Delta College Professional Development Coursework Proposal

The College at Brockport, College Senate

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TO: Dr. Heidi Macpherson, College President

FROM: The College Senate: 03/20/17

RE: I. Formal Resolution (Act of Determination)
    II. Recommendation (Urging the Fitness of)
    III. Other, For Your Information (Notice, Request, Report, etc.)

SUBJ: Delta College Professional Development Coursework Proposal (#32_16-17UC)

Signed: ______________________ Date: 4/17/17
(Sharon Lubkemann Allen, 2016-17 College Senate President)

Please fill out the bottom portion and follow the distribution instructions at the end of this page.

TO: Dr. Sharon Lubkemann Allen, College Senate President

FROM: Dr. Heidi Macpherson, College President

RE: I. Decision and Action Taken on Formal Resolution (circle choice)
    a. Accepted
    b. Deferred for discussion with the Faculty Senate on ______ / ______
    c. Unacceptable for the reasons contained in the attached explanation

II, III. Response to Recommendation or Other/FYI
    a. Received and acknowledged ____ / ____ / ____
    b. Comment:

Signed: ______________________ Date: 5/15/17
(Dr. Heidi Macpherson, President, The College at Brockport)

DISTRIBUTION:
Upon approval, the College President will forward copies of resolutions to his/her staff who will, in turn, forward copies to their staff. The College Senate Office will post resolutions to the College Senate Web at http://www.brockport.edu/collegesenate/resolutions.
COLLEGE SENATE OFFICE
RESOLUTION PROPOSAL COVER PAGE
DEADLINE FOR SUBMISSIONS:  FEBRUARY 28
Incomplete proposals will be returned and proposals received after the deadline may not be reviewed until next semester.

INSTRUCTIONS
- Use committee guidelines available at brockport.edu/collegesenate/proposal.html.
- Prepare ONE complete document in Word format: include this proposal cover page, proposal, attachments and support letters from your department chair and dean if applicable.
- Locate the Resolution # and date this proposal will replace at our “Approved Resolutions” page on our Web site.
- Email completed proposal to senate@brockport.edu. (General Education Proposals and questions go to dlamphro@brockport.edu in the Vice Provost’s Office first.)
- Make revisions on the paperwork emailed to you from the Senate office that shows the assigned routing number on top. Submit updated document to senate@brockport.edu.
- Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

1. PROPOSAL TITLE:  Please be somewhat descriptive, ie. Use a course number and/or title, indicate if for GED code, etc.
   Delta College Professional Development Coursework Proposal

2. BRIEF DESCRIPTION OF PROPOSAL:
   Delta College would like to reconfigure its Professional Development Seminar Coursework Sequence to make it possible for students to complete the academic part of the program within four semesters, instead of the current five semesters. We propose to accomplish this by changing our three, 2-credit Professional Development Seminars to two 3-credit courses.

3. WILL ADDITIONAL RESOURCES AFFECTING BUDGET BE NEEDED?  __x__ NO  ___ YES
   EXPLAIN YES

4. DESCRIBE ANY DATA RELATED TO STUDENT LEARNING OUTCOMES ASSESSMENT USED AS PART OF THE RATIONALE FOR THE REQUESTED SENATE ACTION.
   This change is based on student needs determined through informal assessment.

5. HOW WILL THIS AFFECT TRANSFER STUDENTS:  n/a

6. ANTICIPATED EFFECTIVE DATE:
   Students entering Fall of 2017

7. SUBMISSION & REVISION DATES:  PLEASE DATE ALL REVISED DOCUMENTS TO AVOID CONFUSION.
<table>
<thead>
<tr>
<th>First Submission</th>
<th>Updated on</th>
<th>Updated on</th>
<th>Updated on</th>
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<tbody>
<tr>
<td>2/24/17</td>
<td></td>
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8. SUBMITTED BY:  (contact person)
<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nancy Washer</td>
<td>Delta College</td>
<td>5233</td>
<td><a href="mailto:nwasher@brockport.edu">nwasher@brockport.edu</a></td>
</tr>
</tbody>
</table>

