SUNY BROCKPORT
College Senate
State University of New York
College at Brockport
New Campus Drive
Brockport, NY 14420-2925
(585) 395-2586 (Fax) 395-2246

Resolution # 06
2005-2006
COLLEGE SENATE

TO: Dr. John R. Halstead, College President
FROM: The College Senate Meeting on: November 14, 2005
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 Credit Adjustment #07 05-06 UC

Signed: [Signature]
Date: 12/02/05
(Dr. Mark Null, 2005-2006 College Senate President)

Please fill out the bottom portion and return document to the College Senate Office.

TO: The College Senate
DM: College President
RE: ⇒
     I. Decision and Action Taken on Formal Resolution (circle)
        a. Accepted. Effective Date: 12/14/05
        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: ________________________________

DISTRIBUTED BY PRESIDENT'S OFFICE TO: President's Cabinet

DISTRIBUTE ALSO TO: Originator, Academic Advisement, Registrar (as appropriate)

Signed: [Signature]
Date: 12/14/05
(College President, SUNY College at Brockport)

College Senate Office, 12/1/2005
2005-2006-06.res
DEADLINE FOR SUBMISSIONS:  FEBRUARY 23
Proposals received after the deadline may not be reviewed until next semester.

INSTRUCTIONS:
• Submit proposals individually rather than packets with multiple documents.
• Complete this cover page for each proposal (available online at www.brockport.edu/collegesenate)
• Prepare proposal in Word format using committee guidelines (available online)
• Submit proposal electronically with this cover page to senate@brockport.edu, facprez@brockport.edu
• All updates must be resubmitted to the Senate office with an updated cover page, use routing number
• Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

1. PROPOSAL TITLE:
Please be somewhat descriptive, for example, Graduate Probation/Dismissal Proposal rather than Graduate Proposal.

Delta College Proposal for Credit Adjustment

2. BRIEF DESCRIPTION OF PROPOSAL:
Adjusts DCC 345 from 2 credit course to 3 credit
Adjusts DCC 355 from 3 credit course to 2 credit

Necessary to accommodate Trustee direction for additional American History content in DCC 345.

3. SUBMISSION & REVISION DATES: PLEASE DATE ALL UPDATED DOCUMENTS

<table>
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<th>Updated on</th>
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<td>October 3, 2005</td>
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4. SUBMITTED BY: (contact person)

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Phone</th>
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<tbody>
<tr>
<td>James Georger</td>
<td>Delta College</td>
<td>5473</td>
<td><a href="mailto:jgeorger@brockport.edu">jgeorger@brockport.edu</a></td>
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5. COMMITTEES TO COPY: (Senate office use only)

<table>
<thead>
<tr>
<th>Standing Committee</th>
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<th>Date</th>
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<tbody>
<tr>
<td>__ Enrollment Planning &amp; Policies</td>
<td>Committee Chair</td>
<td>10/6/05</td>
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<tr>
<td>__ Faculty &amp; Professional Staff Policies</td>
<td>Executive Committee</td>
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<td>__ General Education &amp; Curriculum Policies</td>
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<td>__ Graduate Curriculum &amp; Policies</td>
<td>College President</td>
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<td>__ Student Policies</td>
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<td>X__ Undergraduate Curriculum &amp; Policies</td>
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*(ROUTING NUMBER WILL BE A CHRONOLOGICAL NUMBER SEQUENCE FOLLOWED BY COMMITTEE INITIALS)*
**DCC 345**  **INTEGRATIVE LEARNING SEMINAR II**  **Spring 2005**

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**DCC 345.01 Instructor: Jim Georger**

**Time and Place:** Monday, 5:30 - 6:30 p.m., M-8 Cooper  
Friday, 12:00 - 1:00 p.m., Delta Lounge

**Office:**  
H10 Cooper

**Office Hours:** Monday, 3:30 - 5:15 p.m. & by appointment

**Telephone:** Home: 964-7008; Kodak: 724-2795

**E-mail:** jgeorger@Brockport.edu

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**DCC 345.02 Instructor: Jim Georger**

**Time and Place:** Monday, 7:15 – 8:15 p.m., M-8 Cooper  
Friday, 12:00 - 1:00 p.m., Delta Lounge

**Office:**  
103 Faculty Office Building

**Office Hours:** Monday, 3:30 - 5:15 p.m. & by appointment

**Telephone:** Home: 964-7008; Kodak: 724-2795

**E-mail:** jgeorger@Brockport.edu

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**DCC 345.03 Instructor: Mark Noll**

