

TOMPKINS CORTLAND COMMUNITY COLLEGE

SENATE AGENDA

April 28, 2023

Sprole Conference Room, Room 204

CALL TO ORDER

- Roll Call
- Introductions
- Welcome Guests
- Public Comment (if any)

APPROVAL OF MINUTES

April 14, 2023

UPDATES

College Senate Chair(s) update

REPORTS

Executive Branch Representative – Paul Reifenheiser

FCCC Representative Update – Patty Tvaroha

ACTION ITEMS

Microcredentials – Patty Tvaroha

Senate Nominations – Casey Goodwin

Committees and Subcommittees – Sayre Paradiso

ADJOURNMENT

FOCUS FOR THIS YEAR

Implement new by-laws of the College Senate

Middle States

Next College Senate Meeting

Friday, May 19, 2023

12:15pm

Room: Sprole Conference Room, Room 204

**Tompkins Cortland Community College Senate
Unapproved Minutes
Room 204, Sprole Conference Room
April 14, 2023**

CALL TO ORDER

- C. Goodwin called the meeting to order at 12:19 pm
- C. Goodwin welcomed guests.
- M. Lopez did roll call.

Roll Call

Present: K. Block (virtual), C. Goodwin, D. Green, K. Hall, M. Lopez, S. Paradiso, J. Petrella-Baum, R. Sarachan, V. Zeppelin (virtual)

Excused: L. Caza, K. Conway, D. Doskal, D. Flaten, D. Riegel, M. Timonin

Unexcused: M. Timonin

Guests: A. Mathers, B. Talbot, P. Tvaroha

Public Comment

No public comment.

APPROVAL OF MINUTES

J. Petrella Baum made a motion to approve the minutes of March 24, 2023, D. Green seconded with all others in favor.

UPDATES

College Senate Chair(s) Update

Updates provided in action items.

REPORTS

FCCC Representative Update

P. Tvaroha shared that she attended the Spring Plenary. Summary slides will be shared. Questions will be welcomed. The Chancellor attended the program. P. Tvaroha shared that the COVID vaccine mandate will be dropped, effective summer. There was talk about student success, diversity, equity and inclusion, upward mobility, supports around workforce credentials. The SUNY Provost was interested in ideas on retention and ideas to fill open positions as well as an open admissions letter to automate

admissions to graduating high school seniors to our College as well as an automatic transfer letter to automate transfers to another SUNY school.

Resolutions were passed by the Academic subcommittee of FCCC with no questions asked.

R. Sarachan made a motion to approve both the AAC3 Inclusive Access and the AAC4 Support for Academic Freedom resolutions. D. Green seconded the motion with 9 in favor, 0 opposed and 0 abstained.

Changes to the AW Policy and Withdrawal Dates

A. Mathers shared that the Administrative Withdrawal was to provide Financial Aid information to be aligned with regulations, but has a harmful effect on students. The AW was for students who stopped participating within 2 weeks of a 15 week semester. Instructors have to notice and submit the last date of attendance, student ID, etc. We are changing to a 9 week participation report and select those that are not participating, this will not affect the final grade where the AW was used to determine a final grade. The student will now be graded on the work submitted and if reported that they are not participating, they can still return, but it would be left up to the instructor and their grading policies. If the student is not participating, advisors would be responsible for reaching out to see if additional supports are needed.

There is still a student initiated Withdrawal for medical leave and/or special circumstances and there will be a student process and institution process to clarify workflows. The website will be updated to reflect this change.

R. Sarachan shared that he understands, but is unaware of instructors not reaching out to students re: AW. He shared that it is nice to look and not have to see blanks for grades, but understands the change. Will model language be provided? A. Mathers clarified that the AW was only used for those who never showed. They are double checking with the financial aid auditors that an AW is appropriate for those that never show. K. Hall asked about the impact on students and technology and what to respond. An AW was an answer when a student shared that they only saw class the first week of class. A. Mathers shared that the withdrawal deadline is now week 13, it would be a time for conversation with their advisor and instructor. If the process ends up to be messy, it will be addressed and changes made as needed. If there are student who withdrawal from the entire semester, there would be a different process and a reason would need to be given.

