Strategic Plan) is to offer students active and student-centered learning opportunities. The strong emphasis on experiential learning in our proposed LEAD certificate does just this. Our internship and preceptorship experiences form more than half of the curriculum in our program. For our internship experiences (6 units), the flexibility of the program combined with the ever changing diversity of students/their educational backgrounds calls for adaptable learning spaces and leadership, as the experiences are semi-tailored for and by students/their peers. This is directly in line with the UArizona's strategic plan as it helps to prepare students to be adaptive

learners and leaders, as well as disruptive problem solvers who are prepared to lead meaningful lives and improve society in an ever-evolving world in their career of choice. In line with the “Wildcat Journey,” this certificate evolved from a commitment to drive student success in a rapidly changing world. This certificate strives to prepare our students with the skills and mindsets to become leaders in their career field of choice, further preparing them to transition into the workforce post-graduation. Furthermore, in line with “Institutional Excellence,” this certificate incorporates innovative learning opportunities for students, which enhance the student experience (i.e., partake in peer-mentoring preceptorships).

A letter of support has been submitted in conjunction with this proposal, demonstrating the aforementioned diverse academic range of students and faculty who have interacted with the proposed certificate.

Dear Undergraduate Certificate Reviewers:

We are joining together in support of the Teaching Teams Program in their endeavor to establish an undergraduate certificate in Leadership Experiences and Development (LEAD) at the University of Arizona. As a collective group of current and former students, instructors, and professors who have taken classes, worked alongside, and/or utilized the Teaching Teams Program, we have experienced firsthand the experiential and hands-on learning opportunities offered through the four classes provided by the Teaching Teams Program: PTYS 297A, PTYS 393, PTYS 397A, and PTYS 493 (formerly designated as LASC courses). The culmination of these courses provides students with experience in leadership opportunities that are not typically available to them in the standard academic settings of their degree programs. This allows students to experiment with various roles and situations to explore their reactions and reflect on their development as leaders.

Known as the first of its kind in the nation, the Teaching Teams Program has been a staple of the University for 25 years. Over this time, the program has enrolled a steady flow of students within the aforementioned courses. These students participated in weekly workshops in addition to preceptorships, internships, or personal career and leadership projects to practice the skills employers are looking for within applicants. This program's comprehensive ability to support students in their mastery of career and leadership development skills within a classroom setting is unparalleled. To date, every student who completed or was on track to complete (i.e., graduated before completion) all four courses offered for this proposed certificate successfully completed their degree program, showing promised increased retention of enrolled students.

Furthermore, out of this same group of students, each student who is now graduated has successfully matched into the career of their choosing and/or has successfully entered a graduate or professional program of their choosing. By establishing this proposed certificate in Leadership Experiences and Development, students who are already benefiting from this experiential learning will now be able to have the endorsement of the University for their developed skills, further exemplifying the importance and their mastery of career and leadership development skills to future employers and post-graduate educators.

Sincerely,

Students

Aida Hawatmeh, MHM
Master of Healthcare Management

Andrew Vincent Charles
Ph.D. Candidate - Linguistics

Ashley Register
Student - Care, Health & Society; Spanish

Blythe Giddings
B.A. Psychology; B.A. Religious Studies

Elizabeth Enright

Faculty (*Emeritus)

Cecile McKee, Ph.D.
Professor, Linguistics
Professor, Cognitive Science - GIDP
Professor, Second Lang. Acquisition/Teaching - GIDP

David Soren, Ph.D.
Regents Professor
Professor, Anthropology
Professor, Religious Studies/Classics
Adjunct Professor, Art

Joela Jacobs, Ph.D.

B.A. Psychology
B.A. Family Studies and Human Development

Frank Acosta
B.S. Psychological Science

Grace Mannix
B.A. Communication
B.S. Business Administration

Hannah Edwards, MHM
B.A. - Information Science & eSociety
Master of Healthcare Management

Hunter Conley
B.S. Care, Health, & Society
B.S. Business Administration
B.A. Psychology

Joaquin Lopez
B.S. Health Sciences

Jorge Gomez
Student - Physiology & Medical Sciences

Kayli Glidic
B.S. Physics
B.S. Astronomy and Planetary Sciences

Mark Allen
B.A. History; B.A. Religious Studies & Philosophy

Mark Edwards, MD
M.D. UA College of Medicine - Tucson

Morgan Beckendorf
Student - Psychology; Family Studies and Human Development

Nooreen Yusufoff
B.A. Studio Art
B.S. Psychological Science

Samantha Mayers
B.S. Business Administration
B.A. Italian

Victoria Breckenridge
Student - Psychology; Philosophy; Religious Studies

Assistant Professor of German Studies
* Judith Becker, Ph.D.
Professor, Psychology

Lorre Laws, Ph.D.
Assistant Clinical Professor, College of Nursing
Assistant Professor of Practice, College of Nursing

Mark Jenks, MS
Professor of Practice, College of Education

Mark Marley, Ph.D.
Department Head, Planetary Sciences
Director, Lunar and Planetary Laboratory
Professor, Planetary Sciences

Steve Kortenkamp, Ph.D.
Associate Professor of Practice, Planetary Sciences

* Tim Swindle, Ph.D.
Department Head, Planetary Sciences
Director, Lunar and Planetary Laboratory
Professor, Planetary Sciences

* Vern Johnson, Ph.D.
Associate Professor, College of Engineering
Associate Dean of Academic Affairs, Coll. Eng.

Teaching Teams Preceptor Contract
(non or previously enrolled Students)

Name: _____ Email: _____

I agree to participate in the Teaching Teams Program as a preceptor for the home course

Course Number: _____.

Course Name: _____.

I understand that I will receive 3 graded units of credit in PTYS 297A.

2/3 of grade from workshop and 1/3 from preceptor duties.

I understand that participating in the following activities is my responsibility as a preceptor:

Preceptor Duties:	Y/N
Meeting with Lead Instructor and TAs - How often:	
Attend Class/Note Taking:	
In Class Discussion/Activity Facilitation - How often & description/ Proctor Examinations How Many:	
Hold Office Hours - How often:	
Social Media Resources Management (I.e. management of course Facebook or Twitter page) - Describe:	
Grading of Assignments, Essays, Exams/Quizzes (circle all that apply)	
Class Setup/Tech assistance - Describe:	
Exam Review Sessions - How often:	
Course Document Creation (Includes proofreading):	
Other Class Specific Tasks/Odd Jobs - Describe:	
COVID-19 addition - Will there be any in-person component to this preceptorship? If yes, please briefly describe:	

Student Signature: _____

Date: _____

Home Instructor's Name: _____

Date: _____

Home Instructor's Signature: _____