9. COMMITTEES:  (Senate office use only)
<table>
<thead>
<tr>
<th>Standing Committee</th>
<th>Forwarded To</th>
<th>Dates Forwarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>__ Executive Committee</td>
<td>Standing Committee</td>
<td>2/24/17</td>
</tr>
<tr>
<td>__ Enrollment Planning &amp; Policies</td>
<td>Executive Committee</td>
<td>3/6/17</td>
</tr>
<tr>
<td>__ Faculty &amp; Professional Staff Policies</td>
<td>Senate</td>
<td>3/20/17</td>
</tr>
<tr>
<td>__ General Education &amp; Curriculum Policies</td>
<td>College Senate President</td>
<td>4/17/17</td>
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<tr>
<td>__ Graduate Curriculum &amp; Policies</td>
<td>College President</td>
<td>05/15/17</td>
</tr>
<tr>
<td>__ Student Policies</td>
<td>OTHER</td>
<td></td>
</tr>
<tr>
<td>__ X Undergraduate Curriculum &amp; Policies</td>
<td>REJECTED - WITHDRAWN</td>
<td></td>
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NOTES: Announcement - Resolution #14
INTRODUCTION
Delta College would like to reconfigure its Professional Development Seminar Coursework Sequence to make it possible for students to complete the academic part of the program within four semesters, instead of the current five semesters. See Table 1. We propose to accomplish this by converting our three, 2-credit Professional Development Seminars into two 3-credit courses. We believe that this is a slight programmatic change as it does not change the number of credits hours required to complete Delta College and its Professional Development Sequence, does not significantly alter the content of the Professional Development Sequence, does not require additional staffing, and does not affect any other department. This change would take effect for students entering in the fall of 2017.

Table 1. Proposal Summary. The Sequence of Delta Professional Development Coursework

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>Current</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course*</td>
<td>DCC 225 (2)</td>
<td>DCC 345 (2)</td>
</tr>
<tr>
<td></td>
<td>DCC 345 (2)</td>
<td>DCC 410 (2)</td>
</tr>
<tr>
<td>Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 1</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Spring 1</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Fall 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Fall 3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*DCC 225 Professional Development Seminar 1 (2 cr)
DCC 345 Professional Development Seminar 2 (2 cr)
DCC 410 Professional Development Seminar 3 (2 cr)
DCC 245 Professional Development Seminar 1 (proposed new 3 cr)
DCC 445 Professional Development Seminar 2 (proposed new 3 cr)

RATIONALE
Our rationale for proposing this change is that a significant number of Delta students need to complete their general education requirements within two years for their major; this is most noticeably true for Nursing Intents. Currently, such students take the Delta curriculum, most noticeably the Professional Development Sequence, out of sequence in order to complete Delta within two years. We believe that the proposed change will help these students complete their coursework in a more coherent fashion, while keeping the program flexible for those students who need, for other reasons, to spread out their general education through three years. It would also keep Delta’s general education program more in line with the SUNY Seamless Transfer Initiative. Table 2 compares the current ideal course sequence with the one we are proposing. The total credit hours required for completing Delta remain the same, but are more evenly distributed through the four semesters.
Table 2. Comparison between Current and Proposed Delta Course Sequence. Changes are indicated in boldface type.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Current Courses</th>
<th>Credit Hours</th>
<th>Proposed Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
</table>
| Fall 1   | 100 Delta Orientation  
215 Society & Culture  
210 Human Heritage 1 | 9 | 100 Delta Orientation  
215 Society & Culture  
210 Human Heritage 1 | 9 |
| Spring 1 | 220 Aesthetic Expression  
225 Prof Dev Seminar 1  
310 Human Heritage 2 | 8 | 220 Aesthetic Expression  
245 Prof Dev Seminar 1  
310 Human Heritage 2 | 9 |
| Fall 2   | 230 Scientific Exploration  
320 Arts in Society | 6 | 230 Scientific Exploration  
320 Arts in Society  
400 IDS Seminar | 9 |
| Spring 2 | 315 Global Development  
330 Sci Exp & Research  
345 Prof Dev Seminar 2 | 9 | 315 Global Development  
330 Sci Exp & Research  
445 Prof Dev Seminar 2 | 10 |
| Fall 3   | 400 IDS Seminar  
410 Prof Dev Seminar 3 | 5 |                  | 5 |
| Delta Total |                  | 37            |                  | 37           |

PROPOSED COURSE DESCRIPTIONS AND LEARNING OUTCOMES

DCC 245. Professional Development 1

Description:
- Prepares students to identify, research, and present on a selected topic, while refining personal communication and public speaking skills. Prepares students to complete the Delta Experiential Learning Requirements. Engages students in resume development, cover letters, networking, and interviewing techniques.

Outcomes:
- Prepare and deliver a brief, well-organized, oral presentation.
- Evaluate an oral presentation according to established criteria.
- Develop a plan for completing Delta's Experiential Learning Requirements.
- Produce a polished, final resume and cover letter tailored to a specific internship or other professional opportunity.
- Demonstrate professional verbal and nonverbal communication skills when presenting and interviewing.

DCC 445. Professional Development 2

Description:
- Identifies “best practices” of ethical conduct and professional leadership by employing critical thinking and persuasive rhetoric. Prepares students for life after college through further development of professional, personal, and technological competencies.

Outcomes:
- Demonstrate critical thinking methods across disciplines and topics.
  - Evaluate and analyze persuasive arguments.
  - Identify and analyze ethical approaches and dilemmas.
  - Construct a properly formulated argument.
• Create an in-depth financial plan.
• Produce professional digital media.
• Develop personal and professional goals related to life after college.