K. Hall asked how it would work for 5 week courses. A. Mathers shared that Financial Aid looks at 12 credits; the overall amount of credits. If a student stops attending 60%, the College owes funds back to the federal government. S. Paradiso asked about the information on the website about financial aid. A. Mathers shared that Financial Aid is working on updating and will share more at Orientation.

Executive Branch Representative

B. Talbot shared that they are looking at financials to increase retention. The threshold for reenrollment was decreased from \$1,000 to \$500 for those that continue to still have a balance. How do we retain? He is not sure the explanation was done well for those that had a balance. Many created their own problem, but outreach was done via text, phone, pop-ups. Education law required that if a student had a balance outstanding, we could not hold it against them from enrolling, obtaining their transcript or graduating. B. Talbot shared his screen. The policy will be shared on the website and will be in the welcome packet to make it clear that the student is responsible for their balance. This semester 600 students have a balance totaling \$67,800 – the question is at what point is the outstanding balance taken seriously? After 3 years, balances are written off (approximately \$1 million each year). Students have been identified that just can't pay – work is being done with the Foundation to create grants.

A mini-committee has been created to determine if those identified now and do an appeal for special consideration. At the moment, the committee is made up of Bill Talbot, Seth Thompson and Paul Reifenheiser, as they are trying to understand the exceptions.

S. Paradiso shared that many students come before things are finished, are there things in place to ensure that everything is done before they arrive? B. Talbot shared that it wasn't done well before, but this is part of the reason for the agreement and having everything go through self-service. If a student registers in May for Fall classes, there should be no reason for not having done anything when classes start 2 months later.

Three contacts will be attempted because those sincerely wanting to attend will respond – we just want the communication. The objective of the agreement is to not kick people out, but find out what is needed to keep them. R. Sarachan suggested having teaching faculty on the committee for a different perspective.

B. Talbot also shared that they were taking into consideration the time frames for certificates of residency and that the program may need to be adjusted as we go. V. Zeppelin shared that CollegeNow has struggled with students being billed inappropriately, there may need to be clarification non how students are flagged/identified and timing has caused confusion. B. Talbot clarified that it isn't because of this policy. V. Zeppelin mentioned that New York is changing their Certificates of Residency rules. B. Talbot share that it is a practice they need to work through to be able to break into the different focus groups of international, sports, dual, CollegeNow, as they would need to be addressed differently and suggested that Victoria Zeppelin, Patty Van de Bogart and he meet.

ACTION ITEMS

Vacant College Senate Seats

C. Goodwin shared that P. Reifenheiser asked if we could switch our May 12 meeting to May 19 to accommodate a vote on microcredentials before the Board meeting. A request will be made to P. Reifenheiser that the last faculty contract meeting date not be held on their last contract day so a representative can be available to answer any questions in the future.

There have been no responses yet to vacant seats available. A Secretary will be needed. If anyone is not able to continue on, please let Casey and Sayre know so that we know how many seats are available to fill.

ADJOURNMENT

R. Sarachan made a motion to adjourn the meeting at 1:11 p.m.

DRAFT

Summary Slides from Spring 2023 FCCC Plenary

Held at Herkimer County Community College, March 30 – April 1, 2023

Welcome

- From Christy Woods, FCCC President
- Jeff Steele, delegate, SUNY Herkimer
- Michael Oriolo, Herkimer CC Provost
- Merryl Tisch (zoom), Chairperson, SUNY BOT

Chancellor John B. King, Jr.

- Has visited 33 campuses at this point (as of April 1)
- Talked about his 4 pillars: student success; diversity, equity and inclusion; research and scholarship; economic development and upward mobility
- Talked about recruitment efforts – Donna Linderman will speak
- Questions about budget – how to secure CC funding in the future?
- Consolidation and merger questions – looking for evolution and sharing, not reducing the number of campuses
- COVID vaccine mandate question – will be talking with team that originally put mandate in place, should know soon if mandate extended to the fall

Allen Williams, Chairperson, NYCCT

- Holding breath about state budget (not passed as of plenary)
- Allegory of what we do – making sure to tell our story

CUNY UFS – Matthew Cotter (Executive Director) and John Verzani (Chair)