**Time and Place:** Wednesday Noon – 1pm., M-9 Cooper  
Friday, 12:00 - 1:00 p.m., Delta Lounge

**Office:**  
H-3 Cooper

**Office Hours:** XXXXXXXXXXXXXXXXXXXXXXXXXXX

**Telephone:** XXXXXXX

**E-mail:** XXXXXXX

**Friday Common Hour Instructor:** Wanda Wakefield  **(History Department)**

**Office Hours:** Tuesday and Thursday, 9:30 – 11:00 a.m;  
Friday, 9:30 – 11:30 a.m.

**Telephone:** X 5699

**E-mail:** wwakefie@brockport.edu

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**Required Texts:**  

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**Course Description:**

*Integrative Learning Seminar II* has a variety of pedagogical goals.  The first is to ensure that you are ready for your national internship experiences by engaging in the next round of resume and cover letter revision, which lead to successful placements this upcoming summer.  The second goal is to make certain that you are familiar with the broad scope of American history and understand the basic narrative of our national heritage.  The Friday Common Hour meeting of *Integrative Learning Seminar II* specifically addresses this historical course content and, in timely fashion, dovetails with the college’s participation in the American Democracy Project.
Our third aim involves the process of constructing a persuasive argument. This specific component links the two class sessions of ILS II together: you will select, research and present a persuasive presentation on an issue of social or governmental policy.

Course Objectives and Learning Outcomes:

By now, you should be fully acquainted with Delta’s Course Objectives and Learning Outcomes. At the end of the semester, you will evaluate your competency concerning each of the student learning outcomes. In the boxes under “student,” you will rate your progress in achieving each of the course objectives as “satisfactory” (s) or “unsatisfactory,” (u) and explain your answer. We will do the same under the boxes for faculty. If there is a significant discrepancy between our evaluations, we will ask you to meet with us.

Student Responsibilities:

Students will demonstrate their responsibility to themselves and others in the course by:
- Being on time for all classes
- Attending all classes; in accordance with college policy, attendance is required.
- Being prepared for classes: Coming to class unprepared is the moral equivalent of skipping a class!
- Providing classmates constructive feedback on their work
- By completing assignments as assigned and on time

Requirements and Grading:

Your grade consists of a composite of the assignments listed in the syllabus, as well as your meeting the above-mentioned student responsibilities. In keeping with the philosophy of Delta College, you will have the opportunity to revise your work. (See the infamous Sixteen Commandments for procedure and policies.) All written assignments must adhere to either APA or MLA formats.

We will grade all written assignments based upon both content and mechanics. Please note that in addition to the assistance available to you in your mentor tutorial, you can also take advantage of tutors at the Student Learning Center (B10 Cooper, X 2293) and the Office of Career Services (Rakov 101, X2159).

Disability Statement:

We would appreciate hearing from anyone in class who has a special need, which may be the result of a disability. We are reasonably sure we can work out whatever arrangement is necessary, be it special seating, testing, or other accommodation. See us after class or during our office hours as soon as possible, and/or see the Coordinator for the Office for Students with Disabilities, 227 Seymour College Union (X5409).
Portfolio Folder Inclusions:

- Course Syllabus
- Student Learning Outcomes and Course Objectives
- National Issue PowerPoint Presentation Hard Copy, Outline, Text and Citations
- National Experience Agency Profile
- Updated Resume and Cover Letter
- Mid Term Quiz
- Selected American History Assignments

DCC 345 Major Assignments:

1. National Issue Presentation

This assignment is a significant part of the course. In addition to refining your research skills, you will also demonstrate the ability to prepare a persuasive argument using sound reasoning and several persuasive and rhetorical techniques. Furthermore, you will have an opportunity to develop expertise in the effective use of presentation software (Microsoft PowerPoint). Specifically, you will produce (a) a thesis (b) an outline, and (c) a printed PowerPoint presentation that includes the script of your presentation (black and white is acceptable). You will deliver the final presentation to the class during the last weeks of the course.

2. Developing Persuasion Skills

In this facet of the course, you will study the components of creating a persuasive presentation, the most fundamental piece being the use of sound reasoning and logic. We will study methods of logical argumentation and examples of faulty logic. Regarding persuasion, we will analyze the use of “Logic, Character, and Emotion” to persuade, as well as an accepted model for persuasion: Monroe’s Motivational Sequence. To this end, we will ask you to read, analyze, and write critiques of short persuasive articles. A midterm quiz will test your knowledge of key concepts presented in class.

3. Securing your National Internship

This is the most daunting assignment, because unlike a paper or presentation, it is not fully under your control. Essentially, you will be finding an interesting “job” The most successful students will listen for ideas and suggestions coming out of class discussion and conversations with the mentor and act upon them. Speed is essential, first in getting your resume and cover letter in order, and then approaching the places that may “hire” you. If you are creative, positive and persistent, you will be successful. We will help you prepare for a successful interview.