Table 4: Comparison of Learning Outcomes from Current Courses and Proposed Courses.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Current</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research, write, outline and deliver an informative speech</td>
<td>225</td>
<td>245</td>
</tr>
<tr>
<td>Complete the necessary steps for their first Experiential Learning Practicum (DCC 235)</td>
<td>225</td>
<td>245</td>
</tr>
<tr>
<td>Develop a plan to complete Delta's Experiential Learning Requirements</td>
<td></td>
<td>245</td>
</tr>
<tr>
<td>Produce a polished, final resume and cover letter tailored to a specific internship or other professional opportunity</td>
<td>225</td>
<td>245</td>
</tr>
<tr>
<td>Demonstrate professional verbal and nonverbal communication when presenting and interviewing</td>
<td>225</td>
<td>245</td>
</tr>
<tr>
<td>Evaluate an oral presentation according to established criteria</td>
<td></td>
<td>245</td>
</tr>
<tr>
<td>evaluate and analyze persuasive arguments</td>
<td>345</td>
<td>445</td>
</tr>
<tr>
<td>construct a properly formulated argument</td>
<td>345</td>
<td>445</td>
</tr>
<tr>
<td>demonstrate critical thinking across disciplines and topics relevant to US political and social thought . . .</td>
<td>345</td>
<td>445*</td>
</tr>
<tr>
<td>demonstrate professional presentation skills</td>
<td>225, 345</td>
<td>245</td>
</tr>
<tr>
<td>use PowerPoint in a professional presentation</td>
<td>345</td>
<td>245</td>
</tr>
<tr>
<td>list ways to problem-solve and resolve conflict in a professional setting</td>
<td>345</td>
<td>245, 445</td>
</tr>
<tr>
<td>identify differing ethical approaches</td>
<td>410</td>
<td>445</td>
</tr>
<tr>
<td>Analyze ethical dilemmas</td>
<td>410</td>
<td>445</td>
</tr>
<tr>
<td>discuss ethical challenges and limitations</td>
<td>410</td>
<td>445</td>
</tr>
<tr>
<td>develop an ePortfolio that showcases accomplishments to date</td>
<td>410</td>
<td>445 (digital media)</td>
</tr>
<tr>
<td>Compose a clear and detailed plan for completing the Delta Capstone</td>
<td>410</td>
<td></td>
</tr>
<tr>
<td>Create an in-depth financial plan using Excel</td>
<td>410</td>
<td>445</td>
</tr>
<tr>
<td>Discuss opportunities and challenges related to life after college</td>
<td>410</td>
<td>445</td>
</tr>
<tr>
<td>Produce professional digital media</td>
<td></td>
<td>445</td>
</tr>
</tbody>
</table>

*Students will develop critical thinking skills in the proposed DCC 445, but will not apply it to US politics and social thought. This element is a remnant of a time when DCC 345 fulfilled the American History learning outcome, which is no longer part of Brockport’s General Education Requirements.
The proposed professional development courses cover virtually all the content of the current courses, but the language is more general. So, for example, the current Professional Development Seminar 3 has an ePortfolio as a learning outcome; whereas the proposed Professional Development 2 has professional digital media as a learning outcome, which includes the creation of an ePortfolio, as well as use of PowerPoint, Excel, and online tools as needed. Similarly, where the current Professional Development sequence lists preparation for the specific Delta Experiential Learning Practicums and Capstone as learning outcomes, we have generalized this into plans for completing the experiential learning requirements, since students often substitute study abroad, independent study research in their majors, and major practicums for our specific experiential learning courses.
February 24, 2017

I fully support the proposal to change the Delta College professional development sequence from 3 two credit courses (DCC 225, DCC 345, DCC 410) to 2 three credit courses (DCC 245, DCC 445). This alteration will enable our students to complete the Delta College curriculum in four semesters instead of five. This will give them more time during the fall of their junior year to devote to their majors. It should also reduce the number of Delta students who need to take our courses out of sequence. In the past couple of years, this has become more and more of an issue. Additionally, this proposed change will allow us to expand our options for team teaching these two courses and/or simplify faculty scheduling. Both our faculty and students support this change to the curriculum.

Sincerely,

Dr. Timothy T. Stoller
Director, Delta College
February 27, 2017

To: College Senate

From: Eileen Daniel, Vice Provost for Academic Affairs,
Professor, Department of Public Health And Health Education

RE: Curriculum Change-Delta College

I have carefully reviewed the proposal to amend Delta College’s professional development sequence from 3, two credit courses (DCC 225, DCC 345, DCC 410) to 2, three credit courses (DCC 245, DCC 445), and support this change. This proposal will allow students to finish the Delta curriculum in four semesters rather than five providing more time during the fall of their junior year to focus on their majors. According to Dr. Stoller, it should also lower the number of Delta students taking courses out of sequence. Delta faculty and students support this curricular change and I agree it’s a positive direction.