- CUNY has a provost
- DEI not formal part of CUNY Gen Ed yet, discussion on how to include
- CUNY phased out remediation at CC
- CC enrollment has been plummeting, but only down 2% this spring
- Disparities among Distinguished Professor ranks
- 55th anniversary of CUNY UFS

Christy Woods, FCCC President

- 6 College Presidents searches ongoing; Chancellor concerned with the high degree of Community College Presidential turnover. Why is this happening? Investigation into the language of “Officer in Charge.” Position meant to be short term, emergency appointment. Currently the language is vague.
- SUNY Match, EOP, AUTO admit, AUTO Transfer – Donna Linderman to discuss
- DEISJ fellows - (applications due to 3/30) someone to hold office hours to offer guidance on assessment.
- Chancellor invites Christy and Keith Landa from UFS to monthly meetings; SUNY Provost and Kim Scalzo have separate meetings with the two presidents. Opportunities for discussion and Community College advocacy; Micro-credentialing “if done right it could attract some students.” We should absolutely do this in the Liberal Arts. Also, stackable Nursing Certificates.
- General Education Framework AAS/AOS implementation by next Fall – writing some implementations framework guidelines.
- General Transfer Concerns; Ex: Accounting II wasn’t transferring, in some cases, due to numbering. This is not “playing nice,” and it does not serve our students. If students are not getting their courses transferred, this is a huge issue. Unfortunately, the responsibility remains on the student. This hinders their ability to continue their education with ease.
- Transfer and General Education Requirements. Schools will sometimes transfer the Gen ED completion but not the course, which can harm students if the course is required for their major. This is a major problem for SUNY system and public education in NYS. (Our understanding of the scale of this problem is based only on what students will share.)

Randy VanWagoner, Mohawk Valley CC President, NYCCAP

- Reported faculty concerns from our Fall 2022 Plenary regarding workload and lack of support to the CC presidents.
- NYCCAP hired a lobbyist in October 2022. NYCCAP's four-member advocacy committee has also been active, meeting with the Governor and key lawmakers on the budget. Their ask has been in alignment with ours (4% and funding floor).
- Presidents request faculty perspective on shared programs between campuses and REACH grant initiative.
- Asked about NYCCAP's response to the Feb 28 opinion piece in the Times Union calling for SUNY community colleges having a separate board of trustees. No NYCCAP response to report.
- Asked how presidents can encourage faculty to participate in campus leadership given overwork and burnout. He suggested that it probably varies widely across the system, impacted partly by varying resources. Colleges should have more open discussions about how to maintain meaningful faculty engagement vs. just activity.
- Asked how NYCCAP might encourage more community college presence within the system administration, VanWagoner said NYCCAP has been discussing strategic approaches to correcting this imbalance and disparity in resources.
- Asked about how presidents are working to improve support for adjunct faculty, he suggested crowdsourcing ideas.
- Closed by lifting up the lessons from the research of Kim Camerons (Univ. Michigan), indicating that if we want more positive and productive organizations, our institutions should hire more positive energizers.

Jen Miller, Assistant Vice Chancellor for Community Colleges

- SEM and REACH Strategic Enrollment Management - Bleak enrollment picture overall, but seems to be a leveling of the downward curve. What are trying to do with SEM? Marketing support, implementation support
- Looking to establish a Community of practice focused on SEM topic such as engaging faculty in SEM work
- REACH – focused on how do we help increase the credential completion for adults of color ages 26-64; Six states got funding including NY
- We are doing credential and pathway credential—align credentials with pathways, adopt holistic support, etc.
- Slide about onboarding—end goal to get students into industry and high wage jobs.