NOTE: We expect the second or “national” internship to be an escalation of your first year experience. This can mean:

a) You are working away from home, ideally in another state, or,
b) The experience is a closer match your academic major and/or career aspirations, or,
c) Job duties are significantly more challenging than your first year experience.

Finally, the national experience requires 145 clock hours completed at your upcoming placement. Expectations for international students are different! International students should confer with the mentor early in the course to understand the key differences.
Class Schedule for Mentoring Component (Monday or Wednesday): See Attached Spreadsheet

Determination of Final Grade: See Attached Spreadsheet

American History Component Description (Friday):

“And so we became, ‘a new nation, conceived in liberty and dedicated to the proposition that all men are created equal.’” (Abraham Lincoln, Gettysburg, 1863)

During the Friday Common hour sessions, we will use a variety of techniques to examine certain crucial turning points in American History. Through a study of the initial experience of settlement, the growth of a national identity before the Revolution, the struggle to create a republic with a stable, strong government, and the long fight to overcome the evil of slavery, Americans defined themselves as a freedom-loving people. After the Civil War, Americans became a modern people. With industrialization and expansion, the United States became, by the beginning of the 20th century, an important player on the world stage. Through two World Wars, and the long Cold War, the United States established itself as the predominant world power, with consequent responsibilities. Moreover, during the twentieth century the freedom of citizens of the United States expanded as well through the efforts of the Civil Rights movement. Please note that each of you will be writing and presenting a national issue paper this semester. You will base that national issue paper on one of the Opposing Viewpoints of your choosing.

Note: Your attendance is mandatory, although we will provide tapes for those students with legally documented absences.

Friday Common Hour Schedule, Topics, Readings and Assignments:

WEEK 1, Friday, January 28, 2005

We begin our study of American History by comparing and contrasting the first two successful English-speaking settlements on the North American continent, at Jamestown and at Plymouth.

Suggested Reading: John Demos, A Little Commonwealth

Read for next week Opposing Viewpoints as assigned

WEEK 2, Friday, February 4, 2005

In 1675-1676 internal rebellion and Indian resistance challenged colonists in Virginia and Massachusetts Bay. What do King Philip’s War and Bacon’s Rebellion mean for American History?

Due: One page analysis of Opposing Viewpoints. Which was the stronger argument and why?

Suggested Reading: Edmund Morgan, American Slavery, American Freedom

Read for next week Opposing Viewpoints as assigned
WEEK 3, Friday, February 11 (!), 2005

From the Salem Witch Trials through the Great Awakening and Enlightenment of the 18th century American colonists viewed their life experiences through the prism of faith. What did these various religious/philosophical discussions mean for the development of a national identity?

Due: One page analysis of Opposing Viewpoints. Which was the stronger argument and why?

Read for next week Opposing Viewpoints as assigned

WEEK 4, Friday, February 18, 2005

By 1775 a variety of forces had led to a split among Americans about the continued value of an association with Great Britain. What led to revolution and how was the War for Independence won?

Due: One page analysis of Opposing Viewpoints. Which was the stronger argument and why?

Suggested Reading: Robert A. Gross, The Minutemen and Their World

Read for next week the United States Constitution and its Amendments.

WEEK 5, Friday, February 25, 2004

With independence came a need for a new constitution. This week we will read the constitution and discuss how the framers of the document tried to reach a compromise on the issue of slavery

Due: One page analysis of the Constitution and its amendments. What do they say about slavery?

Suggested Reading: Henry Wiencek, An Imperfect God: George Washington, His Slaves and the Creation of America

Read for next week Opposing Viewpoints as assigned

WEEK 6, Friday, March 4, 2005

Thomas Jefferson and Alexander Hamilton held different views about how the United States should develop. Jefferson imagined an agrarian republic of independent yeoman farmers, while Hamilton envisioned a commercial, manufacturing, urban population. As the United States acquired new territory in the 19th century, the two views affected much national domestic and international policy, which we will study this week.

Due: One page analysis of Opposing Viewpoints. Which was the stronger argument and why?

Suggested Reading: Lynn Hudson Parsons, John Quincy Adams

Read for next week Opposing Viewpoints as assigned
WEEK 7, Friday, March 11, 2005

As America grew the debate over slavery intensified. This week we will look at the many efforts to reach compromise on the issue, from the Missouri Compromise of 1820 to the Kansas-Nebraska Act, to understand why, ultimately, compromise became impossible.

Suggested Reading: Anything by James MacPherson on the Civil War

Due: One page analysis of Opposing Viewpoints. Which was the stronger argument and why?

WEEK 8, Friday, March 18, 2005

No Class: Spring Break!

WEEK 9, Friday, March 25, 2005

The American Civil War as the first modern, total war.

