

# 2008-2009 Horizontal Movement Form

Submit Academic Degrees, Credits, and PDUs earned from Summer 08, Fall 08 and Spring 09.

**Please Note:** If verification, transcripts and/or enrollment verification is not attached when submitted, credit cannot be given. For information and qualifications regarding Academic and PDU credit verification, see information attached to this form or you may review the current Academic Guide pages 16-20 located on SLCC Website ([http://www.slcc.edu/hr/docs/Academic\\_Guide\\_07\\_08.pdf](http://www.slcc.edu/hr/docs/Academic_Guide_07_08.pdf)).

Banner ID: **S** \_ \_ \_ \_ \_ (required) Name: \_\_\_\_\_

Department: \_\_\_\_\_ Division: \_\_\_\_\_

	Total Hours	Final Credit
1 PDU = 1 Semester Credit Hour = 45 hours of professional development		
<b>Academic Credit</b> List all academic credits in Semester hours [Semester hours = Quarter hours divided by 1.5]. <b>**Do these credits complete a degree?</b> _____ If yes, the degree must be posted on transcripts and submitted with this form.		
<b>Continuing Professional Education Units</b> List all seminars, conferences, academic course audits, presentations, etc., [45 hours per 1 PDU].		
<b>Field Work Experience</b> List all occupational experiences, creative endeavors, certificates, licenses, etc., [(Total hours/40 hours) X .47= PDUs ].		
<b>Total Academic and PDU Credits:</b>		

**Deadlines:**

To the Division Chair by Friday February 20, 2009

**To the Dean by Friday February 27, 2009**

**To Human Resources by March 6, 2009**

**Signatures:**

Faculty Member:		Date:	
Initials from a majority of department Faculty:		Date:	
Division Chair:		Date:	
Dean:		Date:	

## **PDU Description**

Three types of professional development experience(s) are accepted for horizontal movement on the salary schedule: academic course work, PDUs – which include continuing professional education – and fieldwork experience. Other experiences such as advising students, teaching classes, committee service (senate, tenure, hiring, department, association, etc.), curriculum development, etc., will not be counted toward horizontal movement.

All PDUs must be pre-approved.

PDUs are awarded upon demonstration of attainment of predetermined learning outcomes. The learning outcomes are determined during the pre-approval process.

Definition: One Professional Development Unit (PDU) is equivalent in rigor to one credit hour, which in turn is equivalent to 45 hours of professional development effort.

(1 PDU = 1 Semester Credit Hour = 45 hours of professional development)

**Any combination of theory and work or lab applications must be equivalent to 45 hours of professional effort and lead to demonstration of attainment of predetermined learning outcomes.**

\*Examples of one PDU credit:

1. Attendance at a forty-five hour seminar, auditing an academic course, etc. (demonstrated learning outcomes can be an oral or written report, paper, presentation to colleagues, auditing an academic course, etc.)
2. Fifteen hours of theory/seat time plus 30 hours of additional work (preparation of papers, articles, study time for examinations, hands-on applications, presentation to faculty, administrative, or student groups, etc.)
3. Forty-five hours of development time leading to demonstration of pre-approved learning outcomes (learning new software programs, learning new applications in technology programs, learning any new and essential information that must be transmitted to colleagues and/or students and which is necessary to keep the program current and viable.)
4. Forty-five hours of effort, in preparing and presenting workshops, seminars, and short courses for recognized national, state, and local professional organizations related to the presenters field. The presentation must be on material or techniques that expands the knowledge base of the presenter. It must be the presenters first formal presentation of this material.
5. PDUs may be earned in fractional units based on the above ratios.

## **PDU Criteria**

1. Each activity is planned in response to educational needs which are identified by faculty, department coordinators, Division Chair/Academic Administrators, etc.
2. Each activity has clear and concise written statements of intended learning outcomes.

3. Qualified instructional personnel are involved in planning and conducting each activity, or qualified instructional materials are used in the learning activity (as in self-paced learning materials).
4. Content and instructional methods are appropriate for the intended learning outcomes.
5. Participants must demonstrate their attainment of the learning outcomes.
6. PDUs cannot be earned for any educational or occupational experience that simply duplicates an experience for which placement credit has been previously earned.
7. PDUs shall be earned for professional development activities only when they are beyond the minimum knowledge and training requirements specified in the job description at the time of hire.

### **PDU Credit For Occupational Experience**

1. New occupational experience shall be related to the subjects taught by the department and contribute to the teaching proficiency of the faculty member.
2. Verification of related, new occupational experience shall include documentation from the employer, indicating dates and total hours worked. The faculty member shall also include in writing: 1) the exact experiences encountered, verified by the employer; and 2) how the experiences differed from previous experience. When the faculty member is self-employed, verification shall include a comprehensive daily log listing dates, hours, and experience.
3. PDUs for published work and other creative endeavors may be awarded. The content must be related to the faculty member's teaching assignment. Theses, dissertations, and in-house publications do not qualify. The work must fulfill the objective for which it was created. For example, an article written for a magazine must be published, a painting must be sold.
4. Table of PDUs earned through Occupational Experience:

<b>PDU's Based on Geometric Series Formula Using 10 Learning Periods and 85% Learning Curve</b>		<b>PDU's Based on .47 PDU's/40 Hours SLCC</b>	
Hrs/Wk 40		Effective Time	40 Hours/Wk
W ks	Total Hours	Total Hours	PDU's
1	40	20	0.47
2	80	41	0.94
3	120	61	1.41
4	160	82	1.88
5	200	102	2.35
6	240	123	2.82
7	280	143	3.29
8	320	164	3.76
9	360	184	4.23
10	400	205	4.7
11	440	225	5.17
12	480	246	5.64
13	520	266	6.11
14	560	287	6.58
15	600	307	7.05

5. PDUs may be awarded for the receipt of professional or occupational certificates, licenses, or accreditation. Documentation must include a detailed log of the time spent in direct study, preparation, testing, and verification of receipt of the certificate, license, or accreditation. Such distinction must be directly related to the subject taught by and contribute to the teaching proficiency of the faculty member.

Assumptions

1. PDUs are based on effective learning time.
2. Any system developed must be easy to understand, must be fair, and easy to implement and evaluate.

3. Work related to one's discipline can be an effective learning experience.
4. The committee recognizes that any system is open to interpretation and abuse but has taken a position that the faculty is professional and will not abuse the system.
5. Department and Division Chair/Academic Administrator approval will assure that professional development programs meet established standards.
6. The PDU concept is based on the idea of professional development. One PDU will be granted for 45 hours of effective learning time which is equivalent to one academic credit.
7. In an academic course, each week builds on previous material and adds new content. With this in mind we define learning efficiency as continually new content at the 100% level.
8. The committee feels that appropriate work leading to new learning is important to any discipline on campus. It is felt, however, that work cannot have a 100% efficiency. While any job provides new material and experiences, every job has some tasks that have become routine or are not entirely new. How much depends, of course, on every situation but we need to have a policy that can easily understood and implemented.
9. It is accepted that some tasks in any work experience have already been learned and with each new week on the job more has been learned. The committee has agreed because a learning curve exists in any work situation, that the effectiveness or efficiency of learning diminishes as a geometric progression. Week one perhaps close to 100% efficiency, but each succeeding week will be reduced to approximately 80%-85%.
10. Many complicated algorithms can be developed to take into account most of the variations that may be encountered. With all the complexities that may be accounted for, a formula so complex as to be unmanageable could be developed. That approach seems futile.
11. The table in item 4 of the Occupational Experience section of this document illustrates the logic of our approach, which will be simple to implement and evaluate.