Ally Chun – President, Student Assembly

- Colleges are underfunded, faculty and staff are underpaid and overworked, so thank you for all your dedication.
- Some of our advocacy: Against tuition hikes, expanding TAP to microcredentials, increasing mental health services, for the Hunger Free Campus act.
- Other initiatives—getting in touch with students, veterans, military personnel, international backgrounds, non-traditional backgrounds, accessibility, and sustainability.
- Communications: trying to connect with all students, new website, new logo
- 90% increased engagement on social media platforms
- Also made an effort to visit more campuses this year, to better represent them, presence on CC's is strong.
- If you know students who are interested, get them involved.
- Was asked questions about 'inclusive access' and student engagement with student government but wasn't aware of this initiative

Candice Vacin (Genesee CC), Melissa Barlett (Mohawk Valley CC) – faculty burn-out session

- Survey had been completed in advance by many attendees giving data to help frame discussion
- Handout provided to measure an individual's social universe: energizing versus depleting; frequent versus infrequent
- Second page on listing sources of support in your life and listing people you support (and in what ways)
- Most important take-away, social interactions
- Short meditation to end session; talked about breathing techniques

Donna Linderman, Senior Vice Chancellor of Student Success

- Student Success and Enrollment Strategies:
- Student yield campaign: “ensure every New Yorker knows they have a place in SUNY.” This will promote an “overall growth mindset.” How do we turn accepted students into enrolled students? With respect to yield activities: SUNY welcomes the perspective of faculty. “Faculty should be engaged in these activities,” and “there should be an explicit invitation to Faculty,” to provide expertise and to connect with students.
- SUNY Match Initiative: A.K.A: Cascading Enrollment. This connects students to other options in their area, (State operated and Community Colleges) if they were not accepted by their school of choice. However, not all four-year institutions are opting into the mission. SUNY does not want State Operated Campuses to feel compelled to opt in.
- EOP: “Fill all our spots.” Intends to provide resources to colleges to reach out to eligible students. SUNY seeking to ensure that every EOP student’s direct cost are covered. Somewhat difficult to compete with the private institutions, where students are often fully packaged.
- AUTO Admit: “You have a place in SUNY.” A letter to every H.S. student admitting them to their local SUNY Community College and welcoming them to the SUNY system. In cases where a H.S. student lives in a county without a Community College, they will be admitted to the Community College options nearest to them.
- AUTO Transfer: In theory this is successful among Community Colleges and State Operated campuses who are willing to work together for student success. This process does remove the transfer process.

Shadi Sandvik – SUNY Provost in Charge (along with David Cantaffa and Kim Scalzo)

- Pending budget approval (not passed as of plenary) for SUNY FY 2024: \$200M for digital infrastructure, \$75M for transformation funding, \$53M for faculty hiring (continuation of last year), \$5M for CC child care funding
- Academic Affairs updates – PLA guidance document to come; Sp23 focus on provost fellow to be hired for PLA; early adopters for ACE military guide, apprenticeships and professional certifications; DEISJ fellows: about 80 applicants, just over 20% are CC faculty; Gen Ed framework updated guidelines sent out 2/17/23
- SUNY DLE – learning object repository not rolled out yet (campus level? SUNY level?); FACT2 Task group formed on leveraging the DLE
- Warnings were given about “inclusive access”
- OER – new round of grants are coming!
- 2 big surveys coming to fill out

Business Meeting

- Resolutions – campus endorsement requested

Elections:

- President – Christy Woods (Monroe)
- Vice President – Jeff Steele (Herkimer)
- Secretary – Danna Prather Davis (Suffolk)
- Treasurer – Michelle Tubbs (Orange)

CURRICULUM PROPOSAL FORM

Name: P. Tvaroha

Academic Community/Program: Health, Human Services, and Recreation

Date: 03-24-2023

TYPE OF SUBMISSION

(Check the type of submission and enter the requested information)

Change(s) in Degree/Certificate Requirements

Program Title:

Degree/Certificate Type: **A.A.S.** **A.A./A.S.** **Certificate**

Change(s) to Existing Course

Course Number and Title:

Identify the type of change(s) proposed:

- Change in Course Title or Number**
- Change in Prerequisites, Co-requisites, and/or Basic Skills for Course Success**
- Change in Credit Hours**
- Change in Instructional Format (Lecture, Laboratory Hours)**
- Change in Catalog Description**
- Major Change in Course Content**
- Change in essential topics/learning outcomes**
- Deletion of course from curriculum**
- Update to current Master Course Syllabus Template**

New Course

Academic Community Proposing/Endorsing Course:

Proposed Course Title:

Developmental **First Year** **(100 level)** **Second Year** **(200 level)**

New Degree/Certificate/Microcredential

Academic Community Proposing/Endorsing Proposal: Health, Human Services, and Recreation

Proposed Title: Direct Support Professional I (DSP I)

Degree/Certificate: **A.A.S.** **A.A./A.S.** **Certificate** **Microcredential**

Other Curricular Change:

II. Proposal Summary and Rationale

Summarize the proposed curricular change(s) and provide a rationale. Indicate how the proposed change is intended to enhance or improve student learning.