Read for next week Opposing Viewpoints as assigned

WEEK 10, April 1, 2005

The critical year 1876 and the modernization of America, from the National League of Baseball, to Custer’s Last Stand, to the disputed election of 1876.

Due: One page analysis of Opposing Viewpoints. Which was the stronger argument and why?

Read for next week Opposing Viewpoints as assigned

WEEK 11, April 8, 2005

In 1898, the United States became an imperial power through the acquisition of an empire following the Spanish-American War. What did that mean for America’s place in the world and how did the military experience of the Spanish-American War influence American reform?

Due: One page analysis of Opposing Viewpoints. Which was the stronger argument and why?

Read for next week Opposing Viewpoints as assigned

WEEK 12, April 15, 2005

In 1917, the United States went to war in Europe. Our participation in World War I generated substantial change in the way Americans viewed themselves and their relationship with the world

Due: One page analysis of Opposing Viewpoints. Which was the stronger argument and why?

Suggested Reading: Wanda Ellen Wakefield, Playing to Win: Sports and the American Military, 1898-1945
WEEK 13, April 22, 2005

World War II established the United States as a prominent world power but, at the end, America found itself involved in a new, Cold War. What did American success in World War II cost and what were its long-term consequences for American foreign policy?

Suggested Reading: Geoffrey Perrett, *There’s a War to be Won*

Due: One page analysis of *Opposing Viewpoints*. Which was the stronger argument and why?

Read for next week *Opposing Viewpoints* as assigned

WEEK 14, 2004, April 29, 2005

The long Cold War has both domestic and international effects. During the long Cold War, the Civil Rights movement forced the removal of many of the barriers to equality established by Jim Crow and endorsed by the Supreme Court in *Plessy v Ferguson*. We will consider the changes in American life that occurred as a consequence.

Due: One page analysis of *Opposing Viewpoint*. Which was the stronger argument and why?

Suggested Reading: Betty Friedan, *The Feminine Mystique*

Read for next week *Opposing Viewpoints* as assigned

WEEK 15, 2004, May 6, 2005

On September 11, 2001, international terrorists directly attacked the United States. Many people had assumed that with the end of the Cold War the world would be a less dangerous place, yet it seems not to have become so, what happened and why?
September 28, 2005

TO: Michael Fox
FROM: Sandra Holinbaugh
Jim Georger
SUBJECT: Credit Hour Adjustment to DCC 345 and DCC 355

We are proposing that the credit hours attached to DCC 345 (Integrative learning Seminar II) and DCC 355 (Integrative Learning Experience II) be adjusted in the following way:

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<th>1/1/06 Credit Change</th>
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<td>5</td>
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<tr>
<td>DCC 355 Integrative Learning Experience II</td>
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**Rationale:** Traditionally, DCC 345 was a 2 credit course, devoted to preparation of students for the “national” internship and the development of critical thinking and communication skills focusing on persuasion. An American History narrative component was added to the Delta program as required by the SUNY Board of Trustees’ General Education goals. This was appended to the DCC 345 curriculum. Lecture, reading assignments, discussion and written assignments are all components of this new addition. Other elements of the curriculum have suffered somewhat as we struggled to cover all of this content in 2 hours per week. Consequently, it seems appropriate to maintain the integrity of the original class and recognize the additional work (and time required to cover it) by changing the DCC 345 course to 3 hours per week.

However, we would like to keep the total credits required for the Delta College program unchanged at 99 cr. We can arrange the one credit reduction needed to balance the additional credit in DCC 345 in the following way:

DCC 355, informally known as the “National Internship” or “ILE II” is a treasured part of the Delta Curriculum and intended to be a progression from DCC 235, known as the “Local Internship” or ILE I. Indeed, progression has been evident as students experience work at a higher professional level than in ILE I. The link to academic major and/or career goals is more concrete, and many students participate in experiences away from their home. The required clock hours to satisfy ILE I requirements is 120, for which 2 credits are awarded. ILE II, on the other hand requires an additional 25 hours (145 clock hour total), for which 3 credits are awarded.

We believe the additional full credit for ILE II is disproportionate to 25 hour increment. Furthermore 145 hours is an awkward amount of clock hours to fit into the traditional 40-hour workweek practiced by most employers. For these reasons, we feel justified in finding the one credit reduction needed by reducing the hourly requirement of ILE II to 120 clock hours and reducing the credits awarded for ILE II from 3 to 2 credits (as is the case for ILE I). We are convinced that Delta College can maintain the progressive requirements of ILE II and the required rigor of the internship experience in spite of this reduction in credit.

In summary, the “shift” of one credit is not only appropriate to recognize the additional work required of DCC 345, but also allows a more consistent application of the internship courses, without sacrificing content.

Hopefully this proposal meets with your approval, and you can guide us through the necessary channels to implement this change on 1/1/06.