The Direct Service Provider I Credential is proposed as a new microcredential to assist Direct Service Professionals to gain skills and knowledge which will help them advance in their careers and earn a higher wage.

SUNY has entered into an agreement with the National Association of Disability Service Professionals (NADSP) and the Office of People with Developmental Disabilities (OPWDD) to provide training in the form of microcredentials to existing and prospective Direct Service Professionals. Through the scope of this grant, the students will be able to complete both Credentials at no cost to the students or the employers. The grant will cover 100% of the cost of books, tuition and fees. The grant will also provide additional supports to students in the form of wrap-around funding to help with emergency expenses and a part-time coach to support the students in their career development.

Although the NADSP grant will end in the spring 2024 semester, we plan to continue to offer this microcredential to encourage career advancement in these critical roles and hopefully continue to feed students into the Human Services programs. Hums 109 *Case Management and Documentation* will also continue to be offered as an elective open to all students in the helping fields.



MICRO-CREDENTIAL PROPOSAL FORM

- A micro-credential is a defined set of coursework that should “stack into” an existing degree or certificate, but can stand alone as a valuable career credential.
- All proposed micro-credentials will require campus approval in accordance with the Level III Curriculum Committee process, culminating with Board of Trustees approval.
- A new micro-credential will be active immediately following Board of Trustees approval.
- When developing a micro-credential, please refer to Curriculum Committee *Policies and Procedures* available on Sharepoint and consult with the Provost and the Registrar as needed.

CONTACT PERSON FOR THIS PROPOSAL	CREDENTIAL INFORMATION
Faculty lead: Patty Tvaroha	Proposed title: Direct Service Provider I (DSPI)
Department: Human Services	Minimum credits required (Minimum = 6; Maximum = 23): 7
Date submitted: 4/3/23	Courses: (List course code, title, and credits for each. Include any course choices allowed. Specify any minimum grade requirements. Note sequencing and semesters offered where relevant.)
Identify others who have been involved in the design/development of this credential. SUNY Provost Office National Association of Direct Service Professionals Office of People with Developmental Disabilities.	HUMS 105 Introduction to Human Services (3 credits) HUMS 107 Introduction to Disability Studies (3 credits) HUMS 120 Direct Service Provider I (DSPI) Field Work
	Non-credit components, if any:

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CREDENTIAL ALIGNMENT

Describe how the proposed credential is aligned with or complementary to a current Tompkins Cortland program and/or certificate with respect to institutional priority, and/or expressed workforce need. List program(s)/certificate(s) with which this credential aligns.

The courses in this microcredential align with the AS, AAS, and Certificate programs of Human Services. There is a critical need for Direct Service Providers in the field of Disability Service Provision. As a result, the National Alliance of Disability Service Providers (NADSP) has partnered with The Office of People With Developmental Disabilities (OPWDD) and SUNY to provide these Badging Microcredentials to Direct Service Providers who are already employed within the field.

What is the expected student population for this credential?

Students enrolled in the DSP I Credential will be Direct Service Professionals employed at one of the local OPWDD-funded Disability Service Provider agencies.

Explain how this credential meets local and/or regional market demand. Include any available data regarding job outlook. Describe how external partners have contributed to development of the credential, if applicable.

This credential has been developed to align with the National Association of Direct Service Provider badging system. Upon completion of this microcredential, student will have also completed 15 NADSP Badges. There is currently a nation-wide shortage of Direct Service Providers. The Department of Labor website states *"A current nationwide shortage of Direct Care Workers, including DSPs, adversely affects not only millions of DSP workers themselves, but also the many people who use or could benefit from their services. Shortages in recent years have spurred federal, state, and local action to bring more attention to this profession and mount an effective response to attract more people to become DSPs and support them through appropriate compensation and opportunities for advancement. People with disabilities can be great candidates as DSPs to help address the shortage."*

Explain the purpose of the proposed credential and list the learning outcomes.

The purpose of the DSP I Credential is to assist Direct Service Professionals to gain skills and knowledge which will help them advance in their careers and earn a higher wage. The Learning Outcomes for the DSP I Credential will align with 15 of the NADSP Badges. (see attached)

<p>If applicable, describe how this credential is aligned to professional standards of a relevant professional organization. List any third-party certifications that students may earn by completing the credential.</p> <p>This microcredential aligns with the NADSP Badging system. It will allow students to earn Badges through NADSP, while earning this TC3 Credential.</p>
<p>Additional costs above tuition and institutional fees must be identified. (Examples: OER fees, course fees, required supplies or equipment, non-credit component cost.) List any anticipated costs beyond standard institutional tuition and fees.</p> <p>Students will be able to complete this Credential at no cost to themselves or the employers. The National Association of Disability Service Professionals (NADSP) grant will cover 100% of the tuition, fees, and books for this microcredential. The grant will also provide additional supports to students in the form of wrap-around funding to help with emergency expenses and a part-time coach to support the students in their career development.</p>
<p>Additional comments:</p> <p>The grant will also provide additional supports to students in the form of wrap-around funding to help with emergency expenses and a part-time coach to support the students in their career development. Although the NADSP grant will end in the spring 2024 semester, we plan to continue to offer this microcredential to encourage career advancement in these critical roles and hopefully continue to feed students into the Human Services programs. The cost to the student or sponsoring employer will be 7 credits of tuition/fees and books.</p>
<p>INSTITUTIONAL SUPPORT</p>
<p>Institutional capacity must be in place for student supports in the areas of advising, registration, tutoring, library resources and any other relevant supports. Please describe the relevant supports needed for the credential.</p> <p>The grant provides for a part time ‘coach’ to assist students with academic decisions, as well as other barriers to success which might come up. In addition to the coach provided through the grant, students enrolled in this microcredential would be assigned to an academic advisor.</p>
<p>Technology supports must be in place as needed. Please identify any specialized technology needs. N/A</p>

Identify target market audiences for this credential.

The target audiences for this microcredential are current employees at Disability Service Providing Agencies, as well as those who have a desire to work as a Direct Service Professional at a Disability Service Provider.

Additional comments:

NADSP Badging

DSP I – 15 Total E-Badges: Must include the following

- The Code of Ethics Commitment
- The 50 Hours of Accredited Education
- At Least One of the Core Competency
 - Crisis Prevention and Intervention
 - Safety
 - Person-Centered Practices
 - Health and Wellness

Core Competencies	E-Badge	Provided by TC3 or Employer
Safety	Abuse Prevention	Employer
Communication	Communication Modes	TC3/ HUMS 105
Cultural Competency	Cultural Reflection	TC3/ HUMS 107
Professionalism and Ethics	Ethics Roadmap	TC3/ HUMS 105
Safety	First Aid	Employer
Communication	Respectful Communication	TC3/ HUMS 105
Professionalism and Ethics	Respectful Confidentiality	TC3/ HUMS 105
Crisis Intervention and Prevention	Self Reflection	TC3/ HUMS 105
Person Centered Practices	Individual Activities	Employer
Communication	Translating Terms	TC3/ HUMS 107
Community Inclusion and Networking	Community Networking	TC3/ HUMS 105
Community Inclusion and Networking	Planning Activities	TC3/ HUMS 107
Health and Wellness	Medication Administration	Employer
Health and Wellness	Personal Care	Employer
Health and Wellness	Supporting Well-Being	TC3/ HUMS 107

CURRICULUM PROPOSAL FORM

Name: P. Tvaroha

Academic Community/Program: Health, Human Services, and Recreation

Date: 03-24-2023

TYPE OF SUBMISSION

(Check the type of submission and enter the requested information)

Change(s) in Degree/Certificate Requirements

Program Title:

Degree/Certificate Type: A.A.S. A.A./A.S. Certificate

Change(s) to Existing Course

Course Number and Title:

Identify the type of change(s) proposed:

- Change in Course Title or Number
- Change in Prerequisites, Co-requisites, and/or Basic Skills for Course Success
- Change in Credit Hours
- Change in Instructional Format (Lecture, Laboratory Hours)
- Change in Catalog Description
- Major Change in Course Content
- Change in essential topics/learning outcomes
- Deletion of course from curriculum
- Update to current Master Course Syllabus Template

New Course

Academic Community Proposing/Endorsing Course:

Proposed Course Title:

Developmental **First Year** (100 level) **Second Year** (200 level)

New Degree/Certificate/Microcredential

Academic Community Proposing/Endorsing Proposal: Health, Human Services, and Recreation

Proposed Title: Direct Support Professional II (DSP II)

Degree/Certificate: A.A.S. A.A./A.S. Certificate **Microcredential**

Other Curricular Change:

II. Proposal Summary and Rationale

Summarize the proposed curricular change(s) and provide a rationale. Indicate how the proposed change is intended to enhance or improve student learning.

The Direct Service Provider II Credential is proposed as a new microcredential to assist Direct Service Professionals to gain skills and knowledge which will help them advance in their careers and earn a higher wage.

SUNY has entered into an agreement with the National Association of Disability Service Professionals (NADSP) and the Office of People with Developmental Disabilities (OPWDD) to provide training in the form of microcredentials to existing and prospective Direct Service Professionals. Through the scope of this grant, the students will be able to complete both Credentials at no cost to the students or the employers. The grant will cover 100% of the cost of books, tuition and fees. The grant will also provide additional supports to students in the form of wrap-around funding to help with emergency expenses and a part-time coach to support the students in their career development.

Although the NADSP grant will end in the spring 2024 semester, we plan to continue to offer this microcredential to encourage career advancement in these critical roles and hopefully continue to feed students into the Human Services programs. HUMS 109 *Case Management and Documentation* will also continue to be offered as an elective open to all students in the helping fields.



MICRO-CREDENTIAL PROPOSAL FORM

<ul style="list-style-type: none"> ➤ A micro-credential is a defined set of coursework that should “stack into” an existing degree or certificate, but can stand alone as a valuable career credential. ➤ All proposed micro-credentials will require campus approval in accordance with the Level III Curriculum Committee process, culminating with Board of Trustees approval. ➤ A new micro-credential will be active immediately following Board of Trustees approval. ➤ When developing a micro-credential, please refer to Curriculum Committee <i>Policies and Procedures</i> available on Sharepoint and consult with the Provost and the Registrar as needed. 	
CONTACT PERSON FOR THIS PROPOSAL	CREDENTIAL INFORMATION
Faculty lead: Patty Tvaroha	Proposed title: Direct Service Provider II (DSPII)
Department: Human Services	Minimum credits required (Minimum = 6; Maximum = 23): 7
Date submitted: 4/3/23	Courses: (List course code, title, and credits for each. Include any course choices allowed. Specify any minimum grade requirements. Note sequencing and semesters offered where relevant.)
Identify others who have been involved in the design/development of this credential. SUNY Provost Office National Association of Direct Service Professionals Office of People with Developmental Disabilities.	HLTH 206 Personal Health (3 credits) HUMS 109 Case Management and Documentation (3 credits) HUMS 121 Direct Service Provider II Field Work (1 Credit)
	Non-credit components, if any:

CREDENTIAL ALIGNMENT

Describe how the proposed credential is aligned with or complementary to a current Tompkins Cortland program and/or certificate with respect to institutional priority, and/or expressed workforce need. List program(s)/certificate(s) with which this credential aligns.

The courses in this microcredential align with the AS, AAS, and Certificate Human Services programs. There is a critical need for Direct Service Providers in the field of Disability Service Provision. As a result, the National Alliance of Disability Service Providers (NADSP) has partnered with The Office of People With Developmental Disabilities (OPWDD) and SUNY to provide these Badging Microcredentials to Direct Service Providers who are already employed within the field.

What is the expected student population for this credential?

Students in the DSP II Credential will be employed as Direct Service Professionals at one of the local OPWDD-funded Disability Service Provider agencies.

Explain how this credential meets local and/or regional market demand. Include any available data regarding job outlook. Describe how external partners have contributed to development of the credential, if applicable.

This credential has been developed to align with the National Association of Direct Service Provider badging system. Upon completion of this microcredential, student will have also completed 15 NADSP Badges. There is currently a nation-wide shortage of Direct Service Providers. The Department of Labor website states *"A current nationwide shortage of Direct Care Workers, including DSPs, adversely affects not only millions of DSP workers themselves, but also the many people who use or could benefit from their services. Shortages in recent years have spurred federal, state and local action to bring more attention to this profession and mount an effective response to attract more people to become DSPs and support them through appropriate compensation and opportunities for advancement. People with disabilities can be great candidates as DSPs to help address the shortage"*.

Explain the purpose of the proposed credential and list the learning outcomes.

The purpose of the DSP II microcredential is to assist Direct Service Professionals to gain skills and knowledge which will help them advance in their careers and earn a higher wage. The Learning Outcomes for the DSP II Microcredential will align with 15 of the NADSP Badges. (see attached)

If applicable, describe how this credential is aligned to professional standards of a relevant professional organization. List any third-party certifications that students may earn by completing the credential.

This microcredential aligns with the NADSP Badging system. It will allow students to earn Badges through NADSP, while earning their Credential with TC3.

Additional costs above tuition and institutional fees must be identified. (Examples: OER fees, course fees, required supplies or equipment, non-credit component cost.) List any anticipated costs beyond standard institutional tuition and fees.

Students will be able to complete this Credential at no cost to themselves or the employers. The National Association of Disability Service Professionals (NADSP) grant will cover 100% of the tuition, fees, and books for this microcredential. The grant will also provide additional supports to students in the form of wrap-around funding to help with emergency expenses and a part-time coach to support the students in their career development.

Additional comments:

The grant will also provide additional supports to students in the form of wrap-around funding to help with emergency expenses and a part-time coach to support the students in their career development. Although the NADSP grant will end in the spring 2024 semester, we plan to continue to offer this microcredential to encourage career advancement in these critical roles and hopefully continue to feed students into the Human Services programs. The cost to the student or sponsoring employer will be 7 credits of tuition/fees and books.

INSTITUTIONAL SUPPORT

Institutional capacity must be in place for student supports in the areas of advising, registration, tutoring, library resources and any other relevant supports. Please describe the relevant supports needed for the credential.

The grant provides for a part time 'coach' to assist students with academic decisions, as well as other barriers to success which might come up. In addition to the coach provided by the grant, students enrolled in this microcredential would be assigned to an academic advisor.

Technology supports must be in place as needed. Please identify any specialized technology needs. N/A

Identify target market audiences for this credential.

The target audiences for this microcredential are current employees at Disability Service Providing Agencies, as well as those who have a desire to work as a Direct Service Professional at a Disability Service Provider.

Additional comments:

DSP II – 30 Total E-Badges: Must include the following

- DSP I badge
- The 100 Hours of Accredited Education
- At Least One of the Core Competency
 - Evaluation and Observation
 - Communication
 - Professionalism and Ethics
 - Community Inclusion and Networking

Core Competencies	E-Badge	Provided by TC3 or Employer
Cultural Competency	Cultural Connections	TC3/ HUMS 109
Cultural Competency	Cultural Support	Employer
Evaluation and Observation	Assessment Follow-up	TC3/ HUMS 109
Education, Training, Self Development	Technology Proficiency	Employer
Health and Wellness	Ongoing Health Supports	Employer
Safety	Community Safety	Employer
Community Living Skills and Supports	Building on Strengths	Employer
Evaluation and Observation	Data Collection	TC3/ HUMS 109
Evaluation and Observation	Informal Assessment	TC3/ HUMS 109
Professionalism and Ethics	Self Care	TC3/ HLTH 206
Safety	Abuse reporting	TC3/ HLTH 206
Person Centered Practice	Completing Documentation	TC3/ HUMS 109
Person Centered Practices	Participant Directed	TC3/ HUMS 109
Person Centered Practices	Plan Implementation	TC3/ HUMS 109
Empowerment and Advocacy	Informed Advocate	TC3/ HUMS 109